

Academic Catalog

2022-23



Quinnipiac
UNIVERSITY

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2022–23 Catalog

Quinnipiac University's online catalog provides descriptions of courses, majors and minors offered by academic departments and programs, as well as other university-wide information such as the academic calendar, academic regulations, facilities, financial aid and tuition costs. Degree, major and minor requirements specified in the 2022–23 Catalog are valid for the Class of 2026. Other classes should follow the degree, major and minor requirements specified in the catalog for the year in which they entered Quinnipiac University. For additional questions, please contact the dean's office for the associated school.

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Quinnipiac University

Hamden and North Haven, Connecticut

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Admission requirements, fees, rules and regulations and academic programs are updated in official bulletins of the university.

This catalog is provided to students and applicants for their general guidance only. It does not constitute a contract, either express or implied. Quinnipiac reserves the right to change any provision of this catalog at any time and for any reason.

Please understand that sometimes Quinnipiac may have to change the academic calendar, policies, fees, curricula, course schedule or modality, or any other matter addressed in this catalog without prior notice or may be required to cancel programs and courses for reasons beyond our control. For instance, a faculty member may not be available due to sickness or death, or we may not be able to offer or be forced to change the format in which courses or services are provided because of governmental orders, public health concerns, weather conditions, power failures, fire, strikes by employees, natural disasters, or accidents. These examples are not meant to be exhaustive or to describe all of the types of disruptions that could possibly occur.

If Quinnipiac determines, in its sole discretion, that any such changes or cancellations are necessary, it will exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities, or performance. However, Quinnipiac's inability or failure to do so shall not subject it to liability or to any obligation to provide refunds, credit, or other compensation, in whole or in part, for any tuition or fees paid. In any such case, Quinnipiac will give whatever notice is reasonably practical.

Sustainability Initiatives

We, as members of the Quinnipiac Community, strongly believe it is our responsibility to work toward a more environmentally sustainable society. The university utilizes renewable electricity and single-stream recycling. Campus buildings feature energy-efficient heating and cooling units, energy-efficient lighting fixtures, Green Guard carpeting and windows with energy-efficient thermal glazing. Whenever possible, environmentally

friendly paper and supplies are used. In fact, the initiative to move to an online catalog was approved in part because of the savings in paper for printed copies.

STATEMENTS ON NONDISCRIMINATION AND COMPLIANCE

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

Please see the Discrimination, Harassment and Bias-Motivated Acts and Behavior Policy (p. 105) for more information.

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

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

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

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

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

These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity or expression, age, race, nationality, religion or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to the policy. Also, prohibitions against discrimination and

harassment do not extend to statements or written materials that are germane to the classroom or academic course of study.

Title IX inquiries may be referred to:

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

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

Please see the Title IX (p. 121) page for the full policy.

ACCREDITATIONS AND PROFESSIONAL MEMBERSHIPS

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

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

Accreditation by the commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the commission should be directed to the administrative staff of the institution. For comments and complaints, individuals may contact:

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
781-425 7785
Email: info@neche.org
<https://www.neche.org/for-the-public/comments-complaints/>

Quinnipiac also is accredited by the Office of Higher Education of the State of Connecticut and is authorized by the General Assembly of the state to confer such degrees and grant such diplomas as are authorized by the office. Contact information for filing a complaint with the Office of Higher Education:

Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841
800-947-1800
<http://www.ctohe.org/studentcomplaints.shtml> (<http://www.ctohe.org/StudentComplaints.shtml/>)

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

Specific school accreditations are listed below.

College of Arts and Sciences

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

School of Business

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

or exceeds established standards, as determined by periodic AACSB peer group review. The AACSB quality standards relate to curriculum, faculty resources, admission, degree requirements, library and computer facilities, financial resources and intellectual climate.

School of Communications

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

School of Computing and Engineering

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

School of Education

The master of arts in teaching program and the educational leadership program are fully accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Connecticut Department of Education. The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

School of Health Sciences

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

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

School of Law

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

School of Medicine

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

School of Nursing

- The bachelor's degree program in nursing at Quinnipiac University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org (<https://ccneaccreditation.org>)).
- The master's degree program in nursing at Quinnipiac University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org (<https://ccneaccreditation.org>)).
- The Doctor of Nursing Practice program at Quinnipiac University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org (<https://ccneaccreditation.org>)).
- The doctor of nursing practice program for nurse anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (coacrna.org (<https://coacrna.org>)).

Both undergraduate and graduate nursing programs in Quinnipiac University's School of Nursing are endorsed by the American Holistic Nurses Credentialing Corporation (ahncc.org (<https://ahncc.org>)).

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

Quinnipiac University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is an agreement among its member states, districts and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. The Connecticut Office of Higher Education is the portal agency for administration of SARA in Connecticut and is responsible for the resolution of out-of-state students' complaints against SARA institutions located in Connecticut.

Information about how to file a complaint with the Office of Higher Education is available on this website: [ctohe.org/SARA/Default.shtml](https://www.ctohe.org/SARA/Default.shtml) (<https://www.ctohe.org/SARA/Default.shtml>)

All correspondence, including institutional applications and student complaints, should be sent via email to ctsara@ctohe.org or via post to the following address:

SARA Coordinator
Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841

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

PROFESSIONAL LICENSURE AND CERTIFICATION DISCLOSURES

Quinnipiac University offers a number of programs leading to professional licensure and/or certification. Effective July 1, 2020, U.S. Code of Federal Regulations 34 CFR 668.43 requires disclosures for all programs leading to a license or certification. These disclosures indicate whether the program meets licensure requirements, does not meet licensure requirements or has not yet been determined for each state.¹

Prospective and current students are advised to refer to the information below about state professional licensing and certification requirements and potential consequences of relocating to a different state at any time after admission to a degree program. Please note that the completion of a Quinnipiac University degree does not guarantee employment or eligibility to receive a license or credential in every state or location in that profession. In many cases, there are state laws and there may be additional requirements (e.g., background checks and/or fingerprinting, professional exams, years of supervised professional work experience, fee requirements, etc.). The state professional licensing boards make the ultimate decision as to whether or not an individual will be eligible to apply for licensure/certification based on the rules and regulations in place at the time the individual submits their application for licensure.

Relocation while enrolled in a program leading to professional licensure may impact students' ability to remain in the program, meet state licensing requirements, and/or receive financial aid funding. Students who are considering relocation are advised to first contact their academic program director and the student financial aid office to discuss the potential impact of relocation. Students are advised to also contact the state licensing agency for the state to which they are relocating, to determine new licensing requirements they may need to meet.

Programs for Licensure and Certification Disclosure

Accounting

Quinnipiac's Master of Science in Accounting program prepares graduates for the Uniform Certified Public Accountant (CPA) Examination and provides students with the appropriate coursework to meet the 150-hour education requirement for CPA certification in all states. The successful completion of the Uniform CPA Exam is a requirement for CPA licensure in all 55 jurisdictions (all 50 states, District of Columbia, Guam, Puerto Rico, Northern Mariana Islands and Virgin Islands). Access contact information on state accountancy boards (<https://us.aicpa.org/research/externallinks/stateboardsaccountancylinks/>).

Cardiovascular Perfusion

Quinnipiac's cardiovascular perfusion program is accredited through the Accreditation Committee – Perfusion Education (AC-PE) <http://www.ac-pe.org/>) by the Committee on Accreditation of Allied Health Education Programs (CAAHEP) <https://www.caahep.org/>) The program prepares students for certification in all states and territories of the U.S. including Washington, D.C., Guam, Puerto Rico and the U.S. Virgin Islands. To become a certified clinical perfusionist (CCP), graduates must pass the Perfusion Basic Sciences Exam (PBSE) and the Clinical Applications in Perfusion Exam (CAPE). Graduates are eligible to take the PBSE when they have completed

at least 75 procedures as a primary perfusionist and have graduated from the program. To be eligible for the CAPE, graduates must perform an additional 50 procedures after their graduation date, usually as an employee of a hospital. For more information on the certification exams: Visit American Board of Cardiovascular Perfusion website (<http://www.abcp.org/>)

Diagnostic Medical Sonography

Upon completion of their Bachelor of Science in Diagnostic Medical Sonography, students are eligible to apply for the American Registry of Diagnostic Medical Sonography certification. Graduates may take the Sonography Physics and Instrumentation examination in addition to the following ARDMS specialty examinations: abdomen and small parts, breast, musculoskeletal, vascular technology and obstetrics/gynecology. The BS in Diagnostic Medical Sonography meets the professional licensing requirements of states where licensure is required. Currently, Nevada, New Hampshire, New Mexico, North Dakota, and Oregon are the only states with approved legislation mandating the licensure of sonographers. For more information, visit the website (<https://www.sdms.org/advocacy/state-licensure/>) of the Society of Diagnostic Medical Sonography.

Education

Becoming a licensed teacher requires the teacher candidates meet the regulatory requirements of the state in which the teaching license is sought. While Quinnipiac University's School of Education, being located in Connecticut, has developed its licensure programs to fully meet the State of Connecticut's certification requirements, many of our teacher candidate students are hired out of state. While it is not possible for any one program to meet the extent, variation, and revisionary nature of the criteria for licensure in all 50 states, the School of Education's certification officer and faculty work with individual students as they progress through the program both to be aware of various state regulations and to support each student to successfully be licensed in the state they choose. Advising students as to the requirements that may need to be met, providing letters of support and transcript analyses to state departments outside of Connecticut, and proactively helping teacher candidates has successfully allowed our teacher candidates to understand and meet requirements that differ from the Connecticut state statutes and regulations for licensure. See information for out-of-state students from external licensing boards. (<https://www.nasdtc.net/page/InterstateAgreements/>)

Engineering

The curriculum of Quinnipiac's four engineering programs—BS Civil Engineering, BS Industrial Engineering, BS Mechanical Engineering and BS Software Engineering—meets the educational requirements for Professional Engineering (PE) licensure in all 50 states, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands. View contact information for all state licensing boards at The National Society of Professional Engineers (NSPE) website (<https://www.nspe.org/resources/licensure/licensing-boards/>).

Law

Quinnipiac University School of Law is approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738. All 50 states recognize graduation from an ABA-approved law school as meeting the legal education requirements for eligibility to sit for the bar examination. Candidates may also sit for the bar in Washington DC, Puerto Rico, and the U.S. Virgin Islands.

Medicine

The Quinnipiac University Frank H. Netter MD School of Medicine Program is accredited by the Liaison Committee on Medical Education (LCME) and thereby meets the academic requirements for state medical licensure in all 50 states, the District of Columbia, Guam, Puerto Rico and the U.S. Virgin Islands.

Nursing

The Bachelor of Science in Nursing program, Master of Science in Nursing program, and Doctor of Nursing Practice program at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education (aacnursing.org/CCNE (<https://www.aacnursing.org/CCNE/>)). The Doctor of Nursing Practice (DNP) program for Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

The Quinnipiac BS in Nursing Program meets the State of Connecticut education requirements for a Registered Nurse License. Quinnipiac has not determined if the program meets the state education requirements in any other State, US Territory, or District of Columbia. Applicants should investigate requirements prior to accepting an offer of admission to Quinnipiac for the BS in Nursing program. The licensure boards in each state establish their own requirements for licensure or certification for their state. The state professional licensing boards will make decisions on whether or not an individual is eligible for license based on regulation in place at time of application for licensure. Please see the National Council State Board of Nursing website for more guidance (<https://www.ncsbn.org/nurse-licensure-guidance.htm>) on Registered Nurse Licensure as well as the licensure requirements and contact information (<https://www.ncsbn.org/14730.htm>) for each state/jurisdiction.

The Quinnipiac MSN program with Family Nurse Practitioner and Adult-Gerontology Nurse Practitioner specializations qualify the graduate to sit for the national certification exams offered through AANP or ANCC. The conferred degree, plus national certification, will allow the graduate to apply for APRN (advanced practice nursing) licensure in all 50 states. View state-specific information about the advanced practice nursing licensing requirements (<https://www.nursinglicensure.org/articles/nurse-practitioner-license/>).

The Quinnipiac DNP Nurse Anesthesia program prepares students to become Certified Registered Nurse Anesthetists (CRNAs). CRNAs are licensed to practice in all 50 states and the District of Columbia. In many states, CRNAs are classified as a type of advanced practice registered nurse and must be licensed by the relevant state licensing authority. View state-specific information about the advanced practice nursing licensing requirements (<https://www.nursinglicensure.org/articles/nurse-practitioner-license/>).

Occupational Therapy

The Entry-Level Professional Doctor of Occupational Therapy (OTD) program at Quinnipiac University has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's contact information is as follows: phone: 301-652-6611 (ext. 2914); fax: 301-652-1417; email: accred@aota.org; website: acoteonline.org (<https://acoteonline.org/>)

As a program with Candidacy Status, Quinnipiac University may admit students into the Entry-Level OTD according to the approved timeline and may proceed to the Preaccreditation Review step of the accreditation

process. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states and jurisdictions require graduation from an ACOTE accredited occupational therapy program and passing the NBCOT exam is a requirement for state licensure. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The American Occupational Therapy Association (AOTA) website (<https://www.aota.org/career/state-licensure/>) provides links to state regulations regarding qualifications and licensure, including continuing competency requirements, scope of practice by state and a list of the states that offer#temporary licensure#to graduates from ACOTE-accredited programs who have not yet passed the NBCOT exam.

Pathologists' Assistant

Quinnipiac University is a charter member of the American Association of Pathologists' Assistants (AAPA) and is a founding member of the Association of Pathologists' Assistant Training Programs. This MHS Pathologists' Assistant program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) meeting all established didactic and clinical curriculum standards established. As such, this program meets all requirements for U.S. and Canadian certification/licensure for graduates through the American Society for Clinical Pathology (ASCP) which is fully recognized by all U.S. States and Canada.

Physical Therapy

The Physical Therapy program at Quinnipiac University has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from the Quinnipiac University CAPTE-accredited physical therapist education program are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website (<https://www.fsbpt.org/>).

Physician Assistant

Quinnipiac's MHS Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) and prepares students for the National Certifying Exam (PANCE). PA's earn national certification from the National Commission on Certification of Physician Assistants (NCCPA). All 50 states require graduation from an accredited program and/or certification following successful completion of the PANCE as conditions for initial physician assistant licensure. By virtue of ARC-PA accreditation, Quinnipiac's physician assistant programs offers the curriculum necessary for licensure in all 50 states. View a complete summary of initial licensure requirements in all 50 states (<https://www.aapa.org/advocacy-central/state-advocacy/state-licensing/>). For information on the National Certification of PAs, visit the NCCPA website (<https://www.nccpa.net/>). For contact information for all states' licensing boards,

visit the AAPA website (<https://www.aapa.org/advocacy-central/state-advocacy/state-licensing/><https://www.aapa.org/advocacy-central/state-advocacy/state-licensing/>).

Radiologic Sciences

The Radiologic Sciences program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and meets all standards required for certification by the American Registry of Radiologic Technologists (ARRT) and to apply for initial licensure in all states. Some states require additional state sponsored training as part of the initial license application. Those requirements are the sole responsibility of the licensing state. Information regarding specific requirements of each state can be accessed at the ARRT website as well as the website of the American Society of Radiologic Technologists (ASRT).

Radiologist Assistant

The Radiologist Assistant program is formally recognized by the American Registry of Radiologic Technologists (ARRT). Students who graduate from the program will meet ARRT's educational eligibility requirement for certification and registration as Registered Radiologist Assistants. Currently there are different licensure requirements by state, which are available on the website of the American Society of Radiologic Technologists (ASRT).

Social Work

Quinnipiac University provides this disclosure regarding its educational qualifications for social work licensure. Students are responsible to review the requirements for states and jurisdictions prior to matriculation and financial obligations.

The MSW Program at Quinnipiac University is fully accredited by the Council on Social Work Education (CSWE). (<https://www.cswe.org/>) This accreditation by the CSWE meets the educational requirements for taking the Association of Social Work Boards (ASWB) exam and is the basic requirement for social work licensure in most states.

The MSW curriculum at Quinnipiac University meets the academic requirements for licensure as a licensed master social worker (LMSW) and licensed clinical social worker (LCSW) in Connecticut. The MSW degree from Quinnipiac University meets the initial educational requirements for graduate and clinical licensure requirements in all states, excepting California and New Mexico.

A determination has not been made regarding Alaska and U.S. territories such as American Samoa, Puerto Rico, and the US Virgin Islands. Please consult the appropriate licensing entities for states and jurisdictions regarding their specific and additional requirements for the licensure of social work professionals on the Association of Social Work Boards website (<http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>).

¹ *At this time, Quinnipiac cannot make a determination about whether any of its programs meet the requirements for professional licensure in the American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.*

QUINNIPIAC UNIVERSITY TRANSCRIPT KEY

Quinnipiac University

University Registrar's Office

275 Mount Carmel Ave.

Hamden, CT 06518-1908

203-582-8695

registrar@qu.edu

Federal School Code: 001420

In accordance with the Federal Educational Rights and Privacy Act of 1974, this record cannot be released to a third party without written consent.

Accreditation:

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

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

Additional information may be found here: <https://catalog.qu.edu/accreditations-professional-memberships/>

Academic Calendar:

The University follows a semester based academic term structure. Academic calendar may be found here: <https://catalog.qu.edu/general-information/academic-calendar/>

Course Numbering:

Courses numbered in the 100-400 range are primarily offered at the Undergraduate level. Courses numbered in the 500-600 range are primarily offered at the Graduate level. Courses numbered in the 700-800 range are primarily offered to Medical School & Doctoral levels.

Course Credits:

The unit of credit at the University is the semester hour.

Grading System:

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33

C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00
W		0.00
I (incomplete)		0.00
P (Pass)		0.00
HP (High Pass School of Medicine)		N/A
S (Satisfactory)		0.00
H (Honors)		N/A
IP (In-Progress)		0.00
U (Unsatisfactory)		0.00
AU (Audit)		0.00
Z (audit; this grade type no longer offered after Spring 2017)		0.00
TR (Transfer Credit)		0.00
X (Grade not submitted)		0.00

Repeated Courses:

Repeated courses are annotated with a grade of 'R'; Only the most recent grade figures into the cumulative GPA calculation.

Grade Point Average:

The grade point average is obtained by dividing the total number of quality points earned at the University by the number of semester hours attempted for grades. Grades for courses transferred to the University are not calculated into the grade point average.

Academic Honors:

Dean's List: undergraduate students qualify by earning a GPA of at least 3.5 with no grade lower than C and 14 completed credits.

Degree honors:

Summa Cum Laude 3.90-4.00

Magna Cum Laude 3.70-3.89

Cum Laude 3.50-3.69

Students must earn 60+ credits while at Quinnipiac to receive degree honors.

Academic Good Standing:

A student fails to meet academic good standing requirements with a cumulative GPA below 2.0 and/or semester GPA is below 2.0 in any two consecutive semesters.

Academic Sanctions:

Academic warning: semester GPA below 2.0, credit deficiency, or lacking necessary English or Math requirements

Probation: due to GPA or credit deficiencies, or consecutive semesters with GPA under 2.0

Suspension: serious or repeated deficiencies. Students must leave for one semester

Dismissal: serious or repeated deficiencies. Students are separated from the University. After a period of one year a student must file a new application for admission

ABOUT QUINNIPIAC UNIVERSITY

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

The university, founded in New Haven in 1929 with an emphasis on business, was known as the Connecticut College of Commerce until it changed its name in 1951 to Quinnipiac College. Soon thereafter, having outgrown its New Haven surroundings, the school moved to its 250-acre Mount Carmel Campus in Hamden, Connecticut, 90 minutes north of New York City, two hours from Boston and eight miles from metropolitan New Haven.

In 2000, the name Quinnipiac University was adopted to better reflect the quality and diversity of the school's programs at both the undergraduate and graduate levels. Over the years, Quinnipiac has experienced dramatic and steady growth. Its nine schools offer programs in business, communications, computing and engineering, education, health sciences, law, medicine, nursing and the arts and sciences and it is among only 2.1 percent of all U.S. universities with a medical school and a law school.

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

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

Quinnipiac is recognized by U.S. News & World Report and Princeton Review's "The Best 385 Colleges." The *Chronicle of Higher Education* has named Quinnipiac among the "Great Colleges to Work For." For more information, please visit [qu.edu](https://www.quinnipiac.edu) (<https://www.quinnipiac.edu>). Connect with Quinnipiac on Facebook and follow Quinnipiac on Twitter @QuinnipiacU.

Academic Calendar

Summer 2022 Academic Calendar ¹

Summer Orientation and Open House 2022

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

June 22	Wednesday	Transfer student welcome, session I
June 23-24	Thurs–Fri	First-year student orientation, session V

Summer I Term 2022

May 23	Monday	Undergraduate and graduate classes begin
May 24	Tuesday	Add/drop registration period ends
May 30	Monday	Memorial Day – university holiday; no classes ²
June 10	Friday	Last day to withdraw from 5-week courses (May 23–June 24) with a grade of W ³
June 17	Friday	Last day to withdraw from 7-week courses (May 23–July 8) with a grade of W ³
June 24	Friday	Undergraduate and graduate classes end (5-week courses)
June 27	Monday	Final grades due (5-week courses)
July 4	Monday	Independence Day – university holiday; no classes ²
July 8	Friday	Undergraduate and graduate classes end (7-week courses)
July 11	Monday	Last day to withdraw from 12-week courses (May 23–Aug 12) with a grade of W ³
July 11	Monday	Final grades due (7-week courses)
August 12	Friday	Undergraduate and graduate classes end (12-week courses)
August 15	Monday	Final grades due (12-week courses)

Summer II Term 2022

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

2022–23 Academic Calendar ¹

Fall 2022

August 23	Tuesday	Graduate Pathway to Success Program
August 24-25	Wed–Thurs	First-year student orientation, session VI
August 25	Thursday	Transfer student welcome, session II
August 26-28	Fri–Sun	Welcome Weekend
August 29	Monday	Undergraduate and graduate classes begin; online classes begin
August 30	Tuesday	Add/drop registration period ends for first 7-week online courses (Aug 29–Oct 15)
September 2	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 29–Dec 17)
September 5	Monday	Labor Day – university holiday; no classes

September 16-18	Fri–Sun	Bobcat Weekend
September 23	Friday	Last day to withdraw from first 7-week online courses (Aug 29–Oct 15) with a grade of W ³
September 24	Saturday	Open House for prospective undergraduate students
October 5	Wednesday	Yom Kippur – university holiday; no classes
October 10-15	Mon–Sat	Midterm examination period for 100-level courses
October 15	Saturday	Online classes end for first 7-week online courses (Aug 29–Oct 15)
October 17	Monday	Grades due for first 7-week courses (Aug 29–Oct 15)
October 23	Sunday	Open House for prospective undergraduate students
October 24	Monday	Online classes begin for second 7-week online courses (Oct 24–Dec 17)
October 25	Tuesday	Add/drop registration period ends for second 7-week online courses (Oct 24–Dec 17)
October 26	Wednesday	Midterm grades due for 100-level courses
November 4	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 29–Dec 17) with a grade of W ³
November 12	Saturday	Open House for prospective undergraduate students
November 18	Friday	Last day to withdraw from second 7-week online courses (Oct 24–Dec 17) with a grade of W ³
November 21-26	Mon–Sat	No classes
November 24-25	Thurs–Fri	Thanksgiving holiday – university closed
December 10	Saturday	Undergraduate and graduate on-campus classes end
December 12	Monday	Study Day with no final exams, no classes; university open (does not apply to online 7-week courses)
December 13-17	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
December 17	Saturday	Online classes end
December 19	Monday	Final grades due
December 21–January 2	Wed–Mon	University closed for Winter Break

January Term 2023

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

Spring 2023

January 18	Wednesday	Graduate Pathway to Success Program
January 20	Friday	New undergraduate student orientation
January 23	Monday	Undergraduate and graduate classes begin; online classes begin
January 24	Tuesday	Add/drop registration period ends for first 7-week online courses (Jan 23–March 11)
January 27	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 23–May 13)
February 17	Friday	Last day to withdraw from first 7-week online courses (Jan 23–March 11) with a grade of W ³
March 5	Sunday	Open House for prospective undergraduate students
March 6-11	Mon–Sat	Midterm examination period for 100-level courses
March 11	Saturday	Online classes end for first 7-week online courses (Jan 23 – March 11)
March 13-18	Mon–Sat	Undergraduate and graduate spring recess
March 13	Monday	Grades due for first 7-week courses (Jan 23–March 11)
March 20	Monday	Online classes begin for second 7-week online courses (March 20–May 6)
March 21	Tuesday	Add/drop registration period ends for second 7-week online courses (March 20–May 6)
March 22	Wednesday	Midterm grades due for 100-level courses
March 31	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 23–May 13) with a grade of W ³
April 1-2	Sat–Sun	Admitted Students Experience
April 7	Friday	Good Friday – university holiday; no classes ²
April 14	Friday	Last day to withdraw from second 7-week online courses (March 20–May 6) with a grade of W ³
May 6	Saturday	Undergraduate and graduate classes end; online classes end
May 8	Monday	Study Day with no final exams, no classes; university open (does not apply to online 7-week courses)
May 9-13	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
May 12	Friday	Commencement – Frank H. Netter MD School of Medicine and School of Law
May 13	Saturday	Commencement – School of Business, School of Computing and Engineering and School of Health Sciences
May 14	Sunday	Commencement – College of Arts and Sciences, School of Communications, School of Nursing and School of Education
May 15	Monday	Final grades due

Summer Orientation and Open House 2023

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

Summer I Term 2023

May 22	Monday	Undergraduate and graduate classes begin
May 23	Tuesday	Add/drop registration period ends
May 29	Monday	Memorial Day – university holiday; no classes ²
June 9	Friday	Last day to withdraw from 5-week courses (May 22–June 23) with a grade of W ³
June 16	Friday	Last day to withdraw from 7-week courses (May 22–July 7) with a grade of W ³
June 23	Friday	Undergraduate and graduate classes end (5-week courses)
June 26	Monday	Final grades due (5-week courses)
July 4	Tuesday	Independence Day – university holiday; no classes ²
July 7	Friday	Undergraduate and graduate classes end (7-week courses)
July 10	Monday	Last day to withdraw from 12-week courses (May 22–Aug 11) with a grade of W ³
July 10	Monday	Final grades due (7-week courses)
August 11	Friday	Undergraduate and graduate classes end (12-week courses)
August 14	Monday	Final grades due (12-week courses)

Summer II Term 2023

July 10	Monday	Undergraduate and graduate classes begin
July 11	Tuesday	Add/drop registration period ends
July 28	Friday	Last day to withdraw from 5-week courses (July 10–Aug 11) with a grade of W ³
August 4	Friday	Last day to withdraw from 7-week courses (July 10–Aug 25) with a grade of W ³
August 11	Friday	Undergraduate and graduate classes end (5-week courses)
August 14	Monday	Final grades due (5-week courses)
August 25	Friday	Undergraduate and graduate classes end (7-week courses)
August 28	Monday	Final grades due (7-week courses)

2023–24 Academic Calendar ¹**Fall 2023**

August 22	Tuesday	Graduate Pathway to Success Program
August 23-24	Wed–Thurs	First-year student orientation, session VI

August 24	Thursday	Transfer student welcome, session II
August 25-27	Fri–Sun	Welcome Weekend
August 28	Monday	Undergraduate and graduate classes begin; online classes begin
August 29	Tuesday	Add/drop registration period ends for first 7-week online courses (Aug 28–Oct 14)
September 1	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Aug 29–Dec 17)
September 4	Monday	Labor Day – university holiday; no classes ²
September 22	Friday	Last day to withdraw from first 7-week online courses (Aug 29–Oct 15) with a grade of W ³
September 23	Saturday	Open House for prospective undergraduate students
September 25	Monday	Yom Kippur – university holiday; no classes
October 9-14	Mon–Sat	Midterm examination period for 100-level courses
October 14	Saturday	Online classes end for first 7-week online courses (Aug 28–Oct 14)
October 16	Monday	Grades due for first 7-week courses (Aug 28–Oct 14)
October 22	Sunday	Open House for prospective undergraduate students
October 23	Monday	Online classes begin for second 7-week online courses (Oct 23–Dec 16)
October 24	Tuesday	Add/drop registration period ends for second 7-week online courses (Oct 23–Dec 16)
October 25	Wednesday	Midterm grades due for 100-level courses
November 3	Friday	Last day to withdraw from undergraduate and graduate 15-week courses (Aug 28–Dec 16) with a grade of W ³
November 11	Saturday	Open House for prospective undergraduate students
November 17	Friday	Last day to withdraw from second 7-week online courses (Oct 23–Dec 16) with a grade of W ³
November 20-25	Mon–Sat	No classes
November 23-24	Thurs–Fri	Thanksgiving holiday – university closed
December 9	Saturday	Undergraduate and graduate on-campus classes end
December 11	Monday	Study Day with no final exams, no classes; university open (does not apply to online 7-week courses)
December 12-16	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
December 16	Saturday	Online classes end
December 18	Monday	Final grades due
December 24–January 1	Sat–Mon	University closed for Winter Break

January Term 2024

January 2	Tuesday	Undergraduate and graduate classes begin
January 3	Wednesday	Add/drop registration period ends
January 12	Friday	Last day to withdraw with a grade of W ³
January 15	Monday	Martin Luther King Jr. Day – university holiday; no classes ²
January 19	Friday	Classes end; final examinations
January 22	Monday	Final grades due

Spring 2024

January 17	Wednesday	Graduate Pathway to Success Program
January 19	Friday	New undergraduate student orientation
January 22	Monday	Undergraduate and graduate classes begin; online classes begin
January 23	Tuesday	Add/drop registration period ends for first 7-week online courses (Jan 22–March 9)
January 26	Friday	Add/drop registration period ends for undergraduate and graduate 15-week courses (Jan 22–May 11)
February 16	Friday	Last day to withdraw from first 7-week online courses (Jan 22–March 9) with a grade of W ³
March 3	Sunday	Open House for prospective undergraduate students
March 4-9	Mon–Sat	Midterm examination period for 100-level courses
March 9	Saturday	Online classes end for first 7-week online courses (Jan 22–March 9)
March 11-16	Mon–Sat	Undergraduate and graduate spring recess
March 11	Monday	Grades due for first 7-week courses (Jan 22–March 9)
March 18	Monday	Online classes begin for second 7-week online courses (March 18–May 4)
March 19	Tuesday	Add/drop registration period ends for second 7-week online courses (March 18–May 4)
March 20	Wednesday	Midterm grades due for 100-level courses
March 28	Thursday	Last day to withdraw from undergraduate and graduate 15-week courses (Jan 22–May 11) with a grade of W ³
March 29	Friday	Good Friday – university holiday; no classes ²
April 6-7	Sat–Sun	Admitted Students Experience
April 12	Friday	Last day to withdraw from second 7-week online courses (March 18–May 4) with a grade of W ³
May 4	Saturday	Undergraduate and graduate classes end; online classes end
May 6	Monday	Study Day with no final exams, no classes; university open (does not apply to online 7-week courses)
May 7-11	Tue–Sat	Final examination period – undergraduate and graduate on-campus classes
May 13	Monday	Final grades due

May - TBA	TBA	Graduate, Frank H. Netter MD School of Medicine and School of Law Commencement ²
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May - TBA	TBA	Undergraduate Commencement ²
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Summer Orientation and Open House 2024

May 20	Monday	Graduate Pathway to Success Program
May 27	Monday	Memorial Day – university holiday; no classes ²
June 2	Sunday	Open House for prospective undergraduate students
June 6-7	Thurs–Fri	First-year student orientation, session I
June 10-12	Mon–Tues	First-year student orientation, session II
June 13-14	Thurs–Fri	First-year student orientation, session III
June 17-19	Mon–Tues	First-year student orientation, session IV
June 19	Wednesday	Transfer student welcome, session I
June 20-21	Thurs–Fri	First-year student orientation, session V

Summer I Term 2024

May 20	Monday	Undergraduate and graduate classes begin
May 21	Tuesday	Add/drop registration period ends
May 27	Monday	Memorial Day – university holiday; no classes ²
June 7	Friday	Last day to withdraw from 5-week courses (May 20–June 21) with a grade of W ³
June 14	Friday	Last day to withdraw from 7-week courses (May 20–July 5) with a grade of W ³
June 21	Friday	Undergraduate and graduate classes end (5-week courses)
June 24	Monday	Final grades due (5-week courses)
July 4	Thursday	Independence Day – university holiday; no classes ²
July 5	Friday	Undergraduate and graduate classes end (7-week courses)
July 8	Monday	Last day to withdraw from 12-week courses (May 20–Aug 9) with a grade of W ³
July 8	Monday	Final grades due (7-week courses)
August 9	Friday	Undergraduate and graduate classes end (12-week courses)
August 12	Monday	Final grades due (12-week courses)

Summer II Term 2024

July 8	Monday	Undergraduate and graduate classes begin
July 9	Tuesday	Add/drop registration period ends
July 26	Friday	Last day to withdraw from 5-week courses (July 8–Aug 9) with a grade of W ³
August 2	Friday	Last day to withdraw from 7-week courses (July 8–Aug 23) with a grade of W ³
August 9	Friday	Undergraduate and graduate classes end (5-week courses)
August 12	Monday	Final grades due (5-week courses)
August 23	Friday	Undergraduate and graduate classes end (7-week courses)
August 26	Monday	Final grades due (7-week courses)

¹ Excludes School of Law (p. 582) and School of Medicine (p. 641)

² Tentative

³ For further details, see *Withdrawal from a Course*. (p. 136)

The university reserves the right to revise this calendar.

Quinnipiac's Mission

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

Our strategic plan describes our ideals, and articulates the present and future goals for academic programs, approaches to enriching equity and inclusivity, lifelong learning opportunities, ties to the communities we serve, alumni outreach, and capital programs that advance these goals. The plan is enabled through the nimble and forward-thinking nature of Quinnipiac as we work to become the University of the Future.

The plan rests on four pillars:

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

Statement of Inclusive Values

At Quinnipiac University, we believe excellence is inclusive and built upon equity, so all groups feel welcome to fully participate in and contribute to our mission.

Achieving this level of excellence requires creating a sense of belonging for all individuals—especially historically marginalized members of society—by affirming the worth, dignity, legitimacy and equality of everyone in the Quinnipiac community and beyond, regardless of race, ethnicity, sex, age, sexual orientation, gender identity, disability, religion, national origin, political viewpoints, veteran status or socio-economic background.

Our university-wide culture is not built on any single program, initiative or action. Rather, it blossoms when guided by heartfelt care for the well-being of fellow community members. This is what inclusive excellence looks like at Quinnipiac:

- We bring our “whole selves” to our work and study, which means we bring our hearts as well as our minds.
- We stand for the quest for knowledge, encourage vigorous exchange of ideas, and foster honest, courageous conversations about sometimes uncomfortable subjects.

- We aim to always think and act with kindness to create a safe, respectful environment for these dialogues, with particular sensitivity to fellow community members’ individual or collective experiences.

Reasoned, academic and rigorous debate requires us to hear viewpoints with which we may disagree. However, those disagreements must not question the worth, dignity, legitimacy and equality of our fellow community members.

We affirm our belief in the ideals of inclusive excellence as a way to continue nurturing Quinnipiac as a university full of people who care deeply about each other and the communities around us.

Admissions

Admissions Procedures

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

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

Admissions Process

Students may apply using the Common Application or the Quinnipiac University application. Click here (<http://www.qu.edu/apply/>) for more information or to apply.

First-Year Students

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

Early Decision (binding) - November 1

Early Action I* - November 15

Early Action II - January 1

Regular Decision - February 1

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

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

Admissions Requirements for First-Year Applicants

Admission to Quinnipiac University is competitive, and applicants are expected to present a strong college preparatory program in high school. All first-year applicants for admission are expected to present:

- A high school diploma from an approved secondary school or its equivalent prior to enrolling.
- A secondary school transcript showing as completed, or in progress, a college preparatory sequence including: English, four units; mathematics, three units (physical and occupational therapy, nursing, physician assistant and engineering applicants should have four years); science, three units (all health science, nursing and engineering applicants are expected to have four years including biology and chemistry; social science, two units; academic (college preparatory) electives, four units. Total academic units expected: 16. First-quarter grades in the senior year should be sent as soon as they are available.
- Test scores are OPTIONAL for most applicants. Students choosing to report scores should submit official score results for the Scholastic Reasoning Test (SAT I) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT). The writing portion is not required. Quinnipiac uses the highest individual scores on the SAT in evidence-based reading and writing and math or the highest ACT composite score. Additional information regarding test requirements:

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

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

Test scores recommended:

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

Test scores required:

Official test scores are required, if available*

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

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

Transfer Students

Transfer students may apply for either fall or spring admission (with certain program-specific exceptions listed below). The admissions committee reviews transfer applications once they are complete. Completed applications for the spring term are reviewed starting in late October; applications for the fall term are reviewed beginning in February (after prior fall term grades are received). Students are advised to apply as early as possible to be considered for their program of choice.

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

- BS in Athletic Training: March 1

Transfers considered only for the fall semester each year on a space-available, competitive basis

- BS in Radiologic Sciences: March 1

Transfers considered only for the fall semester each year on a space-available, competitive basis

- Accelerated BS in Nursing: January 1

Applicants considered only for the fall semester each year

- BS in Nursing: March 1

Transfers considered on a space-available, competitive basis for both fall and spring semesters

Admissions Requirements for Transfer Applicants

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

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

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

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

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

Accelerated Nursing Program

Applicants who are interested in the Accelerated BS in Nursing program must already have a bachelor's degree. Learn more about the Accelerated BS in Nursing program (p. 658) by visiting the website.

International Student Admissions

Quinnipiac prides itself on offering a culturally diverse environment for its students. Our strong academic reputation attracts talented students from over 50 countries so our students interact with people of many different faiths and cultural backgrounds.

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

- Certified translations of all prior secondary and collegiate academic records.
- A teacher or counselor letter of recommendation.
- All international applicants must demonstrate adequate English proficiency to qualify for admission. English proficiency waivers are considered on a case-by-case basis after a student applies for admission. Considerations include, but are not limited to, the following: English as the primary language of school instruction; English as the first/native language; TOEFL of 80+; IELTS of 6.5+; Duolingo English Test (DET) of 105+
- Official documentation of financial support for undergraduate study and living expenses must be submitted to the admissions office before an I-20 can be issued to the student. The statement of financial support can be downloaded from the website.

Online Admissions

For information on Quinnipiac University online programs, click here (p. 932).

Advanced Standing/Placement

First-Year Advanced Standing

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

- Advanced Placement Program of the College Entrance Examination Board
- International Baccalaureate

Advanced Placement (AP) Policy

Score	Subject	Equivalency (Credit)
3	Art History	AR 103 (3 credits)
3	Art Studio Drawing	AR 251 (3 credits)
3	Art 2D Design	AR 159 (3 credits)
3	Art 3D Design	AR 159 (3 credits)
3	Biology	BIO 106 + BIO 107 (8 credits)
4	Biology	BIO 101 + BIO 102 (8 credits)
4	Chemistry	CHE 110 + CHE 111 (8 credits)

4	Computer Science A	CSC 110 (4 credits)
4	Computer Science Principles	CSC 105 (3 credits)
4	English Lang and Comp	EN 101 (3 credits)
4	English Lit and Comp	EN 102 (3 credits)
4	Environmental Science	SCI 139 + Lab (4 credits)
3	French Language	FR 101 + FR 102 (6 credits)
3	German Language	GR 101 + GR 102 (6 credits)
3	Government & Politics (US)	PO 131 (3 credits)
3	Government & Politics (Comparative)	PO 101 (3 credits)
3	History European	HS 111 + HS 112 (6 credits)
3	History US	HS 131 + HS 132 (6 credits)
3	Human Geography	GP 101 (3 credits)
3	Italian Language	IT 101 + IT 102 (6 credits)
3	Latin	FL 139 (3 credits)
3	Macroeconomics	EC 112 (3 credits)
4	Math Calculus AB	MA 151 (4 credits)
4	Math Calculus BC	MA 151 + MA 153 (6 credits)
3	Microeconomics	EC 111 (3 credits)
3	Music Theory	MU 230 (3 credits)
4	Physics 1	PHY 110 + PHY 110L (4 credits)
4	Physics 2	PHY 111 + PHY 111L (4 credits)
4	Physics C Electricity & Magnetism	PHY 122 (4 credits)
4	Physics C Mechanics	PHY 121 (4 credits)
3	Psychology	PS 101 (3 credits)
3	Spanish Language	SP 101 + SP 102 (6 credits)
3	Spanish Literature	SP 101 + SP 102 (6 credits)
4	Statistics	MA 275 (3 credits)
3	World History	HS 139 (3 credits)

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

Transfer Student Credit

An unofficial evaluation of credit is completed as part of the evaluation process for transfer students. Quinnipiac University normally grants transfer credit for college-level courses appropriate to the chosen curriculum completed with a grade of C or better at a regionally accredited college or university. The maximum number of transfer credits that may be accepted by Quinnipiac University is 75 credits. At

least one-half of the courses in a major must be taken at Quinnipiac University. Certain majors may request course completion within a five-year period. Official transfer of credit occurs once an admitted student matriculates into a program of study.

A student who has completed courses at an institution not granting degrees, or who has extensive experience in a specialized field, may submit College Level Examination Program (CLEP) exam scores to help determine placement. Quinnipiac University does not accept CLEP credits earned after a student is matriculated.

Tuition and Fees

Undergraduate Tuition and Financial Aid

Graduate Tuition and Financial Aid

School of Law Tuition and Financial Aid

School of Medicine Tuition and Financial Aid

Room and Board

Please visit the Quinnipiac University website for financial information and for housing options.

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

Required Dining Service

Please visit the Quinnipiac website to find out more information about the required dining service plans.

QCash

Quinnipiac also offers QCash, a prepaid debit account that can be used to make a variety of cashless purchases. Please visit the Quinnipiac website to find out more information about the QCard.

University Laptop Program

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

Financial Aid

Quinnipiac seeks to assist each of its students to receive the maximum federal, state and institutional financial aid for which they are eligible. Institutional financial aid is available to full-time undergraduate students demonstrating eligibility according to Quinnipiac funding policies. Aid is provided as a "package," which may include grants, scholarships, campus employment (Work Study) and loans. It is the goal of Quinnipiac to coordinate aid eligibility to make a Quinnipiac education as affordable as possible.

Quinnipiac's financial aid policy is built on the principle of supplementing student and family contributions toward the cost of attending college. This principle is rooted in the belief that primary responsibility for meeting college costs rests with the student and the family. Financial aid eligibility, therefore, is measured between the cost of attending Quinnipiac and the reasonable support expected from student earnings

and savings and from family income, assets and resources. To help Quinnipiac allocate its funds to assist as many students as possible, financial aid applicants are requested to explore all sources of external support for which they might qualify.

Students should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) by March 1 each year. All currently attending students who wish to apply for or renew their aid must file the FAFSA for renewal prior to April 1. Detailed information and links to both forms can be found on Quinnipiac's Tuition and Financial Aid webpage (<http://www.quinnipiac.edu/finaid/>). All financial aid applicants are required to meet Quinnipiac's standards for Satisfactory Academic Progress for financial aid recipients and applicants. The policy is published in the Student Handbook (p. 60) and is available online (<https://www.qu.edu/paying-for-college/undergraduate/apply-for-financial-aid/eligibility-and-policies/>) from the Office of Financial Aid.

Academic Scholarships

A variety of academic scholarships are awarded at the time of entry and are renewable. The value of most academic scholarships ranges from \$7,000-\$28,000 per year. Consideration for all scholarships is given to students based on their admission application. No additional forms are required for consideration. Visit Quinnipiac's Scholarships webpage (<https://www.qu.edu/tuition-financial-aid/scholarships.html>) for current academic scholarship award information as well as the criteria for renewal.

Veterans Benefits

Quinnipiac University accepts all U.S. Department of Veterans Affairs (VA) Education and Vocational Rehabilitation and Employment (VR&E) benefits available to eligible veterans and dependents. In addition, Quinnipiac is a proud participant of the Yellow Ribbon program, which provides additional funding for eligible students. Any student eligible and electing to utilize VA education benefits should apply for a Certificate of Eligibility (COE) at How to Apply for VA Education Benefits (va.gov) (<https://www.va.gov/education/how-to-apply/>). The COE must be submitted to Quinnipiac's director of veteran and military affairs prior to the start of classes. For more information or questions concerning VA benefits, contact 203-582-8867 or visit Quinnipiac's Veterans and Military Benefits webpage (<https://www.qu.edu/paying-for-college/undergraduate/types-of-aid/veterans-and-military-benefits/>). "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill

Military Tuition Assistance (TA)

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

Veteran Benefits and Reserve Officer Training Corps (ROTC)

Veteran Benefits

Pending Payment Compliance

In accordance with Title 38 US Code 3679(e), Quinnipiac University 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 & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Quinnipiac University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities).

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

- Produce the VA Certificate of Eligibility (COE) by the first week of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Air Force ROTC (Detachment 0009)

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

The AFROTC program is available to Quinnipiac University students at Yale University's main campus in New Haven. Through the AFROTC program, Quinnipiac University students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The first-year and sophomore courses carry no military obligation and are open to all students. Air Force ROTC scholarships also are available for qualified students. These scholarships pay up to full tuition and fees, as well as money for books and a monthly tax-free stipend. Visit the Air Force ROTC Scholarship website (<https://www.afrotc.com/scholarships/>) for more information concerning scholarships.

Students enroll in a four-year or three-year (if they join at the start of sophomore year) AFROTC sequence. Students commute to New Haven on the days listed below for AFROTC-specific classes and events. Up to 17 credits may be transferred to Quinnipiac and counted toward degree requirements as free electives.

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

AFROTC Courses

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

Tuesdays, 8:30–11:20 a.m.

- **USAF 401/402 "National Security Affairs/Prep for Active Duty"**
Contact the ROTC department for class days/times.
- **Leadership Laboratory**—Thursdays, 7:30–9:10 p.m.
- **Physical Training**—Tuesdays, 6:30–7:30 a.m. and Thursdays, 6–7 a.m.

Army ROTC

The Army ROTC program is available to Quinnipiac University students at the University of New Haven's (UNH) campus in West Haven. The program is open to all physically qualified students who are U.S. citizens and meet other specific requirements. Students are required to be non-matriculated at UNH and enrolled in MSL-1101 (Military Science) with lab as well as physical training 3 days per week. Successful completion of the program can qualify the student for a commission in the United States Army, Army Reserve or Army National Guard. Potential students are required to interview with Army ROTC leadership prior to acceptance. For more information, contact the Army ROTC Recruiting Office at 203-931-2998 or visit the UNH Army ROTC website (<https://www.newhaven.edu/lee-college/undergraduate-programs/rotc/>). Visit the Army ROTC Scholarship website (<https://www.goarmy.com/rotc/scholarships.html>) for more information concerning scholarships.

Student Resources and Services

Albert Schweitzer Institute (p. 25)

Carl Hansen Student Center (p. 25)

Campus Life (p. 25)

CARE (Community, Assessment, Response and Evaluation) Team

Career Development (p. 27)

Clubs and Organizations (p. 28)

Community Engagement (p. 28)

Counseling Services (p. 28)

Cultural and Global Engagement (p. 29)

Fraternity and Sorority Life (p. 30)

Laptop Program (p. 30)

Learning Commons (p. 30)

Public Safety (p. 32)

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Rocky Top Student Center (p. 34)

Student Affairs (p. 34)

Student Conduct and Community Standards (p. 31)

Student Health Services (p. 35)

Technology Assistance (p. 35)

Transitional Services for Underrepresented Students (p. 36)

Albert Schweitzer Institute

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

The institute conducts programs locally and on a global basis, and focuses on environmental, health and peace efforts. The institute hosts Quinnipiac's Global Engagement Fellowship. The institute engages students with:

- Work on campus, in the Hamden community, and globally around food security and environmental justice;
- Speakers and conferences on peace and development globally at the United Nations, and on campus;
- Global learning and community engagement opportunities in Peru, Guatemala and elsewhere in the U.S. aimed at motivating young people to serve the community and the environment as a way of life.
- Management and oversight of a native plant pollinator garden, which is used as a living laboratory for the study of pollinator species and for the general relaxation and enjoyment of members of the Quinnipiac community.

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

Carl Hansen Student Center

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

Banking

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

Bookstore

The bookstore, open to the Quinnipiac community and the public, is located in the lobby of the Carl Hansen Student Center, between the post office and the bank. The bookstore carries textbooks, general books, school supplies, licensed merchandise, insignia giftware, greeting cards and snacks, as well as health and personal care items.

Commuter Lockers

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

Campus Information Booth

The Information Booth is centrally located on the first floor of the Carl Hansen Student Center near the main entrance. It is a resource for the Quinnipiac community and visitors. The Information Booth, staffed by student employees, is typically open Monday–Friday, 9 a.m. to 10 p.m. Student staff members are available to provide information pertaining to campus events and directions for procedures unique to student activities.

Office Locations

The Carl Hansen Student Center is home to several offices for student organizations such as the Student Government Association, the Student Programming Board and student media organizations, as well as fraternities and sororities. The center offers a multipurpose programming space, meeting space, student media suite, fraternity and sorority life suite, student organization and graphic arts suite, multicultural suite and prayer space. In addition, the Department of Campus Life (p. 25) is housed on the second floor of the Student Center in suite 202.

Post Office

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

Office of Campus Life

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

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

The Department of Campus Life is located on the second floor of the Carl Hansen Student Center on Mount Carmel Campus in suite 202, as well as the fourth floor of the Rocky Top Student Center on the York Hill Campus. The staff can be reached at 203-582-8673 or at campuslife@qu.edu.

Student Learning Outcomes

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

- Lead within a variety of situational contexts.
- Gain the skills necessary to implement effective resolutions to challenges.
- Actively engage with the broader Quinnipiac and Hamden communities.
- Develop a strong affinity for the university.
- Articulate the impact of their co-curricular experience on their overall development.
- Model ethical and responsible behavior.
- Be advocates for the welfare of themselves and others.

Campus Recreation

Recreation

Quinnipiac University Recreation encompasses a variety of activities and locations, including: club sports, intramural sports, an eSports lab, three fitness centers, aerobic classes, open recreation and special events on all three campuses. Recreation also serves as one of the larger employers of undergraduate students on campus. Positions are available as intramural staff members and fitness center attendants.

Club Sports

The university recognizes 21 club sport teams. They compete against other universities without the time commitment of an NCAA Division I team.

Teams are student-led and allow for leadership opportunities through elected positions including president, vice president and treasurer.

Each team typically announces its tryout process before or at the Quinnipiac Involvement Fair each fall.

For more information on sports offered and contact info, please visit the Club Sports Page (<https://www.qu.edu/student-life/athletics-and-recreation/club-sports/>) on qu.edu.

Intramural Sports Program

The Quinnipiac intramural sports program offers a variety of sports activities in both competitive and recreational settings. Participants create their own teams, select their level of competition and vie for coveted championship T-shirts. Nearly 75 percent of the student body participates in one or more intramural activities.

Create an account on IM Leagues (<http://www.imleagues.com/quinnipiac/>) to:

- View the sport leagues and tournaments offered
- Review league rules, deadlines and details
- Create a team or join a team

Intramural offerings include:

- Basketball (5-on-5 and 3-on-3)
- Dodgeball
- Football
- Ice Hockey
- Soccer
- Tennis (singles & doubles)
- Ultimate Frisbee
- Volleyball
- Open skate
- Badminton
- Pickleball
- Lawn Games
- Virtual Challenges
- Dodgeball

For more information about intramural sports, visit the Campus Recreation MyQ page (<https://myq.quinnipiac.edu/Student%20Life/CampusRecreation/Pages/default.aspx>).

Fitness Classes and Programs

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

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

For more information about fitness and aerobics classes, visit the Quinnipiac Recreation Website (<https://www.qu.edu/student-life/athletics-and-recreation/fitness-and-recreation/>).

Open Recreation

“Open Rec” hours are scheduled in both the Recreation Center and the dance studios on Mount Carmel Campus. Quinnipiac community members are encouraged to play basketball, volleyball and other games at the Recreation Center or use the mirrored dance studios to rehearse. Hours for these spaces are the same as for the fitness centers with daily schedules of previously reserved times posted at the doors.

Burt Kahn Court/Gymnasium

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

Recreation Center

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

Fitness Centers

There are three fitness centers at Quinnipiac University. One is located in the Athletic and Recreation Center on the Mount Carmel Campus and includes:

- A full line of free weights
- A full circuit of strength equipment
- Abdominal equipment and stretching areas
- A full line of cardio equipment complete with treadmills, steppers, ellipticals, bikes and adaptive motion trainers (AMTs) on the corners of our suspended track

The next is located in the Rocky Top Student Center on our York Hill Campus and is outfitted with:

- A complete line of cardio equipment with network capabilities (installed January 2020)

- A new strength line including free weights, a full circuit, and abdominal workout equipment (installed summer 2021)

Our final fitness center is a satellite space on the North Haven Campus, with some cardio equipment, free weights and multi-functional strength equipment.

The fitness centers are open to all members of the Quinnipiac community. A valid Quinnipiac ID must be presented for entrance to the facility at all times.

The Mount Carmel and York Hill Fitness Centers are open Monday–Friday from 6 a.m.–10 p.m. and Saturday/Sunday 9 a.m.–10 p.m.

The North Haven Fitness Center is open Monday–Friday 9 a.m.–5 p.m.

Indoor Track

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

Cardio Corners

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

Spinning® Room

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

Sports Equipment

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

eSports Lab

The University opened an eSports Lab in December 2021 in Rocky Top 317. The Lab has 24 PC stations and a gaming console area for Nintendo Switch, Xbox & Playstation games. The lab is home to the University's eSports team and is utilized by Academic Courses in Game Design & Talent Management. Open recreation hours vary by semester and will be posted outside of the lab.

CARE (Community, Assessment, Response and Evaluation) Team

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

Guided by university values of a student-oriented environment and a strong sense of community, the chair of CARE manages this

multidisciplinary team. The CARE team meets weekly to review and discuss new referrals, ongoing cases and the best course of action to support students of concern. CARE utilizes best practices from national organizations such as Higher Education Case Managers Association (HECMA) and the Association for Student Conduct Administration (ASCA).

By partnering with members of the Quinnipiac community, the CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one; when a student needs support for their physical, emotional, mental, spiritual and/or financial health; and/or when a student is experiencing social challenges with roommates, friends and/or peers.

More information about the CARE team, behaviors of concern, how to make a referral and answers to frequently asked questions can be found on the CARE page (<https://myq.quinnipiac.edu/Student%20Life/CARE/Pages/default.html>) on MyQ. Concerned about a student? Let us know: CARE and Conduct Incident Reporting Form.

Career Development

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

- Individual career counseling and advising sessions
- Assistance with resume/cover letter writing and other job search correspondence
- Interview practice and preparation
- Connections with alumni and employers
- Alumni networking and mentorship portal
- Career fairs, panels and workshops
- Job and internship listings and strategy sessions
- Graduate school information
- School-specific career information

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

General Career Development (<https://www.qu.edu/info-for/career-development/>)

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

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

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

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

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

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

Clubs and Organizations

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

Additional information and guidelines for organizations, as well as procedures for initiating new clubs, are available in the Quinnipiac University Student Handbook and the Department of Campus Life. All policies and guidelines pertaining to organizations are subject to the interpretation of the Department of Campus Life.

Student organizations are grouped according to the following categories:

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

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

Community Engagement

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

- Serves as a resource and contact for students, faculty and staff in the development of community service and philanthropic opportunities.
- Assists faculty in the development of service learning and experiential learning opportunities.
- Assists students, student organizations, campus offices and departments in the development, coordination and funding of community service activities.
- Develops and organizes the Alternative Break Trips that engage students in direct service to meet community needs.
- Acts as an advocate for, and adviser to, student organizations committed to service.
- Develops and maintains a database of local community agencies and nonprofits searching for volunteer assistance or open to hosting one-time small group service activities.

- Develops and manages the Community Work Study program, which offers students with work study awards the opportunity to work in local schools, nonprofits and municipal agencies; and
- Supports student groups, university departments and faculty in the design and coordination of events that advocate for and educate the community about the unmet needs and issues of social justice within our local communities and world.

Counseling Services

Counseling Services

Quinnipiac has contracted with Hartford HealthCare's Campus Care program to provide high-quality, coordinated health and wellness services to manage students' complete care needs, from physical and mental well-being to athletic training for the university's Division I athletes. Please check the university website for the most up-to-date information.

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

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

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

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

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

Students wishing to schedule an appointment can call Counseling Services at 203-582-8680, choose option #1, and schedule an appointment by talking to the counseling center secretary.

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

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

Department of Cultural and Global Engagement

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

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

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

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

- Help students understand multiculturalism and social justice in a global context.
- Develop intercultural skills.
- Broaden attitudes and experiences for students such as study abroad, global solidarity programs and courses with a travel component.
- Examine values, attitudes and responsibilities for local/global citizenship.
- See how power and privilege are shifting the local/global context.
- Prepare students to cooperate and compete in a multicultural and global workplace.

For more information, please contact the office at 203-582-8425.

Multicultural Education

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

- Offers programming and training that enhances the Quinnipiac community's appreciation of various social identities, including race, gender and sexuality, socioeconomic class, and other cultural identities, and the practice of inclusive excellence among faculty, staff and students.
- Offers transitional support for incoming students of color, first-generation and international students through programs such as the QUEST Mentoring Program (p. 36), QU FYI (First-Year Immersion) (p. 36) and Sawhney Leadership Program (<https://www.qu.edu/student-life/diversity-and-inclusion/multicultural-education/sawhney-leadership-program/>).

- Works collaboratively with academic and administrative units to foster intercultural dialogue and programming.
- Delivers academic and social mentorship for underrepresented students to live, work, lead and succeed in a multicultural and global world.
- Assists and advises cultural student organizations in leadership development and program planning to enhance their active engagement and participation in the university and the local community.
- Provides space for high-impact learning around issues of diversity, equity and social justice through intergroup dialogues and educational programming.
- Provides opportunities for students and faculty to learn about, embrace and celebrate diverse ethnic, racial and cultural identities through training, workshops and programming.

Global Education

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

The following opportunities are available:

Semester Abroad (p. 50)

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

Intersession (p. 51)

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

Clinicals

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

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

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

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

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

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

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

International Students

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

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

Fraternity and Sorority Life

Currently, over 19 percent of Quinnipiac undergraduate students are members of the 17 fraternities and sororities on campus. The Office of Fraternity & Sorority Life is committed to advancing fraternities and sororities through intellectual and interpersonal development within the Quinnipiac University community and beyond. The office is guided by a set of shared values, known as “Pillars,” which shape all community programming and initiatives from the new member experience through Commencement.

The Pillars are:

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

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

Staff in the Office of Fraternity & Sorority Life offer advisement, programming and experiences that are intended to complement the numerous occasions for leadership and involvement provided by

individual chapters and their respective governing councils. These experiences afford students opportunities to gain proficiency in the Campus Life learning outcomes.

Students have the opportunity to join a wide variety of organizations including those belonging to the National Panhellenic Conference, National Pan-Hellenic Council, National Association of Latino Fraternal Organizations, and North American Interfraternity Conference.

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

For more information call 203-582-7309 or email fslife@qu.edu (FSLife@qu.edu).

University Laptop Program

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

Learning Commons

The Learning Commons is a group of academic programs that provide support to members of the Quinnipiac community. On the Mount Carmel Campus, the Learning Commons is located in the north wing of the Arnold Bernhard Library. Please call reception with questions: 203-582-8628.

On the North Haven Campus, the Learning Commons is located on the second floor of the School of Law Center. Please call reception with questions: 203-582-7851. The Learning Commons offers the following support services:

Peer Academic Support

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

The **Peer Catalyst (PC) Program**, certified by the College Reading and Learning Association, supports mostly first-year students. Peer Catalysts serve both as facilitators of student learning and as observers of student behaviors and attitudes. These functions are complementary and allow PCs to be valuable resources to both students and faculty. Peer Catalysts, like their chemical namesakes, help students transition from one state to another, from being a high school student to being a QU student. PCs work alongside students and faculty members to support students' development of lifelong learning skills, achievement in FYS and other

courses, and utilization of opportunities on campus. Their work consists of taking part in class meetings and meeting with students out of class.

The **Peer Fellow Program**, developed from the Supplemental Instruction model by a certified coordinator, provides weekly study groups for various challenging gateway classes for majors. Trained in group dynamics and active learning, Peer Fellows attend each class meeting, develop a weekly agenda with the professor, and meet with interested students to work on topics and challenges so that students can increase their chance of academic success. Peer Fellow study session schedules are posted on the Learning Commons web page and also are available at our reception desk.

The **Peer Tutoring Program**, certified by the College Reading and Learning Association, provides individual tutoring for the great majority of 100-level courses and many 200- and 300-level courses, and supports many of the graduate degree programs. Students meet with peer tutors on an appointment basis to address material in a specific course. Tutors also can help students improve study skills, time and task management and academic goal-setting.

The **Study Table Program** serves students enrolled in various foundational courses, including mathematics, chemistry and physics. A study table is a venue of support where students can drop in with questions they may have on homework or an upcoming test. Study table mentors can support both individuals and groups. Students visiting a study table should bring prepared questions on specific topics so that there is a focus for the visit. Study tables are also useful for guided group support when students have similar questions in the same class. Study table schedules are posted on the Learning Commons web page and also are available at our reception desk.

Support for Students with Disabilities

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

Academic Development and Outreach

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

support the student. Academic specialists and academic coaches also work with faculty to bring learning skills into the classroom.

Academic Coaches

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

Academic coaches:

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

Academic Specialists

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

Academic specialists:

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

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards promotes a safe and inclusive university environment by helping students and student organizations to engage positively with the university community, define their values, and demonstrate responsible behavior on and off campus.

The Office of Student Conduct and Community Standards:

- Advises and assists parties involved in conduct proceedings
- Trains and advises student conduct officers and student leaders

- Facilitates conduct meetings
- Reviews decisions of the code of conduct process
- Maintains all student disciplinary records
- Collects and disseminates data and trends concerning student conduct
- Provides educational outreach programs for students

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

Making a Referral to the Office of Student Conduct and Community Standards CARE and Conduct Incident Reporting Form

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

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

Student Learning Outcomes

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

- Critical Thinking and Reasoning:** Analyze their behavior and its effect on the community.
- Responsibility:** Identify the impact of personal decisions.
- Social Intelligence:** Define their personal values.

Department of Public Safety

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

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

The Department of Public Safety maintains a close working relationship with local, state and federal law enforcement partners and other

emergency service agencies on matters related to the security and safety of the university community. For routine inquiries, the department can be reached at 203-582-6200. For emergencies, dial 911.

Office of Religious Life

The Office of Religious Life organizes religious programs and events at the university. The three staff religious leaders (Catholic priest/chaplain, Protestant chaplain and Muslim religious life coordinator) oversee their respective communities at Quinnipiac; they coordinate worship and prayer services, and provide spiritual/pastoral counseling. For those students belonging to a community not represented on campus, the office can provide assistance in making connections with local religious resources. The Office of Religious Life serves as a resource to the university on issues of religion, ethics and spirituality. The staff members work to raise the visibility of religion on campus through tradition-specific as well as interfaith programming, and when required, provide a religious presence at university events.

The Center for Religion

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

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

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

Student Learning Outcomes

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

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

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

Residential Life

Residential Life

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

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

University-Owned Housing

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

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

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

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

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

Seniors and some juniors may also select from available apartment-style housing at Eastview and university-owned houses. Many seniors have single bedrooms. Students living in university-owned houses are minutes away from the Mount Carmel and York Hill campuses.

Graduate housing is available on a first-come, first-served basis. Students have single bedrooms in the Crescent, Whitney Village or our university-owned houses and apartments.

Three-Year Housing Requirement and Exception Process

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

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

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

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

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

Residential Curriculum

The Office of Residential Life provides intentional learning experiences for all residential students through the implementation of our residential curriculum. The curriculum is a framework for providing sequential learning to students throughout their academic careers. Our curriculum focuses on five key competencies: wellness, social and emotional intelligence, academic and career success, inclusive excellence, and community citizenship. Our educational priority is that, by living on campus, students will develop a strong sense of self and become engaged, responsible and inclusive members of their current and future communities.

There are 22 learning outcomes of the residential curriculum.

- a. Identify types of wellness (physical, mental, social, emotional, spiritual and financial) and how they are connected.
- b. Demonstrate knowledge of campus and community resources that support wellness.
- c. Define healthy habits to maintain physical, mental and spiritual well-being.
- d. Gain an understanding of financial literacy.
- e. Reflect on their personal interests, values, skills, traits and identity.
- f. Effectively communicate needs, ideas, thoughts and perspectives.
- g. Acknowledge change and successfully manage conflict.
- h. Develop meaningful relationships through engagement in opportunities for connection and mentorship.
 - i. Understand the value of a well-rounded liberal arts education.
 - j. Demonstrate knowledge of university advising structure and related academic support resources.
- k. Utilize resources based on individual needs and aspirations.
 - l. Explore, assess and develop academic and professional interests, values and goals.
- m. Engage in experiences to explore the intersection of life, academics and career planning.
- n. Reflect upon and articulate dimensions of one's own identity.
- o. Recognize the needs, ideas and values of others.
- p. Participate in healthy and respectful dialogue about social identities, values and beliefs.
- q. Demonstrate a respect for others' lived experiences.

- r. Understand the strength that comes from diverse local, national and global perspectives.
- s. Recognize the impact of actions and words on community.
- t. Advocate for and with others.
- u. Participate in civic engagement to positively impact the community.
- v. Practice and promote local and global sustainability.

Rocky Top Student Center

The Rocky Top Student Center serves as the living room for the York Hill Campus. This lodge-inspired design, which uses 10 different types of wood, instantly transports students and community members with expansive vistas of New Haven and Long Island Sound. It is easy to marvel at the attention to detail in every aspect of the Rocky Top Student Center as students are surrounded by 293 representations of the Quinnipiac mascot.

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

Banking

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

eSports Lab

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

Information Booth

The Information Booth is centrally located on the second floor of the Rocky Top Student Center near the main entrance. It is a resource for the Quinnipiac community and visitors. The Information Booth, staffed by student employees, is open five days a week, Monday through Friday, 9 a.m. to 10 p.m. Student staff members are available to provide information pertaining to campus events and directions for procedures unique to student life on campus.

Office Locations

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

On the Rocks

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

Post Office

A post office is located in the Rocky Top Student Center on the second floor near the Information Booth. Mailboxes for residential students living on York Hill are also located in the building.

Public Safety

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

Student Health Services

The Rocky Top Student Center has traditionally housed a health center. Quinnipiac University is partnering with Hartford HealthCare to provide on-campus healthcare.

Division of Student Affairs

Student Affairs Vision Statement

To engage, educate and empower students.

Student Affairs Mission Statement

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

The Division of Student Affairs includes the following offices:

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

Student Learning Outcomes

Student Affairs has integrated the Quinnipiac University Essential Learning Outcomes (p. 41) throughout the student experience. As such, students who engage in Student Affairs programs and experiences will:

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

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

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

Student Health Services

Quinnipiac has contracted with Hartford HealthCare's Campus Care program to provide high-quality, coordinated health and wellness services to manage students' complete care needs, from physical and mental well-being to athletic training for the university's Division I athletes. Please check the university website for the most up-to-date information.

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

Mount Carmel Campus

Located in the Health and Wellness Center on the Mount Carmel Campus, Student Health Services is open Monday–Friday, 8 a.m. to 8 p.m. and Saturday & Sunday, 10 a.m. to 4 p.m. The health center is staffed by a licensed provider during all open times. Licensed providers include a physician, nurse practitioner or physician assistant. The highest priority of the staff is meeting the emergent health needs of the student population and providing ongoing health education opportunities as an integral part of the college experience. All questions should be directed to Student Health Services at 203-582-8742.

Services are available only to students who have completed the Student Health Services requirements, which include an online personal health form, consent and signature page, tuberculosis screening/testing form and a copy of required immunizations. Students who do not comply are not permitted to register for classes or receive their university housing assignments. The information provided becomes the basis for the student's confidential medical record within Student Health Services.

All charges for referrals, diagnostic procedures and lab work will be billed directly to the student's insurance. Quest Diagnostic Laboratory is the default laboratory, where all specimens are sent unless the student advises the healthcare provider otherwise. To process bills for insurance reimbursement follow the instructions on the bill.

The following immunizations are required by law:

- Meningitis conjugate (A, C, Y, W) immunization is required of anyone living in university-owned housing and must be administered within five years of enrollment. Meningitis B vaccine is strongly recommended.
- Two MMR (measles, mumps and rubella) or positive titer, as indicated by lab report
- TB screening, per guidelines listed on the form
- Two Varicella (or proof of having the disease) or positive titer, as indicated by lab report
- Vaccination against Hepatitis B is strongly recommended and may be required by certain clinical programs.

Quinnipiac University has developed a health insurance plan especially for students. The plan provides coverage for illnesses and injuries that

occur on and off campus and includes special cost-saving features to keep the coverage as affordable as possible.

This is a hard waiver program, which means that all students **MUST** maintain major medical insurance. A student may waive health insurance coverage if they present evidence of other health insurance under a plan that provides benefits equal to or greater than the Quinnipiac University Student Health Insurance Plan. Students must document evidence of coverage and make an online waiver decision by the waiver deadline of August 31. Visit the Gallagher site at gallagherstudent.com for additional information regarding the plan. If you plan to waive, your current insurance must be fully compliant with the Affordable Care Act and provide access to doctors near your school. **You must also verify with your insurance company that Hartford HealthCare is an in-network provider.**

Prescriptions ordered by a health center provider may be sent to local pharmacies to be filled at the usual and customary fee or students have the option to purchase some prescribed medications through Student Health Services.

Class excuses are not issued to students. Students who are ill are expected to contact their respective professors to inform them of their illness. Particulars of student visits are not shared unless a student completes a release of information form. Parents or legal guardians are notified of serious illness and emergencies at the discretion of the professional staff. For additional information, visit the Student Health Services website on the Student Life tab at the top of the page.

Students under the age of 18 must obtain written parental consent prior to obtaining treatment at Student Health Services. The only exceptions are when immediate medical attention is necessary or the student seeks: 1) testing for HIV; 2) an examination or treatment of a venereal disease; 3) mental health treatment; 4) an abortion, or 5) alcohol or drug rehabilitation.

York Hill Campus

Student Health Services also has a location on the York Hill Campus, on the ground floor of the Rocky Top Student Center, opposite the "H" entrance of the Crescent Residence Hall. A healthcare provider, under the direction of the Student Health Services medical director, is available Monday through Friday, noon to 8 p.m. Again, services are available only to those students who have submitted the required information as outlined above.

Technology Assistance

All incoming students are required to have a laptop computer readily available to them with no exceptions. Information Services annually recommends a specific hardware and software laptop configuration that meets or exceeds these technical standards (specific information on the most current program can be found on the Quinnipiac laptop technology (<https://www.qu.edu/info-for/information-technology-services/>) webpage). By selecting the recommended laptop, students will receive exceptional service and support on and off campus. Students who elect to bring their own laptops to campus (other than the recommended ones) also will be afforded technology assistance often of a less comprehensive nature due to the many possible variations of alternatives. Quinnipiac has two Technology Centers, where faculty and students can receive computer repair services as well as assistance with various equipment and computer software programs licensed to

Quinnipiac University. Ultimately, it is the responsibility of the student to perform in the classroom.

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

The Arnold Bernhard Library is open from 8 a.m.–midnight Monday–Thursday, 8 a.m.–5 p.m. on Friday, 9 a.m.–5 p.m. on Saturday, and noon–midnight on Sunday during the academic year, and contains more than 50 publicly available computers. The library also provides an extensive collection of online bibliographic databases and full text journals for use in the library or remotely through the campus network.

Transitional Services for Underrepresented Students

Quinnipiac is committed to ensuring that underrepresented students (international students, students of color and first-generational students) have a successful educational experience.

QUEST Mentoring

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

QU First-Year Immersion

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

For further information and assistance, please contact the Department of Cultural and Global Engagement at 203-582-8425.

Athletics

Quinnipiac recognizes the importance of athletics in student life. The university supports 21 highly competitive, Division I intercollegiate teams. For specific program information, email athletics@qu.edu.

Athletics

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

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

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

Spirit Groups

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

Campus Resources

Bioanthropology Research Institute

Quinnipiac's Bioanthropology Research Institute, administered through the College of Arts and Sciences, provides research opportunities for students and faculty in a variety of disciplines; anthropology is naturally interdisciplinary, and our focus on imaging, bioarchaeology, and forensic science integrates the sciences, humanities and arts. Research projects, field experiences and international coursework provide unique opportunities to experience current and ancient cultures, often leading to publications and presentations at professional conferences. The Bioanthropology Research Institute has formal relationships with many well-known domestic and international museums.

Students should contact the Bioanthropology Research Institute for more information.

Clarice L. Buckman Center

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

Center for Communications and Engineering

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

Echlin Center

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

Terry W. Goodwin '67 Financial Technology Center

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

Ireland's Great Hunger Institute

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

Lender School of Business Center

The Lender School of Business Center at Quinnipiac University is a multipurpose complex that houses state-of-the-art collaborative classrooms with multi-screen, interactive technology; lecture capture classrooms with the latest learning support technology; student collaboration spaces for informal collaboration, meetings, and study; dedicated student team meeting rooms; a Career Development Resource Center with dedicated student and employer resources, interview rooms, and networking space; and faculty and dean's offices. This complex is also home to the People's United Center for Innovation and Entrepreneurship, where students can meet with their mentors for financial, legal, marketing and technical guidance in turning their ideas into viable business solutions.

Libraries

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

Approximately 48,000 square feet in size, the Arnold Bernhard Library provides 600 seats, 16 group rooms, a 30-seat instructional facility, more than 60 public computers and wireless connectivity. In addition to the group study rooms, the library features individual study carrels, tables, soft seating and rocking chairs, all with magnificent views. Supporting this facility are the combined staffs of the library, academic technology and media services. The Arnold Bernhard Library building also houses

the clock tower, the executive suite, the Provost suite, the Learning Commons, the Offices of Administrative Services, One Stop, Registrar and Procurement.

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

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

Ed McMahon Communications Center

Housed within the Lender building is the Ed McMahon Communications Center (McMahon Center), a first-class digital media production facility providing students with a spacious, professional-level high-definition television (HDTV) studio, a wireless multi-platform newsroom with the Associated Press wire service through the Electronic News Production System (ENPS), advanced digital video editing suites, multiple 4K collaborative edit suites, production labs for mobile application design, website development, and motion graphics, a remote media production resource depot, and a screening room with HD video projection and theater-quality 7.1 surround sound. Additionally, there are over 90 iMac stations running the latest applications for digital media production including 360 technology and acquisition and a Virtual Reality Lab utilizing the latest hardware and software. Content is managed through a Ross media server with additional capture and distribution provided by LiveU and Youtube Live.

Quinnipiac University Poll

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

Albert Schweitzer Institute

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

Theatre Arts Center

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

ACADEMICS

Schools and Colleges

All Quinnipiac University programs fall within nine major academic areas:

- College of Arts and Sciences (p. 139)
- School of Business (p. 303)
- School of Communications (p. 359)
- School of Computing and Engineering (p. 409)
- School of Education (p. 442)
- School of Health Sciences (p. 468)
- School of Law (p. 581)
- Frank H. Netter MD School of Medicine (p. 639)
- School of Nursing

Programs

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

- Bachelor's Degree Programs (p. 38)
- Undergraduate Minors (p. 44)
- Graduate and Combined Degree Programs (p. 42)
- Special programs, such as Pre-Law (p. 46), Pre-Dental (p. 45) and Pre-Medical Studies (p. 47) as well as the Honors Program (p. 44)

Academic Honors

Dean's List

Students who excel in scholarship by earning a grade point average of at least 3.50 with no grade lower than C are recognized by being placed on the dean's list. Full-time students must complete at least 14 credits in a semester, with at least 12 credits that have been graded on a letter grade basis (A through C), to be eligible. Part-time students must complete at least 6 credits during a semester.

Dean's List with Honors

Students who excel in scholarship by earning a grade point average of 4.00 are recognized by being placed on the dean's list with honors. Full-time students must complete at least 14 credits in a semester, with at least 12 credits that have been graded on a letter grade basis (A through C), to be eligible. Part-time students must complete at least 6 credits during a semester.

Degrees with Honors

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

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

GPA's are not rounded; they are truncated at the hundredths place.

A complete list of academic awards and honor societies is available in the Academic Awards and Honor Societies (p. 937) section of the catalog.

Undergraduate students with strong academic records and extensive intellectual curiosity may apply to the Honors Program (p. 44).

Academic Outcomes Assessment

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

The purpose of academic outcomes assessment is to produce feedback to the department, school/college or administrative unit on the performance of the curriculum, learning process and/or services, thereby allowing each unit to improve program offerings. As part of providing feedback to faculty, student work (that has been de-identified) may be used for faculty development. This type of assessment is not for the purpose of evaluating performance of an individual student, faculty member or staff member.

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

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

Majors

Bachelor's Degree Programs

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

Bachelor of Arts (BA)

- Advertising and Integrated Communications (p. 403)
- Communications (p. 397)
- Computer Science (p. 426)
- Criminal Justice (p. 217)
- English (p. 197)
- Environmental Studies (p. 149)
- Film, Television and Media Arts
- Game Design and Development
- Gerontology (p. 278)
- Graphic and Interactive Design (p. 387)
- History (p. 207)

- Independent Major (p. 143)
- Interdisciplinary Studies (p. 143)
- Interdisciplinary Studies/Concentration in Education Studies (p. 150)
- Journalism (p. 392)
- Law in Society
- Mathematics (p. 227)
- Philosophy
- Political Science (p. 253)
- Professional Studies (p. 672)
- Public Relations (p. 404)
- Sociology (p. 279)
- Spanish Language and Cultures (p. 238)
- Sustainability and Environmental Policy (p. 150)
- Theater

Bachelor of Business Administration (BBA)

- Business Administration (p. 309)

Bachelor of Fine Arts (BFA)

- Film, Television and Media Arts (p. 383)

Bachelor of Science (BS)

- Accounting (p. 313)
- Applied Business (p. 342)
- Athletic Training (p. 569)
- Behavioral Neuroscience
- Biochemistry (p. 175)
- Biology (p. 161)
- Biomedical Marketing (p. 352)
- Biomedical Sciences (p. 471)
- Business Administration (Online BS Completion Track) (p. 309)
- Business Analytics (p. 318)
- Chemistry (p. 177)
- Computer Information Systems (p. 319)
- Computer Information Systems and Accounting
- Computer Science (p. 430)
- Data Science (p. 228)
- Diagnostic Medical Sonography
- Economics (p. 187)
- Engineering, Civil
- Engineering, Industrial
- Engineering, Mechanical
- Engineering, Software
- Entrepreneurship and Innovation (p. 327)
- Environmental Science (p. 151)
- Finance (p. 336)
- Health Science Studies (p. 474)
 - Online BS Completion Track (p. 496)
- Human Resource Management (p. 344)
- Interdisciplinary Studies (p. 143)
- International Business (p. 329)
- Marketing (p. 353)
- Medical Microbiology and Immunology (p. 484)

- Nursing (p. 662)
 - Traditional BSN Program for High School Graduates (p. 662)
 - Accelerated BSN Program for Second Degree Students (p. 658)
 - RN to BSN Completion Program (online) (p. 667)
- Occupational Therapy (p. 529) (*see MOT*)
- Physical Therapy (p. 557) (*see DPT*)
- Physician Assistant (p. 565) (entry-level)
- Pre-Medical Studies
- Psychology (p. 263)
- Radiologic Sciences (p. 507)
- Supply Chain Management (p. 345)
- Talent Management (p. 347)

Minors

Please see the Minors (p. 44) section for a complete listing.

Undergraduate Certificate Programs

- Certificate/Minor in Legal Studies (p. 221) (ABA-Approved)
- Certificate in Six Sigma - Black Belt (p. 439)
- Entrepreneurship and Innovation Interdisciplinary Certificate (p. 331)
- Global Business Affairs Polish Certificate Program
- Global Supply Chain Certificate
- Lean Six Sigma Certificate - Green Belt (p. 439)
- Spanish Language for Medical Professionals Certificate (p. 241)

Graduate Degree Programs and Dual-Degree Programs

See the Graduate Degrees page (p. 42) for information on Quinnipiac's graduate and dual-degree programs.

Center for Excellence in Teaching and Service to Students

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

Center for Interprofessional Healthcare Education

The Center for Interprofessional Healthcare Education uses a collaborative approach that helps develop healthcare professionals who are capable of providing evidence-based, coordinated and patient-centered health care. The center enables faculty, students and

community partners to learn together, identify effective and efficient delivery options and engage in team practice that meets the challenges of 21st-century healthcare.

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

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

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

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

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

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

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

¹ WHO (World Health Organization). Framework for action on interprofessional education and collaborative practice. [March 4, 2013].

<https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice> (<https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice/>)

² Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, D.C.: Interprofessional Education Collaborative.

³ Bodenheimer T., Sinsky C. From triple to quadruple aim: care of the patient requires care of the provider. *Ann Fam Med*. 2014;12(6):573-576. doi:10.1370/afm.1713

Center for Teaching and Learning

Quinnipiac's Center for Teaching and Learning is a dedicated and passionate network of faculty and staff who work to build stronger educational communities and deliver more meaningful learning outcomes for our students. Together, we explore the principles of effective teaching, support scholarship and encourage collaboration across our three campuses, eight professional schools and the College of Arts and Sciences.

By infusing educational research with creative, critical and inclusive applications, the Center for Teaching and Learning encourages innovation and cross-pollination across our three campuses and professional support systems. Through the center, faculty and staff gain access to teaching guides built upon the latest scholarly literature in the space, arming them with the resources they need to better serve their students.

Our foundational materials empower educators to make student-centric adjustments to the ways in which they design courses for online and in-person formats, build a sense of community in unique learning environments, create assignments that promote active and engaged learning, assess student learning outcomes and leverage technology in the classroom.

We recognize that effective teaching is an ongoing pursuit of excellence — and one that is improved by constant discussion, discourse and the sharing of innovative ideas. Faculty and staff across all disciplines are encouraged to join us during assemblies, conferences, consortiums, development events, roundtables, seminars and more as we discover how to apply effective strategies across our diverse areas of professional expertise.

Departments

College of Arts and Sciences (p. 139)

- Department of Biological Sciences (p. 152)
- Department of Chemistry and Physical Sciences (p. 169)
- Department of Economics (p. 179)
- Department of English (p. 189)
- Department of History (p. 200)
- Department of Justice and Law (p. 210)
- Department of Mathematics and Statistics (p. 222)
- Department of Modern Languages, Literatures and Cultures (p. 230)
- Department of Philosophy and Political Science (p. 241)
- Department of Psychology (p. 258)
- Department of Sociology and Anthropology (p. 269)
- Department of Visual and Performing Arts (p. 285)
- Interdisciplinary Minors (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/>)

School of Business (p. 303)

- Department of Accounting (p. 310)
- Department of Computer Information Systems (p. 315)
- Department of Entrepreneurship, International Business and Strategy (p. 323)
- Department of Finance (p. 333)
- Department of Management (p. 338)
- Department of Marketing (p. 349)

School of Communications (p. 359)

- Department of Film, Television and Media Arts (p. 378)
- Department of Interactive Media and Design (p. 385)
- Department of Journalism (p. 388)
- Department of Media Studies (p. 395)
- Department of Strategic Communication (p. 399)

School of Computing and Engineering (p. 409)

- Department of Engineering (p. 410)

School of Education (p. 442)

School of Health Sciences (p. 468)

- Department of Biomedical Sciences (p. 470)
- Department of Diagnostic Imaging (p. 498)
- Department of Occupational Therapy (p. 512)
- Department of Physical Therapy (p. 556)
- Department of Physician Assistant Studies (p. 561)
- Department of Rehabilitation, Health and Wellness (p. 569)
- Department of Social Work (p. 577)

School of Nursing (p. 656)

Essential Learning Outcomes

Approved by the Faculty Senate on March 15, 2021

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

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

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

Experiential Learning Certificates

Inclusion, Diversity, Equity and Learning Certificate Program

The Inclusion, Diversity, Equity and Learning Certificate program (IDEAL) is intended for students who seek out opportunities to learn about the

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

Community and Civic Engagement Badge

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

Grading System

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

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

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

Scale of Grades

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

AU (audit)

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

I (incomplete)

A grade of "Incomplete" or "I" indicates that a student has not satisfied all of the course requirements and has come to an agreement with the faculty member for an extension in order to complete the work. In addition, if grades are awarded while an academic integrity case is in progress, the faculty member must assign a temporary grade of "Incomplete" to the student pending the outcome of the academic integrity hearing board review process. Apart from academic integrity cases, the decision to issue a grade of Incomplete is made solely at the discretion of the faculty member. Incomplete grades must be requested by the student, and will be granted only if justified by compelling individual circumstances requiring additional time beyond the end of the semester to complete course requirements. A grade of Incomplete should not serve primarily as a mechanism to allow a failing student to earn a passing grade. Grades of Incomplete should be accompanied by a written plan for resolving the Incomplete grade, which includes documentation of outstanding work and the timeline for completion. This written plan shall be retained by the student, the faculty member and the department chair. An Incomplete grade automatically becomes an "F" if it is not removed within 30 calendar days following the end of the semester (last day of final exams) in which it was issued, or within a lesser period specified by the instructor. In exceptional cases, extensions beyond that normal period are permitted only with the written approval of the department chairperson. Any change in an Incomplete to a grade other than "F" after one year requires the written permission of the dean of the school, college or division.

W (withdrawal)

A student may withdraw from a course offered in a traditional semester (15 week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other nontraditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions. Prior to the start of each semester, the specific withdrawal deadlines for all classes are published by the Office of the Registrar. Withdrawals must be recorded on an official form available in the registrar's office.

P (pass) Indicates "passed with credit" when no letter grade is given.

Z (audit) Indicates the course was audited. This grade type will no longer be offered after the Spring 2017 semester.

S (satisfactory) Indicates "passed with no credit."

U (unsatisfactory) Indicates "unsatisfactory work."

IP (in-progress) IP. Grade in Progress. This grade is intended for internships, research-based courses, thesis, dissertation, individual study, projects and seminar offerings. Other course types must have dean's approval and must have been filed with the registrar's office prior to grading. Failure to complete the work according to the agreed-upon timeline will result in a grade of "F." For courses required for degree completion, a grade must be given before the credential may be granted. Syllabi for courses approved for the IP grade option should note the reason for the provisional IP grade to be assigned at the end of the semester, as well as the time frame within which the students' final coursework will be evaluated and the IP grade will be replaced with a permanent grade. IP grades are not used in calculating grade point averages. Undergraduate students with grades of "IP" in a course(s) are not eligible for the dean's list.

Graduate and Combined Degree Programs

Arts and Sciences

- Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 600)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 281)

- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 298)
- Accelerated Dual-Degree BS in Economics/MBA (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)
- Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) (p. 173)
- Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) (p. 165)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 684)
- Dual-Degree MA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) (p. 166)
- Master of Science in Molecular and Cell Biology (p. 168)
- Spanish Language for Medical Professionals Certificate (p. 241) (online)

Business

- Accelerated Dual-Degree BS/MS in Accounting (3+1)
- Accelerated Dual-Degree BS/MSBA (3+1)
- Accelerated Dual-Degree BS in Economics/MBA (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-ba-msba/>)
- Accelerated Dual-Degree BS/MBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-administration-mba/accelerated-four-year-bsm-ba/>)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS/MBA (4+1) (p. 704)
- Dual-Degree BS/MSBA or BA/MSBA (4+1)
- JD/MBA (Juris Doctor) (p. 705)
- Master of Business Administration (p. 701) (online or on campus)
- Master of Science in Accounting (p. 705)
- Master of Science in Business Analytics (p. 708) (online or on campus)
- Master of Science in Organizational Leadership (p. 711) (online)
- Professional Master of Business Administration (online)

Communications

- Accelerated Dual-Degree Bachelor's/Master's (3+1) (p. 407)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)
- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (p. 727)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 729)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 730)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 731)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 733)

- Master of Arts in Cinematic Production Management (p. 720) (online)
- Master of Science in Interactive Media and Communications (p. 722) (online)
- Master of Science in Journalism (p. 723)
- Master of Science in Public Relations (p. 724) (online or on campus)
- Master of Science in Public Relations – Online/Professional Track (p. 725)
- Master of Science in Sports Journalism (p. 726)

Computing and Engineering

- Accelerated Dual-Degree Bachelor's/Master's (3+1)
- Badge in Enterprise Cybersecurity Risk Management in Healthcare (p. 737)
- Badge in Ethical Hacking and Penetration Testing (p. 737)
- Badge in Hands-On HIPAA Compliance Risk Management (p. 737)
- Badge in Hands-On HIPAA Security Risk Analysis and Risk Management (p. 737)
- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (p. 482)
- Dual-Degree BA/MS or BS/MS in Cybersecurity (4+1) (p. 440)
- Master of Science in Cybersecurity (p. 737) (online)

Education

- Certificate of Completion in Special Education (p. 467) (online)
- Certificate in Online Course Design (p. 465) (online)
- Certificate in Social and Emotional Learning and School Climate (p. 454) (online)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 684)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Dual-Degree BA/MS or BS/MS in Instructional Design and Technology (4+1) (p. 455)
- Master of Arts in Teaching – Elementary Education (p. 456)
- Master of Arts in Teaching – Secondary Education (p. 458)
- Master of Arts in Teaching – Special Education (p. 460)
- Master of Science in Instructional Design and Technology (p. 462) (online)
- Master of Science in Special Education (p. 463) (online)
- Sixth-Year Diploma in Educational Leadership (p. 465) (online)

Health Sciences

- Accelerated Dual-Degree Bachelor's/Master's in Social Work (3+2) (p. 281)
- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (p. 482)
- Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2) (p. 489)
- Dual-Degree BS/MHS in Biomedical Sciences (4+1) (p. 491)
- Bachelor's/Doctor of Physical Therapy (DPT) (p. 558)
- Post-Baccalaureate Doctor of Occupational Therapy (p. 545)
- Master of Health Science in Advanced Medical Imaging and Leadership (p. 790)

- Master of Health Science in Biomedical Sciences (p. 792)
- Master of Health Science in Cardiovascular Perfusion (p. 796)
- Master of Health Science in Pathologists' Assistant (p. 815)
- Master of Health Science in Physician Assistant (p. 820)
- Master of Health Science in Radiologist Assistant (p. 824)
- Master of Social Work (p. 810)
- Post-Professional Occupational Therapy Doctorate (OTD) (p. 553) (online)

Law

Admission is through the School of Law. The School of Law has its own section of the academic catalog (p. 581) and student services handbook, to which readers should refer for information about School of Law policies, procedures and requirements for academic and other matters.

- Accelerated Dual-Degree Bachelor's/Juris Doctor (3+3) (p. 600)
- Juris Doctor/Master of Business Administration (JD/MBA) (p. 603)
- Juris Doctor/Master of Environmental Law and Policy (JD/MELP) (p. 603)
- Juris Doctor/Master of Regulation and Law (JD/MERL) (p. 603)
- Juris Doctor/Master of Food and Agriculture Law and Policy (JD/MFALP) (p. 603))
- Juris Doctor/Master of Social Work (JD/MSW) (p. 603)
- Juris Doctor Program (full-time) (p. 582)
- Juris Doctor Program (part-time) (p. 591)
- Master of Laws in Health Law (LLM) (p. 617)

Medicine

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

- Medical Doctor (MD) (p. 642)

Nursing

- Doctor of Nursing Practice – Nurse Anesthesia (p. 899) (post-bachelor's study)
- Doctor of Nursing Practice – Care of Populations (p. 906) (post-master's study)
- Doctor of Nursing Practice – Nursing Leadership (p. 909) (post-master's study)
- Doctor of Nursing Practice – Nurse Practitioner (p. 904) (for QU MSN NP graduates)
- Master of Science in Nursing – Adult-Gerontology Acute Care Nurse Practitioner (p. 912)
- Master of Science in Nursing – Adult-Gerontology Primary Care Nurse Practitioner (p. 916)
- Master of Science in Nursing – Family Nurse Practitioner (p. 918)
- Master of Science in Nursing – Operational Leadership (p. 921) (online)
- Master of Science in Nursing – RN to MSN Completion (p. 924) (online)
- Post-Master's Certificate – Adult-Gerontology Acute Care Nurse Practitioner (p. 927)

Honors Program

University Honors Program

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

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

Honors students demonstrate an immense passion for learning and exploration beyond the immediate scope of their majors and participate in and contribute to campus culture through lectures, book discussions, symposiums and unique events that enhance the distinctive learning opportunities available in the university environment. Quinnipiac honors students have access to a special space on campus: the honors student lounge, which includes a small collection of books, informal seating, coffee and a kitchen that facilitates studying, conversation and honors committee meetings. In addition, honors students have the opportunity for off-campus learning experiences both in nearby areas such as Boston, New Haven and New York City and globally through our spring break study abroad program. Students also have professional development opportunities to present their research at national and regional honors conferences.

Honors students take a minimum of 8 honors level courses and experiences designated at the honors level as part of their existing University Curriculum or major courses; the program does not add additional credit requirements to the students' major work, and preserves freedom – and encourages students – to pursue electives and minors. Students in the honors program need to maintain a GPA of 3.3 or higher.

Each year, the honors program welcomes incoming first-year students with strong academic records and extensive intellectual curiosity. Entry to the program is either through invitation on your letter of acceptance to Quinnipiac University or by application on the Quinnipiac Honors Program webpage (see link below). Students who have received their invitation to the honors program will need to confirm their acceptance, and students who apply for admission to the honors program by April 1 will learn of their status before May 1. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

For details please see the Quinnipiac Honors Program webpage.

Minors

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

courses, these courses are clearly indicated in the description of the minor within the University Catalog.

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

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

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

The following is a list of approved minors:

- Accounting
- Advertising and Integrated Communications
- Anthropology
- Applied Statistics and Data Science
- Asian Studies
- Biology
- Biomedical Sciences
- Business
- Business Analytics
- Chemistry
- Computer Information Systems
- Computer Science
- Criminal Justice
- Economics
- English
- Entrepreneurship and Innovation
- Film and Television
- Finance
- Financial Communication and Business Journalism
- Fine Arts
- Game Design and Development
- Gerontology
- Global Public Health
- Health Care Management
- History
- History and Philosophy of Science
- Independent Minor
- International Business
- International Studies
- Irish Studies

- Italian
- Journalism
- Law in Society
- Legal Studies
- Management
- Marketing
- Mathematics
- Media Studies
- Microbiology and Immunology
- Middle Eastern Studies
- Music
- Nutrition
- Philosophy
- Political Science
- Psychology
- Public Diplomacy
- Public Relations
- Sociology
- Spanish
- Sports Studies
- Theater
- Women's and Gender Studies

Pre-Dental Studies

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

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

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

- a. Cumulative GPA of 3.3 or above in required pre-dental designation courses
- b. Minimum of 18 credit hours of pre-dental designation coursework must be completed at Quinnipiac
- c. All coursework for pre-dental designations must be completed on-ground (no online coursework will be accepted)
- d. All attempts for repeated courses will determine GPA eligibility (grades will not be "replaced" for repeat courses)

- e. If coursework is completed elsewhere, it must be transferred in as QU credits and listed on the QU transcript

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

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

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

Transfer Students

Students who transfer to Quinnipiac University and wish to receive the pre-dental studies designation must complete a minimum of 18 credits of the required designation coursework at Quinnipiac. Grades received for pre-dental designation courses taken at other universities may be utilized for transfer student GPA calculations to determine eligibility.

Advanced Placement Credits

Many dental schools will not accept AP credits as replacement for prerequisite courses. Some dental schools may accept AP credits provided that the applicant completes advanced level coursework in the same discipline. Students are encouraged to check with the specific AP policies and course requirements of dental schools through the ADEA website (<http://www.adea.org>) and the ADEA Official Guide to Dental Schools.

Course Requirements

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

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

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

Code	Title	Credits
Required Courses		
Select one of the following:		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
Select one of the following:		4
BIO 102 & 102L	General Biology II and General Biology Lab II	

BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	
Select one of the following:		4
PHY 110 & 110L	General Physics I and General Physics I Lab	
PHY 121	University Physics ((includes lab))	
Select one of the following courses:		4
PHY 111 & 111L	General Physics II and General Physics II Lab	
PHY 122	University Physics II ((includes lab))	
Required courses:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
MA 141	Calculus of a Single Variable	3
MA 275	Biostatistics	3

In addition to **required** pre-dental designation courses, students should **complete any two (2) English courses (p. 190) and Psychology 101 (PS 101)** to meet many dental school admission requirements. Advanced sciences such as Anatomy & Physiology, Genetics, Histology, and Cell Biology, as well as ethics and philosophy courses, are highly recommended.

Pre-Law

Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at prelawadvising@qu.edu, for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Law School Qualifications

Students interested in attending law school must have and should work toward success in each of the following during undergraduate study:

- *Undergraduate degree:* Student must have earned a bachelor (BA or BS) degree.
- *Standardized test:* Completion of the Law School Admission Test (LSAT) is required by most American Bar Association–approved law schools; some others will accept the Graduate Record Examination (GRE) in addition to or in lieu of the LSAT.
- *Curriculum:* No single pre-law course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools:
 - Developing fundamental reading skills;
 - The ability to think and write clearly and succinctly;

- Logical reasoning and analytical skills; and
- An appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of their academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge.

Law School at Quinnipiac

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths:

- *Accelerated:* Participate in the Accelerated Dual-Degree Bachelor's/ JD (3+3) program (p. 600) which allows students to complete their undergraduate and their law degree in six years, one year less than the traditional path.
- *Traditional:* Obtain a BA or BS degree in four years followed by three years of law school. (NOTE: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

Pre-Medical Studies

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

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

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

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

Requirements

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

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

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

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

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

Active participation in Pre-Health Advising Office educational workshops, advising and events is expected. Students should carefully review the "Core Competencies for Entering Medical Students" and other student resources available through the Association of American Medical Colleges (<http://www.aamc.org>).

Transfer Students

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

Advanced Placement Credits

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

Course Requirements

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

Required Courses (39 credits)

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

Code	Title	Credits
Required Courses		
Select one of the following:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4

BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
Select one of the following:		4
BIO 102 & 102L	General Biology II and General Biology Lab II	
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	
Required courses:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
MA 141	Calculus of a Single Variable	3
Total Credits		39

In addition to the **required** pre-med designation courses, students applying to medical school **must plan to complete two English courses (p. 190), Psychology 101 (PS 101), Sociology 101 (SO 101), and one additional math course (p. 223) (Statistics recommended)** to meet many medical school admissions requirements and prepare for the MCAT exam. Humanities such as ethics and philosophy, and advanced sciences such as genetics, cell biology, and anatomy & physiology are highly recommended.

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

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

Requirements for Graduation

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

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

- They have completed all requirements for their degree or are within 6–8 credits (two courses) of their degree;

- If they have credits to complete, they are enrolled in summer school; and
- They have a minimum 2.00 grade point average.

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

For the Bachelor's Degree

- The satisfactory completion of at least 120 credits, of which the final 45 must be taken at Quinnipiac University. (Certain majors require the completion of more than 120 credits; see specific program requirements.)
- Completion of the University Curriculum common to all bachelor's degree programs.
- The satisfactory completion of the specific course standards and requirements of a student's chosen major (see curriculum descriptions).
- A grade point average of at least 2.00, with at least that average maintained during the final 60 credits of study, and any other GPA requirements imposed by the school, department or program. GPAs are not rounded; they are truncated at the hundredths place.
- School of Business students must complete a minimum of 50 percent of the business courses required for the degree at Quinnipiac (exclusive of 6 credits of economics).
- Up to 6 credits of workshop courses and/or fitness, leisure and wellness courses may be applied toward the degree requirement.

Majors

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

Co-Majors

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

Double Majors

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

Double Degrees

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

- All requirements for each degree are completed successfully, and concurrently
- All pertinent requirements of Quinnipiac and of the departments and schools involved are completed successfully, and
- Both degrees are conferred concurrently.

Second Degree

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

Dual-Degree and Accelerated Dual-Degree Programs

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

Posthumous and In Memoriam Degrees

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

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

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

Service Learning Courses

The Community and Civic Engagement Committee in conjunction with the Center for Teaching and Learning works to ensure that students have access to courses that are rooted in best-educational practices and that enhance the university experience by offering courses and experiences

that are uniquely designed to expose students to Community and Civic Engagement and Service Learning opportunities.

Service Learning or Community and Civic Engagement classes integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. Quinnipiac University is a member of Campus Compact, a national coalition of college and university presidents dedicated to promoting community service, civic engagement and service learning in higher education.

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

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

The purpose is to assist community organizations by providing situation-specific student resources in activities consistent with the goals of a specific course. Through Service Learning, community organizations are more able to meet their objectives, faculty are more able to demonstrate key course concepts, and students are more able to relate course theory with actual situations and practices.

Community and Civic Engagement Student Learning Outcomes

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

Community and Civic Engagement Badge

Students who are interested and meet the requirements are eligible to receive a badge from the Committee for Community and Civic Engagement that reflects the commitment they have made to be engaged community and world citizens through opportunities in designated courses and co-curricular community and civic engagement activities. Detailed information and application information can be found on

the Community and Civic Engagement Badge page on MyQ. (<https://myq.quinnipiac.edu/Student%20Life/OOCS/Forms/Community%20and%20Civic%20Engagement%20Badge.pdf>)

Study Abroad

Education Abroad

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

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

Semester Abroad Policies

- a. Students must have a cumulative GPA of 3.0 to apply.
- b. Students must not have any current and/or pending conduct sanctions.
- c. The study abroad program must be preapproved by the Quinnipiac University Department of Cultural and Global Engagement.
- d. Students must maintain full-time status (12–16 QU credits) while abroad. Some countries limit enrollment to 12 QU credits.
- e. Students studying abroad must obtain approval from their academic advisers and respective dean(s) for all courses taken abroad. Students who fail to comply with policy and procedure, especially by not receiving course approval, will not receive credit and will be ineligible to study abroad through Quinnipiac University.
- f. The cost of study abroad includes, but is not limited to: Quinnipiac's tuition and residence fees (less the dining service fee) and required overseas emergency medical insurance and security assistance fee. The student may be responsible for paying security deposits, program application fees and/or program withdrawal fees. Additional expenses include, but are not limited to airfare, visas, passports, meals, academic materials, lab fees, internet usage, public transportation, personal travel, etc.
 - i. If a student is selected for a QU exchange program abroad, residence fees will be paid by the student directly to the host institution.
 - ii. The student is not charged for a QU meal plan.
- g. Students are required to live at the study abroad program residence facility.
- h. Students who receive financial assistance at Quinnipiac may apply their financial aid for study abroad, including federal aid, state grants, college grants and scholarships. Work-study cannot be applied.

- i. For Quinnipiac students studying abroad, the credits and grades for approved courses taken abroad become part of the student's academic transcript, and all grades are included in the calculation of the student's GPA. Grades are the exclusive prerogative of the faculty members teaching the courses. If students have questions about grading in any particular course, they must consult the faculty member teaching that course. Quinnipiac will not change grades issued by another institution.
- j. Students may not take classes for a pass-fail grade.

Short-Term Study Abroad Policies

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

Study Abroad Withdrawal Policies

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

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

or labor disturbance or any other event similar to those enumerated above (a “force majeure” event), participants are not guaranteed refunds.

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

Quinnipiac in Cork, Ireland

All Quinnipiac students have the opportunity to study at University College, Cork (UCC), in Ireland for a semester, academic year or summer term. Through this direct program, students are encouraged to fully participate in the programs and courses offered by UCC. Cork, Ireland, is a unique mix of a quaint Irish life with the bustle and convenience of a city. It is a hub of Irish music, culture, traditions, food and modern Irish life. The program includes:

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

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

Washington, D.C., Semester Programs

Please visit the QU in DC (p. 258) page under the College of Arts and Sciences Department of Philosophy and Political Science.

Quinnipiac in LA Program

The Quinnipiac in Los Angeles program is offered during the fall and spring semesters as well as during the summer, giving undergraduate and graduate students the experience of working and studying in the nation's second largest city. QU in LA is open to all university students. QU in LA is open to both undergraduate and graduate students from all majors and programs. Undergraduate students must have at least a 3.0 GPA and have completed 57 credits before they arrive in Los Angeles. Graduate students must have a 3.0 GPA and have completed at least two graduate courses and at least one semester at Quinnipiac.

The program emphasizes experiential learning and is designed to enhance Quinnipiac's professionally oriented education. It is intended to expand Quinnipiac's career development programs, which prepare students to be contributors in the workplace from day one; meet the interests of students who want to experience and understand first hand the unique working environment of Los Angeles and the West Coast; and enable students to have internships, career practicum experience, a sense of independence and autonomy as part of our academic culture. For more information, go to Quinnipiac in Los Angeles

(<https://www.qu.edu/schools/communications/facilities-and-resources/quinnipiac-university-in-los-angeles/>).

Faculty-Led Courses Abroad

Quinnipiac faculty members also plan courses with a travel component to various countries during the January term, spring break, and summer terms. Some of the countries visited include Barbados, Bonaire, Costa Rica, Dominican Republic, Guatemala, Japan, Morocco and Poland. Students interested in participating in a Quinnipiac faculty-led course abroad should contact the Department of Cultural and Global Engagement or attend one of the information sessions offered throughout the year.

Community-Engaged Global Learning

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

University Curriculum

Mission Statement

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

The requirements of the University Curriculum ensure that all students receive a broad education that exposes them to different perspectives and ways of knowing, producing lifelong learners who can, upon graduation, become leaders in their professions, in the communities where they live, and in their role as informed citizens. The University Curriculum also contributes significantly to the development of the Essential Learning Outcomes (p. 41) that are expected for graduates of Quinnipiac University.

Statement of Purpose for the Breadth Component

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

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

This will be accomplished through a process whereby students:

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

University Curriculum for Bachelor's Degree Candidates

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

Foundations of Inquiry (4 classes = 12 credits)

Code	Title	Credits
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA Mathematics		3
MA 110, MA 140, MA 141, MA 151, MA 170, MA 176, MA 205, MA 206, MA 229, MA 275, MA 285		
Total Credits		12

First-Year Seminar

A Quinnipiac University education is directed toward forming a mindset of life-time learning, establishing an inclusive, excellence-driven community, nurturing local and global communities, and fostering lifelong connections and success. The first-year seminar initiates such an education as the starting point of the University Curriculum. Each student enrolls in a faculty-designed seminar constructed to help examine a complex problem, an enduring question, or new ideas from multiple perspectives. This seminar is designed to accomplish three essential goals that help prepare students for 21st-century careers and citizenship. First, it introduces students to the concept of inquiry as a process that utilizes multiple approaches and perspectives to investigate problems, questions, or ideas systematically. Students learn that the process of

inquiry includes the collection, analysis and evaluation of various types of evidence. Second, the seminar enables students to practice inquiry through an investigation of a problem, question, or idea that faculty select from their areas of expertise. Finally, students begin to develop complex thinking skills that they will deepen throughout their undergraduate experience in the University Curriculum.

First-Year Writing

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

Mathematics

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

Disciplinary Inquiry (4 classes = 13 credits)

In the "Disciplinary Inquiry" phase of the University Curriculum, students make their first encounters with specific knowledge and methodologies in the disciplinary areas. This phase familiarizes students with the kinds of knowledge produced in these disciplinary areas and thus inform their choices as they undertake their "Personal Inquiry."

Students select one course from each of the disciplinary areas:

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

Personal Inquiry (6 classes = minimum 18 credits)

The "Personal Inquiry" (PI) phase requires 18 credits with at least three Disciplinary Inquiry areas represented. This allows students significant flexibility in the selection of coursework. The Personal Inquiry requirement has two parts:

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

- Natural Sciences
- Humanities
- Social Sciences
- Fine Arts

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

Integrative Capstone Experience (1 course = 3 credits)

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

Intercultural Understanding (1 course = minimum 3 credits)

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

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

Code	Title	Credits
AN 101	Local Cultures, Global Issues	3
AN 103	Dirt, Artifacts and Ideas	3
AN 210	Gender/Sex/Sexuality (WGS 211)	3
AN 237	Health and Medicine Around the World	3
AN 243	Ancient Food For Thought (ENV 243)	3
AN 252	The Science of Human Diversity (WGS 252)	3
BMS 200	Biomedical Basis and Experience of Human Aging	3
CJ 101	Crime and Society	3
CJ 232	Women in the Criminal Justice System (SO/WGS 232)	3
CJ 250	Youth Crime (SO 250)	3
CJ 261	Prisons and Jails	3
CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 355	Crime and Media (SO 355)	3
CN 210	Chinese Culture and Civilization	3
COM 340	Exploring Communications Abroad	3
ED 250	Diversity, Dispositions and Multiculturalism	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WGS 235)	3
EN 265	Black Writers in and Beyond the US	3
EN 277	Literature of the Americas	3
ENT 350	Social Entrepreneurship	3
ENV 201	Lessons in Local and Global Sustainability	3
GT 263	Aging in Society Aging (SO 263)	3

GT 365	Aging and Social Problems (SO 365)	3
HS 122	Modern World History	3
HS 208	Twentieth-Century World History	3
HS 254	Colonial Latin America	3
IB 105	International Business Environment	3
IB 201	Globalization and International Business	3
IRST 101	Introduction to Irish Studies	3
IT 210	Italy: A Journey Through its Food, History and Culture (in Eng.)	3
IT 211	Italian Cinema (in Eng.)	3
IT 212	Florence and the Making of the Renaissance (in Eng.)	3
JP 210	Introduction to Japanese Culture	3
PL 222	Bioethics	3
PL 266	Global Philosophies	3
PO 313	Development, Globalization and Colonialism	3
PS 210	Human Sexuality (WGS 210)	3
PS 244	Psychology of Prejudice	3
PS 262	Psychology of Women and Gender (WGS 262)	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3
SO 225	Social Problems	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Inequalities	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WGS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Aging in Society of Aging (GT 263)	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Sociology of Health and Illness	3
SO 285	Protest and Social Change (WGS 285)	3
SO 304	Sociology of Gender (WGS 304)	3
SO 308	The Immigrant Experience	3
SO 317	Religion and Society	3
SO 320	Sociology of Hip-Hop Culture	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3
SO 355	Crime and Media (CJ 355)	3
SO 365	Aging and Social Problems (GT 365)	3
SP 205	Cultura Puertorriqueña	3
SP 210	The Culture and Civilization of Spain	3
WGS 101	Introduction to Women's and Gender Studies	3
WGS 210	Human Sexuality (PS 210)	3
WGS 219	Feminist Political Thought (PO 219)	3
WGS 235	Literature by Women (EN 235)	3
WGS 255	Sociology of Families (SO 255)	3
WGS 262	Psychology of Women and Gender (PS 262)	3

University Curriculum Breadth Electives (formerly called “UC Electives”)

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

Code	Title	Credits
AN 227	Rites of Passage	3
AN 250	Forensic Anthropology	3
AN 252	The Science of Human Diversity (WGS 252)	3
AN 272	Sh t Happens: a Natural History of Human Waste (ENV 282)	3
ARB 101	Elementary Arabic I	3
ARB 102	Elementary Arabic II	3
ARB 201	Continuing Elementary Arabic III	3
CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 355	Crime and Media (SO 355)	3
CN 101	Elementary Chinese I	3
CN 102	Elementary Chinese II	3
CN 201	Intermediate Chinese I	3
COM 150	Public Speaking: Principles and Practice	3
COM 215	Social Media and Society	3
COM 340	Exploring Communications Abroad	3
COM 350	Media Culture and Arts of Los Angeles	3
ENR 110	The World of an Engineer	3
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
ENT 350	Social Entrepreneurship	3
ENV 201	Lessons in Local and Global Sustainability	3
ENV 101	Introduction to Environmental Studies	3
ENV 203	Environmental Spanish (SP 203)	3
FR 101	Elementary French I	3
FR 102	Elementary French II	3
FR 201	Intermediate French I	3
FR 202	Intermediate French II	3
FR 301	Advanced French I	3
FR 302	Advanced French II	3
GR 101	Elementary German I	3
GR 102	Elementary German II	3
GT 365	Aging and Social Problems (SO 365)	3
HBR 101	Introduction to Modern Hebrew	3
HBR 102	Introduction to Elementary Modern Hebrew II	3
IRST 150	Irish Myths and Legends	3
IT 101	Elementary Italian I	3

IT 102	Elementary Italian II	3
IT 201	Intermediate Italian I	3
IT 202	Intermediate Italian II	3
IT 301	Advanced Italian I	3
IT 302	Advanced Italian II	3
JP 101	Elementary Japanese I	3
JP 102	Elementary Japanese II	3
JP 201	Intermediate Japanese I	3
JP 202	Intermediate Japanese II	3
JRN 343	Literary Journalism in the '60s	3
MA 140	Pre-Calculus	3
MA 141	Calculus of a Single Variable	3
MA 151	Calculus I	4
MA 170	Probability and Data Analysis	3
MA 176	Baseball and Statistics (SPS 176)	3
MG 205	Organizational Management	3
MG 303	Immersive Leadership Experience	3
PL 222	Bioethics	3
PL 235	Philosophy of Science and Technology	3
SO 304	Sociology of Gender (WGS 304)	3
SO 306	Masculinities (WGS 306)	3
SO 308	The Immigrant Experience	3
SO 317	Religion and Society	3
SO 320	Sociology of Hip-Hop Culture	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3
SO 355	Crime and Media (CJ 355)	3
SO 365	Aging and Social Problems (GT 365)	3
SO 375	Sociology of the Everyday	3
SP 101	Elementary Spanish I	3
SP 102	Elementary Spanish II	3
SP 201	Intermediate Spanish I	3
SP 202	Intermediate Spanish II	3
SP 203	Environmental Spanish (ENV 203)	3
SP 215	Spanish for Business	3
SP 301	Advanced Spanish I	3
SP 302	Advanced Spanish II	3
SP 312	Advanced Conversation	3
STC 101	Principles of Public Relations	3
STC 102	Principles of Advertising and Integrated Communications	3
WGS 101	Introduction to Women's and Gender Studies	3

Natural Sciences

Code	Title	Credits
AN 104	Bones, Genes and Everything In Between	3
AN 104L	Bones, Genes and Everything In Between	1
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 101H	Honors General Biology I	3

BIO 101HL	Honors General Biology I Lab	1	ENV 120L	Foundations of Biology and Chemistry Lab, Exploring Your Environment Lab	1
BIO 102	General Biology II	3	PHY 101	Elements of Physics	3
BIO 102L	General Biology Lab II	1	PHY 101L	Elements of Physics Lab	1
BIO 102H	Honors General Biology II	3	PHY 105	Physics of Music	3
BIO 106	Science and Society: Concepts and Current Issues	3	PHY 105L	Physics of Music Lab	1
BIO 106L	Science and Society: Concepts and Current Issues Lab	1	PHY 107	Introduction to Astronomy	3
BIO 107	Everyday Biology	3	PHY 110	General Physics I	3
BIO 107L	Everyday Biology Lab	1	PHY 110L	General Physics I Lab	1
BIO 120	The Biology of Beer	3	PHY 111	General Physics II	3
BIO 125	Cross My Heart: An Introduction to the Human Cardiovascular System	3	PHY 111L	General Physics II Lab	1
BIO 128L	Global Health Challenges Lab	1	PHY 121	University Physics	4
BIO 128	Global Health Challenges: a Human Perspective	3	PHY 122	University Physics II	4
BIO 150	General Biology for Majors	4	SCI 102	Earth Sciences	3
BIO 150L	General Biology for Majors Laboratory		SCI 102L	Earth Sciences Lab	1
BIO 151	Molecular and Cell Biology and Genetics	4	SCI 105	Chemistry and Nutrition	3
BIO 151L	Molecular and Cell Biology and Genetics Lab		SCI 105L	Chemistry and Nutrition Lab	1
BIO 161	Introduction to the Biological Aspects of Science and Society	3	SCI 161	Nutrition: an Investigative Experience	3
BIO 202	Inside Out: An Introduction to Human Form and Function	3	SCI 261	Natural Disasters	3
BIO 205	Bioethics	3	Social Sciences		
BIO 208	Introduction to Forensic Science	3	Code	Title	Credits
BIO 208L	Introduction to Forensic Science Laboratory	1	AN 101	Local Cultures, Global Issues	3
BIO 282	Genetics	3	AN 103	Dirt, Artifacts and Ideas	3
BIO 282L	Genetics Lab	1	AN 210	Gender/Sex/Sexuality (WGS 211)	3
BMS 117	The Human Organism	3	AN 230	Sustainable Development (ENV 230)	3
BMS 117L	The Human Organism Lab	1	AN 233	Practicing Archaeology	3
BMS 162	Human Health and Disease	3	AN 237	Health and Medicine Around the World	3
BMS 200	Biomedical Basis and Experience of Human Aging	3	AN 240	Ethnography: Learning from Others	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3	AN 242	Anthropology of Cannabis	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1	AN 243	Ancient Food For Thought (ENV 243)	3
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3	CJ 101	Crime and Society	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1	CJ 232	Women in the Criminal Justice System (SO/WGS 232)	3
CHE 110	General Chemistry I	3	CJ 241	Police and Policing	3
CHE 110L	General Chemistry I Lab	1	CJ 250	Youth Crime (SO 250)	3
CHE 111	General Chemistry II	3	CJ 261	Prisons and Jails	3
CHE 111L	General Chemistry II Lab	1	EC 101	Chocolate, Cheating and Climate Change - Everyday Economics	3
ENV 120	Foundations of Biology and Chemistry, Exploring Your Environment	3	EC 111	Principles of Microeconomics	3
			EC 112	Principles of Macroeconomics	3
			EC 112H	Honors Principles of Macroeconomics	3
			EC 206	Urban Economics	3
			ED 250	Diversity, Dispositions and Multiculturalism	3
			ED 253	Higher Education in Prison: Teaching and Learning in the Carceral Setting	3

ENV 209	Environmental Politics and Policy (PO 209)	3	SO 101	Introduction to Sociology	3
ENV 230	Sustainable Development (AN 230)	3	SO 201	Sociological Theory	3
ENV 243	Ancient Food For Thought (AN 243)	3	SO 203	How to Get Rich:Sociology in Action	3
GP 101	Introduction to Geography (ENV 150)	3	SO 225	Social Problems	3
GP 222	Environmental Geography and Culture (ENV 222)	3	SO 232	Women in the Criminal Justice System (CJ/WGS 232)	3
GT 234	Adult Developmental Psychology (PS 234)	3	SO 241H	Honors Sociology of Race and Ethnicity	3
GT 263	Aging in Society Aging (SO 263)	3	SO 241	Sociology of Race and Ethnicity	3
IB 105	International Business Environment	3	SO 244H	Honors the Invisible Ladder: Social Inequalities Inequalities	3
IB 201	Globalization and International Business	3	SO 244	Social Inequalities	3
PO 101	Issues in Politics	3	SO 250	Youth Crime (CJ 250)	3
PO 131H	Introduction to American Government	3	SO 255	Sociology of Families (WGS 255)	3
PO 131	Introduction to American Government and Politics	3	SO 260	Social Control and Deviance	3
PO 205	Public Policy and Administration	3	SO 263	Aging in Society of Aging (GT 263)	3
PO 206	Ethics and Public Policy	3	SO 265	Work and Occupations (WGS 265),Sociology of Work	3
PO 209	Environmental Politics and Policy (ENV 209)	3	SO 266	Population and Society	3
PO 211	Introduction to International Relations	3	SO 272	Education and Society	3
PO 215	Political Theory	3	SO 280	Sociology of Health and Illness	3
PO 216	American Political Thought	3	SO 285	Protest and Social Change (WGS 285)	3
PO 219	Feminist Political Thought (WGS 219)	3	WGS 210	Human Sexuality (PS 210)	3
PO 221	Introduction to Latin America	3	WGS 219	Feminist Political Thought (PO 219)	3
PO 227	The Politics of Intimacy	3	WGS 232	Women in the Criminal Justice System (CJ/SO 232)	3
PO 231	Elections and Political Parties (SL: Service Learning)	3	WGS 255	Sociology of Families (SO 255)	3
PO 245	Politics of Global Capitalism	3	WGS 262	Psychology of Women and Gender(PS 262)	3
PO 247	Actors and Processes in U.S. Foreign Policy	3	WGS 265	Work and Occupations (SO265)	3
PO 280	Congress and the President	3	WGS 285	Protest and Change (SO 285)	3
PO 313	Development, Globalization and Colonialism	3			
PS 101	Introduction to Psychology	3	Humanities		
PS 210	Human Sexuality (WGS 210)	3	Code	Title	Credits
PS 232	The Concept of Personality and Its Development	3	ARB 210	Arab Culture and Society	3
PS 234	Adult Development & Aging (GT 234)	3	CN 210	Chinese Culture and Civilization	3
PS 236	Child and Adolescent Development	3	ED 252	Antiracism and Anti Bias Through the Lens of Empathy: Broadening Perspective Through Literature Written for Children and young Adults	3
PS 244	Psychology of Prejudice	3	ED 260	Social and Philosophical Foundations of Education	3
PS 261	Social Psychology	3	EN 204	Reading Literature	3
PS 262	Psychology of Women and Gender (WGS 262)	3	EN 208	Greek Tragedy	3
PS 265	Psychology in the Workplace	3	EN 209	Love Stories	3
PS 272	Abnormal Psychology	3	EN 210	The Art of Poetry	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3	EN 212	The Personal Essay	3
SO 101H	Honors Introduction to Sociology	3	EN 213	The Nature Essay (ENV 213)	3
			EN 215	The Travel Essay	3
			EN 220	The Short Story As a Genre	3
			EN 222	Comics and Graphic Novels	3
			EN 223	Hippies, Punks and Rude Boys	3

EN 230	Reading the Environment (ENV 235)	3	HS 236	Japan's Modern Empire/Asian Studies	3
EN 235	Literature by Women (WGS 235)	3	HS 241	African-American Experiences to Reconstruction	3
EN 240	Survey of English Literature I	3	HS 242	African-American Experience Since Reconstruction	3
EN 241	Medieval Romances	3	HS 254	Colonial Latin America	3
EN 250	Survey of English Literature II	3	HS 270	The East Is Red: Communism in Asia	3
EN 260	Survey of American Literature I	3	HS 271	Monks, Kings and Rebels: Mainland Southeast Asia	3
EN 265	Black Writers in and Beyond the US	3	HS 272	Pirates and Matriarchs: Island Southeast Asia	3
EN 270	Survey of American Literature II	3	HS 274	Modern India	3
EN 277	Literature of the Americas	3	HS 282	Global Environmental History (ENV 282)	3
EN 280	The European Tradition in Literature I	3	HS 286	Introduction to Medieval Europe	3
EN 281	The European Tradition in Literature II	3	IRST 101	Introduction to Irish Studies	3
ENV 213	The Nature Essay (EN 213)	3	IRST 150	Irish Myths and Legends	3
ENV 221	American Environmental History (HS 220)	3	IT 210	Italy: A Journey Through its Food, History and Culture (in Eng.)	3
ENV 235	Reading the Environment (EN 230)	3	IT 212	Florence and the Making of the Renaissance (in Eng.)	3
ENV 238	Philosophy of Technology, Environment and Social Transformation (PL 238)	3	JP 210	Introduction to Japanese Culture	3
ENV 282	Global Environmental History (HS 282)	3	LE 101	Introduction to the American Legal System	3
GR 210	Introduction to German Culture	3	LE 233	Law for Everyday Life	3
HS 111	The Rise of the West	3	MSS 220	Media, History and Memory	3
HS 112	The West in the World	3	PL 101	Introduction to Philosophy	3
HS 122	Modern World History	3	PL 102	Introduction to Ethics	3
HS 131	U.S. History to 1877	3	PL 102H	Honors Introduction to Ethics	3
HS 132	U.S. History Since Reconstruction	3	PL 103	Logical Reasoning	3
HS 208	Twentieth-Century World History	3	PL 236	Philosophy of Language	3
HS 209	Twentieth-Century Europe	3	PL 237	Philosophy of Mind	3
HS 210H	Honors Contemporary America	3	PL 240	Philosophy of Sport (SPS 240)	3
HS 210	Contemporary America	3	PL 250	Philosophy of Art	3
HS 211	Popular Culture in American History	3	PL 266	Global Philosophies	3
HS 213	The Roman World	3	PL 267	Philosophy of Religion	3
HS 214	Ancient Greek History (PL 214)	3	PL 332	Ancient Philosophy	3
HS 219	Colonial America and the Atlantic World	3	PL 333	Modern Philosophy	3
HS 220	American Environmental History (ENV 221)	3	PL 334	Medieval Philosophy	3
HS 224	The Real Housewives of the Early Modern World	3	PL 335	Contemporary Philosophy (PO 336)	3
HS 225	Scotland: Macbeth to Bonnie Prince Charlie	3	PL 338	Paradoxes	3
HS 227	Russian Cultural and Intellectual History	3	SP 205	Cultura Puertorriqueña	3
HS 228	Twentieth-Century Russia	3	SP 210	The Culture and Civilization of Spain	3
HS 229	Irish History	3	SP 343	Culture of Spain	3
HS 230	The Rise of Modern Science	3	WGS 235	Literature by Women (EN 235)	3
HS 231	The World of Tudor/Stuart Britain	3			
HS 232	The Rise and Fall of the British Empire	3			
HS 235	Blood and Revolution in China/Asian Studies	3			

Fine Arts

Code	Title	Credits
AR 101	Introduction to Art	3
AR 102	Art History: Ancient Through Medieval	3
AR 102H	Honors Art History I	3

AR 103H	Art History: Renaissance Through Contemporary	3	DR 288	From Script to Stage (WGS 288)	3
AR 103	Art History: Renaissance Through Contemporary	3	DR 290	Acting for Classical Stage	3
AR 104	Survey of Non-Western Art	3	DR 305	Theater for Young Audiences	3
AR 105	American Art	3	DR 307	Drafting and Rendering for Theater	3
AR 140	Basic Visual Design	3	DR 335	Musical Theater Performance	3
AR 158	Photography I	3	DR 340	Scenic Design	3
AR 175	Special Topics in Art History	3	DR 341	Lighting Design for the Theater	3
AR 175H	Honors -Special Topics in Art History	3	DR 342	Costume Design	3
AR 210	The Creative Process	3	DR 345	Dance for the Musical Theater	3
AR 240	Graphic Design	3	DR 350	Playwriting: The Ten-Minute Play	3
AR 241	Color Theory	3	DR 360	Acting II	3
AR 242	Cartooning	3	DR 375	History and Dramatic Literature of the Contemporary Theater	3
AR 250	Studio Art: Special Topic	3	DR 380	Theater Administration	3
AR 251	Studio Art: Drawing	3	FTM 102	Understanding Film	3
AR 252	Studio Art: Painting	3	FTM 320	History of Film I (to 1975)	3
AR 253	Studio Art: Sculpture	3	FTM 322	History of Film (and Television) II	3
AR 254	Studio Art: Printmaking	3	GDD 140	Creativity and Computation	3
AR 257	Ap Studio Art Introduction to Studio Methods	3	IT 211	Italian Cinema (in Eng.)	3
AR 258	Photography II	3	JRN 205	Photojournalism Fundamentals	3
AR 262	Studio Art: Watercolor	3	MU 110	Private Music Lessons	1
AR 263	Studio Art: Collage	3	MU 130H	Honors Understanding Music	3
AR 300	Special Topics in Art History	3	MU 130	Understanding Music	3
AR 303	Studio Art: Advanced Drawing	3	MU 150	American Popular Music: From the Blues to Hip Hop	3
AR 304	Studio Art: Advanced Painting	3	MU 150H	Honors: American Popular Music: From the Blues to Hip Hop	3
AR 305	Special Topics in Studio Art	3	MU 175	Special Topics in Music	3
AR 317	Art of the Italian Renaissance	3	MU 190	Quinnipiac University Singers	1
AR 325	Women Artists (WGS 315)	3	MU 191	Quinnipiac Chamber Orchestra	1
AR 335	Digital Photography	3	MU 194	Jazz Ensemble	1
AR 360	Innovation in the Arts and Sciences	3	MU 200	Special Topics	3
AR 380	Interactive Art	3	MU 211H	Honors History of Jazz	3
DR 101	Understanding Theater	3	MU 211	History of Jazz	3
DR 140	Stagecraft	3	MU 213	Music of the 20th Century	3
DR 150	Performance Fundamentals	3	MU 230	Music Theory I	3
DR 160	Acting I	3	MU 250	Music and Human Identity	3
DR 181	Improvisational Acting	3	MU 280	Music and Our Life's Work	4
DR 200	Special Topics	3	MU 330	Music Theory II	3
DR 220	Voice and Movement	3	WGS 288	From Script to Stage (DR 288)	3
DR 221	Voice and Diction	3			
DR 230	Directing I	3			
DR 250	Stage Management	3			
DR 257	Design for the Theater	3			
DR 260	Acting for Film/Tv	3			
DR 261	Auditioning for the Actor	3			
DR 270	World Theater History and Dramatic Literature I	3			
DR 275	World Theater History and Dramatic Literature II	3			
DR 282	Landscapes and Lenses	3			
DR 286	Script Analysis	3			

Policy for Students Who Fail FYS 101

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

FYS 101 Policy for Transfer Students

A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in FYS 101 in the student's first semester at Quinnipiac. The policy for students who fail FYS also applies to transfer students with less than sophomore standing. Students who transfer to Quinnipiac with 27 or more credits must substitute any UC-designated course for FYS 101 to count toward the general education credits needed to graduate.

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

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Academic Good Standing Policy for Undergraduate Students

(Revised for May 2015)

Credit and GPA Requirements

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

A student fails to meet Academic Good Standing requirements if their:

- a. cumulative GPA is below 2.0
- b. semester GPA is below 2.0 in any two consecutive semesters

Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 2.0, but 1.2 or more, will be placed on Academic Warning in their first semester. Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 1.2 will be placed on Academic Probation. Students on Academic Warning are required to follow the same requirements as those on Academic Probation.

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

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

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

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

Sanctions

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

Academic Probation

Probation serves as an official notification of deficiency that requires students to promptly address their deficiency(s). After the close of the previous semester, the Office of Academic Innovation & Effectiveness notifies students of their probation. Prior to the start of each semester, students on probation and their academic advisers are notified about this sanction; advisers and probationary students also are directed toward resources that support the Improvement Plan process. Before the end of the first week of classes, students on probation must submit an electronic copy of their Improvement Plan to their academic adviser and the Learning Commons. In their Improvement Plan, they should reflect on their past semester and indicate how they will improve their academic performance to remedy their academic deficiencies. Probationary students must meet with their adviser within the first two weeks of the next semester to have the adviser approve or amend the plan. Approved plans are forwarded to both their school/college dean's office and the Learning Commons. Probationary students must meet personally with their adviser a second time during preregistration to discuss their progress in meeting the goals of their Improvement Plan and their course selection for the next semester. Additionally, probationary students must email their adviser with a progress update every two weeks during their semester on probation. The Learning Commons has a variety of programs to support students on probation. Students on probation may register for courses in the usual fashion. However, students on probation must attend and successfully complete an Advanced Learning Tutorial with an academic specialist at the Learning Commons during their probationary semester. These meetings provide students support and strategies to assist them in correcting their deficiencies. Normally, students are not permitted to appeal probationary status. However, students who failed to achieve the completed credits requirement for documented medical reasons may appeal a probation decision.

Students on probation or credit deficient at the close of the semester may use summer or January classes to regain good standing to the degree this action follows existing academic policies. To remediate a deficiency in GPA, students must take a course offered by Quinnipiac University and comply with existing policies regarding summer and J-term courses. To remediate credit deficiency with courses taken at another university, students must comply with the Policy Regarding Transfer Credit (p. 135) from other institutions. If they are able to remediate their deficiency, they must appeal the change of academic status through the office of the Associate Vice President for Retention and Academic Success no later than the Friday of the first week of the subsequent semester. Appeals should be made in person and should include acknowledgement of current status, actions taken to remediate current status and discussion of changes intended for the next semester. A change in academic status will not be made without a successful appeal. A successful appeal will result in a notation to the student's transcript that indicates a new standing of Academic Warning, which is discussed below. Appeals to reinstate financial aid may also be addressed during this appeal process.

Suspension

Students who have serious or repeated deficiencies are subject to suspension. Suspended students must leave Quinnipiac for a period of one semester. Suspended students are required to use this period of suspension to review their academic goals and to improve their academic

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

Dismissal

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

Procedures

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

With the exception of the first-time, full-time students and first-time, full-time transfer students as noted above, students are usually placed on probation after their first deficient semester. Individual students may be continued on probation for subsequent semesters if they make progress in addressing their deficiency. However, students who are deficient after a total of three semesters on probation, two semesters after the first-year, or two semesters after transferring to Quinnipiac are suspended or dismissed. Any student who has a GPA below 1.2 after two semesters is dismissed. Suspended and dismissed students may appeal their sanction to the Academic Appeals Committee, consisting of a representative from the Office of Academic Innovation & Effectiveness, undergraduate school and college deans or their designee (an associate dean), and two students appointed by the student government president.

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

Academic Warning

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

discussion of their academic record with their academic adviser or an academic specialist, students will be asked to develop an Improvement Plan and to meet regularly with an academic specialist. This review semester is intended to help students regain their momentum toward academic success.

Math and English Requirements

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

Program Level Academic Good Standing Policy

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

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

If a deficient student believes their final grade was determined in an arbitrary, capricious or prejudicial manner, the student may appeal the final grade by following the Procedure to Appeal a Final Grade (p. 110). Only final grades may be appealed. If the grade appeal process results in a recalculated grade that removes all of the student's academic and/or clinical professional achievement deficiencies, then the sanction of probation, suspension or dismissal is removed. Students who are no longer suspended or dismissed may continue to progress in the program in the semester following the conclusion of the grade appeal process.

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

If a suspended or dismissed student believes both that 1) their final grade was determined in an arbitrary, capricious or prejudicial manner, and 2) there are errors in the facts considered by their program or extenuating circumstances, then the student must first follow the Procedure to Appeal a Final Grade (p. 110). If after the conclusion of the grade appeal process the suspension or dismissal still stands, then the student may proceed with appealing the suspension or dismissal.

Appeals Process

- a. If the student's program has a student handbook or other document outlining a departmental level appeals process, the student should appeal the suspension or dismissal by following the guidelines outlined in their program's student handbook or document. Appeals at the departmental level must be submitted in writing within five business days of the student being sent via email a suspension or dismissal notice from their program. The appeals hearing date/time will be determined by the department based upon programmatic guidelines and the student will have the opportunity to attend if the student chooses. Students are responsible for checking their Quinnipiac email account even during examination and vacation periods. Excuses for not checking the mailbox, email account, or delays in mail delivery are not acceptable reasons for postponement of any deadline in the process. Following the departmental hearing, if the suspension or dismissal still stands, the student may appeal the sanction to the dean of their school.
- b. If the student's program does not have a student handbook or other document outlining a departmental level appeals process, the student should appeal the suspension or dismissal directly to the dean of their school.
- c. Appeals to the dean must be submitted in writing within five days of the receipt of the final decision from the department. Appeals to the dean should be based on errors in the facts considered by their program or extenuating circumstances. Upon hearing the appeal, the dean may decide to:
 - i. Concur with the program's initial decision. In this case the initial decision is final.
 - ii. Send the matter back to be reconsidered by the program.
 - iii. Change the sanctions decided by the program by decreasing or increasing the sanctions. In this case the dean's decision is final.
- d. If the decision is upheld and the student is dismissed, the student is encouraged to contact the Office of Career Development (p. 27) in their school to discuss alternative programs and career paths. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac. Permission to reapply does not guarantee readmission to Quinnipiac or to the program from which the student was dismissed.
- e. No parents, family members, attorneys or any other third parties are permitted to attend or participate in any academic hearing.

Academic Integrity Policy

Updated Spring 2022

Introduction

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in

the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

A. Integrity: The Foundation of Quinnipiac University ¹

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

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

Honesty

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

Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

Responsibility

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

Fairness

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

Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking—even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present

in the classroom, in our everyday encounters with each other, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

Courage

Possessing courage is a show of character that demonstrates an undeniable commitment to values over negative repercussion. Students exhibiting courage establish and maintain high standards of academic integrity for themselves and others in their community. Faculty members demonstrate courage as they establish and enforce high standards for students, colleagues and themselves. Upholding academic integrity in any academic community requires courage of those who chose not to violate the shared standards and those who remain steadfast that accountability is ensured for those who in fact violate those standards.

B. Expectations for Integrity at Quinnipiac University

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

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

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

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

- May not cheat on any work
- Must properly cite sources in all academic work
- May not provide or procure unauthorized assistance on any assignment or test
- May not falsify or alter university documents, tests or assignments
- May not impede the coursework of any other student
- May not do any other thing that violates or allows another person to violate the accepted standards of academic integrity.

Students, faculty and staff also should promote integrity by:

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

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

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

C. Resources

In its effort to uphold these standards of academic integrity, the university provides numerous educational and support resources to

reduce academic integrity violations. These resources may be found on the Academic Integrity MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>).

Preserving Academic Integrity

A. Community Responsibilities

1. Academic Integrity Policy

Every member of the community is expected to comply with Quinnipiac's Academic Integrity Policy. Each student must read the university's Academic Integrity Policy.

2. Promotion and Support of Integrity

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

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

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

Staff also can promote academic integrity by:

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

3. Proper Acknowledgment

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

4. Support of Policy

Each member of the community is expected to adhere to the Academic Integrity Policy personally and to support it generally. In keeping with their responsibility to the community, students, faculty and staff who are aware of inappropriate behavior and conduct with regard to the policy must report this information to the Academic Integrity Board.

5. Upholding Integrity

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

6. Mutual Respect

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

7. Confidentiality

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

8. Special Assignments

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

B. Syllabus Statement

Faculty members are responsible for including a statement consistent with this policy and the academic integrity expectations of the Quinnipiac community in the syllabus of every course they facilitate. An example of such a statement is provided here as default for all university courses:

QU is committed to integrity and honesty in the educational process. As a member of the campus community and a student enrolled in this course, you agree to know and observe the university's Academic Integrity (AI) Policy. Academic misconduct includes, but is not limited to, cheating, facilitation, fabrication, unauthorized collaboration and plagiarism. You must produce original work and know what constitutes plagiarism. You must also know what constitutes cheating. If you are not certain what sources you can rely on when completing an assignment or exam, including any online assessment, you should contact me for clarification. All assignments you submit in this class must be original work completed by you for this specific course. A failure to abide by the AI Policy could lead to a grade penalty on the assessment, failure in the course, an "FAI" notation on your transcript, AI probation, suspension or any other sanction outlined in the university's AI Policy. If you have questions about what constitutes academic misconduct, please contact the course instructor or the Office of Academic Integrity.

C. Academic Integrity Board

1. Responsibilities

The Academic Integrity Board is responsible for investigating and adjudicating alleged violations of the Academic Integrity Policy and educating the university community about academic integrity issues. The Academic Integrity Board works closely with the director of academic integrity and the coordinators of academic integrity initiatives.

2. Composition

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

3. Selection and Tenure

Positions on the Academic Integrity Board are open to all students, full-time faculty and administrative staff.

- Faculty board members are appointed by the individual schools and colleges in accordance with school/college-based processes and approved by the director of academic integrity. At least one board member from each school is required; schools with 25 or more faculty members should have one additional board member for every 25 full-time faculty members.
- Staff board members are selected by the director of academic integrity. Individuals selected to serve can originate from any university department and should maintain both a personal and

professional interest in the academic integrity of the institution and its students.

- Student board members are selected by the director of academic integrity. Student members must have and maintain a minimum 2.5 GPA and cannot be under any type of academic or disciplinary sanctions.

Faculty members elected to the board will serve the duration of their elected term but may remain on the board with the permission of the individual college or school and the director of academic integrity. Staff appointed to the board will serve indefinitely at the discretion of the director of academic integrity. Students appointed to the board will serve while enrolled at the university at the discretion of the director of academic integrity.

If a member of the Academic Integrity Board is unable to or fails to perform their duties for a prolonged period of time, the director of academic integrity will remove the member and appoint a permanent replacement.

D. Office of Academic Integrity

The Office of Academic Integrity serves as the central office for all academic integrity administration in all Quinnipiac University colleges and schools except for the School of Law and School of Medicine.

1. Purpose

The purpose of the Office of Academic Integrity is to provide consistent advocacy, education and preservation of the academic community present at Quinnipiac.

2. Composition

The Office of Academic Integrity is comprised of the director of academic integrity and the Academic Integrity Board. The director of academic integrity is the chief administrator charged with organizing academic integrity efforts in the Quinnipiac community including the intake, processing and management of all reports and the subsequent cases. The Academic Integrity Board is the chief adjudicator of all academic integrity violations.

3. Record Keeping

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

Academic Judicial Procedures for Student Violations

Students, faculty and staff must report any violation, including minor unintentional violations, directly to the director of academic integrity on the report form (see the Academic Integrity MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). Once a report of an alleged academic integrity violation has been filed, the case will be considered according to the procedures

set forth in this Academic Integrity Policy. All members of the university community are expected to follow this policy and to use its procedures.

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

A. Parties

1. Reporter

The reporter is the community member who learns of, witnesses or otherwise becomes aware of a potential violation of the Academic Integrity Policy and files a formal report with the Office of Academic Integrity. This person may be any member of the Quinnipiac University community or a person outside of the community with specific knowledge relevant to the behavior of an individual or individuals within the community. Unless this person is the faculty member for the course in which the Academic Integrity Policy was potentially violated, this person may not receive updates about the report that was filed.

2. Student

The student is the person within the Quinnipiac University community who has potentially violated the Academic Integrity Policy by conduct and therefore has been specifically named in a formal report filed with the Office of Academic Integrity. This person will be updated progressively through the process outlined in this policy.

3. Faculty Member

The faculty member is the instructor on record for the course in which the potential academic integrity violation was identified in the formal report with the Office of Academic Integrity. This person is expected to participate fully in all parts of the process outlined in this policy—except Joint Resolution (see below)—including compliance with the final sanctions. This person will be updated continually throughout the process outlined in this policy.

4. Witness

The witness is any person specifically identified in the formal report or any other person identified during the course of Academic Integrity Board investigation who may have knowledge of the conduct that violated the Academic Integrity Policy. In order to be considered a witness to a matter, this person must be willing to participate in a live interview with members of the Academic Integrity Board acting to resolve the matter involving the student. The witness's willingness to participate in an interview will be ascertained by the director of academic integrity prior to Academic Integrity Board contact. Witnesses, especially if Quinnipiac University students, cannot be compelled to appear in front of the student.

5. Adviser

The adviser is a member of the Quinnipiac University community—other than students or faculty from the Quinnipiac University School of Law—available to assist the student in preparing for the Academic Integrity Policy process. The student is not permitted to have legal representation, parents or family members to serve as an adviser or to be present in process interviews or meetings. An adviser may assist the student in preparing for the interview or meetings and may attend the interviews or meetings but may not speak during the interview process. The adviser is

not permitted to provide guidance to the student on how to proceed. It is the responsibility of the student to notify the adviser of the date and time of the interview. A student may make a written request to have an adviser assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned.

B. Violations

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

Academic integrity violations encompass any act committed by a Quinnipiac student that compromises or subverts the integrity of the educational or research processes. Violations may fall under one or more category or violation. These offenses include, but are not limited to:

1. Plagiarism, Misrepresentation and Fabrication

Plagiarism

- Definition: Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.
- Examples include, but are not limited to:
 - Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
 - Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
 - Presenting as one's own any work (or portion thereof) that has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
 - Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.

Misrepresentation

- Definition: Misrepresentation refers to any action in which the student acts to defraud or otherwise mislead the academic authority about some important aspect of the academic process to the extent that it provides an advantage for the student.
- Examples include, but are not limited to:
 - Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any coursework.
 - Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
 - "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one

project or course, without the express prior written permission of the instructor(s) involved.

- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.
- Falsifying one's GPA, dean's list status or academic achievement to secure a letter of recommendation, referral, committee letter, internship or approval to participate in an academic exercise/program or experiential opportunity.

Fabrication

- Definition: Fabrication refers to falsifying or misusing data in any academic exercise.
- Examples include, but are not limited to:
 - Falsifying data collected for any academic purpose.
 - Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
 - Making up a source for use in any assignment.
 - Citing a source one did not use.
 - Falsifying material cited.
 - Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
 - Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
 - Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.).

2. Cheating and Stealing

Cheating

- Definition: Cheating refers to acting dishonestly or unfairly in order to create an advantage, especially in an exercise or examination.
- Examples include, but are not limited to:
 - Violating test and assignment procedures and restrictions established by the instructor to gain an unfair advantage on the test or assignment. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
 - Communicating or attempting to communicate answers, hints or suggestions during an examination.
 - Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination to gain an unfair advantage on the exercise or examination.
 - Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is part of the course grade.
 - The unauthorized sale, purchase, posting, dissemination or use of course materials including, but not limited to, lectures, computer software, exams, assignments, notes, problem sets, homework, papers/essays, research for papers/essays, and/or any other instructional materials.

Stealing

- Definition: Stealing refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way.
- Examples include, but are not limited to:
 - Copying from someone else's exam, paper or assignment.
 - Looking at someone else's exam before or during an examination.
 - Using another person's answers for an assignment.
 - Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form—oral, written or electronic.
 - Stealing or attempting to steal an examination or answer key.
 - Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.

3. Possession or Use of Unauthorized Device or Materials

- Definition: Possession or use of unauthorized device or materials refers to a student's improper access to items that would provide an academic advantage to the student if utilized. This violation does not require that the student utilizes the items nor that the student receives the advantage; it requires only that access was available at a time that it would provide the unfair advantage.
- Examples include, but are not limited to:
 - Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
 - Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
 - Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) or the assistance of an unauthorized person in the preparation of a test or assignment.
 - Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.

4. Impeding Fair and Equal Access to the Educational and Research Process

- Definition: Impeding fair and equal access to the educational and research process refers to student conduct that disrupts any academic exercise in such a way that the student and/or other students are deprived of the learning, knowledge or educational value of the exercise as intended by the instructor.
- Examples of this violation include, but are not limited to:
 - Altering or changing an examination or comparable document so as to mislead other users or the reader.
 - Infringing upon the right of other students to fair and equal access to any library materials and comparable or related academic resources, including tampering with or damaging any library materials or comparable academic resources.
 - Attempting to prevent access by other users to the university's computer system and its resources, to degrade its system

performance, or to copy or destroy files or programs without consent.

- Intentionally disrupting the educational process in any manner.

5. Misrepresenting or Misusing One's Relationship with the University

- Definition: Misrepresenting or misusing one's relationship with the university refers to any action in which the student attempts to gain an advantage or consideration as a result of an improperly portrayed affiliation with or information from the university.
- Examples of this violation include, but are not limited to:
 - Falsifying, misusing, omitting or tampering with information (in any form, including written, oral or electronic) such as test scores, transcripts, letters of recommendation or statements of purpose, to gain initial or continued access to the university's programs or facilities.
 - Altering, changing, forging or misusing academic records or any official university form regarding oneself or others.
 - Misrepresenting one's status or affiliation with the university.
 - Misrepresenting one's own or another's identity for academic purposes or in an academic setting.
 - Causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding.
 - Failing to be fully cooperative and truthful if one has direct knowledge of an alleged violation of academic integrity.
 - Reporting an academic integrity violation known to be false.
 - Offering bribes (e.g., monetary remuneration, gifts or favors) to any university representative in exchange for special consideration or waiver of procedures.

6. Facilitation and Collusion

- Definition: Facilitation refers to knowingly or intentionally assisting any person in the commission of an academic integrity violation. Students who engage in facilitation are also subject to discipline for integrity violations. Collusion refers to assisting another student in an act of academic misconduct. Collusion differs from collaboration in that collaboration may be permitted in various courses. It is the responsibility of the student to know whether and to what extent collaborative activity is permitted.
- Examples of this violation include, but are not limited to:
 - Giving another student one's assignment or paper (or a portion thereof), for any reason, unless such sharing is specifically authorized by the instructor for whom the assignment was created.
 - Giving another student answers to a test or assignment.
 - Letting another student copy one's answers during an examination.
 - Creating unfair opportunities for students in all sections of a class to do well on tests or other assignments. Thus one may not give any test (or assignment) information, questions or answers to students in another class or other sections of the same class because it gives students in later sections an unfair advantage. Instructors also may explicitly ask students not to share information with students in other classes regardless of semesters. In those cases, the sharing of information is also a violation.

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

7. Retaliation

- **Definition:** Retaliation refers to providing adverse assessment, scoring or reflection upon or otherwise acting or inducing adverse action toward anyone who reports an academic integrity violation, serves as a witness in an academic integrity case or participates in the investigation and resolution of an academic integrity case.
- Examples of this violation include, but are not limited to:
 - Submitting an inaccurately or unfairly poor peer review of someone's performance or work.
 - Intentionally losing, miscounting or otherwise failing to give full and due credit for the contributions made by another person.
 - Coercing or convincing others to adopt a poor outlook on the participation, presence or person of another.

C. Process

When a potential violation of the Academic Integrity Policy occurs, any Quinnipiac University community member who is aware of it should engage in this process as a means of addressing it. The process includes seven stages:

- Pre-Report
- Report
- Notice
- Response
- Adjudication
- Resolution
- Appeal

1. Pre-Report

All members of the university community are encouraged to discuss alleged violations with the director of academic integrity prior to filing a report to clarify and confirm procedures.

When a member of the university community suspects that a student has committed an academic integrity violation, that member must submit an academic integrity report. Before reporting the allegation to the Office of Academic Integrity, the following steps should be taken.

Investigate the Claim

- When a course instructor suspects an academic integrity violation has occurred, the instructor:
 - Should meet with the student suspected of violating the policy to discuss the suspicions.
 - Should gather information in support of the claim (i.e., papers and assignments).
 - Should speak with witnesses who may have information about the incident.
 - If after investigation, there is reasonable suspicion that an academic integrity violation has occurred, the instructor must file a report.
- When a member of the university community (other than the course instructor) suspects a violation of the Academic Integrity Policy, they must:
 - First discuss the matter with the course instructor. This is especially true when the allegation is based solely upon a student's account of what happened.

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

2. Report

- Students, faculty and staff must report all substantial and all intentional violations. This written, formal report, presented on the report form, may be submitted by any member of the university community (student, faculty or staff) to the director of academic integrity. The integrity report form is available on the university's MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>).
- The report must provide the name of the student, the date(s) and a description of the alleged violation(s), detailed facts surrounding the alleged violation(s), the names of any witnesses and detailed factual information or documentation useful in determining the truth of the charge(s) made. If a report contains private or confidential information that is not related to the claim, extraneous prejudicial information, or information that cannot be verified by the academic integrity process, the director of academic integrity will reject the report. Upon revision, the report may be resubmitted.
- If witnesses are referred to but not identified within the report submitted to the director of academic integrity, their testimony cannot be verified by the academic integrity process and so the director of academic integrity will reject the report. Each instance of academic dishonesty involving a student must be reported separately unless the claims arise out of the same set of circumstances.
- All reports must be substantiated by information that directly relates to proving the claim. Extraneous prejudicial information will be inadmissible. Information that cannot be verified through the academic integrity process also will be inadmissible. Examples of inadmissible information:
 - The report includes prejudicial information about the accused student's academic integrity history.
 - The report includes hearsay information (i.e., when one witness says another witness told them that the accused student cheated on an exam).
 - The report includes the testimony of an anonymous witness.
 - The report includes private or confidential information that is not related to the claim and for which there is no "need to know."
 - This step will be necessary if inadmissible information is included in the initial report/documentation. When a report/supporting document contains inadmissible information, the director of academic integrity will reject the report/documentation. The reporter will be required to revise the report/documentation before the Office of Academic Integrity will accept and process the case.
- All academic integrity reports must be filed in a timely manner. All suspected violations must be reported to the director of academic integrity on the report form provided on the MyQ site (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>). Reports must be submitted within 20 days of the date of the alleged incident or within 20 days of discovery of the alleged violation, whichever is later.

- f. Incidents involving multiple students must be reported on separate report forms to preserve each student's confidentiality. The director of academic integrity may, however, determine that two cases either involve collaboration between two students or are otherwise so connected that they should be considered as one case.

3. Notice

- a. Once it has been determined that the report and supporting documents conform to the standards set out in this policy, the student accused of the academic integrity violation will be notified of the claim. The reporter will receive a copy of the notice to confirm that the academic integrity process has been initiated.
- b. The director of academic integrity will provide written email notice to the student(s), staff and faculty member(s) involved to confirm that a complaint has been filed, to specify the alleged violation and to outline the academic judicial procedures. This notice will explain that within 48 hours/two business days of such notice the student is obligated to respond on the response form (see form on the MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). The parties involved are responsible for checking their Quinnipiac email account even during examination and vacation periods. Excuses for not checking the mailbox or email account or delays in mail delivery are not acceptable reasons for postponement of any deadline in the Academic Integrity Process.

4. Response

The student must fill out the response form within two business days (see form on the MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). Here the student will indicate whether they accept responsibility for the violation and how they wish to proceed. If a student accepts responsibility, they are admitting to having committed the academic integrity violation(s) reported.

5. Adjudication

5a. Joint Resolution

- a. If this is a first-time minor and unintentional violation and the faculty member and student can agree on an outcome, whether or not the instructor imposes a sanction, the instructor must submit a report form to the director of academic integrity so the university can monitor types of violations and take appropriate steps to remediate the cause. The student is also required to submit a response form. A joint resolution reflecting the terms of their agreement must be submitted to the director of academic integrity (see form on the MyQ website (<https://myq.quinnipiac.edu/Academics/Academic%20Integrity/Pages/default.aspx>)). A minor unintentional violation will be considered a first-time violation for the student and a subsequent offense will be treated as a second offense.
- b. If the student accepts responsibility and has not been found responsible for a previous violation of the Academic Integrity Policy, the student may request:
- i. The opportunity to communicate with the faculty member to discuss the violation and attempt to develop a joint student/faculty resolution.
 1. If both parties agree to the statement of the violation(s) and the sanction(s), they will prepare the joint resolution form (see form in MyQ). On this form they will specify the violation(s) and the jointly agreed sanction(s). This joint resolution will be forwarded to the director of academic integrity for final approval. If a conflict of interest occurs, the director can request Academic Integrity Board approval of

joint resolutions. The director can reject a joint resolution when further investigation of the incident is warranted.

2. Faculty members are not required to participate in a joint resolution session and may instead request that the case proceed to case review. It is anticipated and encouraged that a joint resolution will be worked out in a private meeting between the faculty member and the student(s) involved in a case. However, either the student or the faculty member can request that the director of academic integrity assign a member of the Academic Integrity Board to attend a joint resolution meeting as a neutral third party.
 - ii. Not to communicate with the faculty member. The student can elect instead to proceed directly to case review (see Case Review).
- c. If the student denies responsibility for the minor and unintentional violation or if the faculty member and the student cannot agree on an outcome, the case will proceed on to case review.
- d. A student who did not initially accept responsibility and has not been found responsible for a prior academic integrity violation may, at any time before a final board decision, change their response to accept responsibility in order to participate in the joint resolution process.

5b. Case Review

If a student with no prior academic integrity violation declares they are not responsible for the alleged violation, the case will proceed to a case review team for investigation.

If the student has been found responsible for an academic integrity violation and accepts responsibility for the subsequent violation, the case will proceed to case review unless the student requests a hearing. The case review team will investigate and decide on the appropriate sanction(s).

- a. When a matter proceeds to case review, the director of academic integrity will act expeditiously to select, from the Academic Integrity Board, a case review team consisting of one student and one faculty or staff board member, and will provide written notification to the student(s), staff and faculty member(s) involved indicating that a case review team has been assigned. Any member of the Academic Integrity Board who has a conflict of interest in the case must make that conflict known to the director of academic integrity.
- b. Acting with all reasonable dispatch, the case review team will interview separately the student(s), the faculty member(s) and any witnesses involved in the case. These interviews may occur in person or virtually via Zoom depending on applicable health and safety protocols to be determined by the university. If not prohibited by health and safety protocols, a party may be granted the opportunity to submit and/or review physical evidence when a virtual case review interview is conducted. As part of the investigation, the case review team will collect and review all evidence relevant to the case.
- c. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office or case review team, the rights and options presented herein are forfeited by the student. The case review may proceed without the student or faculty member present and a decision will be rendered. If a case review takes place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the investigation.
- d. Upon completing the review, the case review team will meet as soon as reasonably possible to determine whether sufficient evidence of a violation exists.

- i. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The director of academic integrity will inform the student(s) and other involved parties of this decision.
- ii. If the case review team finds by clear and convincing evidence that the student committed an academic integrity violation, the case review team shall then be informed of the student's prior record so that the student's entire history of academic integrity violation can be considered in issuing sanctions. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s).
- iii. The case review team's determination shall be the final resolution in the case subject only to appeal by the student as specified in this policy.
- iv. The case review team will submit a written report of findings to the director of academic integrity. The director of academic integrity will notify the parties, in writing, of the case review team's final determination, the sanctions imposed and the appeal process.

5c. Hearing

If the student has been found responsible for a previous violation of the policy and denies responsibility for the subsequent violation, the case will automatically proceed to a hearing. When a case requires, the director of academic integrity will act with dispatch to convene a hearing board from the Academic Integrity Board.

- a. Each hearing board will consist of five members selected from the Academic Integrity Board: three students and two faculty/staff members. The director of academic integrity or a designated member of the Academic Integrity Board will chair each hearing. Any member of the Academic Integrity Board who has a conflict of interest in the case must make that conflict known to the chair of the Academic Integrity Hearing Board and the director of academic integrity.
- b. The director of academic integrity will notify the student(s) and faculty that are involved, in writing, of the academic judicial hearing procedures. The student may choose to meet with the director of academic integrity to be sure the student fully understands the procedures that will be followed during the hearing. The hearing board will meet as soon as reasonably possible.
- c. A hearing will be scheduled at a time that neither the student nor faculty member involved in the case has a class conflict. The hearing may occur in person or virtually via Zoom depending on applicable health and safety protocols to be determined by the university. If not prohibited by health and safety protocols, a party may be granted the opportunity to submit and/or review physical evidence when a virtual hearing is conducted. Notice of the time, date and place of the meeting will be sent to the parties involved via email at least 48 hours/two business days prior to the meeting. This letter will also provide notice that the student has the right to an adviser, who can be any member of the Quinnipiac University community other than a student or faculty member from the Quinnipiac University School of Law. A single request for postponement of up to five additional business days for an academic integrity hearing can be made to the director of academic integrity. The request must be for good cause and is subject to the availability of the hearing board and other parties involved in the case. Excuses for not checking the mailbox or email account or delays in mail delivery are not acceptable reasons for postponement. Academic integrity cases are heard as scheduled with or without the student present. All communications will be sent to the student's Quinnipiac email. If the student's Quinnipiac email has been disabled for any reason it is the responsibility of the student to notify the Office of Academic Integrity.
- d. The student appearing before the hearing board will not be permitted to have legal representation, parents, family members or students or faculty from the Quinnipiac University School of Law at the hearing. A student may request, in writing, to have an adviser assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the hearing and may attend the hearing but may not speak during the hearing process. The adviser is not permitted to provide guidance to the student on how to proceed. It is the responsibility of the student to notify the adviser of the date and time of the hearing.
- e. The procedure for the hearing will be as follows:
 - i. Each party will present a statement. The hearing board will ask questions of each party, examine evidence and interview witnesses if necessary.
 - ii. Upon conclusion of this discussion, each party will be asked if there is any additional information, discrepancies or questions that need to be presented or addressed.
 - iii. All parties will be asked to leave the room while the hearing board deliberates. After its discussion, the board will decide if there is clear and convincing evidence that indicates that the student is responsible for violation(s) of the Academic Integrity Policy by way of a simple majority vote. In order to meet the clear and convincing evidence standard, the board must find it highly probable that the student committed the violation(s).
 - iv. If the student is found to be responsible, the hearing board shall then be informed of the student's prior record so that the student's entire history of academic violation can be considered in issuing sanctions.
 - v. If the student is found responsible for the violation(s), the hearing board has full and unique authority to determine the sanction(s).
- f. Once the hearing board has reached a decision, the chair of the hearing board will ask the parties involved to return to the room, and the results of the deliberation will be presented. In addition, the chair of the hearing board will notify the parties involved and the director of academic integrity of the decision in writing via electronic mail following the hearing. The notice will explain the sanctions imposed by the hearing board and the appeal process.
- g. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The chair of the hearing board will inform the parties and the director of academic integrity of this decision in writing via electronic mail.
- h. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office or hearing board; attend a scheduled meeting with any academic integrity officer, hearing board or case review team member or faculty member; attend an academic judicial hearing; or abide by any of the procedures here noted in this policy, the rights and options presented herein are forfeited by the student. The case may proceed without the student or faculty present and a decision will be rendered. If a hearing takes place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the hearing.

6. Resolution

The director of academic integrity will notify the parties, in writing, of the case review team's final determination, the sanctions imposed and the appeal process.

Guidelines for Determining Sanctions

All violations of the Quinnipiac University Academic Integrity Policy are understood to be infractions against the community. For that reason, all violations are to be reported, adjudicated through the process and maintained as part of a student's record. However, within the consideration of the Academic Integrity Board, faculty member and student for the purposes of sanctioning can be the relative severity of the violation reported.

- a. **Minor:** A minor violation is one in which the faculty member or Academic Integrity Board finds a lesser offense with the actions of the student. This may be relative to how or where the violation occurred, the relatively small weight of the assignment on which the violation occurred, or other factors important to the faculty member and/or Academic Integrity Board.
- b. **Major:** A major violation is one in which the faculty member or Academic Integrity Board finds a more severe impact by the actions of the student. This may be determined relative to the manner in which the violation was carried out, the significant weight of the assignment on which the violation occurred, or other factors important to the faculty member and/or the Academic Integrity Board.
- c. **Intentional:** An intentional violation is one in which the student knowingly acted or likely should have known that specific actions were in violation of Academic Integrity Policy. Intentional violations come with a presumption that the student was attempting to gain an academic advantage through the action.
- d. **Unintentional:** An unintentional violation is one where the student did not know or likely would not have known that specific conduct was in violation of the Academic Integrity Policy. Unintentional violations do not have a presumption that the student acted in order to gain an academic advantage.

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

- a. First offenses may result in a grade penalty on the exam/assignment, a zero on the exam/assignment and/or failure of the course, but could lead to immediate academic integrity probation suspension, dismissal or expulsion. Probation is a pre-suspension sanction.
- b. Repeat and subsequent offenses will result in increasingly severe sanctions, including suspension, dismissal and expulsion. When a student on probation is found responsible for a subsequent academic integrity violation during the probationary period, the subsequent violation will automatically result in a one-semester suspension.
- c. If the student is sanctioned with failure of the course, a grade of FAI may be imposed to indicate that the failure was a result of an academic integrity sanction.
- d. In addition to above, the hearing board has the right to require the student to complete academic integrity projects, write letters of apology or any alternate educational sanction deemed appropriate for any violation, in addition to the automatic educational requirement implemented by the Office of Academic Integrity for every student found to be responsible for a violation of the Academic Integrity Policy.

- e. The hearing board has the authority to convert the W grade to an FAI upon finding the student responsible for an academic integrity violation.
- f. Any sanction resulting in a grade of WAI or FAI or in a suspension, dismissal or expulsion automatically will appear on a student's transcript. Students may submit to the vice president of academic innovation & effectiveness a petition to have this academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations, or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity in order to have the notation removed.

7. Appeal

- a. An individual who has been found responsible for a violation of the Academic Integrity Policy may appeal the decision of the case review team or hearing board. Appeals must be made directly to a designee of or the vice president of academic innovation & effectiveness. During this appeal process, the original sanction is held in abeyance until an appeal decision has been made.
- b. A detailed formal letter of appeal must be submitted within 48 hours/ two business days of the student's receipt of written notification of the decision and must explain one or more of the following specific grounds for the appeal:
 - i. Improper academic judicial procedures that impacted the effective presentation of the student's case.
 - ii. Additional or new relevant information has been discovered.
 - iii. The sanction was not consistent or appropriate with the nature of the violation.
- c. A designee of or the vice president of academic innovation & effectiveness may meet with the individual involved and with any witnesses. A designee of or the vice president of academic innovation & effectiveness then will decide to:
 - i. Uphold the original decision on responsibility and the sanction imposed.
 - ii. Uphold the original decision on responsibility and modify the sanction imposed.
 - iii. Determine that improper procedures impacted the effective presentation of the student's case and order a new hearing to be held using proper procedures.
 - iv. Overturn the decision on responsibility.
- d. A designee of or the vice president of academic innovation & effectiveness will notify all appropriate individuals involved in the case, the director of academic integrity and any appropriate Quinnipiac University personnel (dean, registrar, One Stop, etc.) of the outcome of the appeal.

D. Guidelines

1. Consolidation

If multiple reports arising out of similar or the same set of circumstances are filed against a student, the separate reports may be investigated as one case.

2. Course Completion

If grades are awarded while the case is in progress, the faculty member must assign a temporary grade of "incomplete" to the student pending the outcome of the academic integrity hearing board review process. A faculty member should not automatically assign a grade (other than an "I") when a student is suspected of a violation of this policy. When an incomplete grade is assigned in a prerequisite course, a student may be

permitted to enroll in the subsequent course pending the outcome of the academic integrity case. If upon resolution of the academic integrity case, the student's grade does not meet the prerequisite requirements, the student will be withdrawn from the subsequent course.

3. Course Withdrawal

If a student withdraws from a class prior to the resolution of an academic integrity violation report, the withdrawal shall not impact the process of the academic integrity case. If the student is found responsible for an academic integrity violation, a grade of WAI will be imposed to indicate that the withdrawal was undertaken after a violation of the university's Academic Integrity Policy. The Academic Integrity Board has full and unique authority to determine sanctions as part of a case review investigation or academic integrity hearing and may convert the WAI to an FAI grade.

- a. The grade of WAI or FAI will automatically appear on a student's transcript.
- b. Students may submit to the vice president of academic innovation & effectiveness a petition to have the WAI or FAI academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity to have the notation removed.

4. Concurrent Reports

If a second report is filed against the student before there has been a resolution in the first case, whether the second report arises from the same or another course, resolution of the second case will be postponed until there has been a resolution in the first case.

5. Failure to Respond

If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office or hearing board; attend a scheduled meeting with any academic integrity officer, hearing board or case review team member or faculty member; attend an academic judicial hearing; or abide by any of the procedures here noted in this policy, the rights and options presented herein are forfeited by the student. The case may proceed without the student or faculty member(s) present and a decision will be rendered. If a hearing takes place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the hearing.

6. Non-Compliance

- Students who fail to comply with the sanctions determined in a joint resolution will have their case proceed to a hearing where the academic integrity board will determine sanctions.
- Students who fail to comply with the sanctions determined by a case review team or hearing board will be subject to a one-semester suspension.
- Procedure:
 - Any student who appears to be in non-compliance with a joint resolution or a case review or a hearing board sanction will be notified by the director of academic integrity via email of the apparent noncompliance. The student will be informed of the non-compliance issues/facts and will be instructed to reply within 48 hours/two business days. The student also will be informed that an extension for compliance can be requested, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, the

director will notify the student of the extension's approval/denial and the reasons for such.

- If the student does not reply within 48 hours/two business days of the notification of non-compliance, the student will be deemed to be non-compliant and the case will proceed to a hearing (joint resolution) or the student will be subject to a one-semester suspension (case review or hearing).
- Appeal of the suspension will occur in the same manner as all other suspensions (see Appeal section of the Academic Integrity Policy).

7. Curative

The Office of Academic Integrity can perform simple amendments and revisions to academic integrity reports for the purpose of correcting pertinent information (i.e., class, faculty or student information) and/or concealing information that could be used to identify persons who have an individual right to confidentiality (i.e., redacting other student names).

8. Post-Course Adjudication

If a student earns a final course grade and later is found responsible for academic integrity violation(s) in that same class, the academic integrity sanctions will take precedence over the initial grade and stand as a matter of course.

9. Separation

The Office of Academic Integrity maintains the ability to separate and initiate cases for multiple potential violations of academic integrity from a single report. The cases can be focused on different students (i.e., one report can initiate academic integrity cases on more than one student) and/or focused on different assignments for one student (i.e., one report can initiate an academic integrity case for the midterm examination and an academic integrity case for the final examination). Multiple cases extracted from a single academic integrity report must be confirmed with the faculty member for the class in which the potential violations took place prior to initiation.

10. Violations Outside of a Course

If a student with no prior academic integrity violation accepts responsibility for an action which violates the Academic Integrity Policy but is not related to a particular class, the joint resolution may be completed with the director of academic integrity. An example of this would be giving a fellow student a paper from a class taken in a previous semester. Joint resolutions completed with the director of academic integrity will be approved by the Academic Integrity Board.

E. Student Procedural Rights

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

- a. **Confidentiality:** In accordance with FERPA and the Student Records Policy (p. 120), the right to have all records, files and proceedings kept confidential and shared with a Quinnipiac University official only when the official has a legitimate need to know.
- b. **Notice:** The right to be informed in writing of the specific violation(s) and inappropriate behavior in which the student is suspected of being involved.
- c. **Procedures:** The right to be informed orally and/or in writing of the academic integrity procedures.
- d. **Hearing:** The right to be notified in writing of the date, time and place of their hearing.

- e. **Evidence and Witnesses:** The right to know the nature of the evidence against them and the opportunity to present relevant evidence and witnesses on their behalf.
- f. **Adviser:** The right to have a member of the university community, other than a Quinnipiac University School of Law student or faculty member, act as an adviser and attend the case review interview and/or hearing. If the student so requests, the Office of Academic Integrity will appoint an adviser for the student. The adviser may attend the case review interview and the AI hearing, but may not attend the joint resolution discussion.
- g. **Written Decision:** The right to have written notice of the results of any case review or hearing.
- h. **Appeal:** The right to appeal a decision of a case review team or hearing board within 48 hours/two business days of receiving written notification of the final decision.
- i. **Defense:** The right to present a case against all alleged violation(s) and inappropriate behavior. This right maintains the option of remaining silent at any point without that silence being used against the student.

¹ This policy, and its emphasis on six principles of integrity, relies heavily upon the "The Fundamental Values of Academic Integrity," Third Edition, published by the International Center for Academic Integrity in 2021.

Animals on Campus

Updated Spring 2019

Section 1: General Policy

1.01 Policy Statement

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

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

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

1.02 Scope

This policy applies to employees, students, university affiliates, visitors, contractors and applicants for admission to or employment with the university. In addition to the general policy statement in Section 1.01, Section 2 applies specifically to employees. Section 3 applies specifically to students. Section 4 regards research and teaching animals. Sections 5 and 6 pertain to therapy animals.

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

1.03 Definitions

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

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

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

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

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

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

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

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

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

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

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

Section 2: Employees Wishing to Bring Animals on Campus

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

2.01 Policy Statement

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

2.02 Service Animals

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

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

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

Requirements of service animals and their owners include:

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

Reasonable behavior is expected from service animals while on the university property. The owners of disruptive and aggressive service animals may be asked to remove them from the university. If the improper

behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until the owner takes significant steps to mitigate the behavior. Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The employee is expected to clean and dispose of all animal waste. Owners of service animals are responsible for all actions of the animal while on university property.

Section 3: Students Wishing to Bring Animals on Campus

This policy is Section 1.18 of the Guidelines and Procedures for Students with Disabilities (p. 86).

3.01 Scope

This policy applies to all students of the university.

3.02 Policy Statement

According to university policy (Human Resources Policy Manual (<https://myq.quinnipiac.edu/Welcome/HR/Documents/Policy%20Manuals%20and%20Procedures/Quinnipiac%20University%20Policy%20Manual%202021-22.pdf>), 2.14; Student Handbook: Residential Life (<http://catalog.qu.edu/handbooks/undergraduate/residential-life/residence-hall-staff-organizations/residential-life-policies/>)), animals, including pets of any kind (except fish, as noted in the Student Handbook), are not permitted on university campuses or in university housing facilities, with the exception of service animals. The university is, however, committed to providing access to its programs and services. Consequently, the university permits students with disabilities who require one to have an emotional support animal as a reasonable accommodation. Students may not bring a service animal or emotional support animal until it is approved by OSA and the Office of Residential Life, when applicable. Please note the definitions below to understand the difference between a service animal and an emotional support animal.

3.03 Definitions

(same as section 1.03)

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

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

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

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

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

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

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

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

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

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

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

3.04 Service Animals

Students who have a documented disability that requires the assistance of a service animal are permitted to bring such animals to campus. Service animals are permitted in all areas of campus where students are generally permitted to go. (Note Section 3.08 (p.) below for restrictions.)

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

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

3.05 Emotional Support Animals

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

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

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

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

3.06 Service Animals in Training

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

3.07 Pets

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

3.08 Restricted Areas

3.08.1 Service Animals

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

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

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

3.08.2 Service Animals in Training

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

3.08.3 Emotional Support Animals

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

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

3.09 Conflicting Health Conditions

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

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

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

3.10 Handler's Responsibilities

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

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

- Handlers are strongly encouraged to maintain renter's insurance, including liability coverage for the animal. The handler assumes full personal liability for any damage to property or persons caused by the animal. The handler shall be responsible for all liability and claims related to the animal. Quinnipiac University provides no indemnification to the animal or handler. Likewise, Quinnipiac University provides no personal property insurance coverage. Quinnipiac University is not the owner or keeper of any animal. Quinnipiac University shall not be responsible for any harm to the animal while on campus, including but not limited to, injury to the animal caused by pest management or lawn care products.
- It is strongly encouraged that animals be precluded from a raw protein diet in an effort to protect the public from significant health risks.
- If the handler resides in Quinnipiac University housing, the handler will notify the residence hall director if the animal escapes and is not recovered within one hour.
- Necessary precautions should be made for appropriate university personnel to enter student housing when the handler is not present. Precautions may include sharing pertinent information to appropriate university staff. The animal must be caged or crated, or removed from the room, during the time that university personnel are in the room. The university is not liable if the animal escapes during one of these visits.
- The handler is required to provide assistance and support to the animal during emergencies. University personnel are not responsible to provide any assistance or support to the animal, including but not limited to, during an emergency evacuation such as a fire alarm. In the event of a power outage or other disruption to university housing, the handler is responsible for making alternative boarding arrangements for the animal off campus. Accommodations are not available on campus during an emergency.

3.11 Responsibility of the Quinnipiac Community

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

- Service animals must be allowed to accompany their handlers at all times and in all places on campus, except where specifically prohibited (note Section 3.08 (p.) above).
- Community members should not touch, pet, feed or otherwise distract a service animal without the handler's permission, and they should avoid any action that might startle the service animal.
- Community members shall not attempt to separate a handler from his/her service animal.
- The nature of a person's disability is private, and no community member should inquire as to the details of a handler's disability or their reason for using a service or emotional support animal.
- Community members should contact OSA if they have any questions or concerns relating to any service or assistance animal.
- Community members should provide handlers with service animals with the right of way with respect to pedestrians, cyclists or skateboarders.

3.12 Removal of Animals from Campus

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

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

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

3.13 Violation of the Policy

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

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

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

Section 4: Research and Teaching Animals

4.01 Policy Statement

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

Section 5: Service Animals in Training

5.01 Policy Statement

Connecticut law entitles any individual training a service animal to enter public spaces. A service animal in training is not allowed in controlled

spaces on university property including classrooms, residence halls and employee work areas.

5.02 Conditions

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

Section 6: Therapy Animals

6.01 Policy Statement

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

6.02 Conditions

- Handlers must be health care or mental health care professionals. Students and other individuals are not allowed to bring therapy animals on campus.
- Each handler provides to the university documentation of the training for the therapy animal, as demonstrated by the attainment of the Canine Good Citizen title through the American Kennel Club or registration with a therapy animal organization, such as Pet Partners.
- Each handler provides to the university documentation showing that the handler has obtained and maintains liability insurance coverage protecting the university from claims arising out of the presence and utilization of the therapy dog and had obtained approval for the presence of the therapy animal from the appropriate university officials.
- Each handler executes an Animal Assisted Therapy-Handler Agreement, waiving claims against the university with respect to any injuries (including death) sustained by the therapy animal during the time the therapy animal is on campus working with its handler to provide service in conjunction with a university-approved program in one or more therapeutic activities.
- Each handler works with the department of facilities to schedule space and time for the Animal Assisted Therapy/Activities so that the university can convey to the university community the place and duration of the event. Notification to the university community must be made no less than one week prior to the event.

Background Checks

Policy and Procedures on Criminal Background Checks (CBC) for Health Professions Programs in the Quinnipiac University School of Health Sciences (SHS), School of Medicine (SOM) and School of Nursing (SON)
Revised 7/20/18, Revised 4/30/2019, Revised 5/28/2020, Revised 5/3/2021, Revised 5/10/2022.

Purpose

Health care providers are entrusted with the health, safety and welfare of patients. They have access to controlled substances and confidential information and operate in settings that require they exercise good judgment and ethical behavior. Therefore, an assessment of a student's suitability to function in such a setting is imperative to promote safety and the highest level of integrity in the delivery of health care. Clinical facilities are required by accreditation agencies, such as The Joint Commission, to conduct criminal background checks for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment. The Joint Commission indicates that students must have a criminal background check if mandated by state law for health care providers, or by the clinical facility's policy. To meet these requirements and to comply with the requirements stipulated in contracts between clinical agencies and the Schools of Medicine (SOM), Nursing (SON), and Health Sciences (SHS), all schools require criminal background checks of all students.

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

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

Policy Statement

This policy applies to all students prior to enrollment, at additional points in their curricula as specified in their program manuals and summarized in the Timing of Background Checks (p. 78), and/or prior to beginning clinical rotations or fieldwork placements as required by their assigned sites. Additionally, all students who have had a break in their enrollment (e.g., academic or other leave of absence, suspension, etc.) must have a background check prior to returning to their program. Students must comply with all applicable state and federal regulations as required by the State of Connecticut, the state in which they reside, and the state in which clinical or fieldwork placements are located. Coursework cannot begin until a cleared background check is on record in their school.

Timing of Criminal Background Checks

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

School	Department	Requirement
School of Medicine	All students	Prior to matriculation and again prior to first clerkship
School of Nursing	Full-time Undergraduate	Prior to junior year and as required by the clinical site
School of Nursing	Accelerated	Prior to program orientation and as required by the clinical site
School of Nursing	Graduate Program (MSN Nurse Practitioner)	Prior to program orientation and as required by the clinical site

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

Background Check Procedure

The university will designate an approved vendor(s) to conduct criminal background checks. All issues will be reported from the vendor(s) directly to the appropriate designee within each schools' dean's office. Results from vendors other than those designated by the university to conduct criminal background checks will not be accepted. If a clinical site requires a fingerprint background check, students may obtain a fingerprint check as outlined in Appendix 6 (p. 81). Incoming and current students must contact the designated vendor(s) and comply with instructions in authorizing and obtaining criminal background checks.

Incoming and current students are responsible for payment of any fees charged by the vendor(s) designated to provide the criminal background checks. The university insists that its vendor(s) conduct all criminal

background checks in compliance with the Fair Credit Reporting Act Standards and other applicable laws (see Appendix 1: (p. 81)A Summary of Your Rights Under the Fair Credit Reporting Act (p. 81)).

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

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

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

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

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

Individuals are not required to disclose the existence of any arrest, criminal charge or conviction, the records of which have been erased pursuant to Sections 46b-146, 54-760 or 54-142a of the Connecticut General Statutes, or similar laws in other states. If discovery of a falsification or omission occurs post-admission, such discovery will be grounds for disciplinary action up to and including dismissal from the program, submission of an academic integrity violation report, and/or termination of enrollment for the student.

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

Criminal activity that occurs while a student attends the university must be reported by the student to the dean **within 5 business days** of its occurrence and could result in disciplinary action, including dismissal.

Failure to report criminal activity or breach of university policy will be addressed through the university's academic integrity or student conduct disciplinary policies as determined by the dean's office and the *Background Check Review Committee* process outlined in this document.

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

Incoming and current students will be advised that final program acceptance is dependent upon a successful background investigation. Incoming and current students are required to review the *Fair Credit Reporting Act Disclosure Authorization Form for Criminal Background Checks* (Appendix 2 (p. 81)).

The criminal background check will be conducted utilizing the following measures (see Appendix 5 (p. 81)):

- a. The background check must be completed by the approved vendor(s).
 - i. If a clinical site requires a fingerprint background check, students may obtain a fingerprint check as outlined in Appendix 6 (p. 81).
- b. The student must comply with the vendor's method for completing background checks.
- c. The standard criminal background check for Quinnipiac University includes:
 - i. Social Security Number Validation/Verification
 - ii. Criminal Record Searches (Statewide, County & Federal Searches)
 - iii. National Criminal Database Search
 - iv. Sex Offender Registry Search
 - v. OIG/GSA Search (Office of Inspector General/General Services Administration) Sanctions-Based Search
 - vi. Additional options are available if needed:
 1. International Criminal Record Check
 2. Education Verification
 3. Professional Licensing Verification
 4. Employment History Verification
 5. Other as determined by vendor
- d. All states in which the student has resided must be included in the report.
- e. If the accuracy of the background check is disputed by the student, it is the responsibility of the student to ensure that any misinformation in the initial criminal background check report is corrected with the vendor.

Criminal Background Check Report Scoring

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

Report Results

Negative Criminal Background Checks

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

Positive Criminal Background Checks

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

Appeals Process

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

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

Once a final decision is made regarding the student's appeal, the Background Check Review Committee will notify the student by email. The dean's office will copy all related correspondence to the appropriate chair and/or program director.

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

Background Check Review Committee

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

- Dean of the school in which the student is enrolled
- Admissions
- Student Affairs
- Academic Affairs
- Finance (if applicable)

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

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

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

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

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

A student appearing before the Background Check Review Committee will not be permitted to have legal representation, parents, family members, or students or faculty from the Quinnipiac University School of Law at the appeal hearing. A student may request, in writing, to have an adviser assigned by the dean. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the appeal but may not attend the appeal.

Students receiving a positive report who are not dismissed and who elect to continue the program do so at their own risk (see (<https://catalog.qu.edu/university-policies/background-checks/#appendicestext>)Appendix 4: Quinnipiac University Disqualifying Crimes for Students (p. 81)). Because state licensure requirements are subject to change without notice, Quinnipiac University and the SON/SOM/SHS cannot guarantee that any student will be eligible to sit for any state examination, should there be any findings in their background check report. Students with a positive result who receive permission from the dean's office or the Background Check Review Committee to proceed in their program and who decide to continue in their program must sign a Student Waiver Regarding Background Check Results (see Appendix 3 (p. 81)).

Maintenance of Records and Confidentiality

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

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

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

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that

sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA.

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

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

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

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

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

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

In addition, by September 2005 all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies.

Visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>) for additional information.

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

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

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

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

You must give your consent for reports to be provided to employers. A consumer reporting agency may not give out information about you to your employer, or a potential employer, academic institution or affiliated

educational sites without your written consent. For more information, visit Federal Trade Commission Consumer Rights Credit and Loans (<http://www.ftc.gov/credit/>).

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

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

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

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

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

Appendix 3: Student Waiver Regarding Background Check Results

In the event of positive findings on the criminal background check, the student is required to acknowledge that the results of the criminal background check for the SOM, SON, and SHS at Quinnipiac University (the "results") were received. The student will be required to sign a document acknowledging that, to the best of the student's knowledge, the results are accurate, and will also acknowledge that the university has advised that because of these results the student may not be eligible for participation in clinical affiliations and may not be eligible to sit for the certification examination and/or individual state licensure in the student's desired profession.

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

receive any benefit for which the student would otherwise be eligible but for the results.

Appendix 4: Quinnipiac University Disqualifying Crimes for SON Students

Criminal Background Check Reporting Criteria

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

Major Offenses

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

- Abduction
- Arson (first through third degree); attempted arson
- Assault (first through fourth degree) including domestic assault (spousal abuse); assault by a caregiver against a vulnerable adult and related offenses when resulting in a felony
- Battery and related offenses when resulting in a felony
- Burglary; breaking and entering resulting in a felony
- Child abuse, neglect of a child, endangering the welfare of a child; malicious punishment of a child
 - Contributing to the delinquency or dependency of a child
 - Exploitation of a child; solicitation of children to engage in sexual conduct
 - Termination of parental rights resulting in a felony
- Coercion or attempt to coerce
- Controlled substances and illicit drugs-sale, distribution (including great bodily harm caused by distribution of drugs), delivery or possession of controlled substances and/or illicit drugs and related offenses when resulting in a felony
- Credit card crimes; credit card fraud, credit card theft, illegal use of a credit card
- Criminal abuse; neglect; financial exploitation of a vulnerable adult
- Embezzlement
- Forgery including check forgery and related offenses
- Fraud
- Harassment; stalking
- Hate crimes and related offenses
- Incest
- Kidnapping, false imprisonment
- Killing, murder, manslaughter, injury, death, assault of an unborn child by injury to the mother
- Lewd and lascivious behavior; indecent exposure when resulting in a felony
- Mistreatment of confined persons or residents or patients
- Murder, maiming, manslaughter, attempted murder, attempted maiming, attempted manslaughter

- Distribution of or possession of obscene literature and materials in any form, including pornography when resulting in a felony
- Obtaining signature by false pretense
- Prohibited acts of persons in familial or custodial authority
- Prostitution, sexual solicitation and related offenses
- Robbery and related offenses resulting in a felony
- Sexual abuse, sexual assault, sexual battery, rape, incest and other sexual offenses
- Sexual misconduct; criminal sexual conduct (first through fourth degree); indecent exposure; use of minors in sexual performance; possession of pictorial representations of minors resulting in felony convictions
- Shooting at or in a public transit vehicle or facility; drive-by shootings
- Tampering with a witness resulting in a felony
- Terrorist threats or actions
- Theft and related offenses resulting in a felony
- Vehicular homicide, vehicular assault, hit and run
- Weapon crimes (i.e., dangerous weapons, machine guns, short-barreled shotguns etc.) and related offenses
- Wounding – malicious wounding, unlawful wounding

Minor Offenses

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

Examples include but are not limited to:

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

Appendix 5: Sample Criminal Background Check Contents

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

CT Statewide Criminal Records Repository – for CT residents only

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

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

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

OIG / GSA EPLS Search – search covers the federally mandated Health and Human Services Office of Inspector General's (OIG) List of Excluded

Individuals/Entities (LEIE), and the General Service Administration (GSA)-Excluded Parties List (EPLS)

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

Criminal Background Check, Recheck

Primary name and address only.

OIG & GSA Excluded Parties Search

SanctionsBase® search

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

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

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

Appendix 6: Fingerprint Background Check Procedure

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

Connecticut Only Criminal History Searched by Fingerprint

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

- Obtain fingerprinting at one of the following locations:
 - Hamden Police Department, 2900 Dixwell Avenue, Hamden, CT 06518 – cost for Fingerprint is \$25.
 - State Police Headquarters, 1111 Country Club Road, Middletown, CT 06457 – cost for Fingerprint is \$15. Students may obtain fingerprints at the State Police headquarters while they are obtaining the background check.
- Complete a copy of the Criminal History Record Request Form ([http://www.ct.gov/despp/lib/despp/reports and records/dps-846-c.pdf](http://www.ct.gov/despp/lib/despp/reports%20and%20records/dps-846-c.pdf)).
 - Have results sent to the email address FingerPrints@qu.edu or the street address: Quinnipiac University Department of Public Safety, 275 Mount Carmel Ave., Hamden, CT 06518.
 - It is most expedient to have results sent electronically; mailed results can take several additional weeks to process.
- Take the completed fingerprint card AND the Criminal History Record Request Form along with \$50 to the State Police Headquarters, 1111 Country Club Road, Middletown CT. (The \$50 processing fee in addition to the \$15.00 fee charged for obtaining Fingerprints. Exact change is required.)

Outside of Connecticut Criminal History Searched by Fingerprint

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

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

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

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

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

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

Class Attendance Policy

Approved by the Faculty Senate Spring 2012

Students are expected to attend all scheduled classes. In many classes and laboratories active student participation or performance is an essential part of the learning experience and absences may negatively affect the course grade. Each academic department or instructor will set a class attendance policy and feature it prominently in syllabi. Having informed the students of particular attendance requirements, the instructor should refer students with unsatisfactory attendance records to the Learning Commons through Advise, which can be accessed through Self Service in MyQ. Faculty members are reminded that the Early Warning policy of the university defines specific referral policies for attendance in 100-level courses.

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

Similarly, students who must miss classes because of religious obligations will be given the opportunity to make up course requirements if they have notified their instructors in advance of the anticipated absences. Academic and Student Affairs will notify faculty if students in their classes have been placed on Medical Leave or suspended via a Student Code of Conduct system decision.

Student-Athlete – Class Absence Policy

Class attendance is a student-athlete's first priority. Quinnipiac University adheres to the NCAA rules that prohibit student-athletes from missing class due to conflicts with a team's practice. NCAA rules do permit

student-athletes to miss class to participate in a home or away contest. During the season of competition, it is likely that class absences will occur. Every attempt is made to keep missed classes to a minimum. Nevertheless, it is Quinnipiac academic policy that should a class or test be missed for in-season athletic competition, the student be given the chance to make up the work provided the student notifies the professor in advance and makes appropriate arrangements. It is the student-athlete's responsibility to communicate with their professors PRIOR to a class being missed.

Student-athletes are expected to personally deliver the missed class form letter signed by the associate athletic director for academics and the NCAA faculty athletics representative to each professor at the beginning of the semester. The student-athlete's head coach will provide the team members with the letter detailing departure times of travel dates associated with away games and any home competition conflicts. Arrangements for make-up exams and quizzes MUST be handled before traveling to an athletic event, not after returning from the trip. In the event that an affiliated conference or NCAA Championship occurs during final exam time, the student-athlete is required to contact the appropriate faculty member at least two weeks before the scheduled examination or when the conflict is recognized. The purpose of this meeting is to discuss rescheduling the exam.

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

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

Conferral of Honorary Degrees Policy

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

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

Nomination Procedure

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

Recommendations will be presented to the president after the committee has met and decided on nominations. The nominations are to be made with absolute confidentiality, and no nominee should have advance notice

of their nomination. Nominees will have been vetted with background checks prior to reaching the president.

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

Awarding of Honorary Degrees

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

Course and Credit Requirements

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

Regular class attendance is expected. A student whose attendance is unsatisfactory may be forced to withdraw from a course at the discretion of the instructor and consistent with Quinnipiac's withdrawal policy. See Class Attendance Policy (p. 84).

So far as is practicable, final examinations are regarded as part of the regular work for undergraduate courses. In courses for which a final examination would serve no useful purpose, a term essay or personal conference, problem-solving exercise, or other assignment may be substituted; work on the substitute exercise may take place during the final examination period. In some cases, faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the faculty of the school concerned. See Final Exam Policy (p. 104).

Fall and Spring Course Load for Undergraduate Students

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

Fall and Spring Course Load for Graduate Students

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

J-Term and Summer Course Load for Undergraduate Students

The usual load for undergraduate students in the condensed January term (J-term) is 3 or 4 credits. In the summer I and/or Summer II sessions, the usual load for undergraduate students is one to

three courses (3-10 credits total) per session. Some academic programs may limit the number of credits that may be taken in J-Term and/or the summer sessions. When determining the number of credits for which they plan to register, students should consider the rigor of their selected coursework, their history of academic success, work and other personal obligations, and other factors that may impact a student's academic life.

J-Term and Summer Course Load for Graduate Students

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

COVID-19 Assumption of Risk Policy Students:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all the university's policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Vendors:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the vendor agrees to abide by all the university's policies and procedures related to COVID-19. The vendor voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The vendor also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions or negligence of the vendor, university faculty and staff, students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Faculty and Staff:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the employee agrees to abide by all the university's policies and procedures related to COVID-19. The employee also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions or negligence of the employee, university faculty and staff, students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Guidelines and Procedures for Students with Disabilities

Updated Spring 2021

Section 1: Policies and Procedures for Students with Disabilities

1.01 Statement on Disabilities

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

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

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

The university provides staff members to ensure compliance with the ADA and Section 504. These staff members work directly with students, faculty and staff regarding reasonable accommodations and other assistance as needed. The university also maintains a grievance procedure for those students with disabilities who seek resolution of particular issues and desire a more formalized process. The grievance procedure is discussed in Section 3: ADA/504 Grievance Procedure (p. 99).

The Office of Student Accessibility

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

1.02 Institutional Rights and Responsibilities

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

- Ensure that university courses, programs, services, activities and facilities, when viewed in their entirety, are offered in the most integrated and appropriate setting.
- Provide information regarding policies and procedures to students with disabilities and ensure its availability in accessible formats upon request.
- Evaluate students on their abilities, not their disabilities.

- Provide reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids for students with disabilities upon a timely request by students.
- Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

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

- Assist students with disabilities who self-identify and meet university criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
- Assure appropriate confidentiality of all information pertaining to a student’s disability.
- Assure that the students receive appropriate reasonable accommodations based on documentation of the disability.
- Interact with the faculty, when appropriate.
- Inform students with disabilities of university policies and procedures for filing a formal grievance.

Serving students, the director of the Office of Student Accessibility and/or their designee have the **right** to:

- Require that students with disabilities conform with the university’s academic standards.
- As needed, request from a student current documentation completed by appropriate professional(s) to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids. See Section 2: Criteria for Comprehensive Documentation of Disabilities (p. 94).
- Review the student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation. This review is only conducted with the student’s signed consent authorizing such a discussion.
- Select among equally effective and appropriate accommodations, adjustments and/or auxiliary aids in consultation with the student.
- Deny a request for specific accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, fails to verify the need for the requested services, is not provided in a timely manner or does not identify the specific accommodation.
- Refuse to provide an accommodation, adjustment and/or auxiliary aid that is inappropriate or unreasonable including any that:
 - constitute a substantial change or fundamental alteration to an essential element of a course or program.
 - pose an undue burden on the university.

1.03 Responsibilities of the Office of Student Accessibility

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

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

What is a reasonable accommodation?

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

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

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

1.04 Responsibilities of the Student

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

1.05 Responsibilities of the Faculty Member

- a. Provide only the accommodations that are recommended by the Office of Student Accessibility (OSA) via the student accommodation letter. Accommodation letters are produced on a semester-by-semester basis.
- b. Discuss with the OSA any concerns related to the accommodations that have been requested by the student during the initial contact with the faculty member.
- c. With respect to examinations:
 - i. Discuss the conditions under which the exam is to be administered.

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

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

A few sample syllabus statements are as follows:

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

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

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

1.06 The Interactive Process

Assisting faculty in understanding how accommodations are determined

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

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

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

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

1.07 Resources for New Students

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

When to Reach Out

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

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

What to Expect

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

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

Tips for Self-Advocacy when Requesting Services

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

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

1.08 High School Versus College

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

Applicable Laws

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

Required Documentation

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

Self-Advocacy

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

Parental Role

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

Instruction

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

Student Responsibilities

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

1.09 Quinnipiac University Campus Resources

Counseling Services

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

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

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

Dining Services

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

Department of Public Safety

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

maintaining relationships with area law enforcement and emergency service agencies.

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

Department of Residential Life

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

To contact the Office of Residential Life, email: residentiallife@qu.edu

Individual Academic Counseling

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

To make an appointment with an academic specialist, please contact:
Mount Carmel Campus: 203-582-8628
North Haven Campus: 203-582-7851

Information Technology

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

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

Peer Tutoring

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

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

1.10 Student Registration with the Office of Student Accessibility

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

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

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

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

The Office of Student Accessibility

Located at the Learning Commons

Arnold Bernhard Library (Mount Carmel Campus) – AB-TLC
School of Law & School of Education (North Haven Campus) –

SLE-340

Fax: 203-582-7610

Email: access@qu.edu

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

Phone: 203-582-7600

Email: access@qu.edu

Walk-In:

Mount Carmel Campus: Arnold Bernhard Library North Wing

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

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

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

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

1.11 Accommodations in Academic/Didactic Settings

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

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

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

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

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

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

1.12 Accommodations in Laboratory Settings

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

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

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

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

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

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

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

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

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

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

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

- a. pose an undue financial or administrative burden
- b. fundamentally alter the nature or purpose of the course or assignment
- c. be inconsistent with essential academic requirements
- d. reduce or alter academic requirements
- e. substantially alter the method in which the course is taught or service is provided
- f. pose a direct threat to the health and safety of the student, patient or others

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

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

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

1.14 Accommodations While Studying Abroad

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

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

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

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

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

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

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

- a. What are the physical environments like in the host country?
- b. How are the assignments different? Is learning mainly from lecture, readings, independent research, etc.?
- c. What housing options exist?
- d. Is transportation available and accessible?

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

Quick Tips for Students with Disabilities Going Abroad

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

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

1.15 Residential Life/Housing Accommodations

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

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

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

How Are Residential Life/Housing Accommodation Requests Reviewed?

Housing accommodation requests are reviewed on an individual basis. **It is important to note that students are not making a request for a specific housing assignment, but rather a request for an accommodation for**

equal access. Single rooms are granted as reasonable accommodations in only rare circumstances. Such requests will be reviewed by the Office of Student Accessibility (OSA) on a case-by-case basis.

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

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

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

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

Deadlines for requesting residential life/housing accommodations: Current Students

The deadlines for requesting housing accommodations are the following:

Current Juniors – November 1
Current First Year/Sophomores – March 1

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

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

Incoming Students

The deadline for requesting housing accommodations for incoming students is:

Incoming Students – June 24

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

Post-Deadline Requests

If a need for a housing accommodation request arises outside of the above timelines, students should still follow the same application process. The OSA will review post-deadline requests and the college will make every attempt to implement approved accommodations based on current availability. Please note that availability for certain types of accommodations may be limited at later points in the year. The OSA and

Office of Residential Life offers a wait list for those students who have been approved accommodations after the deadline.

1.16 Accommodations in the School of Law

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

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

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

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

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

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

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

1.18 Emotional Support Animals, Service Animals and Therapy Animals

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

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

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

For the complete policy and guidance regarding animals on campus at Quinnipiac University, please visit this link in the campus catalog. (p. 73)

Service Animals

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

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

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

Service Animal in Training

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

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

Emotional Support Animals

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

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

In order to bring an emotional support animal to campus, the handler must contact OSA as early as possible to permit time to gather and

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

The handler also may be asked to provide the following information regarding the emotional support animal:

- a. The type of animal;
- b. The name of the animal;
- c. A description of the animal;
- d. Whether the animal is housebroken;
- e. The date of the animal's last medical examination; and
- f. The date that the animal was acquired.

Once the OSA has determined that an ESA is a reasonable accommodation, the handler must meet with staff in residential life to discuss the specifics of the accommodation and sign a formal agreement. Emotional support animals will not be allowed on campus without OSA and residential life approval.

Therapy Animal

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

Handler's Responsibilities

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

- a. The handler must meet first with the OSA and then with a representative of the Office of Residential Life in order to review and sign the Animal Agreement form prior to bringing the animal to campus.
- b. The handler must be in full control of the animal at all times.
- c. Only the handler may care for the animal. Handlers may not leave the animal in the care of another person on campus. The care of the animal is the responsibility of the handler at all times. The handler is responsible for identifying one alternative caretaker for the animal in case the handler becomes incapacitated for any reason.
- d. The handler must provide adequate care and supervision of the animal at their own expense. This includes training, cleanup and appropriate disposal of waste and proper hygiene. This also includes providing for the health of the animal, such as vaccination, annual check-ups and compliance with any state and local licensing requirements, including pursuant to General Statutes §22-338 and General Statutes §22-345. The handler is required to provide documentation on an annual basis regarding vaccinations and licensing to the Office of Residential Life. Furthermore, before bringing the animal to campus, the handler is required to provide documentation that the animal has a Certificate of Health from a licensed veterinarian and provide updated documentation on an

annual basis. The Certificate of Health must state that the animal is free from clinical signs of infectious, contagious or communicable disease and is not from an area under rabies quarantine. The animal must have proof of current rabies vaccination given by veterinarian prior to date of importation and must have no exposure to rabies within the past 100 days.

- e. The animal must remain in a crate or other appropriate container in the handler's assigned bedroom when the handler is not in the room.
- f. If directed to by OSA, the handler is required to bring the animal to receive veterinarian attention.
- g. The handler must assure that the animal does not cause undue interference or disruption to other community members. An example of undue interference or disruption may include excessive barking.
- h. The handler will be liable for any harm caused by the animal, including bodily injury or property damage. This responsibility includes, but is not limited to, any expenses incurred for pest control, maintenance or cleaning above and beyond standard costs. Any such costs will be due at the time of repair and/or move-out, and the university shall have the right to bill the student account for any unmet obligations.
- i. The handler must notify OSA in writing if the animal is no longer needed or is no longer residing on university property. If the animal will be replaced, the handler must file a new request with OSA.
- j. The handler must permit scheduled inspection of their room for fleas, ticks or other pests as needed, and will be billed for any necessary pest treatment above and beyond standard pest management.
- k. The animal may not be left overnight to be cared for by another resident. Animals may be left alone for up to 24 hours. Animals must be taken with the handler if the handler leaves campus for a prolonged period (more than 24 hours).
- l. The handler must abide by all other applicable residential policies.
- m. Handlers are strongly encouraged to maintain renter's insurance, including liability coverage for the animal. The handler assumes full personal liability for any damage to property or persons caused by the animal. The handler shall be responsible for all liability and claims related to the animal. Quinnipiac University provides no indemnification to the animal or handler. Likewise, Quinnipiac University provides no personal property insurance coverage. Quinnipiac University is not the owner or keeper of any animal. Quinnipiac University shall not be responsible for any harm to the animal while on campus, including but not limited to, injury to the animal caused by pest management or lawn care products.
- n. It is strongly encouraged that animals be precluded from a raw protein diet in an effort to protect the public from significant health risks.
- o. If the handler resides in Quinnipiac University housing, the handler will notify the residence hall director if the animal escapes and is not recovered within one hour.
- p. Necessary precautions should be made for appropriate university personnel to enter student housing when the handler is not present. Precautions may include sharing pertinent information to appropriate university staff. The animal must be caged or crated, or removed from the room, during the time that university personnel are in the room. The university is not liable if the animal escapes during one of these visits.
- q. The handler is required to provide assistance and support to the animal during emergencies. University personnel are not responsible to provide any assistance or support to the animal, including but not limited to, during an emergency evacuation such as a fire alarm.

In the event of a power outage or other disruption to university housing, the handler is responsible for making alternative boarding arrangements for the animal off campus. Accommodations are not available on campus during an emergency.

Section 2: Criteria for Comprehensive Documentation of Disabilities

2.01 General Documentation Guidelines

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

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

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

- a. **Documentation *must* be dated and signed with the appropriate credentials by the providing professional on letter head.**
- b. **A diagnostic statement identifying the disability from a licensed/certified professional:** The diagnosis should include a description of diagnostic methods, including the DSM-5 diagnosis if applicable, and criteria utilized along with the date of evaluation. The licensed professional providing the diagnosis cannot be a family member. Quinnipiac University reserves the right to require that a certified copy of the documentation be transmitted directly from the evaluator or professional to the college.
- c. **Current functional impact of the condition:** Describe the current relevant functional impact of the disability in an educational setting.
- d. **The expected progression of the disability over time:** Provide a description of the expected change in the functional impact of the condition over time. If the condition is variable, describe the known factors that may exacerbate the condition.
- e. **Treatment:** List treatments, medications, accommodations/ auxiliary aids, and/or services currently in use and their estimated effectiveness in addressing the impact of the condition. Include any significant side effects that may affect physical, perceptual, behavioral, or cognitive performance. List any additional recommendations/auxiliary aids along with a clear rationale of why they may be of benefit to the student. All recommendations will be evaluated on a case-by-case basis.
- f. **Supporting documents:** Students are encouraged to submit any past documentation or materials that establish a history of receiving appropriate accommodations in a previous academic setting when available. Secondary school accommodation plans such as IEPs or 504 Plans are helpful, but often do not provide sufficient information

to establish eligibility for the requested accommodations at the university level when submitted without a corresponding evaluation.

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

Confidentiality Statement

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

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

2.02 Learning Disability Documentation Guidelines

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

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

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

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

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

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

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

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

Additional notes:

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

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

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

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

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

Students requesting accommodations under the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 must provide documentation of a temporary or permanent physical disability that substantially limits one or more major life activities. Examples of physical/medical permanent or temporary disabilities

include but are not limited to: chronic illnesses, traumatic/acquired brain injury, surgery, post-concussive syndrome, arthritis and mobility, chemical sensitivity, Cancer, AIDS etc. Documentation and recommendations must be appropriate to the postsecondary setting. The report must describe the current impact of the disability on the student's academic performance.

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

Documentation Guidelines:

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

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

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

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

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

- a. **The evaluation must be performed by a qualified individual:** The assessment must be provided by a licensed professional who has had training in and direct experience with ADD/ADHD, such as a psychologist, psychiatrist or primary care doctor.

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

2.05 Mental Health/Emotional Disability Documentation Guidelines

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

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

Documentation Guidelines:

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

2.06 Auditory/Visual Disability Documentation Guidelines

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

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

Documentation Guidelines: Visual Impairments

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

- a. An ocular assessment or evaluation from an ophthalmologist, or a low-vision evaluation of residual visual function, where appropriate, which should be dated within 6 months, particularly if the condition is subject to change
- b. A description of current symptoms, fluctuating conditions/symptoms, and prognosis
- c. An assessment of functionally limiting manifestations of the vision disability
- d. A history of accommodations received in the past, if applicable
- e. Recommendations for reasonable accommodations that address the student's functional impairments, with particular regard to assistive

technology and alternate formats for print materials and a rationale in support of each recommendation

Documentation Guidelines: Hearing Impairments

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

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

2.07 Autism Spectrum Disorder Documentation Guidelines

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

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

Documentation Guidelines:

- a. The evaluation must be performed by a licensed individual who is qualified to evaluate and diagnose Autism Spectrum Disorders or who may serve as members of a diagnostic team. These individuals or team members may include developmental pediatricians, neurologists, clinical psychologists, neuropsychologists, psychiatrists or other qualified medical doctors.
- b. The name, title, and credentials of the qualified professional writing the report should be included. Information about licensure or certification, including the area of specialization, employment, and the state or province in which the individual practices, should also be clearly stated in the documentation. All reports should be typed on professional letterhead, dated within three years, and signed.
- c. Must be dated within three years including the current impact of the student's disability on his or her academic performance as well as the impact at the postsecondary level.
- d. Summary should include the specific diagnosis of an autism spectrum disorder based on the current DSM- V diagnostic criteria. The evaluator should provide a rationale and comprehensive supportive data to substantiate this diagnosis.

- e. Summary should address the severity and frequency of the symptoms, and indicates whether the symptoms constitute an impairment of a major life activity.
- f. Should examine and discuss the possibility of co-existing and/or alternative diagnoses, including learning and psychological disorders.
- g. Suggestion of reasonable accommodations that might be appropriate at the postsecondary level. Recommended accommodations should be pertinent to the anticipated academic environment.

2.08 Parking Accommodations

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

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

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

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

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

If parking is determined to be a necessary, reasonable accommodation in order to access Quinnipiac University courses, programs, services, activities and facilities, the campus parking permit issued to the student will be limited to the specific dates and in some occasions times for which the accommodation is necessary and reasonable, as described in the student's OSA parking permit.

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

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

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

Campus Transportation Options

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

Parking Rules and Regulations

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

create a safety hazard, or interfere with the use of University facilities. Such areas include, but are not limited to:

- i. Posted No Parking Zones
 - ii. Yellow zones
 - iii. Fire lanes
 - iv. Access areas
 - v. Crosswalks
 - vi. Sidewalks
 - vii. Hash mark areas
 - viii. Areas designed for special vehicles
- h. Removal of cones or barriers is not permitted. Violators will be issued a parking citation and towed at the owner's expense.

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

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

2.09 Medical Meal Plan Accommodation Policy

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

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

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

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

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

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

Meal plan accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with

Disabilities Act of 1990 and its amendments of 2008 (ADAAA) require that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if other suitable options are available or is deemed not reasonable.

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

Section 3: ADA/504 Grievance Procedure at Quinnipiac University

3.01 Grievances

Students who believe they have been subjected to discrimination on the basis of disability or have been denied access to services or accommodations required by law, have the right to use this grievance procedure. In general, the grievance procedure is designed to address disputes concerning the following:

- a. Disagreements regarding a requested service, accommodation or modification of a university practice or requirement;
- b. Inaccessibility of a program or activity;
- c. Harassment or discrimination on the basis of disability;
- d. Violation of privacy in the context of disability

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

3.02 Informal Procedure

In the event an individual believes that he/she has received discriminatory treatment and has been unable to resolve the issue with the staff identified above, a student may follow an informal process to resolve the issue. Undergraduate and graduate students working with the ADA Coordinator may contact the associate vice president of retention and academic success (203-582-5338) or access@qu.edu. Students of the School of Law working with the associate dean of students (Law) should contact the dean of the School of Law. Contact with the appropriate person should be made within fifteen (15) days after the alleged discriminatory act or incident. Discretion may be exercised in the event contact is made after the 15-day period.

During this stage in the procedure, the complaining party is designated the "aggrieved individual" and the person(s) whom the aggrieved individual is complaining against should be designated the "alleged discriminating party."

The associate vice president of retention and academic success will not serve as an advocate for either the aggrieved individual or the alleged discriminating party, but merely process the allegation(s) and attempt to informally resolve the differences between the two parties within fifteen (15) days after being contacted by the aggrieved individual.

If the aggrieved individual is not satisfied with the outcome of the informal process, he/she may file a formal complaint within fifteen (15) days after the conclusion of the attempt to informally resolve the differences.

As outlined above, the informal process, theoretically, should not exceed forty-five (45) days.

3.03 Formal Procedure

Initial Process

The aggrieved individual initiates the formal procedure by filing a formal complaint in writing to the vice president of academic innovation and effectiveness. Once the complaint is filed, the status of the aggrieved individual changes to that of "complainant." The vice president of academic innovation and effectiveness may assist the complainant in properly filing a complaint; however, it is important that the vice president of academic innovation and effectiveness not serve as an advocate for the complainant. The formal complaint may be a simple written statement, but should include the following:

- a. The complainant's name, address, email address and phone number;
- b. A full description of the problem;
- c. A statement of the remedy requested;
- d. A statement setting forth the outcome of the informal procedure describe above.

Investigation

Once the complaint has been properly filed, the vice president of academic innovation and effectiveness, who shall serve as grievance officer, shall promptly initiate an investigation. In undertaking the investigation, the vice president may interview, consult with and/or request a written response to the issues raised in the grievance from any individual the vice president believes to have relevant information, including faculty, staff and students.

The complainant and the party against whom the grievance is directed shall have the right to have a representative. Each party shall indicate whether he or she is to be assisted by a representative and if, so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

Upon completion of the investigation, the vice president will prepare and transmit to the student, and to the party against whom the grievance is directed, a final report containing a summary of the investigation, written findings and a proposed disposition. This transmission will be expected within thirty (30) calendar days of the filing of the formal complaint. The deadline may be extended by the vice president for good cause. The final report shall also be provided, where appropriate, to any university officer whose authority will be needed to carry out the proposed disposition.

Appeal

Within ten (10) calendar days of the issuance of the final report, the complainant or the party against whom the grievance is directed may appeal the vice president's determination to the provost. The written request for review must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

A copy of the provost's written decision will be expected within thirty (30) calendar days of the filing of the appeal and shall be sent to the parties, the grievance officer and, if appropriate, to the university officer whose authority will be needed to carry out the disposition. The deadline may be extended by the provost for good cause. The decision of the provost on the appeal is final.

This formal process does not preclude an individual's right to file a formal complaint with the Office for Civil Rights of the United States Department of Education, or any other federal agency.

Policy and Procedures on Drug Screens for Health Professions Programs

Policy and Procedures on Drug Screens for Health Professions Programs in the Quinnipiac University School of Health Sciences (SHS), School of Medicine (SOM) and School of Nursing (SON) - Revised 4.30.2019 - Revised 5.28.2020 - Revised 8.6.2020 - Revised 4.29.2021 - Revised 5.10.2022

Purpose

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

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

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

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

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

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

Incoming students from all programs must read this policy as a condition of acceptance into the professional component in their program, whether or not their school/program requires a drug screen prior to matriculation. Addenda may be drafted by any or all of the three schools that modify this policy and its procedures. Please see the Appendix tab for the School of Nursing Appendix (p. 103).

Policy Statement

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

No student may consume or be under the influence of, or in possession of, alcohol or drugs, which may impair the student's ability to function safely while engaged in academic activities, regardless of venue. Students taking prescription drugs or over-the-counter medication are personally responsible for ensuring that, while taking such drugs or medications, they are not a safety risk to themselves or others while engaged in academic activities, regardless of venue. Improper use of

alcohol or other unauthorized substances in the academic or clinical setting will result in immediate removal from that setting and may result in dismissal from the program. Students also must comply with all local, state, and federal laws and regulations, as well as Quinnipiac University policies, regarding the possession, manufacture, use or distribution of controlled or *illegal* substances and alcohol.

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

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

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

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

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

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

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

Procedures

Figure 1: Timing of Drug Screen Requirements

School	Timing of Drug Screen Requirements
School of Medicine	All students – Year 3 before clerkship
	Anesthesiologist Assistant students – Prior to orientation
School of Nursing	Full-time undergraduate students – Prior to the junior year and then annually in July and as required by the clinical site
	Accelerated students – Prior to program orientation and then annually and as required by the clinical site
	Graduate Program: MSN Nurse Practitioner – Prior to program orientation and then annually and as required by the clinical site
	Graduate Program: BSN to DNP Nurse Anesthesia – Prior to program orientation and then annually and as required by the clinical site
	Online Nursing Programs – August 24 prior to beginning fall semester and then annually and as required by the clinical site
	Students matriculating in spring/summer – Prior to beginning spring/summer semester classes and then annually and required by the clinical site
School of Health Sciences	Athletic Training/Sports Medicine – As required by assigned clinical site
	Cardiovascular Perfusion – On entry, recheck prior to start of clinical assignment
	Diagnostic Medical Sonography – Prior to program orientation
	Occupational Therapy – As required by assigned clinical site
	Pathologists' Assistant – As required by assigned clinical site
	Physician Assistant – Between May 13-31 prior to the start of clinical rotations
	Physical Therapy – As required by assigned clinical site
	Radiologist Assistant – Prior to start of clinical assignment
	Radiological Sciences – Required
	Social Work – As required by assigned clinical site

Testing Procedure

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

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

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

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

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

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

- The student must be tested at a facility of the approved vendor.
- The student must comply with the testing facility's methods and procedures for collecting samples.
- A Fourteen Panel Drug Screen is required, and drug screen cutoffs are consistent with industry standards as determined by the vendor. See Appendix 1. (p. 103)
- Urine testing is the primary method for drug screening.
- Serum, hair and saliva analysis or a combination of these may be tested to further validate or clarify urine results.

- The student will disclose any prescribed and over-the-counter medications, as well as any dietary habits that could modify the testing results to the MRO.
- If there is a positive result for a prescribed medication(s), a medical review officer will contact the student and ask for documentation of the student's prescription. If the MRO determines that the student provided appropriate documentation, the university will recognize the result as a pass. Quinnipiac will not receive a copy of the documentation.
- A student who is required to and submits to a drug or alcohol screening will be expected to authorize the release of the results to the school, other relevant university offices and clinical agencies, if requested. If the clinical site requests that the student send a copy of their drug screen report to that site, the student is responsible for doing so. The clinical site has the right to deny the student the clinical assignment based on the results. If the student refuses to send their results to the site or does not give the school permission to release the results to the site, then the clinical assignment will be forfeited, and the program's policies will apply.
- As per university policy, Connecticut state law permits the use of medical marijuana, however, in accordance with federal law and as a recipient of federal funding, the university does not permit the possession, use or distribution of marijuana. As such, students in possession of medical marijuana (issued in Connecticut or any other state) are not permitted to use or possess marijuana in any form on university owned or leased property, or at any university-sponsored programs, internships, externships or clinical assignments.
- If the accuracy of a positive test is disputed by the student, the student may request a retesting of samples by the facility; the cost of which to be borne by the student. Testing done outside the appropriate window of time will not be considered valid.
- Substance abuse is verified if either: a) the positive test result is not disputed or b) if the student-requested retest is positive.
 - If the test is inconclusive (please see Drug Screen Non-Clearance (p. 102) section for examples of inconclusive test results) or a retest is requested by the agency or by the faculty for cause, the student will not be permitted to conduct fieldwork or clinical until a conclusive negative result is received. The student may be allowed to attend classes while a result is pending, upon the approval of the dean's office.
- Students with samples yielding an invalid result must be re-tested within five business days of receiving notification from the dean's office. The student will be required to complete an alternative method other than urine testing if a second urine dilute result is found.
- The testing facility will make a final report of the test results (positive, negative or inconclusive) to the appropriate dean's office.

Drug Screening Clearance

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

Drug Screening Non-Clearance

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

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

A student who has failed a drug and/or alcohol screening or received an inconclusive test result will be required to repeat the screening and will be responsible for payment of any fees charged by the vendor(s) for such testing. An inconclusive test result is based upon, but not limited to the following examples: a negative dilute urine screening, a test deemed invalid by the vendor MRO, and inability of the student to provide a sample. Students must be re-tested within five business days of receiving notification from the dean's office. If a second invalid/inconclusive result is found, the student is required to complete an alternative method other than urine testing. The student may be allowed to attend clinical training or fieldwork with the permission of the clinical site, and to attend classes while a result is pending, upon approval of the dean's office. If the student does not have a negative result after a third drug screen, the student will not be permitted to continue with their clinical experience or didactic coursework and will be dismissed from their program, pending the outcome of an appeal.

Appeal Process

Any student who does not have a negative result after a third drug screen will receive notification by email from the dean's office within five business days. Students are required within five business days of the emailed notification to schedule a time to discuss the findings with the appropriate dean/designee. Following that meeting, the student will be notified of the dean's decision within five business days regarding whether the student may begin or continue their program or be dismissed from the program in which they are enrolled.

Any student who is not admitted or who receives a letter of dismissal for a positive drug screen may elect to proceed to the appeals process.

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

Once a final decision is made regarding the student's appeal, the Drug Screen Review Committee will notify the student by email. The dean's office will copy all related correspondence to the chair and/or program director.

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

Drug Screen Review Committee

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

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

- Academic Affairs
- Finance (if applicable)

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

- Information in the drug screen report/s
- Relevant supplementary materials obtained from the applicant/current student and from other sources including medical records provided by the applicant/current student
- Institutional policies and procedures

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

- The accuracy of the information provided by the student in their application materials
- The relationship between the duties to be performed as part of the educational program and the offense committed
- Relevant medical history

Any incoming or current student who is referred to the Drug Screen Review Committee has the right to appear before that committee to contest or explain the findings from the drug screens.

A student appearing before the Drug Screen Review Committee will not be permitted to have legal representation, parents, family members, or students or faculty from the Quinnipiac University School of Law at the appeal hearing. A student may request, in writing, to have an adviser assigned by the dean. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the appeal but may not attend the appeal.

Maintenance of Records and Confidentiality

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

Appendix 1: Drug Screen Cutoffs Certiphi

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

Cannabinoids	50	15
MDMA	500	250

Universal

Urine Drug Screen	Screen Cutoff	GC/MS Cutoff
Amphetamines	1000	n/a
MDMA/MDA, Urine	500	n/a
Barbiturates	300	n/a
Benzodiazepines	300	n/a
Cannabinoid	50	n/a
Cocaine	300	n/a
Methaqualone	300	n/a
Opiates	300	n/a
Oxycodone/ Oxymorphone, Urine	100	n/a
Phencyclidine	25	n/a
Methadone Screen, Urine	300	n/a
Propoxyphene, Urine	300	n/a
Fentanyl, Urine	2000	n/a
Buprenorphine, Urine	10	n/a
Creatinine, Urine	range 20.0-300.0	n/a
Nitrate, Urine	200	n/a
pH, Urine	range 4.5 -8.9	n/a

Appendix 2: School of Nursing Appendix

Revised -7.20.2018 Revised - 9.6.2019 Revised - 8.6.2020

Refers to Policy Statement – paragraph two (p. 100)

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

Refers to Testing Procedure number 12 (p. 100)

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

Refers to Testing Procedure number 13 (p. 100)

Any student who does not receive drug screen clearance will receive an email notification from the dean's office within seven business days of receiving that report notifying the student that they have not been cleared. The student is required to complete an alternative method other than urine testing if a second urine dilute result is found. This testing must be completed within five business days of receiving notification from the dean's office. The SON has determined that the alternative method of testing for the student in this situation will be a 10 panel serum drug screen test (noted below) in conjunction with a repeat 14 panel urine test. The student is responsible for payment of any fees charged by the vendor(s) for such testing. Should either test yield a positive result, which would include another negative dilute urine drug screen, the student will be dismissed from the program. The student may appeal this decision to the dean of the School of Nursing (see Appeal Process (p. 103) in the policy).

10 Panel Serum Drug Screen

Drug	Screen Cutoff	GC/MS Cutoff
Amphetamines	1000	500
Barbiturates	200	200
Benzodiazepines	200	200
Cannabinoids	50	15
Cocaine	300	100
Methadone	300	300
Opiates	300	200
Oxycodone	300	150
Phencyclidine	25	25
Propoxyphene	300	200

Testing for Cause

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

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

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

Final Examination Policy

Insofar as is practicable, a final examination is regarded as part of the regular work for undergraduate courses. In courses for which a final examination would serve no useful purpose, a term report, essay or personal conference may be substituted; work on the substitute exercise may take place during the final examination period.

Final examinations may be given only during the final examination period at the end of each term. Examination schedules are prepared and distributed by the Registrar. Faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the department of the school/college/division concerned. No final examination may be held in the

week immediately preceding the official examination period. This does not exclude the giving of written lessons, quizzes or papers when such exercises form a regular part, week by week, of the work of the course. Faculty members must provide an opportunity for students to review their examination.

Students are expected to take no more than two final exams in one day.

- a. If a student has three regularly scheduled examinations in one day and one of these is a common or department exam, the department exam takes precedence.
- b. Second preference is given to an examination scheduled in the 6 p.m. to 10:15 p.m. time block.
- c. In the event that a student has three examinations scheduled in one day, it is the responsibility of the instructor scheduled for the latest day examination time (between 8 a.m. and 5:30 p.m.) to provide the make-up examination.
- d. In all cases, the common or department examination will take precedence.

If any students require a make-up exam, it is the faculty member's responsibility to administer it. Arrangements may be made between the faculty and the student, or it may be administered during the make-up exam period.

(The final exam schedule, including the designated make-up period, for each semester is posted on MyQ.)

Grievance Policy

The Quinnipiac University Grievance Policy is an umbrella policy to cover any type of grievance that is not considered under a separately defined policy. Redress for any grievances covered by the following policies must be pursued according to the procedures specified in those policies.

- Appeal of an academic suspension or academic dismissal (p. 60) from the university
- Appeal of an academic suspension or academic dismissal from an individual degree program (individual program requirements as stated in the University Catalog)
- Appeal of a final grade (p. 110)
- Appeal of an academic integrity (p. 62) sanction
- FERPA complaints (p. 120)
- Appeal of a student conduct sanction (Undergraduate Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/>) and Graduate Student Handbook (<http://catalog.qu.edu/handbooks/graduate/>))
- Appeal of the decision to return after an involuntary medical leave of absence (p. 107)
- Grievance procedure for issues regarding disabilities (p. 86)
- Complaints of inappropriate noise (Undergraduate Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/university-policies/noise/>) and Graduate Student Handbook (<http://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-noise/>))
- Title IX Discrimination and Harassment (Title IX Policy (p. 121))
- Financial aid appeal (financial aid website (<https://www.qu.edu/paying-for-college/>))

When a student has a complaint not covered by one of the above policies and procedures, the student is encouraged to discuss the matter first with the parties involved. If the matter cannot be resolved informally at

this level, then the student may file a written, formal complaint according to the following procedures.

A student grievance originating in any of the school or administrative units is handled by the chair or director responsible for the unit in which the grievance originates. Therefore, the written formal complaint should be submitted to the responsible chair or director within five business days of the failed attempt at an informal resolution. The chair or director should make a decision regarding the grievance within 10 business days of receiving the written complaint. A written appeal may be submitted within five business days either to the school dean exercising jurisdiction over that academic department or to the vice president/dean of students or designee for non-academic matters. The dean will inform the student within 10 business days of their decision. The dean's decision is the final decision. Quinnipiac does not permit retaliation of any kind against students for good faith reports of grievances.

Grievance Procedures for Students Enrolled in Distance Education under the State Authorization Reciprocity Agreement (SARA)

Pursuant to federal regulations, students enrolled in distance education (i.e., Quinnipiac's online classes or online programs) who are residents of states (other than Connecticut) that participate in SARA, may file a complaint to the Connecticut Office of Higher Education (OHE) after exhausting their options under Quinnipiac's grievance procedures. Note that issues regarding student life, such as discipline, grading, etc., fall solely within the purview of Quinnipiac and are not generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice.

Information about how to file a complaint with the Office of Higher Education is available on this website: ctohe.org/SARA/Default.shtml (<https://www.ctohe.org/SARA/Default.shtml>)

All correspondence, including institutional applications and student complaints, should be sent via email to ctsara@ctohe.org or via post to the following address:

SARA Coordinator
Office of Higher Education
450 Columbus Boulevard, Suite 510
Hartford, CT 06103-1841

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

Purpose of this Policy

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

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

Quinnipiac University values diversity, multiculturalism and respect for others. The university is committed to providing a safe and respectful educational experience and work environment free from discrimination and harassment on the basis of an individual's race, color, religion, gender, age, marital status, national origin, ancestry, alienage, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. Students, faculty and staff are expected to adhere to a standard of conduct that is respectful of the rights of all parties.

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

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

Discriminatory Harassment: Conduct or speech that is:

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

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

Bias-Motivated Acts and Behaviors: An expression of hostility against the person or property of another, which reflects bias against a legally protected identity and contributes to or creates an unsafe or unwelcoming environment.

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

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

Examples of bias-motivated acts and behaviors may include:

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

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

Scope of this policy

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

Protection Against Retaliation

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

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

Reporting Discrimination, Harassment and Bias-Motivated Acts or Behavior

Quinnipiac University encourages the reporting of all perceived incidents of discrimination, harassment or bias-motivated acts or behavior. Upon receiving a complaint of discrimination, harassment or bias-motivated acts or behavior, the university will conduct a prompt, thorough and impartial investigation into the allegations.

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

Individuals reporting incidents pertaining to this policy should contact:

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

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

Individuals reporting incidents pertaining to this policy should contact:

Anna Spragg

Office of Human Resources

554 Mount Carmel Avenue

Hamden, CT 06518

anna.spragg@qu.edu

203-582-7722

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

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

Complaints of Discrimination and Harassment

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

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

If a student, faculty or staff member or other participant in a university program feels they have been discriminated against or harassed on the basis of sex or gender, they are encouraged to contact the Title IX coordinator. Complaints of sex or gender-based discrimination will be addressed pursuant to Quinnipiac's Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct.

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

Dennis Kwarteng

Inclement Weather Policy

It is Quinnipiac's policy to remain open under adverse weather conditions such as snowstorms, so that the university can meet its responsibilities to all of its students. Occasionally, weather conditions will prompt the university to delay, cancel or postpone classes or move to fully remote instruction. There are also times when the university closes because of adverse weather conditions.

It is ultimately the responsibility of the individual to determine whether it is safe to travel to and from the university. Staff members who are concerned about their safety or who have additional personal responsibilities resulting from a weather-related closing can use personal or vacation time when the university remains open. Staff members are required to notify their supervisors if they plan to use personal or vacation time.

Faculty members are expected to teach all classes when the university is open, and students are expected to attend them. Faculty members should communicate with students via Blackboard in a timely manner and transition to remote learning when extreme conditions prevent them from meeting a scheduled class in person.

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

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

QU Mobile Wireless Emergency Text Message System

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

MyQ

Quinnipiac News Emails

Quinnipiac Weather Line - 203-582-8989

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

Leaves of Absence

General Policies and Conditions for All Leaves

Leaves of absence are defined as a temporary separation from the university. Leaves of absence cannot be granted retroactively.

At the conclusion of the leave of absence, the student receives automatic readmission to the university. The granting of a leave of absence guarantees readmission to the academic program in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken, provided that the courses are still offered. If requirements for graduation are changed after a student is first admitted to Quinnipiac, the

student can choose to follow either the former or the new requirements. During the leave of absence, Quinnipiac retains the student's deposit until completion or withdrawal.

Leaves of absence are not granted for the purpose of allowing a student to study at another university. In general, courses taken at another institution while a student is on a leave of absence will not be transferred in for credit at Quinnipiac.

If a student takes a leave of absence and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a conduct decision, the sanctions take precedence over the leave of absence and stand as a matter of record. Any academic warning becomes operative at the time of return to the university. An involuntary medical leave of absence takes precedence over a voluntary leave of absence and the student must comply with the terms of the medical leave.

Academic Leaves of Absence

Academic (non-medical) leaves of absence may be arranged for one or two semesters subject to departmental and school approval. Students may request a leave using the university's electronic Leave of Absence form (<http://forms.quinnipiac.edu/LeaveOfAbsence/form.html>).

Students who do not return after the specified leave of absence period will be administratively withdrawn and will be required to reapply for admission to return to the university. In such instances there is no guarantee of readmission to the university and to the academic program in which the student was enrolled prior to the leave of absence.

Medical Leaves of Absence

Students who wish to withdraw from the university during an academic term for medical reasons (i.e., physical or mental health conditions that necessitate their absence), may request a medical leave of absence.

The student should provide supporting documentation of the medical condition from their treating provider to the associate dean of students for health and wellness or designee, who will review the documentation. A medical leave of absence may be granted for one or two semesters. Students may request a leave using the university's electronic Leave of Absence form (<http://forms.quinnipiac.edu/LeaveOfAbsence/form.html>).

Students who do not return after the specified leave of absence period will be administratively withdrawn and will be required to reapply for admission to return to the university. In such instances there is no guarantee of readmission.

Upon conclusion of the medical leave, the student must provide supporting documentation from their treating physician to the associate dean of students for health and wellness or designee. This documentation will be shared with the appropriate university staff, including the university's consulting medical professional, if warranted. The student will be advised of the outcome of this review and whether they are approved to return, with reasonable accommodations if applicable.

Military Leaves

Procedures for students taking military leave will be administered under the guidelines noted in volume 2 of chapter 3 of the Federal Student Aid Handbook (<https://fsapartners.ed.gov/sites/default/>

<files/2021-03/2021FSAHbkVol2Ch3.pdf>). Students who have been called to active duty can choose one of the following options:

- a. The student may withdraw from courses with a full tuition refund or tuition credit, in accordance with institutional and federal government guidelines.
- b. If a student has completed at least 50 percent of the coursework and upon recommendation of the student's dean, the student may elect to take "incompletes" and make special arrangement for course completion with individual instructors.

Students needing to take a military leave should contact the director of veteran and military affairs at 203-582-8867.

Students are eligible to return within five years following military service. However, the degree requirements may have changed, and they may be required to comply with degree program requirements in effect at the time of their return to the university.

Policy Statement on Photography and Recording

Quinnipiac University reserves the right to photograph and record (by use of still, video, audio or other medium) students, staff and faculty members on campus, at university-sponsored functions and events, and wherever university business is taking place. Quinnipiac University reserves the right to use, broadcast, distribute and/or publish any part of such images, likenesses, voices, appearances and/or performances for promotional, advertising, educational, social media or other purposes via printed materials and/or digital media.

Pregnant and Parenting Students Policy

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

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

The university Title IX coordinator is:

Dennis Kwarteng, Title IX Coordinator

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

dennis.kwarteng@qu.edu

203-582-7327

Reasonable Accommodations

Students have a right to reasonable accommodations for conditions related to pregnancy and parenting. The term "pregnancy" may include prenatal care, and childbirth or recovery from childbirth. The term

“parenting” refers to the postpartum period following childbirth and is interpreted to include the first year following pregnancy.

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

Lactation Accommodations

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

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

How to Request an Accommodation

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

- an explanation of why the person making the request requires an accommodation
- a description of the requested accommodation
- the expected duration of the accommodation (e.g., start and end dates)

Students who have a temporary disability caused or contributed to by pregnancy are not required to notify Quinnipiac University of their pregnancies. If students do not want to request a reasonable accommodation due to pregnancy they may request an accommodation pursuant to the Students with Disabilities Policy (p. 86).

Coordinating an Accommodation Under the Pregnant and Parenting Students Policy

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

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

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

Approval Process

The Title IX coordinator will assist students in determining whether an effective and reasonable accommodation exists. The university may

request medical documentation from a health care provider to assist in the interactive process of determining an appropriate accommodation.

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

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

Appealing a Denial for an Accommodation

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

An appeal may be made on the following bases:

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

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

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

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

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

Modification of Accommodation

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

Absences Related to Pregnancy and Parenting

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

Where possible, a student should make an accommodation request for an excused absence in advance of the missed class. Students may make up work they missed while out due to pregnancy or any related conditions, including recovery from childbirth. If a professor awards “points” for class attendance, students must be given the opportunity to earn back the credit from classes missed because of pregnancy.

Class Attendance and Participation in Activities

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

Scholarships

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

Procedure to Appeal a Final Grade

Approved by the Faculty Senate in Spring 2019

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

Arbitrary, capricious or prejudicial grading is defined as:

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

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

To initiate a grade appeal, the student must submit a completed written grade appeal request form (available at the Registrar's Office MyQ page (<https://myq.quinnipiac.edu/Campus%20Offices/Registrar/Pages/default.aspx>)) to the course instructor within the fifth business day after date when final grades are due (see Academic Calendar in the Catalog to confirm the date). This written grade appeal request must include a description of why the student believes their final grade was determined in an arbitrary, capricious or prejudicial manner, and all relevant evidence (e.g., course syllabus, exams, projects, etc.). The department chairperson should be copied on the initial written request to the instructor, so that they can follow up if necessary. The instructor will provide the student with a written decision within five business days.

If the matter is not resolved to the student's satisfaction, the student may submit their written grade appeal request form to the chair of the department offering the course (or their designee) within two business days of receiving the faculty member's decision. The chairperson then has five business days in which to consult with the student and instructor, seek to mediate a mutually agreeable solution, and provide the student with a written decision. If the matter is not resolved to the

student's satisfaction, within two business days, the student may submit to the associate dean of the school/college offering the course (or designee) a written request for the formation of an appeal committee. This written request must be accompanied by a copy of the student's grade appeal request form, the instructor's written response and the chair's written decision.

Within five business days of receiving the written request, the associate dean (or designee) will appoint a three-member faculty committee composed of two individuals from within the department offering the course and a full-time faculty member of the student's choosing. The student must secure the participation of the full-time faculty member and provide the associate dean with written confirmation of the faculty's willingness to participate on the grade appeal committee. As this grade appeal procedure does not apply to the School of Law, law faculty may not serve on a grade appeal committee.

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

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

If the grade appeal process results in a recalculated grade, and the recalculated grade removes an academic deficiency that was preventing the student from progressing in their program or to the next sequential course, the student may continue to progress in the program/to the next course. Recalculated grades may not be appealed.

Special Circumstances:

If the chairperson is the instructor who assigned the grade, the student will contact the associate dean after failing to resolve the matter with the faculty member. If the associate dean is the instructor who assigned the grade, the student will contact the chairperson after failing to resolve the matter with the instructor. If the chairperson is unable to mediate a mutually agreeable resolution, within two business days of receiving the chairperson's response the student may submit to the dean of the school/college offering the course (or designee) a written request for the formation of an appeal committee, as described above.

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

If a student does not receive a final course grade by the date grades are due, but on a later date, the student may submit a completed written

grade appeal request form to the course instructor, with a copy to the department chairperson, within the fifth business day after the date on which the grade is posted or the hold on the student's record is cleared.

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

The grade appeal process for the First-Year Writing (FYW) program follows a different procedure that allows for a re-evaluation of a student's portfolio of writing; please contact the coordinator directly for additional information. If the FYW appeal does not resolve the issue, the student then has the option to proceed with the above Procedure to Appeal a Final Grade, beginning with the College of Arts and Sciences associate dean.

Repeat of Courses with Grade of F, D or C-

A student who fails a required course must repeat that course. When the student earns a passing grade for the failed course, that grade and those credits are calculated in the student's cumulative average. The student's transcript will continue to display the failed course as part of the student's complete academic record. A student who fails an elective course may repeat that course to earn a passing grade. The passing grade and credits become part of the student's cumulative GPA; the record of the failing grade remains on the transcript.

Though the D grade normally is a passing grade, it is the prerogative of each department to set higher grade requirements in certain major courses. When such departmental requirements exist, students are so informed by their respective departments.

Courses with C- or D grades may be repeated only if the course is a foundation for further study or meets a specific graduation requirement. If a C- or D grade is repeated, no credits are added, but the most recent grade in the course applies.

Speaker Policy

Updated March 2021

Purpose of this Policy

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

Speaker Policy

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

others, including the right to hold, hear, consider or condemn opinions different from one's own views, or life experiences.

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

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

Scope of this Policy

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

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

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

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

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

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

Payment of Honoraria, Transportation and Lodging for Speakers

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

the speaker will bring to the university. Speaking honoraria are separate from consulting or training fees that may be offered by outsiders.

Student Exposure Control Plan for Bloodborne and Airborne Pathogens

Updated September 2021

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

Please reference the Student Incident Policy (accident and injury) (p. 117)

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

Background Information

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

Currently, students who have a risk of exposure either on or off campus at clinical training sites are trained according to the Occupational Safety and Health Administrations (OSHA) Bloodborne Pathogen Standard (https://www.medicalcompliancecertification.com/covid19/?gclid=EA1aIQobChMIurm5lpf16QIVDTiGCh2KWgM8EAAYASAAEgJEOfd_BwE), which was developed in an attempt to minimize or eliminate employee risk of exposure to human blood/body fluids during the course of their work. This training includes discussion of the Centers for Disease Control (CDC) Universal Precautions (<https://www.cdc.gov/niosh/topics/bbp/universal.html>) document regarding infection control and information on the hepatitis B vaccine. This training is done either on campus by a faculty member, or at the student's clinical facility as part of an orientation presentation.

Bloodborne Pathogens

This section outlines a protocol to be followed by students regardless of location, if they incur an accidental exposure to human blood/body fluids while engaged in coursework or some other university-related activity. Exposure in this case means that another person's blood/body fluid has come into direct contact with some part of the student's body. This other person is referred to as the source individual. All bloodborne pathogen exposure incidents should be evaluated **immediately** since risk of post-exposure infection is dependent upon many factors and that treatment, if indicated, must be started as soon as possible in order to be maximally effective.

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

Facts about HIV Exposure

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

Facts about Hepatitis B Exposure

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

Facts about Hepatitis C Exposure

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

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

AN EXPOSURE INCIDENT REQUIRES IMMEDIATE ACTION!

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

Assessing Risk after an Exposure Incident

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

- a. The specific procedure involved (phlebotomy, surgery, etc.)
- b. Specific equipment involved (needle type/gauge, scalpel, pipet, etc.)
- c. Body surface exposed (skin, eyes, nose, mouth, percutaneous wound depth)
- d. Type of fluid exposed to (whole blood, serum/plasma, viral culture, semen, unfixed specimen, etc.)
- e. Personal protective equipment employed (gloves, gown, mask, etc.)
- f. Confirmed "active" COVID-19 exposure. Refer to "2. Active Exposure" below.
- g. Document the identity of the source patient.
 - i. Evaluation of the student's risk of infection may include drawing the student's blood for baseline testing for HIV, HBV, HCV, complete blood count, and blood chemistry screening, including liver function tests. Treatment, if indicated, may include initiation

of prophylactic anti-viral therapy. The cost of this medication should be borne by the student.

- ii. In general, a "**high risk**" exposure incident is one based on both transfer of a relatively large volume of infected patient blood (e.g., a deep needlestick injury with a large bore needle) and blood containing a high concentration of viral particles (e.g., early acute retroviral illness or end-stage AIDS). "**Increased risk**" means exposure to either one of the above. "**Low risk**" generally means exposure with minimal penetration (e.g., superficial skin injury of unfixed specimen, solid suture needle injury), low viral concentration fluids (e.g., saliva, urine), or exposure on fully intact skin.

Where to go if you have been exposed

Exposures at a site WITH on-site capability for initial care:

Students who are exposed at a clinical site with on-site capability for providing appropriate care for bloodborne exposure, such as an emergency department, will follow the clinical site protocol and seek immediate initial evaluation and treatment at the clinical site.

Exposures at a site WITHOUT on-site capability for initial care:

If the clinical site is without on-site capability for providing appropriate care for bloodborne or airborne exposure, then the student should be seen at:

MidState Medical Center MediQuick

61 Pomeroy Ave.

Meriden, Connecticut

203-694-5350

(Open 8 a.m. to 7 p.m. seven days a week.)

- It is advised to call ahead to let MediQuick know the student is coming (203-694-5350). Inform them about the accident so that they can expedite getting the student seen as soon as possible.
- If MediQuick is not open, then the student should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department. The preferred site in the Hamden area is: **MidState Medical Center Emergency Department in Meriden, Connecticut.**
- If the student is out-of-state, they should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department.

Post-exposure follow-up care with Infectious Disease Office

Follow-up care, if needed for the exposure, should be arranged with:

MidState Medical Center Infectious Disease Office

61 Pomeroy Ave.

Meriden, Connecticut

203-694-5444

(Note: The Infectious Disease Office is not the same office as MediQuick, but they are in the same office building.)

If the student is out-of-state, any needed exposure follow up should be arranged at a hospital-affiliated urgent care center, employee health or hospital emergency department.

The student is responsible for using their own health insurance or the university-purchased accident only policy through Gallagher Insurance Company to pay for any medical visits associated with their occupational exposure.

Payment of Services for an Exposure Incident

Students are responsible for using their own health insurance to pay for any medical visits associated with their occupational exposure. Students are also covered by an "accident only" student insurance program that has been coordinated through the university with the Gallagher Insurance company and information can be obtained via the Gallagher website (<https://www.gallagherstudent.com/students/student-home.php?idField=1113>) under My Student Health. See appendix 2 of the Student Incident Policy (p. 118).

Documentation of an Exposure Incident

All student exposure incidents, on or off campus, must be fully documented by filing a detailed **Student Incident Report Form** with the director of Quinnipiac University Student Health Services (FAX: 203-582-8924, TEL: 203-582-8742) and with the student's program director/department chairperson **within FIVE (5) days of the incident**. In addition to the electronic version of the form linked to above, copies may also be obtained from Student Health Services and from the Office of the Dean of Health Sciences in North Haven. Students who need assistance with completing the form should ask a faculty member in their program/department or a nurse from Student Health Services.

The student will also likely be required to fill out an incident report form at the clinical affiliate site for their records. It is very important that the forms are filled out thoroughly and completely in order to aid in post-exposure evaluation and follow-up, and to protect the student's legal rights in the future if necessary. The student should obtain copies of any and all post-incident evaluation/testing/treatment documents as follow-up will most likely occur at:

MidState Medical Center Infectious Disease
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5444

All information related to an exposure incident will be kept confidential in the student's medical records file at Student Health Services at the university.

Types of Exposure

COVID Exposure

The following are guidelines for coronavirus, which includes SARS-CoV-2 and all new emerging diseases.

It is the expectation that all students follow the minimum guidelines defined by the CDC

Quinnipiac will follow the most current COVID-19 guidelines as described on the CDC website (<https://www.cdc.gov/coronavirus/2019-ncov/>) and as those guidelines are modified, they will supersede what is included below.

The following policy and procedure are designed for prompt identification and isolation for students identified as having unprotected exposure to COVID-19 in the clinical/practicum setting. This is considered a critical step in protecting patients, co-workers, visitors and others in the healthcare setting and community.

a. Defined unprotected exposure per CDC Guidelines for Health Care Professionals (HCP) (subject to change) as:

- HCP who had prolonged close contact with a patient, visitor or HCP with confirmed COVID-19. Exposures can also occur from a suspected case of COVID-19 or from a person under investigation (PUI) when testing has not yet occurred or if results are pending. Until more is known about transmission risks, it is reasonable to consider an exposure of 15 minutes or more as prolonged.
- HCP not wearing a respirator or face mask
- HCP not wearing eye protection if the person with COVID-19 was not wearing a cloth face covering or face mask
- HCP not wearing all recommended personal protective equipment (PPE) (i.e., gown, gloves, eye protection, respirator) while performing an aerosol-generating procedure

2. Active Exposure: a patient, visitor or HCP with confirmed **ACTIVE** COVID-19. This policy is designed so that exposure to patients who persistently test positive but are deemed to be non-active/non-infectious does not automatically require quarantine. In this scenario, clinical judgement is required (e.g., does the index individual have risk factors such as immunocompromise that make ongoing infection or shedding more likely). The Quinnipiac University program administrator, clinical affiliate preceptor and student will meet for final judgement and approval. This distinction protects the patient and students while posing less disruption to the overall academic practicum.

- The aforementioned statement follows the following CDC guidelines for "Interim Guidance for Managing Healthcare Personnel with SARS-CoV-2 Infection or Exposure to SARS-CoV-2 (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assesment-hcp.html>)."

Step 1: Quinnipiac students on a defined clerkship/clinical rotation are to follow their specific site policies and procedures in regard to reporting and quarantine rules. ALL other students are to proceed to the next steps and follow instructions.

Step 2: Student is to immediately inform program director and/or preceptor/supervisor.

Step 3: Complete the **Student Incident Report Form**.

Completing the form generates a report to Student Health Services and the school designee.

Quarantine if you have been in close contact (<https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact>) (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID-19, unless you have been fully vaccinated (<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>). People who are fully vaccinated do NOT need to quarantine after contact with someone who had COVID-19 unless they have symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>). However, fully vaccinated people should get tested 3-5 days after their exposure, even if they don't have symptoms, and wear a mask indoors in public for 14 days following exposure or until their test result is negative.

Students can be tested at SHS or on their own. Students who are tested outside of SHS must upload a copy of their PCR to the patient portal @ <https://studenthealthservices.quinnipiac.edu>

If you are not vaccinated:**What to do**

- Stay home for 14 days after your last contact with a person who has COVID-19.
- You may shorten your quarantine to 10 days by testing with a PCR on day 8. Students can be tested at SHS or on their own. Students who are tested outside of SHS must upload a copy of their PCR to the patient portal @ <https://studenthealthservices.quinnipiac.edu>
- Watch for fever (100.4°F), cough, shortness of breath, or other symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) of COVID-19.
- If possible, stay away from people you live with, especially people who are at higher risk (<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/>) for getting very sick from COVID-19.

After quarantine

- Watch for symptoms until 14 days after exposure.
- If you have symptoms, immediately self-isolate and contact Student Health Services or healthcare provider.

Step 4: Monitor closely for fever or other symptoms consistent with CDC Guidelines: Symptoms of Coronavirus (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).

If no symptoms develop, skip to Step 7.

Step 5: Students who exhibit symptoms:

- Seek medical attention and/or evaluation from Student Health Services (call 203-582-8742 first) or primary care physician or other healthcare facility.
- Follow the current CDC Guidelines: What to do if you are sick? (<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>)

Step 6: Active monitoring phase.

Student is to isolate with regular communication at least once a day with Student Health Services or someone designated by the university, and/or with primary care physician, if applicable.

Follow the current CDC Guidelines: Ending Isolation and Precautions for People with COVID-19: Interim Guidance (<https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>)

Step 7: Students can return to clinical/practicum duties if they have met the CDC guidelines. The university will follow current CDC guidelines for the following: Workplaces and Businesses (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/returning-to-work.html>).

Students meeting the CDC guidelines will be cleared to return to clinical/practicum site duties by Student Health Services or their primary care physician. Documentation from a primary care physician must be provided to Student Health Services and the school designee.

- studenthealthservices@qu.edu
(Studenthealthservices@quinnipiac.edu)
- Fax: 203-582-8924

The student must notify the school designee.

Tuberculosis (TB) Exposure

The tuberculosis bacterium is spread from person-to-person through inhalation of small droplets produced during the coughing and sneezing

of an infected individual. Close contact with a person with untreated or undiagnosed pulmonary TB places healthy people at risk of acquiring the infection. Tuberculosis is treated with antibiotics.

If a student is exposed to TB during course-related activities, they should inform their instructor/clinical coordinator/supervisor as soon as possible. The student should fill out a **Student Incident Report Form**. The form will be electronically forwarded to the appropriate faculty and staff.

The student should follow up with QU Student Health Services for evaluation. Students are advised to call the QU Student Health Services first. In the event that Student Health Services is not available, such as when school is not in session, the student is directed to contact:

MidState Medical Center Infectious Disease Office
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5444

If the student is engaged in coursework out of state, the student should check with their preceptor/faculty, and follow the protocols that are established at the facility. In the case where students are not under set protocols or policy, or there is any concern, the student should be evaluated at a nearby hospital-affiliated occupational medicine, urgent care center or primary care center. For students who are out of state, it is important to release, obtain and bring records and results of care and testing with them for follow up at QU Student Health Services upon their return to campus.

Post-exposure evaluation/treatment of an exposure incident may include the following:

1. Evaluation of student's risk given the exposure situation
2. Tuberculin test at time of exposure and 12 weeks post-exposure
 - a. Either the Tuberculin Skin Testing (TST; aka PPD) or the IGRA test are acceptable, but the same type of test must be used for both the baseline and the 12-week follow up.
 - b. For students who have had a reaction to the TST/PPD or had the bacille Calmette-Guerin (BCG) vaccine, the Interferon Gamma Release Assay (IGRA) test is a safe method to determine baseline and 12-week follow up.
3. After the initial and 12-week post exposure evaluation, the decision for specific treatment and follow-up will be made on a case-by-case basis by a qualified healthcare provider with the students' consent. Further testing and treatment may include:
 - a. A chest X-ray (as indicated)
 - b. Prophylactic therapy (as indicated)

Pertussis

Pertussis is a bacterium that is spread from person to person through the inhalation of contaminated droplets from an infected person. Pertussis is a vaccine preventable disease for children who are current on their vaccinations. However, pertussis immunity is not carried through to adulthood, and a booster is required for immunity. The CDC currently recommends any adult who has not had a tetanus diphtheria and pertussis (Tdap) vaccination as an adult to receive at least one dose.^{i, ii} Note most adults who have had a tetanus diphtheria booster have NOT received the one with pertussis.

If a student has been exposed to a laboratory-confirmed, documented case of pertussis during course-related activities, they should inform the instructor/clinical coordinator/supervisor as soon as possible. The student will then be directed to have a medical evaluation. The student should fill out a Student Incident Report Form (<http://>

forms.quinnipiac.edu/IncidentReportForm/form.html) (available online), which will be electronically routed to QU Student Health Services and the department chairperson/program director.

Within the next 2 business days, the student should follow up with QU Student Health Services for evaluation and prophylaxis if needed. Students are advised to call the QU Student Health Services first. In the event that Student Health Services is not available, such as when school is not in session, the student is directed to contact the Infectious Disease Office at MidState Medical Center (203-694-5444) 61 Pomeroy Ave., Meriden, Connecticut.

If on rotation out of state, the student should check with their preceptor, and follow their protocols. In the case where students are not under the policy, or there is any concern, the student should be evaluated at a nearby hospital-affiliated occupational medicine, urgent care center or primary care center.

Restrictions from clinical duties may occur; the CDC guidelines^{i, ii} recommend exclusion from duty for 5 days after initiating prophylaxis/treatment on any symptomatic healthcare worker after exposure. No restrictions for asymptomatic persons. Treatment may include prophylaxis with, erythromycin, azithromycin, or bactrim (Trimethoprim (TMP)/Sulfamethoxazole (SMX)) for 14 days. This will be addressed at the time of the evaluation; humans are not contagious immediately after an exposure.

Meningococcal Meningitis

Students in rotations may come in contact with patients infected with *neisseria meningitidis*, a common causative agent of one of the deadliest forms of meningitis. Although transmission from a patient to a healthcare worker is rare, unprotected contact with respiratory secretions can lead to infection. Because of the significant morbidity and mortality associated with the disease, students and healthcare workers with a known exposure are treated with prophylaxis. If a student has been exposed to a laboratory-confirmed, documented case of meningococcal meningitis during course-related activities, they should inform the instructor/clinical coordinator/supervisor as soon as possible.

If a student is exposed, they should inform their instructor/clinical coordinator/supervisor as soon as possible. The student should fill out a **Student Incident Report Form**. The form will be electronically forwarded to the appropriate faculty and staff.

If on rotation out of state, the student should check with their preceptor, and follow their protocols. In the case where students are not under the policy, or there is any concern, the student should be evaluated at a nearby hospital-affiliated occupational medicine, urgent care center or primary care center.

The student should be directed to have a medical evaluation at

MidState Medical Center MediQuick Urgent Care
61 Pomeroy Ave.
Meriden, Connecticut
203-694-5350

Meriden, Connecticut
203-694-5444

If out of state or at a distant location, the student should check with their preceptor and go to the local emergency room/urgent care center for initial evaluation and determination if prophylactic antibiotics are required.

The student should then follow up with QU Student Health Services. The student should fill out a **Student Incident Report Form**, which will be electronically routed to QU Student Health Services and the department chairperson/program director.

Restrictions from clinical duties may occur; the CDC guidelines^{i, ii} recommend exclusion from duty from clinical duties until 24 hours after starting prophylaxis for asymptomatic persons. Treatment may include prophylaxis with, rifampin, ciprofloxacin or ceftriaxone. This will be discussed at the time of evaluation. The student is not contagious immediately after exposure.

Prevention

It is our aim to prevent as many exposure incidents as possible by educating students properly and by reminding them to always remain aware of the risks as they perform their duties.

The following are guidelines for preventing student exposure incidents:

- a. **Attend and listen** carefully at all OSHA training sessions.
- b. **Obtain the full series** (3 injections over 6 months) of hepatitis B vaccine and check immunity (hepatitis B antibody in blood) one month after the last injection.
- c. **Pay careful attention** to instructors and learn/practice good technique for phlebotomy, handling and disposal of needles and sharp instruments, surgical procedures, etc.
- d. **Adhere to the principle of Universal Precautions**, which states that anyone's blood/Other Potentially Infectious Materials (OPIMs) may be potentially infectious and therefore everyone's blood and body fluids must be treated accordingly.
- e. **Use personal protective equipment** (e.g., gloves, gowns, face mask) as required to protect yourself.
- f. **Wash hands frequently** with antimicrobial soap under running water.
- g. **Keep hands/fingers** away from face and eyes.
- h. **Think about what you are doing. Most exposure incidents are due to carelessness!**

Appendices

- i Centers for Disease Control and Prevention, Guidelines for infection control in health care personnel, 1998. *AJIC American Journal of Infection Control*, 1998; 26: 289-354.
- ii Centers for Disease Control and Prevention, Immunization of health care personnel, Recommendations of the Advisory Committee on Immunization Practices (ACIP). *MMWR* 2011; 60 (no. 7).

or

MidState Medical Center Infectious Disease Office
61 Pomeroy Ave.

Student Incident Policy (Accident and Injury)

Policy reviewed April 1, 2019, by the University-Wide Safety Committee and the Clinical Education Compliance Committee.

Approved policy for Quinnipiac University students who are involved in an accident or suffer an injury while participating in a course/university-related activity both on or off-site (e.g., a laboratory, clinical training, athletics, etc.).

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

Please reference the Student Control Exposure Control Plan for Bloodborne and Airborne Pathogens. (p. 112)

Please reference Appendix 4 (p. 118) for instructions on how to file a claim.

Background Information

The university recognizes that some students, in their coursework, clinical practicums, or other university-related activities, may suffer an unforeseen accident. All students must be educated about how to minimize or eliminate the likelihood of an accident **before** they participate in these activities. Additionally, they must be informed as to how to proceed if they are involved in an accident, either on or off campus, while participating in a course/university-related activity.

If a student is involved in any unusual occurrence such as a fall or other mechanical injury, an allergic reaction, an accident in the lab, an exposure to airborne or bloodborne pathogens, an emergency transport, or a clinical event (e.g., medication error, etc.), either on campus, off campus at a university-related activity or at a clinical site, a Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) needs to be completed.

It is to be completed and digitally approved by the student (when appropriate) and will be electronically routed to a supervising faculty/staff member and QU Student Health Services. In addition, if the student is on a clinical rotation, the clinical coordinator (as well as program director and affiliate site preceptor) should be notified about the incident within 24 hours. If a student suspects that they will need outside medical treatment as a result of this occurrence, they are encouraged to complete a Student Incident Report Form (<https://forms.quinnipiac.edu/IncidentReportForm/form.html>) as soon as possible.

QU students are expected to continue in their academic and clinical endeavors after an incident or exposure. If a health care provider deems the student unfit for work or if a student is required to be on limited light duty/responsibilities, then the student must make every effort to obtain a written note by the health care provider to be documented with Student Health Services and the program director/administrator. Once medically cleared by a health care provider, the student is expected to return to academic and clinical duties immediately. In regard to a bloodborne pathogen exposure, a quarantine may be needed for the safety of the student and/or public. Also, in the event of contracting a bloodborne pathogen infection, they are to refer to their specific department for bloodborne pathogen infections protocols if applicable (refer to student program handbook).

An Injury Requires Immediate Action!

Instructions: Students shall use the Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) to report all injuries – no matter how minor. This helps faculty and staff to identify and correct hazards before they cause serious injuries. This form shall be completed by students as soon as possible and electronically forwarded to the staff member, instructor, clinical coordinator, program director or preceptor for further action.

Assessing Risk After an Injury

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

- Location of incident
- Names of witnesses (if any)
- Why did the unsafe condition(s) exist?
- Why did the unsafe acts occur?
- Were the unsafe acts or conditions reported prior to the incident?
- Have there been similar incidents or near misses prior to this one?
- What changes could prevent this incident/near miss from happening again?

Where to Go if an Injury Has Occurred

An incident at a location WITH on-site capability for initial care

Students who experience an injury at a location with on-site capability for providing appropriate care, such as an emergency department, will follow the site's protocol and seek immediate initial evaluation and treatment at the site.

An incident at a location WITHOUT on-site capability for initial care

If the site is without on-site capability for providing appropriate care for the injury, then the student should be seen at:

MidState Medical Center's MediQuick
61 Pomeroy Ave., Meriden, Connecticut
203-694-5350
(Open 8 a.m. to 7 p.m. seven days/week)

- It is advised to call ahead to let MediQuick know the student is coming (203-694-5350). Inform them about the accident so that they can expedite getting the student seen as soon as possible.
- If MediQuick is not open, then the student should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department. The preferred site in the Hamden area is: **MidState Medical Center Emergency Department, Meriden, Connecticut.**
- If the student is out-of-state, they should be seen at a nearby hospital-affiliated urgent care center or hospital emergency department.
- If the student is out-of-state, any needed follow up care should be arranged at a hospital-affiliated urgent care center, employee health or hospital emergency department.

The student is responsible for using their own health insurance or the university purchased accident only policy through Gallagher Special Risk to pay for any medical visits associated with their occupational incident.

Students can instruct MidState to directly bill Gallagher once their health insurance has adjudicated a claim.

Payment of Services for Incident

The student is responsible for using their own health insurance to pay for any medical visits associated with their injury. Students also are covered by an "accident only" student insurance program that has been coordinated through the university with the Gallagher Special Risk. See Appendix 2 (p. 118).

Documentation of an Incident

All student incidents, whether on or off campus, must be fully documented by filing a detailed Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>). If assistance is needed in filling it out, a staff member, a faculty member in the program/department or a nurse from Student Health Services can assist.

The report will be electronically routed to the director of the Quinnipiac University Student Health Services (FAX: 203-582-8924, TEL: 203-582-8742) and the faculty/staff selected on the form. The student is **responsible** for notifying their staff member, program director/department chairperson **within FIVE (5) days of the incident**. The student should then follow up with QU Student Health Services.

If on a clinical, the student will also likely be required to fill out a site-specific incident report form at the clinical affiliation site for their records. It is very important that the forms are filled out thoroughly and completely in order to aid in post-exposure evaluation and follow-up, and to protect the student's legal rights in the future, if necessary. The student should obtain copies of any and all post-incident evaluation/testing/treatment documents as follow-up will most likely occur at:

MidState Medical Center's MediQuick
61 Pomeroy Ave., Meriden, Connecticut
203-694-5350
(Open 8 a.m. to 7 p.m. seven days/week)

All information related to an incident will be kept confidential in the student's medical records file at Student Health Services at the university.

Prevention

It is our aim to prevent as many unusual incidents as possible by educating students properly and by reminding them to always remain aware of the risks as they perform their duties.

The following are guidelines for preventing student exposure incidents:

- Attend and listen** carefully at all Occupational Safety and Health Administration (OSHA) training sessions.
- Pay careful attention** to instructors and learn/practice good technique while being aware of surroundings.
- Adhere to the principle of Universal Precautions**, which states that anyone's blood/Other Potentially Infectious Materials (OPIMs) may be potentially infectious and therefore everyone's blood and body fluids must be treated accordingly.
- Use personal protective equipment** (e.g., gloves, gowns, face mask) as required to protect yourself.
- Think about what you are doing. Most incidents are due to carelessness!**

Appendix 1: MidState Medical Center Protocol for the Management of Post-Exposure Chemoprophylaxis following Potential Occupational Exposure to Bloodborne Pathogens

General Information

- The student will follow guidelines as listed within the Quinnipiac University Student Exposure Control Plan for Bloodborne and Airborne Pathogens. (p. 112)
- The student is responsible for using their own health insurance and for paying for the visits associated with post exposure follow-up. Claims not covered by the student's health insurance will be covered by Excess Student Accident Insurance.
- Students who are exposed at a clinical site **with** on-site capability for providing appropriate care for bloodborne exposure will follow the clinical site protocol and seek initial evaluation and treatment at the clinical site.
- Students who are exposed at a clinical site **without** on-site capability for providing appropriate care for bloodborne exposure will receive initial evaluation and treatment at:

MidState Medical Center's MediQuick
61 Pomeroy Ave., Meriden, Connecticut
203-694-5350
Hours of operation are 8 a.m. to 7 p.m.

Bloodborne Exposure Protocol

Students who are exposed at a clinical site without on-site capability for providing appropriate care for bloodborne or airborne exposure will follow steps 1–3 below. All students exposed will follow step 4 below.

1. Notification from Quinnipiac University Student

- Notification from Quinnipiac University Student to MediQuick (MQ) charge nurse of student exposure.
- Student arrives at MQ with copy of:
 - Completed MidState Medical Center Pre-Registration Form (<http://forms.quinnipiac.edu/IncidentReportForm/MidStateForm.pdf>).
 - Completed Quinnipiac University Release of Information Form. ([https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Document%20Library/Release%20of%20Information%20\(Updated%205.22.19\).pdf](https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Document%20Library/Release%20of%20Information%20(Updated%205.22.19).pdf))
 - Copy of Student Incident Report Form (<http://forms.quinnipiac.edu/IncidentReportForm/form.html>) (an electronic copy will be emailed to the student upon submission of online form).
 - Copy of hepatitis B vaccine status.
- Student reports to MQ Registrar and is fast tracked into treatment room where registration process will be completed.
- CBC, Renal & Hepatic chemical functions, baseline HIV and Hepatitis C antibody will be drawn.

2. Assessment

- The MQ physician and/or Licensed Independent Practitioner (LIP) will assess the extent of exposure and determine risk.

- The MQ physician and/or LIP will offer appropriate post-exposure prophylaxis (PEP) along with information on the prescribed medications and risks.

3. Intervention

- Permission for PEP regimen will be obtained.
- Perform other testing as indicated (including pregnancy test if indicated).

4. Follow-up (all exposed students)

- An appointment should be made by the student with the **Mid State Infectious Disease Group for 2 weeks post exposure follow-up**. This appointment can be made by contacting the **Infectious Disease Office at 203-694-5444** on the next business day following the immediate post exposure follow-up.
- If the immediate post-exposure follow-up was **not** done at MidState Medical Center, the student should request a copy of the lab work be copied to MidState Medical Center Department of Infectious Disease (FAX: 203-694-5373).
- The infectious disease physician will evaluate/counsel the student in two weeks for follow-up blood work and additional medication as needed. To make an appointment the student should call 203-694-5444. The office is located at 61 Pomeroy Ave., Meriden, Connecticut (note that the infectious disease office is **not** the same office as MediQuick but they are in the same office building).
- The infectious disease physician is available for consultation regarding the effects of PEP medication and medication changes, if appropriate.
- If the student is out-of-state, any needed exposure follow up should be arranged at a hospital-affiliated urgent care center or hospital emergency department.

Appendix 2: Gallagher Accidental Insurance Program for Students at Quinnipiac University FAQ – Excess Student Accident Insurance

Q. What is “**excess** student accident insurance” and why does Quinnipiac have a policy?

A. The concept of this is to prevent Quinnipiac students from incurring expenses due to accidents that occur while in school. An “excess” policy covers expenses that the student would otherwise be responsible for in the absence of this policy (i.e., co-pays, deductibles, and other amounts denied by primary insurance and shown as the patient responsibility on the primary **Explanation of Benefits** [EOB]).

Q. How do students become eligible? How does it work?

A. Every Quinnipiac student is automatically covered by the plan. When an accidental injury occurs a claim form (<https://forms.quinnipiac.edu/IncidentReportForm/BMIForm.pdf>) must be completed and sent to the claims company, BMI Benefits LLC.

Q. Do students need to have a claim form on file for every injury?

A. **Yes**. A new claim form must be filled out for each new injury.

Q. Do students still need to have primary insurance, since Quinnipiac has this policy?

A. **YES**, all students do. All full-time students must have a primary insurance policy. Quinnipiac’s excess student accident policy **ONLY** covers accidental injury related injury charges not paid by primary insurance and shown as the student’s responsibility on

the primary insurance EOB. It does not cover any bills associated with general illness or non-accidental injuries.

Q. What expenses does the Excess Student Accident Insurance policy cover?

A. The policy is designed to cover **most** expenses beyond primary insurance coverage for **accidental injuries**, up to of 100% Usual & Customary. This includes amounts shown as the patient responsibility on the primary insurance EOB: co-pays, co-insurance, high deductibles etc.

Q. What is the benefit period to incur bills/claims?

A. The benefit period is two years/104 weeks from the date of injury. This is on a per injury basis.

Q. Is there a deductible associated with the Student Accident Policy?

A. There is **no deductible**. This means that any accidental injury medical charges, from \$0.00 to \$5,000, not covered by primary insurance, and shown as the student’s responsibility on the primary EOB, will be paid up to 100% Usual & Customary.

Q. What insurance information does the student have to give a provider?

A. When students go to the hospital, doctor’s office, PT clinic, etc., they must remember to bring proof of primary insurance coverage and as well as the Excess Student Accident Insurance card for any expense not covered by primary insurance policy which can be obtained on the QU Student Health Services page on MyQ (<https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Pages/default.aspx>) and claim form (<http://forms.quinnipiac.edu/IncidentReportForm/BMIForm.pdf>). The policy number is on the form.

Q. How will claims be processed?

A. Students do **NOT** pay bills. The provider will take primary insurance information, as well as the Excess Student Accident Policy information. Bills will be sent to the primary insurance for processing. If students remember to present the secondary insurance information upfront, providers should automatically send any outstanding balances to BMI Benefits LLC, to process under the excess insurance plan.

Q. What documents are needed for BMI Benefits, LLC. to process a claim?

A. The provider will send BMI Benefits the following documents:

- **Itemized bill** – This is called a **HCFA** or **UB92**, and it contains the following information:
 - Provider’s Name
 - Provider’s Address
 - Tax ID Number
 - Date(s) of Service
 - Type of Service(s) Rendered
 - The Fee for Each Procedure
- **Primary Explanation of Benefits** – This is a statement from the primary insurance company that outlines what charges will be covered and what the patient might owe. If a primary insurance company denies charges for one reason or another, a **DENIAL** will be sent instead of an EOB.

Q. What can cause a delay in processing and paying a claim?

A. BMI Benefits cannot process a claim that is missing one or more of the following documents: the injury claim form, the itemized bill or the primary EOB/denial. **They cannot accept balance due, balance forward, or past due statements for claims processing.**

Q. What if the student already paid the bills they received from an accidental injury after their primary insurance paid? Can they get reimbursed?

A. Students are not supposed to pay bills but if they have, yes, they can get reimbursed for costs they have already paid. To do this students need to submit a receipt or some other proof of payment along with the EOBs and HCFAs/UBs. Keep in mind it usually takes longer for these to be reimbursed. For this reason, providers should “bill” students for fees that are usually paid at the time of office visit. In other words, try to avoid paying any fees to providers up front, so they can be paid by the Excess Student Accident Policy instead.

Q. If students felt sick and went to the ER, will the Excess Student Accident Insurance plan help cover this?

A. Quinnipiac’s excess student accident insurance plan will **not** cover charges due to general illness. Therefore, services for general “non-accident” medical concerns (cold/flu, appendicitis for example) are not covered.

Q. What if a student hurts themselves playing intramurals or playing another sport in the off season? Will the plan cover them for that?

A. **Yes**, all student accident claims covered.

Q. Can students go to any doctor or provider for treatment, or do they have to use the Quinnipiac provided physicians for the excess student accident insurance policy to cover costs?

A. Quinnipiac’s excess student accident policy will cover services from **any provider**, for charges up to 100% Usual & Customary, as long as the provider bills the student’s primary insurance first (creating an EOB and itemized bill). This includes physicians in any insurance network, and other providers such as chiropractors, etc.

Appendix 3:

MidState Medical Center/MediQuick Pre-Registration Form (<http://forms.quinnipiac.edu/IncidentReportForm/MidStateForm.pdf>)

Appendix 4:

BMI Benefits Form and Reimbursement Claims (<http://forms.quinnipiac.edu/IncidentReportForm/BMIForm.pdf>)

Student Records Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

- a. The right to inspect and review the student’s educational records within 45 days of the day Quinnipiac University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. A Quinnipiac official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Quinnipiac official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- b. The right to request the amendment of the student’s education records that they believe are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the university to amend a record should write to the Quinnipiac official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Quinnipiac decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when they are notified of the right to a hearing.
- c. The right to provide written consent before Quinnipiac discloses personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Quinnipiac University in an administrative, supervisory, academic, research or support staff position (including but not limited to law enforcement unit personnel, health staff, and athletic staff and coaches); a person or company with whom Quinnipiac has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an educational record to fulfill their professional responsibility. Upon request, Quinnipiac also discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

Public Notice Designating Directory Information

Quinnipiac University designates the following information as public or “Directory Information” under FERPA, that is, information that can be made available to the general public by Quinnipiac without the student’s prior consent:

- i. Name
- ii. Address
- iii. Telephone number
- iv. Email address
- v. Date and place of birth
- vi. Secondary school
- vii. Hometown or city at the time
- viii. School or college
- ix. Major field of study
- x. Degree sought
- xi. Weight and height of athletic team members
- xii. Expected date of completion of degree requirements and graduation
- xiii. Degrees and awards received
- xiv. Honor societies
- xv. Dates of attendance
- xvi. Full- or part-time enrollment status
- xvii. Previous educational agency application for admission filed or institution attended
- xviii. Participation in officially recognized activities and sports
- xix. Name and address of parent or guardian
- xx. Photo images from ID cards

A student may refuse to permit the designation as “Directory Information” of any or all of the personally identifiable information listed above, except to school officials with legitimate educational interests and others as indicated. To do so, a student must make the request in writing to the Office of the Registrar (Registrar@quinnipiac.edu) by 5 p.m. on Friday of the first week of classes of the semester. Once filed, this request becomes a permanent part of the student’s record until the student instructs Quinnipiac University, in writing, to have the request removed.

- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Quinnipiac University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

While students have the right to inspect and review their educational records, Quinnipiac does not release copies of educational records to students or their representatives, including attorneys, even with consent of the student, unless the student would otherwise be unable to obtain access to review their records.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Revised August 2020

Quinnipiac University is committed to providing an environment free from gender-based discrimination and harassment. Consistent with its commitment to addressing gender-based misconduct, the university complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. As such, Quinnipiac University is dedicated to fostering a healthy and safe environment in which members of the community can realize their full potential in an educational, working and living environment free from all forms of gender or sex discrimination and sexual misconduct.

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex. This includes all university activities, including, without limitation, academic, athletic, campus life, residential life programs and all aspects of employment. Students, faculty or staff who believe they have been subjected to or witnessed gender-based misconduct are encouraged to report these incidents. As discussed below, faculty, administration, athletic, human resources, public safety and student affairs staff are considered responsible employees under Title IX and are required to immediately report any incidents of sexual violence they observe. Upon receiving a report, the university will respond promptly, equitably and thoroughly. In addition, the university will take steps to prevent the recurrence of the misconduct and correct its effects, if appropriate.

Specifically with respect to athletics, the university is committed to the equitable treatment of male and female student-athletes. This includes, but is not limited to, equitable allocation of athletic participation opportunities, scholarships and benefits. The contact person in Athletics

for Title IX inquiries is Shanna Alexander, senior associate director of compliance and student development.

Prohibitions against discrimination and harassment do not extend to statements and written materials that are germane to the classroom or academic course of study.

When a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated and steps will be taken to correct any discriminatory effects to the extent possible. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

This policy is lengthy and detailed because the university takes these issues and its legal obligations very seriously. Any Quinnipiac community member who has questions about the policy or the grievance procedures should seek clarification from the university’s Title IX coordinator.

- Pregnant and Parenting Student Modifications (p. 108)

Notice of the Title IX Coordinator

The university’s Title IX coordinator manages the university’s compliance with Title IX. The Title IX coordinator is a resource available to anyone seeking information or wishing to file a complaint. When a student, faculty or staff member, or other participant in the university’s programs and activities feels that they have been subjected to discrimination on the basis of sex in any university program or activity, including without limitation being subjected to sexual harassment, they may contact the Title IX coordinator or utilize the Title IX grievance procedures to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

The Title IX Discrimination and Harassment Policy is intended to define university standards and to outline the investigation and grievance processes.

The University Title IX Coordinator is:

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

Deputy Title IX coordinators are designated and trained to address Title IX concerns and investigations.

Deputy Title IX Coordinator for faculty, staff and vendors:

Joanna Wayton

Talent Acquisition & HR Projects Specialist

554 Mount Carmel Avenue, MC-7, OF-HMN

Hamden, CT 06518

joanna.wayton@qu.edu

203-582-7738

Deputy Title IX Coordinator for athletics:

Shanna Alexander

Senior Associate Director of Compliance & Student Development

275 Mount Carmel Avenue, ACC-204

Hamden, CT 06518

shanna.alexander@qu.edu

203-582-7332

Amendment of Title IX Policies and Procedures

Where appropriate and with prior notice where applicable, these policies and grievance procedures may be modified or amended by the university Title IX coordinator.

Confidential Resources

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other university staff members unless requested. Such on-campus confidential resources include Counseling Services, Student Health Services and/or Religious Life and other designated resources. Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality. Faculty members and other university staff are *not* confidential resources and are required to contact the university Title IX coordinator or a deputy coordinator.

Quinnipiac Confidential Resources for Students

- Counseling Services — 203-582-8680
- Student Health Services — 203-582-8742
- Religious Life — 203-582-8257
- Peter C. Herald House for Jewish Life — 203-582-8206

Off-Campus Confidential Resources

- Connecticut Sexual Assault Crisis Services 24-hour confidential hotline — 1-888-999-5545
- Women and Families Center/Meriden — 203-235-9297
- Women and Families Center/New Haven — 203-389-5010
- Rape Crisis Center of Milford — 203-878-1212
- Rape, Abuse and Incest National Network crisis hotline — 1-800-656-HOPE
- Rape, Abuse and Incest National Network online hotline — hotline.rainn.org/online (<https://hotline.rainn.org/online/>)
- The Umbrella Center for Domestic Violence Services — 203-736-9944

- BHcare — 203-736-2601

Students who wish for the university to conduct a formal investigation into an allegation under Title IX must sign a formal complaint with the Title IX Office. Reports that are made anonymously or by third parties may not formally initiate grievance procedures as such.

The university reserves the opportunity to undertake an investigation where appropriate, even in cases where the university received an anonymous report or where the alleged victim and/or complainant chooses not to cooperate or participate. When weighing a complainant's request for confidentiality, to end an investigation and/or to not seek disciplinary action, the university will consider factors which may include the following: a risk of future acts of sexual violence; whether the reported sexual violence was allegedly perpetrated with a weapon; the age of the student subjected to the sexual violence; and whether the university possesses other means to obtain relevant evidence.

The university has a duty to report data about various forms of sexual misconduct in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). No personally identifiable information is disclosed, but statistical information is disclosed as part of the university's annual Campus Security Policy & Campus Crime Statistics Report. The information to be shared includes the date, location (residence hall, public property, off campus, etc.) and specific crime category.

Whether the incident occurred on or off campus, community members are encouraged to report sexual assault and other incidents of harassment to local police. Quinnipiac's Department of Public Safety can assist community members who wish to make a report to police. Electing not to report an incident to the police will not impact the university's investigation or Title IX grievance process. If a complainant is a minor, according to Connecticut state law, the university will make a report to the appropriate law enforcement agency.

To contact a local police department, contact Public Safety for assistance, or call:

- Hamden Police Department — 203-230-4000
- North Haven Police Department — 203-239-5321 ext. 224
- New Haven Police Department — 203-781-8200
- Connecticut State Police, Troop I — 800-956-8818 or 203-393-4200

If a community member decides not to file a complaint with the university, the university encourages the community member to seek out the available medical and mental health resources listed above. Community members who wish to make a complaint at a later date may contact any of the staff mentioned above at any time. Please note that a delay in reporting could affect the university's ability to gather information that could be needed to determine whether a person is responsible for sexual misconduct or gender-based discrimination.

Amnesty

Members of the university community may be reluctant to report incidents because of concerns that their own behavior may be a violation of university policies. The university will not pursue disciplinary action against students for disclosure of personal consumption of alcohol or other drugs where the disclosure is made in connection with a good

faith report or investigation of sexual misconduct. The university may initiate an assessment or educational discussion or pursue other non-disciplinary options regarding alcohol or other drug use.

Responsible Employees and Reporting

The university deems the Title IX coordinator, all faculty, administration, athletic, human resources, public safety, student affairs and student paraprofessional staff (resident assistants & orientation leaders under contract) as “responsible employees” of the university. A responsible employee is **required** to report any incidents of sexual violence, harassment or discrimination promptly to the university Title IX coordinator or deputy coordinator. Prompt reporting of such incidents makes investigation of the incident more effective and enhances the ability of the university to respond.

When reporting sexual harassment or discrimination, the Title IX coordinator or deputy coordinator will guide you in providing an initial report.

Privacy and Confidentiality

The university will make every effort to maintain the privacy of those involved in Title IX complaints and related processes. Only people who have a legitimate need to know about the matter will be informed, and materials and information prepared or acquired under Title IX procedures will be shared only as required and/or necessary with investigators, witnesses and other relevant parties.

Disclosure of such information also may be made if the university’s Title IX coordinator determines that such disclosure is necessary to protect the health, safety or well-being of the community. While the university’s Title IX coordinator will take into account any requests made by a party for confidentiality or that a Title IX matter not be investigated, the university’s Title IX coordinator will take appropriate steps to respond to the matter consistent with requirements of Title IX and the university’s obligation to the greater Quinnipiac community.

The university does not require, allow, rely upon, or otherwise use questions or evidence that constitute information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Retaliation

The university will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sexual harassment or sex discrimination.

Neither the university nor other person may intimidate, threaten, coerce or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding or hearing related to this policy.

Intimidation, threats, coercion or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, may constitute retaliation. Similarly, a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by this policy or related policies, may constitute retaliation.

Statement Regarding Complaint and Grievance Procedures

The complaint and grievance procedures contained herein have been developed to enable the university to receive, investigate and resolve complaints of discrimination on the basis of sex. These procedures are designed to provide a supportive process for individuals who report discrimination and to ensure a fair process for individuals who are accused of discriminatory conduct. Any Quinnipiac students, faculty or staff members who believe that they have been subjected to discrimination based upon sex in any university program or activity, that the university has failed to meet its Title IX obligations regarding equity in athletics, or that they have been subjected to sexual misconduct may bring such concerns to the attention of the university’s Title IX coordinator to obtain a prompt and equitable resolution. The university will make every effort to complete this process within 90 days of receiving a complaint.

The U.S. Department of Education, Office for Civil Rights (OCR) is the federal agency charged with enforcing compliance with Title IX. Anyone has the right to contact them directly.

Information regarding OCR can be found at:

Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100

- Customer Service Hotline: 800-421-3481
- Facsimile: 202-453-6012
- TDD: 877-521-2172
- Email: ocr@ed.gov
- Website: [ed.gov/ocr \(https://www2.ed.gov/about/offices/list/ocr/\)](https://www2.ed.gov/about/offices/list/ocr/)

Informal Complaints

Students, faculty and staff may bring concerns to the university’s Title IX coordinator or deputy coordinator on an informal basis. Informal complaints may be made in situations where an individual is not interested in moving forward with a Title IX process, or where an individual is requesting more information about the process.

Where appropriate, the Title IX coordinator or designee will provide information about how to file a formal complaint, a summary of grievance procedures, and information about supportive measures. A student is not required to file a formal complaint in order to access supportive measures.

Complainants who are considering bringing a formal complaint may at any time meet with the university’s Title IX coordinator, deputy coordinator, or designee who will discuss the matter and describe the grievance process.

The university Title IX coordinator has the authority to investigate allegations of discrimination prohibited by Title IX even absent the filing of a formal complaint, or after its subsequent withdrawal. The university has an obligation to the entire Quinnipiac community to take appropriate steps to prevent community members from being subjected to discrimination and sexual misconduct. As a result, there may be circumstances that will require the university Title IX coordinator

to proceed with investigating a formal or informal grievance even if a complainant specifically requests that the matter not be pursued.

Formal Complaints

Upon receipt of a report related to this policy, the Title IX coordinator must promptly contact complainant to discuss the availability of supportive measures, consider complainant's wishes with respect to supportive measures, inform complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to complainant the process for filing a formal complaint.

A formal complaint must be made in writing by the complainant or signed by the Title IX coordinator. The formal complaint must contain both an allegation of sexual harassment against a named respondent and a request that the university investigate the allegation of sexual harassment. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of the university.

A formal complaint may be filed with the Title IX coordinator in person, by mail or by electronic mail.

The university may consolidate formal complaints where the allegations arise out of the same facts.

Dismissal of a Formal Complaint

If the conduct alleged in a formal complaint would not constitute sexual harassment as defined under the federal law and reflected in this policy, the university must dismiss the formal complaint.

The university must also dismiss a formal complaint that did not occur within the scope of the university's programs or activities, including complaints brought by individuals who are not currently participating in or attempting to participate in university programs or activities and complaints alleging conduct that did not occur against a person in the United States.

Such a dismissal does not preclude the university from responding to the allegation under other applicable university policies.

The university may dismiss the formal complaint or any allegations if at any time during the investigation or hearing: a complainant notifies the Title IX coordinator in writing that complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled at or employed by the institution, or specific circumstances prevent the university from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the university must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Either party can appeal from the university's dismissal of a formal complaint or any allegations therein using the Appeals procedure in this policy.

Informal Resolution

At any time prior to reaching a determination regarding responsibility, the university may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it

is determined that an informal resolution may be appropriate, the Title IX coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX coordinator must provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five days to determine whether they consent to participation in the informal resolution.

The Title IX coordinator must obtain the parties' voluntary, written consent to the informal resolution process. Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the university's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

Complaints Regarding Allegations of Gender Inequity in a University Program or Activity, including Athletics

NOTE: Claims of sexual harassment are addressed separately. A separate grievance procedure is set forth for claims of sexual harassment and other related misconduct. See section on sexual harassment. (p. 125)

Grievance Procedures for Formal (i.e., Written) Grievances

A formal grievance process is initiated when a complainant submits a written statement to the university Title IX coordinator alleging discrimination on the basis of sex in any university program or activity, including, without limitation, academic programs, athletics, campus life, residential life and all aspects of employment. In the statement, complainant is encouraged to request any relief sought from the university. Prompt submission of formal grievances is encouraged.

Complaints relating to athletics will be addressed by the deputy Title IX coordinator for athletics:

Shanna Alexander

Senior Associate Director of Compliance & Student Development

275 Mount Carmel Avenue, ACC-204

Hamden, CT 06518

shanna.alexander@qu.edu

203-582-7332

Complaints relating to other university programs and activities will be addressed by the Title IX coordinator.

Dennis Kwarteng

Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

The deputy Title IX coordinator or designee will consider the written grievance and may dismiss the grievance without further process or review if it is determined that the allegations, even if true, would not constitute a violation of this policy.

If the grievance is not dismissed, the deputy coordinator will interview the individual who submitted the written statement. Depending on the circumstances, the deputy coordinator also may interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the grievance.

The deputy coordinator or designee will determine whether there has been a Title IX violation using a preponderance of the evidence standard and will consult with other university offices as necessary in reaching a decision regarding the written grievance. The deputy coordinator or designee will prepare a written report setting forth findings, conclusions and recommended actions to be taken, if applicable. The university Title IX coordinator will receive a copy of the report. Complainant also will receive a copy of the report, redacted at the discretion of the Title IX coordinator to protect the privacy of involved parties.

In the event the deputy coordinator or designee determines that there has been a violation, a report will be presented to the provost of Quinnipiac University (hereinafter "provost") or a designee. Upon notification of a violation, the provost, or a designee, will take appropriate action to ensure that the violation is remedied, prevent its recurrence and correct any discriminatory effects on complainant to the extent possible.

While the time it may take to investigate and resolve a Title IX grievance will depend on a variety of factors, including the nature and scope of the allegations, the university will seek to resolve the grievance promptly.

Appeals for Equity Grievances

If the deputy Title IX coordinator or designee finds there was no violation of Title IX, the complainant may notify the university Title IX coordinator of an intent to appeal the decision within five business days of learning of the determination. The complainant must submit an appeal letter from their university email. The appeal letter should specify the grounds upon which the appeal is based and should include any supporting materials. The complainant must submit the appeal letter within five business days of receiving the initial decision. The Title IX coordinator has the discretion to extend these deadlines.

The accepted grounds for an appeal are:

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

- Procedural irregularity that affected the outcome of the matter;
- The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- The sanction(s) assigned by the hearing officer did not adhere to the sanction guidelines stated in this policy.

Upon receipt of a request for appeal, the Title IX coordinator will designate a trained senior university staff member to serve as the appeal officer. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the officer will deny the appeal and the matter will be closed.

If the appeal officer determines that the appeal should be considered, the appeal officer may:

- Affirm the deputy coordinator's decision. In this case, the initial decision is final; or
- Modify the deputy coordinator's decision and present a report with findings and recommendations to the provost or a designee. Upon receipt of the appeal officer's report and recommendations, the provost, or designee, will take appropriate action to ensure that any violation is remedied.

Definitions and Scope of Sexual Misconduct

Quinnipiac prohibits any form of sexual harassment and sexual misconduct, as defined by this policy.

Sexual Harassment: conduct on the basis of sex that satisfies one or more of the following:

- An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent. Sexual assault includes forcible rape, forcible sodomy, sexual assault with an object, forcible fondling, incest and statutory rape.

Forcible Rape—The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of their temporary or permanent mental or physical incapacity.

Forcible Sodomy—Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.

Sexual Assault With an Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.

Forcible Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of their youth or because of their temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

Statement on Consent

Consent is an active, knowing and voluntary exchange of affirmative words and/or actions which indicate a willingness to participate in a particular sexual activity. Consent must be freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. A person who is incapacitated by alcohol and/or drugs, whether voluntarily or involuntarily consumed, may not give consent. Neither consent to one form of sexual activity nor past relationships imply consent to future sexual activity.

Incapacitation is a state where a person lacks the capacity to understand or appreciate the fact, nature or extent of a sexual encounter.

- Sexual activity with a person who is demonstrably mentally or physically incapacitated (i.e., by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy.

- A person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the consumption (voluntary or otherwise) of incapacitating drugs cannot give consent.
- To give consent, a person must be of the legal age of consent. Under most circumstances, the age of consent in the state of Connecticut is sixteen. See Connecticut General Statutes § 46b-120, § 46b-127, § 46b-133d, § 53a-70, § 53a-71, and § 54-76b.
- Alcohol-related incapacity results from a level of alcohol ingestion that is more severe than impairment, being under the influence, drunkenness or intoxication.

Evidence of incapacity may be detected by physical cues, e.g., slurred speech, bloodshot eyes, the odor of alcohol on a person's breath or clothing, inability to maintain balance, vomiting, unusual or irrational behavior, and unconsciousness. Context is important in helping to determine incapacitation. Any of these particular cues alone do not necessarily indicate incapacity.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation and coercion that overcomes resistance or produces consent.

Coercion is unreasonable pressure for sexual activity. Coercion is the use of emotional manipulation to persuade someone to do something they may not want to do, such as being sexual or performing certain sexual acts. Being coerced into having sex or performing sexual acts is not consenting sex and is considered sexual misconduct.

Jurisdiction

Quinnipiac University is legally required to investigate formal complaints of sex discrimination, including sexual harassment, occurring in the university's educational programs or activities, against a person in the United States. Educational programs or activities include locations, events or circumstances over which the university exercised substantial control over both respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a post-secondary institution.

These policies and procedures shall be read to apply to any student, faculty member, staff member or third party who is presently participating or attempting to participate in a university program or activity. While complaints received will be investigated in accordance with this policy, complaints against students who have already withdrawn or graduated from Quinnipiac or against individuals who are no longer employed by the university will not be subject to Title IX grievance procedures.

Quinnipiac reserves the right to address, through the Student Code of Conduct or through university policies and procedures, incidents that occur off campus that may endanger the health, safety and welfare of self or others and/or adversely affect the university and/or the pursuit of its objectives.

Complaint Procedures for Sexual Misconduct

Any community members who believe they have been subject to sexual assault, sexual harassment or other sexual misconduct or has witnessed or learned of such an incident is encouraged to contact the university Title IX coordinator or a deputy coordinator directly. The Title IX coordinator ensures that complaints are handled by the appropriate deputy coordinator or designee for investigation, possible interim measures and resolution, and thereby ensures complainants have access

to medical, mental health, law enforcement and other resources that may be required.

Preservation of Physical Evidence

The university encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The university will assist any community member to get to a safe place and will provide medical assistance, coordination with law enforcement, and information about the university's resources and complaint processes.

Handling of Complaints

Complaints against **students, visitors and individuals not affiliated with Quinnipiac** are addressed by the Title IX coordinator:

Dennis Kwarteng, Title IX Coordinator

275 Mount Carmel Avenue, CCE-180

Hamden, CT 06518

dennis.kwarteng@qu.edu

203-582-7327

Complaints against **faculty, staff and vendors** are handled by the deputy Title IX coordinator for faculty and staff. The deputy coordinator for faculty and programs is:

Joanna Wayton, Talent Acquisition & HR Projects Specialist

554 Mount Carmel Avenue, MC-7, OF-HMN

Hamden, CT 06518

joanna.wayton@qu.edu

203-582-7738

In situations in which a complaint is filed against a community member who embodies more than one status at the university (i.e., community member is a student and an employee), the university Title IX coordinator has the authority to appoint investigators (possibly from different areas of the institution) and determine the grievance process for the reported incident (student, faculty or nonfaculty employee). The selected grievance process shall have the authority to make final determinations affecting all individual statuses at the university.

Protective Orders

Students, Faculty, Staff or third parties involved in Quinnipiac programs or activities should bring any protective orders to the Department of Public Safety. The university will assist in making any necessary accommodations.

Grievance Procedures

Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and gender-based harassment. When an allegation of misconduct is investigated, and a responding community member is found to have violated this policy, serious sanctions may be used in an effort to ensure that such actions are not repeated.

Any attempts to violate this policy are considered sufficient for having committed the violation itself. The use of alcohol or other drugs will not

be accepted as a defense or mitigating factor to a violation of this policy. These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity, age, race, nationality, religion or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to this policy. Reasonable accommodations will be provided, as needed, to permit students with disabilities to utilize the procedures set forth herein.

Rights of Parties in a Title IX Process

- The right to a prompt, thorough, and equitable Title IX process.
- The right to be treated with respect by university staff throughout the process and the right to a Title IX coordinator, investigator, decision-maker and facilitator of an informal resolution process that does not have a conflict of interest or bias.
- The right to receive sufficiently detailed written notice of the allegations, upon the university's receipt of a formal complaint.
- The right to confidentiality in any Title IX process, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.
- The right to discuss the allegations under investigation or to gather and present relevant evidence.
- The right to be notified of available counseling, mental and physical health services, and the availability of reasonable supportive measures.
- The right to receive written notice of any investigative interviews, meetings or hearings.
- The right to identify witnesses and other parties, and to request the Title IX coordinator or designee contact those individuals as part of the investigation.
- The right to have an adviser of choice present in a support or advisory role during the investigation and the administrative hearing.
- The right to report any incident to off-campus authorities and/or law enforcement and to be assisted by university staff in doing so.
- The right to have a live hearing, presided over by a trained and impartial hearing officer.
- The right to review all evidence gathered during the investigation, subject to limitations provided by law, including a draft copy of the report for at least 10 days, and to provide a response prior to the finalization of the report.
- The right to review all evidence that will be provided to the hearing officer, including the final report and the names of all known witnesses who may be called to provide statements during the administrative hearing, for 10 days prior to the hearing.
- The right to have the university request attendance and accommodate individuals called as witnesses for a hearing.
- The right to inspect the hearing script, upon request.
- The right to be present and participate in the administrative hearing.
- The right to participate in the administrative hearing remotely, upon request.

- The right to ask relevant questions of the other party and of witnesses during the administrative hearing, through an adviser of choice.
- The right to be informed of the outcome and sanction of any administrative hearing within one business day of a decision being rendered, and to receive that decision in writing.
- The right to appeal the finding and sanction of the hearing officer, in accordance with the appeal guidelines established in this policy.

Complainants in Title IX processes have the right to an investigation and appropriate resolution of all credible complaints of sexual misconduct, gender-based discrimination and/or harassment made in good faith to the university. Respondents have the right to be presumed “not responsible” throughout the Title IX process.

Standard of Evidence

The standard of evidence to be used to determine respondents’ responsibility is the preponderance of the evidence standard. This standard shall be used for formal complaints against both students and employees, including faculty, and to all formal complaints of sexual harassment.

Formal Investigation

If the Title IX coordinator determines that there is reasonable cause to pursue the complaint, a formal investigation will be initiated. The university has the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility; the responsibility is not on the complainant or respondent. During the formal investigation, the Title IX coordinator or designated investigator will:

- identify at least one investigator to conduct the investigation. The Title IX coordinator may serve as an investigator if necessary;
- provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- commence a thorough and impartial investigation by developing a strategic investigation plan, including a witness list, information list, intended investigation timeframe, and order of interviews for all witnesses and respondent;
- provide parties with sufficiently detailed written notice of alleged conduct, including the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
- provide parties whose participation is invited or expected with written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- complete the investigation in a reasonably timely manner, without unnecessary deviation from the intended timeline;
- document and communicate to parties the source of any reasonable delays, including absence of a party, a party’s adviser or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;

- compile a comprehensive summary of evidence, including both inculpatory and exculpatory evidence;
- provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the university does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation;
- maintain communication with complainant and respondent on the status of the investigation and overall process.

Upon completing a draft investigative report, the investigator shall provide a copy to complainant, respondent and each party’s respective advisers. Copies of the report must be delivered simultaneously. Complainant and respondent may review the report for a period of up to 10 days and may provide the investigator with additional documentation, including but not limited to a written response to the contents of the report.

At the end of the review period or upon receipt of confirmation that parties are prepared to move forward, the investigator must incorporate any provided information into a final report.

Upon completing the final investigative report, the investigator must simultaneously provide copies to the complainant, respondent, and each party’s respective advisers.

Following the delivery of the reports, the Title IX coordinator or designee must schedule an administrative hearing for no less than 10 days after the date of delivery. Additional information, including responses to the report’s content, may be presented at any time prior to the commencement of an administrative hearing or at designated times during the hearing.

Supportive Measures

All parties in a Title IX process have a right to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the university’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Emergency Removal of Students and Employees

The university may, in emergency circumstances, limit or prohibit a respondent from accessing campus during the Title IX investigative process. Prior to issuing an interim removal of a respondent, the Title IX coordinator or designee must:

- undertake an individualized safety and risk analysis, which determines whether the presence of respondent poses an immediate threat to the physical health or safety of any individual within the Quinnipiac community;
- provide respondent with notice of alleged conduct; and
- provide respondent with notice of removal and information about how to challenge the removal.

Respondents may challenge a removal in writing within 3 days of the removal. The Title IX coordinator or designee shall evaluate the emergency removal by considering 1) the possible threat to the physical health or safety to individuals within the Quinnipiac community and 2) the reliability of the available information about the reported incident.

Administrative Leave of Employees

The university may place a non-student employee respondent on administrative leave during the pendency of a Title IX investigative process.

Title IX Administrative Hearing

Upon dissemination of the final report, the Title IX coordinator or designee will schedule an administrative hearing.

A single trained and impartial hearing officer shall review all evidence and conduct a hearing pursuant to this policy. The hearing officer is responsible for determining whether, under a preponderance of the evidence standard, the respondent is responsible for the alleged conduct. If respondent is found responsible, the hearing officer shall assign appropriate sanctions in accordance with this policy and with other related conduct processes, as described in the student Code of Conduct or in the Employee Handbook. The goal of the hearing is to provide a resolution through an equitable process, respecting the rights of all participants.

Requirements for the Hearing Officer

The hearing officer is an independent decision-maker who serves at the request of the Title IX coordinator. The hearing officer is responsible for conducting an administrative hearing, pursuant to an established hearing script. Through the administrative hearing, the hearing officer is required to objectively evaluate all relevant evidence, both inculpatory and exculpatory.

Any individual who serves as a hearing officer shall be trained annually pursuant to the training requirements under applicable state and federal law. The hearing officer is expected to serve impartially, avoiding prejudgment of the facts at issue, and be free of conflicts of interest, and bias. Additionally, the hearing officer must avoid credibility determinations based on a person's status as a complainant, respondent or witness.

Scope of Hearing Officer's Authority

The hearing officer has the authority to adjudicate alleged violations of the Student Code of Conduct or the Employee Handbook that are related to the same incident under review, though may not be directly related to gender-based conduct.

Advisers

Advisers serve as a moral and emotional support for students during the grievance procedures and can assist with meeting preparation. Advisers are not permitted to advocate for a student or speak on their behalf during a hearing, except for the purpose of conducting a cross-examination on relevant evidence. Parties who are witnesses to the incident or are otherwise involved in the matter before the hearing officer cannot serve as advisers.

Parties who intend to conduct a cross-examination of the opposite party or any witnesses must bring an advisor to the hearing. If a party does not have an adviser, the university will, upon request, provide a trained adviser to conduct any cross-examinations.

A party who requires that the university provide an adviser should notify the Title IX coordinator in writing at least 48 hours before the hearing. The university reserves right to establish restrictions regarding the extent to which the adviser may participate in the proceedings, so long as the restrictions apply equally to both parties.

Hearing Process

The Title IX coordinator or designated investigator will meet with both complainant and respondent prior to the hearing to outline the hearing process and answer questions. Prior to the hearing, the Title IX coordinator or designated investigator will:

- prepare a final copy of the investigative report, including any evidence gathered during the course of the investigation, to be disseminated to the hearing officer, complainant, respondent, and each party's adviser 10 days before the hearing;
- be available to both complainant and respondent to answer questions and address concerns with the process;
- schedule the administrative hearing, and select a hearing officer from the pool of eligible members based on availability and lack of conflict;
- contact witnesses and work to ensure their availability for the administrative hearing;
- arrange accommodations intended to limit contact between hearing participants (i.e., arranging accommodations in different rooms, setting up physical barriers in the hearing room);

At the administrative hearing, the following individuals may be present:

- Hearing Officer
- Adviser for Complainant(s)
- Adviser for Respondent(s)
- Witnesses (only one at any one time)
- Title IX Coordinator and/or Deputy Coordinator (if not an investigator)
- University Counsel

The hearing officer will conduct the hearing in accordance with the hearing script. The script ensures that the parties have an opportunity to give opening statements, that the hearing officer has the opportunity to ask questions of all parties and witnesses, and that both parties have an opportunity to ask relevant questions through cross-examination.

Additionally, the hearing script ensures:

- all parties are introduced;
- all allegations are read; and
- respondent is provided an opportunity to plead “responsible,” “not responsible,” or decline to make a plea, for each allegation.

If any individual should become disruptive during the hearing, including witnesses and advisors, the hearing officer maintains the discretion to remove that individual from the hearing.

Once the hearing officer has heard all evidence, including opening statements and cross-examinations, and has had an opportunity to ask questions of parties, witnesses, and the investigator(s), the hearing officer will deliberate privately to determine whether respondent is responsible for the alleged conduct.

After the hearing officer has made a decision, the hearing officer will reconvene with the hearing participants and will announce their conclusion. If respondent is found responsible for the alleged conduct, the hearing officer will commence the sanction phase of the hearing. If respondent is found not responsible for the alleged conduct, the hearing will end.

During the sanction phase of the hearing, the hearing officer will:

- accept optional impact statements from both parties, verbally and/or in writing;
- ask the Title IX coordinator or designee to disclose respondent’s past violations of the Code of Conduct or of the Employee Handbook, if any;
- ask the Title IX coordinator or designee for sanction parameters, as defined by university policy.

At the conclusion of the sanction phase, the hearing officer will deliberate privately. After a sanction decision is made, the hearing officer will reconvene with the participants of the hearing to announce the sanction decision and close the hearing.

After the conclusion of the hearing, the Title IX coordinator or designated investigator will meet with both parties separately and will answer any questions about the sanctions or any post-hearing requirements.

The hearing officer has two business days from the close of the hearing to produce a written decision letter to both parties. Once completed, the decision letter is delivered to the Title IX coordinator for simultaneous delivery to both parties.

Students needing accommodations may make requests through the Office of Student Accessibility. Employees needing accommodations may make requests through Human Resources.

Neither parties nor witnesses may use audio or video recording devices during a hearing. The university shall make an audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

Sanctions-only Hearing

Should respondent accept responsibility for alleged violations but disagree with the sanctions proposed by the Title IX coordinator, a sanctions-only hearing will be conducted. For a sanctions-only hearing, the hearing officer shall introduce the parties, read the charges, and ask

any questions necessary for determining an appropriate sanction. Once the hearing officer has asked any necessary questions, the hearing officer will advance directly to the sanction portion of the hearing.

Cross-Examination

The hearing officer must permit each party’s adviser to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party’s adviser of choice and never by a party personally.

At the request of either party, the university will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions.

Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent or witness answers a cross-examination or other question, the hearing officer must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an adviser present at the live hearing, the university will provide an advisor of the university’s choice to conduct cross-examination on behalf of that party.

Questions and evidence about complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the live hearing, the hearing officer must not rely on any statement of that party or witness in reaching a determination regarding responsibility. The hearing officer cannot draw an inference about the determination regarding responsibility based solely on a party’s or witness’s absence from the live hearing or refusal to answer cross-examination or other questions.

Sanctions

All sanctions shall be designed to maintain complainant’s equal access to education programs or activities.

Sanctioning Guidelines for Students

- Students found responsible for violating this policy in regard to fondling, dating violence, domestic violence, or stalking will likely receive a sanction ranging from probation to expulsion, depending upon the severity of the incident and any previous violations of the Student Code of Conduct.
- Students found responsible for violating this policy in regard to sexual assault that meets the definition of rape will likely receive a sanction of suspension, dismissal or expulsion.
- Students found responsible for violating this policy in regard to sexual harassment that creates a hostile environment will likely receive a sanction ranging from an official reprimand to expulsion, depending upon the severity of the incident and any previous violations of the Student Code of Conduct.
- The hearing officer will sanction students found responsible for violations of the Student Code of Conduct not related to this policy

in accordance with sanctions used in the general Student Conduct Process.

Sanctioning Guidelines for Employees

- Employees found responsible for violating this policy in regard to fondling, dating violence, domestic violence, or stalking will likely receive a sanction ranging from a written warning to termination, depending upon the severity of the incident and any previous violations of the Employee Handbook.
- Employees found responsible for violating this policy in regard to sexual assault that meets the definition of rape will likely be terminated from the university.
- Employees found responsible for violating this policy in regard to sexual harassment that creates a hostile environment will likely receive a sanction ranging from a written reprimand to termination, depending upon the severity of the incident and any previous violations of employment policies.
- The hearing officer may, at the discretion of Human Resources, issue sanctions for violations of the employment policies not related to this policy.

The hearing officer reserves the right to increase or decrease the recommended sanction guidelines listed above in the case of significant mitigating or aggravating factors. Neither the hearing officer nor the appeal officer will deviate from the guidelines listed above unless significant mitigating or aggravating factors exist. The hearing officer also reserves the rights to include additional sanctions, educational or otherwise.

Parental Notification of Students

Quinnipiac reserves the right to communicate with a parent or guardian of a student regarding any student conduct action taken by the university, in accordance with FERPA.

Appeals

After receiving notification of the hearing officer's decision, or after receiving notification that the university dismissed a formal complaint or any allegation therein, both complainant and respondent have five business days to notify the Title IX coordinator of their intent to appeal the decision. A formal letter of appeal specifying the grounds upon which the appeal is based and supporting information must be submitted within five days of notification of the hearing officer's decision or notification of dismissal. The Title IX coordinator has the discretion to extend the deadline for submission of a letter of appeal.

Sanction(s) imposed by the hearing officer will remain in effect while the appeal is pending. The letter of appeal specifies the grounds upon which the appeal is based, and how those grounds materially affected the outcome (responsibility or sanctions) of the original meeting.

The letter of appeal must be completed and signed by the student or submitted directly from the party's Quinnipiac University email account. The appeal officer may request follow-up information from the investigator(s) or from either party, as necessary to make a fair determination.

Complainants or respondents who fail to attend the administrative hearing forfeit the right to request an appeal.

Both parties may appeal regarding the determination of responsibility, and from the dismissal of a formal complaint or any allegations therein, on the following bases:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- the sanction(s) assigned by the hearing officer did not adhere to the sanction guidelines stated in this policy.

The university Title IX coordinator receives the request for an appeal. Upon receipt, the Title IX coordinator designates a trained university staff member to serve as the appeal officer. Both parties shall be given equal opportunity to submit a written statement in support of, or challenging, the outcome. If the appeal letter(s) does not bring forward sufficient grounds for appeal, the officer will deny the appeal.

If the appeal officer determines that the appeal should be considered, the appeal officer may:

- affirm the decision of the hearing officer. In this case, the initial decision is final;
- remand the matter for re-investigation or re-hearing, depending on which is necessary to absolve the grievance process of error or irregularity; and/or
- initiate a new Title IX administrative hearing.

Compliance with Sanctions and Accommodations

At the conclusion of the Title IX grievance process, the Title IX coordinator will be responsible for ensuring compliance with all assigned sanctions.

Introduction

Quinnipiac University welcomes and values students of all genders. The purpose of this guide is to provide trans-identifying and transitioning students with information and resources that promote an inclusive campus experience.

Content in the guide focuses on student and campus-related student experiences and resources. Some of the information may also be useful to alumni, staff and faculty.

Trans-identifying and transitioning faculty and staff are welcome to seek supplemental information from the Title IX Office or from the Office of Human Resources.

Discrimination and Harassment

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

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

partner violence, stalking and any other gender-based harassment or misconduct.

Quinnipiac University is committed to providing an environment free from all forms of gender or sex discrimination and sexual misconduct.

Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and of gender-based discrimination and harassment. The policy is intended to define community standards and to outline the investigation and grievance process when those standards are violated.

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

Reporting Harassment or Discrimination Based on Sexual Orientation, Gender Expression, or Gender Identity

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Title IX Coordinator:

Title IX Coordinator, Dennis Kwarteng, 203-582-7327

There are many additional people on campus who are trained and ready to help. You can reach out to the following individuals for assistance, or if you have questions about Quinnipiac's policies:

- Vice President for Equity, Inclusion, and Leadership Development, Donald Sawyer, 203-582-8964
- Vice President and Dean of Students, Monique Drucker, 203-582-8753
- Dean for Graduate Student Affairs, Gina Frank, 203-582-3542
- Associate Dean of Students, School of Law, Kathy Kuhar, 203-582-3220
- Associate Dean of Students, Netter School of Medicine, Steve Paik, 203-582-4859

For details on informal and formal complaints, please see the Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct (p. 121).

Campus Resources

Gender-Inclusive Bathrooms

Gender-inclusive restrooms are available to people of all genders. These restrooms can benefit many different people, including parents and children, and people with disabilities who may require the accompaniment of an attendant of a different gender. At QU, our gender-inclusive restrooms are single-use lockable rooms with a toilet and sink, designed for use by one individual at a time, regardless of gender. Gender-inclusive restrooms are an inclusive space for students, faculty, staff and community members of all genders.

People at Quinnipiac are encouraged to use the restroom that corresponds to their gender identity.

The following is a list of gender-inclusive, single-stall restrooms on campus:

- MNH-148
- MNH-297
- SLE-309C
- LA-211
- ABLN-106
- AC-124B
- Rocky Top Student Center, York Hill Campus – 4th floor
- FOB, two stalls in basement
- Echlin, 2nd floor (on the Honor's end of the hallway)
- South end of Mount Carmel Dining Hall
- CAS3, downstairs
- CCE, first floor
- Student Affairs Center lobby

Confidential Resources

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other university staff members unless requested. Such on-campus confidential resources include counseling services, student health services (SHS) and/or religious life and other designated resources.

Student Health Services

SHS has two clinic locations: one on the Mount Carmel Campus and one on the York Hill Campus. They are staffed by registered nurses, physician assistants, nurse practitioners, and a supervising physician. You can schedule an appointment by logging in with your QU login to the student health services website (<https://studenthealthservices.quinnipiac.edu/home.aspx>). SHS can be reached by phone at 203-582-8742.

All SHS staff members receive education and training regarding gender identity and gender expression. The highest priority of the staff is meeting the emergent health needs of the student population and providing ongoing health education opportunities as an integral part of the college experience. If your health or medical needs require ongoing treatment, student health services staff can provide referrals to providers in the area that are aware and affirming of the needs of transgender and non-binary patients. Transportation to off-campus appointments is also available at no cost if scheduled when the health center is open. Call the health center at 203-582-8742 to schedule a ride to an off-campus appointment.

Appointments are also available with a registered dietitian, who can address nutritional concerns, and a wellness educator, who is trained in sexuality education and can provide resources. Call the health center at 203-582-8742 to make appointments with these staff members.

Additional information can be found on the Student Health Services website on MyQ (<https://myq.quinnipiac.edu/Student%20Life/Student%20Health%20Services/Pages/default.aspx>).

Counseling Services

The university counseling service also provides free confidential counseling for students who would like to talk to a mental health clinician. An appointment can be requested by completing the counseling intake form (<https://forms.quinnipiac.edu/CounselingIntake/Form.html>).

A confidential mental health clinician can be reached for crisis counseling over the phone at any time by dialing 203-582-6860, and following the menu.

Office of Religious Life and the Peter C. Herald House for Jewish Life

Students who prefer to seek confidential spiritual counseling can call the executive director of university religious life at 203-582-8257.

Students interested in speaking to the university rabbi may call 203-582-8206.

Non-Confidential Resources

Department of Cultural and Global Engagement

The Department of Cultural and Global Engagement, which can be reached at 203-582-8425, promotes inclusion and diversity through engaged learning for students, faculty and staff at Quinnipiac University. The department offers mentorship and support for underrepresented students, including students who are part of the LGBTQ+ community

Title IX

The Title IX coordinator responds to allegations of discrimination pursuant to university procedures in a manner that is prompt, thorough and equitable. The Title IX coordinator is a resource to students, faculty and staff and can answer questions about university policies, procedures and practices.

The Title IX coordinator can be reached by phone at 203-582-7327 or by email at dennis.kwarteng@qu.edu

Public Safety

Public Safety provides coverage on all three campuses 24 hours a day, seven days a week and can be reached at 203-582-6200 or public.safety@qu.edu (public.safety@quinnipiac.edu). Public Safety officers can respond to all emergencies and are available to serve as walking escorts 24 hours a day.

Off-Campus Resources

- New Haven Pride Center (<http://www.newhavenpridecenter.org/>)
- Anchor Health Initiative (<https://anchorhealthct.org/>) (Hamden health clinic with a mission to serve the LGBTQ+ community)
- Hartford Gay and Lesbian Health Collective (<https://www.hglhc.org/>)
- Triangle Community Center (<http://www.ctpridecenter.org/>)
- True Colors Sexual Minority and Youth Services (<https://ourtruecolors.org/>) (Hartford)
- OutCT (<http://outct.org/>) (New London)
- Connecticut TransAdvocacy Coalition (<http://www.transadvocacy.org/>)
- Planned Parenthood of Southern New England (<https://www.plannedparenthood.org/planned-parenthood-southern-new-england/>) has a New Haven location and provides a range of sexual health services for the LGBTQ+ community.

Student Organizations

The Gender and Sexuality Alliance

Gender and Sexuality Alliance (GSA) serves as a safe haven for all students who identify as members of the LGBTQ+ community, as well as allied supporters who want to get involved. In addition to providing a nurturing environment, GSA strives to educate students on issues facing the LGBTQ+ community currently and historically. Visit the GSA website (<https://qu.campuslabs.com/engage/organization/gsa/>) for more information.

Athletics

Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university

program or activity on the basis of sex, gender, gender identity, or gender expression. The prohibition on discrimination applies to all university activities including athletics and recreational sports.

NCAA Sports

For more information about inclusion in NCAA sports, please visit the NCAA's website for Inclusion of Transgender Student Athletes Handbook. You can also contact the director of compliance and student development, Shanna Alexander, at 203-582-7332.

Intramural Sports

A participant's affirmed gender identity will be respected when there are gender-specific rules or player ratio requirements for co-rec divisions. Transgender individuals may play on the team that best matches their gender identity. Quinnipiac recognizes that, for many, coming to know one's gender identity is not something that happens in an instant; it is a complex process that can occur over an extended period of time. Participants are encouraged to communicate their gender identity with the campus official who is responsible for approving the team entry on intramural leagues. The campus official who approves the team entry on IM Leagues should verify that the gender indicated on the form is based on the participant's self-identification and expressed gender identity, rather than on the sex indicated in official school records.

Club Sports

In keeping with the university's policy of non-discrimination and non-retaliation on the basis of gender identity and gender expression, the Quinnipiac Sport Club program supports and values an individual's right to access and utilize recreation facilities, restrooms, locker rooms, programs and services in accordance with an individual's gender identity and gender expression. Participation in club sports may have policies related to player eligibility that are stipulated by the national governing body of each sport. While the program does not have control over governing body policies, we support and advocate for the inclusion of all players, regardless of gender identity and gender expression.

Residential Life

Incoming students who have a gender or gender-identity related concern regarding university housing can speak with the associate director of residential life about housing options. The conversation will include a discussion about type of room, bathroom facilities and roommate matching options, after which a housing assignment will be made. A student may opt out of any accommodations offered prior to the start of the semester with no financial penalties. The associate director of residential life will be in touch, via email, with any students whose gender recorded on the new student housing questionnaire does not match the legal sex recorded in the university's data collection system. Students who would like to initiate this conversation in an alternative way, have questions about this housing process or who would like to learn more about the housing options available for students who identify as non-conforming or transgender should contact the associate director of residential life at 203-582-8736. All residential life staff members receive education and training regarding diversity and inclusion, including gender identity and gender expression.

Fraternity and Sorority Life

Quinnipiac welcomes students to join a fraternity or sorority that best reflects their gender identity. For information, students can contact the director of campus life for fraternity and sorority life, Katherine Pezzella, at 203-582-6487.

Updating Records Pertaining to Names and Gender Markers

Notifying the Registrar's Office of a Legal Name Change Student Employee – Human Resources

University students who also are employed and paid through university payroll must follow the same guidelines as all other employees for a name change.

A student employee must complete the change of name form request and submit official documentation. For the purposes of payroll, the name reflected on a person's Social Security card must match the paychecks issued.

Current Student – Registrar

Active students wishing to request a name change must do so through the Office of the Registrar. A current student would submit the name change request in writing (signature is required) along with a copy of one of the following:

- a. A marriage license
- b. New Social Security card
- c. New driver's license (or other form of government-issued ID)
- d. New passport
- e. Or other legal documentation confirming legal name change

Prospective Student – Admission

Prospective students requesting a name change should provide a written request to their specific Admissions Office (undergraduate, graduate, School of Law or School of Medicine).

The request should be made in writing (with signature) and one of the following should be submitted with the request:

- a. A marriage license
- b. New Social Security card
- c. New driver's license (or other form of government-issued ID)
- d. New passport
- e. Or other legal documentation confirming legal name change

Preferred Name Policy for Students

Quinnipiac University recognizes that some students prefer to identify themselves by a first name and/or middle name other than their legal name. Under Quinnipiac's preferred name policy, any student may choose to identify a preferred first and/or middle name in addition to the legal name. Quinnipiac's policy covers preferred first and middle names. Surnames can be changed only with a legal name change.

The student's preferred name will be used where possible in the course of university business and education. The legal name will be used only when it is required for business, legal and external reporting purposes. In some cases, in order to promote the use of the student's preferred name while ensuring accurate and legitimate reporting and utilization of education records, the student's preferred name will be utilized alongside the student's legal name. For detail, see the lists below.

Students may request use of a preferred first and/or middle name by contacting the Office of the Registrar. All requests are reviewed by the Office of the Registrar. Preferred names may not be used for purposes of fraud or misrepresentation. The university reserves the right to remove a preferred name if it contains inappropriate or offensive language. Legal names will be changed only when a student pursues a legal name change

with state and/or federal authorities as appropriate and then submits that documentation to the Office of the Registrar.

It may take seven or more business days for the request to be completed through all university information systems. Once the preferred name request has been approved and implemented, the student will be notified and may go to the QCard Office to obtain a QCard with the student's preferred name.

Preferred names only will be used in public or semi-public systems where names are visible to other students, instructors, faculty, campus officials, and the general public. Specific examples are:

- University ID card (if the student chooses to obtain a new QCard)
- Blackboard (official class rosters not on Blackboard will display the legal name as well)
- Email address display name (i.e., the name that appears in the "from" field of an email)
- Email Address Alias (i.e., email sent to preferredfirstname.lastname@qu.edu automatically will be forwarded to the primary email address, which is legalfirstname.lastname@qu.edu)

Students who wish that their preferred first name be read at Commencement should contact their school's dean's office prior to Commencement.

Both preferred names and legal names will be used in confidential administrative systems (non-public) used by staff, instructors, faculty and campus officials. These administrative systems require authentication and authorization for user access. The inclusion of both names in these confidential systems promotes use of the student's preferred name, while at the same time ensuring accurate and legitimate reporting and utilization of education records. Specific examples are:

- Official class rosters
- WebAdvisor/Self-Service – student view
- WebAdvisor/Self-Service – faculty view (e.g., grading rosters, adviser rosters)

Legal names only will be used when required for business, legal and external reporting purposes. Specific examples include, but are not limited to:

- Student conduct records
- Counseling and health records
- Immigration documentation
- Paychecks
- One Stop (formerly the Bursar's office) documentation
- Financial aid documentation
- Federal requests for information
- Enrollment verifications
- Transcripts
- Academic certifications and degree verifications
- Diplomas
- Printed Commencement program (the preferred name may be read out loud at Commencement – see above)
- Admissions correspondence
- Athletics rosters
- Department of Public Safety systems and documentation

34 C.F.R. § 106.45(b)(10) requires Quinnipiac University to publish any materials used for training Title IX coordinators, investigators, decision-makers and persons who facilitate informal resolutions on the university's website. In compliance with the law, the university has made available all training materials for public review.

- Title IX - Training for Title IX (pre-workshop) (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_investigator-training-preworkshop-aug2020.pdf)
- Title IX - Training for Title IX Team Members (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_investigator-training-aug2020.pdf)
- Title IX Training for Appeal Officers (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_training-for-appeal-officers.pdf)
- Title IX Rights (<https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix-rights-handout.pdf>)
- Preliminary Review (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_preliminary-review.pdf)
- Conduct Grievance Procedures for Allegations of Discrimination Under Discrimination, Harassment and Bias-Motivated Acts and Behavior Policy (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_t9-conduct-process.pdf)
- Policy Analysis for Allegations of Dating or Domestic Violence (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_dating-and-domestic-violence.pdf)
- Policy Analysis for Allegations of Sexual Assault (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_sexual-assault.pdf)
- Policy Analysis for Allegations of Sexual Harassment (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_sexual-harassment-hostile-environment.pdf)
- Policy Analysis for Allegations of Stalking (https://www.qu.edu/globalassets/global/media/qu/documents/about/policies/title-ix/quinnipiac-title-ix_stalking.pdf)

Transfer Credit – Current Undergraduates

Quinnipiac University is committed to having its students take courses that best fit their required curricula at the appropriate academic level. Once undergraduate students have matriculated at Quinnipiac, they normally are not allowed to take courses for credit elsewhere. If there is a compelling academic reason, the university will accept up to two courses for transfer credit from an accredited institution, assuming grades of "C" or better. To receive credit, the course(s) must be preapproved by the appropriate dean based on an official course description provided by the student. Ordinarily, permission to take a summer or intersession course elsewhere is *NOT* given if:

- The course (or an equivalent that meets the requirement) is offered online during the same period by Quinnipiac.
- The course is offered during the same period on the Quinnipiac campus and the student is residing in the state of Connecticut.

If either of these two requirements is inappropriate for an individual student, they may petition for an exception from the dean through the university's Variant Procedure (p. 136) process. Once a student has completed (or transferred) a total of 48 credits, they will not be permitted to take a course at a junior or community college offering two-year terminal degrees. Students must take their final 45 credits at Quinnipiac. Students who study abroad during the summer or winter intersession are exempt from the two-course limit.

Quinnipiac University has different policies that apply to courses taken elsewhere through its approved Study Abroad (p. 50) and Washington, D.C., Semester (p. 258) programs.

Please see the Advanced Standing/Placement (p. 22) page of the catalog for more information on transferring credit for incoming first-year and incoming undergraduate transfer students.

Transfer Credit - Graduate Students

Graduate course credit completed with a grade of B or better at other regionally accredited institutions prior to matriculation at Quinnipiac *may* be transferred into a graduate program at Quinnipiac. Consistent with State Department of Education policies, upon individual review the MAT program may accept up to 6 transfer credits completed with a grade of B- or higher.

The normal transfer credit limit for each graduate program is indicated below, although additional transfer credits may be considered on an individual basis. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content, level of instruction and objectives to courses within a student's graduate curriculum at Quinnipiac. Additional program-specific requirements are indicated below.

Graduate programs that do not accept transfer credits:

- MHS in Advanced Medical Imaging and Leadership
- MHS in Cardiovascular Perfusion
- Master of Occupational Therapy
- Doctor of Physical Therapy
- MHS in Physician Assistant
- MHS in Pathologists' Assistant
- MHS in Radiologist Assistant
- MD program
- MS in Organizational Leadership

Graduate programs that may accept up to 3 transfer credits

- MS in Accounting
- MS in Business Analytics
- Occupational Therapy Doctorate
- Occupational Therapy Certificate
- Online Course Design Certificate
- Professional Master of Business Administration

Graduate programs that may accept up to 6 transfer credits:

- MAT Elementary Education
- MAT Secondary Education
- MS in Cybersecurity
- MS in Instructional Design and Technology

- MS in Special Education
- Special Education Certificate

Graduate programs that may accept up to 9 transfer credits:

- MHS in Biomedical Sciences
- Master of Business Administration
- MS in Molecular and Cell Biology
- Master of Science in Nursing
- Doctor of Nursing Practice
- Educational Leadership Certificate
- MS in Interactive Media and Design
- MS in Journalism
- MS in Sports Journalism
- MS in Public Relations

All MSN and DNP nursing programs will only consider transfer of course credit taken within the last five years. In addition, the Nurse Anesthesia program will only consider transfer credits of the nursing core essentials, not sciences or anesthesia courses. For the JD program, the maximum number of credits a student can transfer from another law school is 30.

For the MSW program, a maximum of 9 credits may be transferred from CSWE-accredited MSW programs; only 6 of these may be for electives. A maximum of 6 graduate credits from a related discipline may be eligible for transfer credit. Only courses completed with a grade of B or higher within five years of matriculation into the Quinnipiac MSW program will be considered for transfer.

Graduate level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree (but not to a third graduate degree). These courses must be part of the approved curriculum of the second degree. No more than 25 percent of the combined credits in the two degree programs and no more than 50 percent of the credits in any one degree may be double-counted. For example, for two master's degrees requiring 30 credits each, 25 percent of the combined 60 credits may be double-counted (i.e., 15 credits). Students in dual-degree programs (combined undergraduate and graduate) may not transfer graduate course credit from another institution.

Tutorial Study

Quinnipiac University makes every effort to schedule courses so students can complete their curriculum in a convenient period of time. Occasionally, a student may need to take a course not scheduled during a particular semester to complete a program or meet a professional requirement. In such cases, students may request to take a course on an individual, tutorial basis. Courses taught on a tutorial basis may not have regularly scheduled class times. However, tutorial courses have the same academic standards and performance requirements of regularly scheduled courses. Applications for tutorial courses ("Individual Study Form") can be obtained from the program director, who will refer the student to the proper faculty member. The application with the instructor's signature must be filed before the first day of classes together with a registration form.

Use of Graduate Course Credits by Undergraduate Students

Advanced undergraduate students who lack a bachelor's degree may take graduate courses in some programs. Graduate courses are taught at an

advanced level and no special consideration is made for undergraduate students who have enrolled in graduate classes on a space-available basis. With the permission of the dean's office of the school/college, up to three courses (9–12 graduate credits) may be used to fulfill undergraduate degree requirements. These credits may be applied to meet the requirements of a subsequent graduate degree program if they are a part of the approved curriculum of the graduate program. Students enrolled in accelerated dual-degree programs may have the opportunity to apply more graduate courses to an undergraduate degree (see the program's curriculum for details). However, a full year of study (minimum of 18 graduate credits) must be taken after the conferral of the undergraduate degree to earn a graduate degree. Students also must meet all of the curriculum and graduation requirements of their individual graduate degree program.

Variant Procedure Policy

All Quinnipiac University academic policies and requirements are designed to maintain the standards of academic quality and accreditation, and to promote student learning. Students and faculty are bound by the policies and requirements outlined in this catalog. However, individual circumstances may warrant a student to petition to be exempted or granted a variance from a particular policy or requirement. This petition should be stated briefly by the student on the electronic Variant Procedure Form, which is available on the Registrar's Office MyQ site. It is strongly recommended that the variant form be accompanied by a letter of explanation and supportive documentation.

The Variant Procedure Form must be examined in turn by the department chair or program director, academic dean of the student's home school/college (or designee) and the vice president for academic innovation and effectiveness. The final decision to accept or deny the variant procedure request will be made by the vice president for academic innovation and effectiveness.

Withdrawal from a Course

Approved by the Faculty Senate in Spring 2019

Regular Withdrawal

Students can drop courses through the fifth class day of the term (Fall/Spring 15-week courses) or through the second class day of the term (Summer sessions I and II, Fall/Spring 7-week courses, J-term). If a course is dropped during these periods, no record of registration in the course will appear on the student's academic record. However, tuition charges may still apply. Students should refer to the university's refund policies (<https://www.qu.edu/one-stop-student-administrative-services/managing-student-finances/policy-information/withdrawal-and-refund-policies/>) for more information.

Dropping a course after the add/drop period has ended is considered a course withdrawal. A student may withdraw from a course offered in a traditional semester (15-week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other nontraditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions. Course withdrawals after the end of add/drop period are considered "attempted but not completed" course credits and are noted on a student's transcript with a non-punitive grade of W, which is not included in GPA calculations.

For *full-time undergraduate students*, in accordance with the undergraduate refund policy (<https://www.qu.edu/one-stop-student->

administrative-services/managing-student-finances/policy-information/withdrawal-and-refund-policies/?contentTab=tab-16168), there is **no tuition refund** in any circumstance for course withdrawals after add/drop period. *Graduate and part-time students* should refer to the university website for the graduate and part-time refund policy (<https://www.qu.edu/one-stop-student-administrative-services/managing-student-finances/policy-information/withdrawal-and-refund-policies/?contentTab=tab-16169>).

Course withdrawal also may impact a student's satisfactory academic progress and financial aid eligibility.

Late Withdrawal

Students are expected to know when the last day to drop a class is and govern themselves accordingly. A late withdrawal may be granted only when a student has experienced circumstances of such serious and compelling nature that the student could not reasonably have been expected to satisfactorily complete the academic period or submit a petition for regular withdrawal by the deadline specified in this policy and on the Academic Calendar (p. 16). Such serious and compelling circumstances may include (but are not limited to) hospitalization, debilitating mental illness, or equivalent distress.

Following the regular withdrawal deadline, until the last day of classes but before the course grade has been conferred, students may request a **late withdrawal** by contacting the dean (or designee) of the student's home school. The request must be accompanied by appropriate documentation to substantiate the student's reasons for seeking late withdrawal. If the request is approved, the dean (or designee) will notify the instructor, contact the Office of the Registrar to process the late withdrawal and the student will receive a non-punitive grade of "W" in the course. The decision of the dean (or designee) regarding late withdrawals is final. There is **no tuition refund** in any circumstance for late course withdrawals.

Exceptional Circumstances

In the event a student experiences circumstances of such serious and compelling nature that the student could not reasonably have been expected to complete the final exam period or submit a petition for regular or late withdrawal by the deadlines specified in this policy and on the Academic Calendar (p. 16), the student may submit a variant procedure (p. 136) request to seek a non-punitive "W" in a course.

The variant procedure must be accompanied by appropriate documentation to substantiate the student's reasons for seeking the course withdrawal. The deadlines for submitting this variant procedure request are February 1 for the immediately preceding Fall semester, March 1 for the immediately preceding J-term, July 1 for the immediately preceding Spring semester, and October 1 for the immediately preceding Summer session(s). Once a degree has been conferred, no retroactive course withdrawals are permissible. Petitions submitted after the deadlines may be summarily denied for untimeliness. If the request is approved, the vice president of academic innovation & effectiveness will notify the instructor and contact the Office of the Registrar to process the withdrawal so that the student receives a non-punitive grade of "W" in the course. The decision of the vice president of academic innovation and effectiveness regarding course withdrawals is final. There is **no tuition refund** in any circumstance for late course withdrawals.

Summary of Course Withdrawal Deadlines

See the Academic Calendar (p. 16) to determine the exact date of the add/drop and withdrawal deadlines. All forms/requests must be submitted by 11:59 p.m. on the deadline date.

Term	Add/Drop Deadline	Regular Withdrawal Deadline
Fall (15-week courses)	End of 5th class day of the semester	End of 10th week of classes (Friday)
Fall (7-week courses)	End of 2nd class day of the semester	End of 4th week of classes (Friday)
J-Term	End of 2nd class day of the term	After 60% of classes
Spring (15-week courses)	End 5th class day of the semester	End of 10th week of classes (Friday)
Spring (7-week courses)	End of 2nd class day of the semester	End of 4th week of classes (Friday)
Summer I and II	End of 2nd class day of the session	After 60% of classes, e.g., end of 3rd week of classes for 5-week courses; end of 4th week of classes for 7-week courses (Friday).
Courses in accelerated & nontraditional formats	End of 2nd day after course start	After 60% of classes

Withdrawal from the University

Students considering withdrawal from Quinnipiac University should meet with their academic adviser or department chair to explore the available alternatives. If withdrawal is the student's final decision, it is recommended that they meet with the dean of their school.

Honorable release is granted when all financial obligations to Quinnipiac University have been met. The refund policy is available in the One Stop office.

A student receiving aid for education for the Veterans Administration must consult with the registrar and comply with Veterans Administration regulations. A student holding a Stafford Loan or Nursing Student Loan must have an interview in the financial aid office to ensure a clear understanding of repayment obligations. For details, see the One Stop webpage (<https://qu.edu/onestop/>).

If a student plans to withdraw and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a judicial decision, the sanctions take precedence over the withdrawal and stand as a matter of record. Any academic warning becomes operative in the event that the student is readmitted to the university.

Administrative Withdrawal

Students are administratively withdrawn by the university if they have not registered for classes by the end of the drop/add period of any semester, if they have not returned to the university when the approved period of leave of absence has expired, or if they have not returned at the time specified after academic or disciplinary suspension and the period of suspension has not been extended.

Students who have been administratively withdrawn from the university must reapply for readmission. Readmission to Quinnipiac University is not guaranteed. A student who is granted readmission to the university may not be guaranteed readmission to the major in which they were enrolled at the time of administrative withdrawal. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.

Readmission

Students who are not on an official leave of absence and who wish to return to Quinnipiac University must apply for readmission through the Admissions Office. Students with an official leave of absence who have been away from the university for two full semesters and completed less than two full semesters at Quinnipiac must reapply for admission. Official transcripts of any colleges attended while the student has been away from Quinnipiac must be provided. The Office of Admissions, the Office of Academic Innovation & Effectiveness, and the Dean of Students office will determine the student's eligibility for readmission.

A student who is granted readmission to the university may not be guaranteed readmission to the major in which they were enrolled at the time of administrative withdrawal. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.

COLLEGE OF ARTS AND SCIENCES

Robert W. Evans College of Arts and Sciences Center

203-582-7360 (Central Office)

Administrative Offices

Title	Name	Phone	Email
Dean	Adam Roth	203-582-7794	adam.roth@qu.edu
Senior Associate Dean for Academic Affairs and Strategic Initiatives	Wesley Renfro	203-582-7372	wesley.renfro@qu.edu
Associate Dean for Administration and Finance			
Assistant Dean for Advising and Student Services	Vanessa Gonzalez-Figueroa	203-582-7376	vanessa.gonzalezfigueroa@qu.edu
Director of Career Development	Rick DelVecchio	203-582-3998	rick.delvecchio@qu.edu

Departments/Programs

Department	Chairperson	Phone	Email
Biological Sciences	Deborah Clark	203-582-8270	deborah.clark@qu.edu
Chemistry and Physical Sciences	Carol Fenn	203-582-8254	carol.fenn@qu.edu
Economics	Donn Johnson	203-582-8205	donn.johnson@qu.edu
English	Valerie Smith	203-582-8452	valerie.smith@qu.edu
History	David Valone	203-582-5269	david.valone@qu.edu
Independent Major	Hillary Haldane	203-582-3822	hillary.haldane@qu.edu
Interdisciplinary Studies			
Justice and Law	Sujata Gadkar-Wilcox	203-582-6141	sujata.gadkar-wilcox@qu.edu
Criminal Justice	Alan Bruce	203-582-8458	alan.bruce@qu.edu
Mathematics and Statistics	Cornelius Nelan	203-582-8003	cornelius.nelan@qu.edu
Data Science	Jill Shahverdian	203-582-3663	jill.shahverdian@qu.edu
Modern Languages, Literatures and Cultures	Aileen Dever	203-582-8500	aileen.dever@qu.edu
Philosophy and Political Science	Jennifer Sacco	203-582-8972	jennifer.sacco@qu.edu
Psychology	Paul LoCasto	203-582-3725	paul.locasto@qu.edu
Behavioral Neuroscience	Todd Ahern	203-582-6402	todd.ahern@qu.edu
Sociology and Anthropology	Xi Chen	203-582-6408	xi.chen@qu.edu
Gerontology	Catherine Richards Solomon	203-582-5264	catherine.solomon@qu.edu

Sociology	Xi Chen	203-582-6408	xi.chen@qu.edu
Visual and Performing Arts	Elena Bertozzi	203-582-7998	elena.bertozzi@qu.edu
Game Design and Development	Elena Bertozzi	203-582-7998	elena.bertozzi@qu.edu
Theater	Abigail Copeland	203-582-7301	abigail.copeland@qu.edu

Minors and Other Programs

Program	Name	Phone	Email
Anthropology	Julia Giblin	203-582-8381	julia.giblin@qu.edu
Applied Statistics and Data Science	Jill Shahverdian	203-582-3663	jill.shahverdian@qu.edu
Asian Studies	Nita Prasad	203-582-3729	nita.prasad@qu.edu
Biology	Lisa Kaplan	203-582-3588	lisa.kaplan@qu.edu
Fine Arts	Stephen Henderson	203-582-3751	stephen.henderson@qu.edu
Global Public Health	David Hill	203-582-3944	david.hill@qu.edu
History and Philosophy of Science	Anat Biletzki	203-582-3930	anat.biletzki@qu.edu
Independent Minor	Hillary Haldane	203-582-3822	hillary.haldane@qu.edu
International Studies	Sean Duffy	203-582-8324	sean.duffy@qu.edu
Irish Studies	Christine Kinealy	203-582-4564	christine.kinealy@qu.edu
Middle Eastern Studies	Nita Prasad	203-582-3729	nita.prasad@qu.edu
Music	George Sprengelmeyer	203-582-6426	george.sprengelmeyer@qu.edu
Psychology	Bill Jellison	203-582-3724	william.jellison@qu.edu
Spanish	Aileen C. Dever	203-582-8500	aileen.dever@qu.edu
Sports Studies	Michael Sheehan	203-582-6439	michael.sheehan@qu.edu
Women's and Gender Studies	Lauren Sardi	203-582-8215	lauren.sardi@qu.edu

For a complete list of minors, please see Minors (p. 141).

Graduate Programs

Program	Name	Phone	Email
MS in Molecular and Cell Biology	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu

Dual-Degree Programs

Program	Name	Phone	Email
Accelerated Dual-Degree Bachelor's/JD (3+3)	Lisa Bartone	203-582-7207	lisa.bartone@qu.edu
Accelerated Dual-Degree Bachelor's/MSW (3+2)	Catherine Solomon	203-582-5264	catherine.solomon@qu.edu
Accelerated Dual-Degree BA in Theater/MBA (3+1)	Abigail Copeland	203-582-7301	abigail.copeland@qu.edu

Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1)	Robert Collins	203-582-6407	robert.collins@qu.edu
Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1)	Deborah Clark	203-582-8270	deborah.clark@qu.edu
Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Accelerated Dual-Degree BS in Economics/MBA (3+1)	Donn Johnson	203-582-8205	donn.johnson@qu.edu
Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1)	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1)	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Dual-Degree BA/MBA (4+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Dual-Degree BS/MS in Molecular and Cell Biology (4+1)	Deborah Clark	203-582-8270	deborah.clark@qu.edu

Certificates

Program	Name	Phone	Email
Spanish Language for Medical Professionals Certificate	Aileen Dever	203-582-8500	aileen.dever@qu.edu

General Requirements

The requirements for the bachelor of arts and bachelor of science degrees are qualitative and quantitative. Completion of 120 credits with a grade point average of C or better is not in itself sufficient to qualify for graduation. In addition to the general Quinnipiac requirements, eligibility for most bachelor of arts and bachelor of science degrees requires the satisfactory completion of both arts and sciences requirements and those in a major or field of concentration. Specific major requirements are noted below under the individual departmental or area descriptions. Students should be cautioned that an average of C, or 2.0, in the

student's major is a minimum requirement for each major and that some departments may require higher standards as noted.

Of the 120 credits required for the bachelor's degree, only 6 credits of workshop courses and/or physical education courses may be applied. Primary responsibility for knowing and completing all course requirements rests with the student.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Academic Advising

The College of Arts and Sciences places every student, upon matriculation, with an individual faculty adviser who can best help him or her form a personalized academic plan. An outcome of each academic adviser's individualized guidance is that students come to understand the relationship between a particular discipline and a range of satisfying careers. Students also learn how an arts and sciences major can prepare them especially well for a life of consequence and meaning. Although the primary responsibility for setting academic goals and selecting courses rests with the student, the academic adviser fosters an ongoing conversation that cultivates self-reflection and development.

Students who enter the College of Arts and Sciences with a declared major are matched with a faculty adviser in that department. Each undeclared student works individually with an academic adviser to design a plan that is uniquely tailored to his or her needs and interests. During the preregistration period each semester, all students in arts and sciences meet with their academic advisers before selecting and registering for courses.

Career Development

In the College of Arts and Sciences, the career development office works with students to create and navigate a personalized career development program including major choice, personal branding, resume and LinkedIn development, networking, job search, professional development opportunities and graduate school advisement. Students can gain valuable work experience and explore career options through participation in credit-bearing experiential learning opportunities, including internships, research projects, shadowing, community service and part-time and summer employment.

Degrees in Arts and Sciences

Bachelor's Degrees

The College of Arts and Sciences offers bachelor of arts (p. 141) and bachelor of science degrees (p. 141).

Collaborative for Interdisciplinary/Integrative Studies (p. 143)

The Collaborative for Interdisciplinary/Integrative Studies affords students opportunities through advising, coursework and fieldwork to put into practice the relevance and value of the arts and sciences for their everyday lives. It houses the Environmental Science major, Environmental Studies co-major, the Interdisciplinary Studies major, the Independent major, the Sustainability and Environmental Policy major, the Independent

minor, and eight interdisciplinary minors (Asian Studies, Global Public Health, History and Philosophy of Science, International Studies, Irish Studies, Middle Eastern Studies, Sports Studies, and Women's and Gender Studies).

Independent Major (p. 143)

A student may design a unique major program to fit his or her individual goals. The responsibility for the planning of such a program rests with the student proposing it. A proposal for an independent major must contain suitable justification and a coherent curricular plan. The full proposal must be submitted to the dean for approval and also must have the approval of a three-member faculty committee, chosen by the student, which will work with the student to plan the program. Independent major proposals must be submitted no later than the first semester of the junior year. Independent majors must include at least 24 credits of coursework at the 300 level or above, as well as a capstone project or final evaluation project that is outlined in the proposal.

Graduate Degrees

Master's Degree in Molecular and Cell Biology

The Master's Degree in Molecular and Cell Biology is a two-year program for students who have already earned their bachelor's degree in a biological, medical or scientific field. The mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs.

Dual Degrees

The College of Arts and Sciences offers several dual-degree programs (p. 139) allowing highly motivated students to connect undergraduate studies directly to graduate degrees and professional preparation.

Minors

In addition to major programs, a student may apply to have a minor recorded on his or her transcript. The College of Arts and Sciences offers minors in most of the subjects offering a major as well as a variety of interdisciplinary minors (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/#text>) and an Independent Minor (p. 144). Arts and sciences students may complete a minor in one of the other schools to explore areas of interest in a pre-professional field while still obtaining the benefits of a flexible arts and sciences education. Students interested in a minor may consult the department chairperson or the faculty member listed for information/advising.

For a complete list of College of Arts and Science minors, please see Minors (p. 141).

Mission Statement

The faculty and students of the College of Arts and Sciences share a belief in the value of a comprehensive college education—an education that requires foundational study in the natural sciences, social sciences, humanities and fine arts, as well as a concentration in one of 24 majors. A degree in arts and sciences helps students build fulfilling and meaningful lives and is a strong basis for a preprofessional education. Careers in the 21st century require great creativity, critical thinking and fine writing. The ability to think is more important than any narrow job preparation. The arts and sciences curricula require demanding study while providing extensive faculty support in small classes and laboratories.

Whether a student is pursuing a bachelor of science or bachelor of arts degree, he or she is part of a learning community in which students and faculty are makers of knowledge, not simply receivers and dispensers. Faculty and students study and experience a society increasingly defined by global, scientific and cultural awareness and a diversity of populations. The course of study provides ample opportunity for students to participate in internships that help to bridge their education and its application. The college also offers several combined programs that connect undergraduate studies directly to graduate degrees and professional preparation. Most importantly, students in the arts and sciences engage in an exciting, well-rounded program of study that is both fulfilling and rewarding.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Transfer Requirements

Transfer students should apply for admission by mid-November for the Spring (January) semester, or by April 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. Most programs look for a minimum grade point average of 2.5 (some higher) for consideration.

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution.

Bachelor of Arts

- Bachelor of Arts in Criminal Justice (p. 217)
- Bachelor of Arts in English (p. 197)
- Bachelor of Arts in Environmental Studies (p. 149)
- Bachelor of Arts in Game Design and Development (p. 295)
- Bachelor of Arts in Gerontology (p. 278)
- Bachelor of Arts in History (p. 207)
- Bachelor of Arts in Interdisciplinary Studies (p. 143)
- Bachelor of Arts in Law in Society (p. 219)
- Bachelor of Arts in Mathematics (p. 227)
- Bachelor of Arts in Philosophy (p. 252)
- Bachelor of Arts in Political Science (p. 253)
- Bachelor of Arts in Sociology (p. 279)
- Bachelor of Arts in Sustainability and Environmental Policy (p. 150)
- Bachelor of Arts in Spanish Language and Cultures (p. 238)

- Bachelor of Arts in Theater (p. 296)
- Independent Major - Bachelor of Arts (p. 143)

Bachelor of Science

- Bachelor of Science in Behavioral Neuroscience (p. 266)
 - Pre-Medical Studies
- Bachelor of Science in Biochemistry (p. 175)
- Bachelor of Science in Biology (p. 161)
 - Pre-Medical Studies
- Bachelor of Science in Chemistry (p. 177)
- Bachelor of Science in Data Science (p. 228)
- Bachelor of Science in Economics (p. 187)
- Bachelor of Science in Environmental Science (p. 151)
- Bachelor of Science in Psychology (p. 263)

Dual Degrees

- Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 600)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 281)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 298)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (p. 181)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (p. 182)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-ba-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (p. 185)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 684)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 165)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 166)

Minors

- Minor in Anthropology (p. 283)
- Minor in Applied Statistics and Data Science (p. 230)
- Minor in Asian Studies (p. 144)
- Minor in Biology (p. 164)
- Minor in Chemistry (p. 178)
- Minor in Criminal Justice (p. 221)
- Minor in Economics (p. 189)
- Minor in English (p. 199)
- Minor in Fine Arts (p. 300)
- Minor in Game Design and Development (p. 300)
- Minor in Gerontology (p. 284)
- Minor in Global Public Health (p. 145)
- Minor in History (p. 209)
- Minor in History and Philosophy of Science (p. 146)

- Minor in Independent Studies (p. 144)
- Minor in International Studies (p. 146)
- Minor in Irish Studies (p. 147)
- Minor in Italian (p. 240)
- Minor in Law in Society (p. 221)
- Minor in Legal Studies (p. 221)
- Minor in Mathematics (p. 229)
- Minor in Middle Eastern Studies (p. 147)
- Minor in Music (p. 301)
- Minor in Philosophy (p. 256)
- Minor in Political Science (p. 257)
- Minor in Psychology (p. 268)
- Minor in Sociology (p. 284)
- Minor in Spanish (p. 241)
- Minor in Sports Studies (p. 148)
- Minor in Theater (p. 301)
- Minor in Women's and Gender Studies (p. 148)

Certificates

- Spanish Language for Medical Professionals Certificate (p. 241)

Master's Degree

- Master of Science in Molecular and Cell Biology (p. 168)

Dual Degrees

- Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 600)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 281)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 298)
- Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) (p. 173)
- Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) (p. 165)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (p. 181)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (p. 182)
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- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) (p. 166)

Certificate

- Spanish Language for Medical Professionals Certificate (p. 241)

College of Arts and Sciences Curriculum

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Collaborative for Interdisciplinary/Integrative Studies

The Collaborative for Interdisciplinary/Integrative Studies provides students with opportunities—through advising, coursework and fieldwork—to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative oversees the administration of interdisciplinary programs, supports the development of interdisciplinary curricula and initiatives, and promotes collaboration among faculty in teaching and research. It houses the Interdisciplinary Studies major, the Environmental Science major, the Environmental Studies co-major, the Sustainability and Environmental Policy major, the Independent Major, the Independent Minor and eight interdisciplinary minors (Asian Studies (p. 144), Global Public Health (p. 145), History and Philosophy of Science (p. 146), International Studies (p. 146), Irish Studies (p. 147), Middle Eastern Studies (p. 147), Sports Studies (p. 148) and Women's and Gender Studies (p. 148)). In addition, the Collaborative sponsors interdisciplinary initiatives, as well as programs and events that are open to and benefit the entire university community.

The Collaborative for Interdisciplinary/Integrative Studies is a signature program of the College of Arts and Sciences at Quinnipiac University, launched in 2016 with generous support from the Davis Educational Foundation. Its mission is to afford students and faculty opportunities to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative oversees the administration of interdisciplinary programs, supports the development of interdisciplinary curricula and initiatives, and promotes collaboration among faculty in teaching and research.

Bachelor of Arts in Environmental Studies (p. 149) (co-major)

Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies (p. 150)

Bachelor of Arts in Sustainability and Environmental Policy (p. 150)

Bachelor of Science in Environmental Science (p. 151)

Independent Major (p. 143)

Independent Minor (p. 144)

Interdisciplinary Minors (<http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/#text>)

ED 220. Introduction to Education Studies. 3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Only IDS majors may register for this course. Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 380. Research Methods in Education Studies. 3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education. This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.

Prerequisites: Take IDS 200 and; ED 220 or ED 260.

Offered: Every year, Fall

IDS 200. Rise of Disciplinary. 3 Credits.

In this course, students draw on what they have learned in and about academic disciplines up to this point in their studies to explore the foundations and perspectives of traditional academic disciplines. Students evaluate the insights and methods of individual disciplines as they relate to a topic or issue of interest. This course prepares students to apply disciplinary insights, methods and other characteristics from multiple fields to form a more complex understanding of a current topic or issue. Restricted to IDS majors.

Prerequisites: At least junior standing required.

Offered: Every year, Fall and Spring

IDS 400. Transdisciplinary Project. 3 Credits.

This seminar is the capstone course of the Interdisciplinary Studies major. Students design an individual integrative project using a transdisciplinary lens. The project can be creative, empirical, theoretical and/or professionally focused. Restricted to IDS majors.

Prerequisites: Take ED 380. Senior standing and prior completion of research methods component in concentration.

Offered: Every year, Spring

Independent Major

Program Contact: Hillary Haldane (Hillary.Haldane@quinnipiac.edu)
203-582-3822

While housed in the College of Arts and Sciences, the independent major is open to any undergraduate student regardless of school. In this program, students will design a unique major to fit their individual goals. The student is responsible for proposing and planning the course

of study. The proposal must contain suitable justification and a coherent curricular plan. The full proposal must be submitted to the director of the Collaborative for Interdisciplinary/Integrative Studies for approval by no later than the first semester of the junior year and also must have the approval of a three-member faculty committee, chosen by the student, which works with the student to plan and carry out the program. Program proposals will be accepted before March 1 for review in the spring semester, and before October 15 for review in the fall semester.

Curriculum

The independent major is designed for any undergraduate student who would like to focus their attention in a specific area of study not currently offered by the university. Independent major programs are designed individually by students, in consultation with a faculty member in the College of Arts and Sciences. Therefore, the curriculum for this major will vary by student. All independent majors must meet the following criteria:

- The major must consist of a minimum of 30 credits (may include some courses already completed).
- No fewer than 24 of the 30 credits must be at the 300 level or above. Note: CAS 420 does **not** count.
- The major plan must include a final assessment, which can take the form of a class or a project. The final assessment plan must be submitted by the second half of the junior year, and the assessment itself must be evaluated by the student's committee at the end of the senior year.
- All University Curriculum (p. 51) requirements must be completed, outside the major.
- Students in the College of Arts and Sciences must complete the foreign language requirement.
- Any minor requirements must be completed outside the major.

Student Learning Outcomes

With an individually designed curriculum, specific student learning outcomes vary. Every student works toward the following outcomes through the proposal process alone.

- Effective Communication:** Communicate effectively in speaking and in writing.
- Social Intelligence:** Engage collaboratively and responsibly; interact attentively and appropriately with others.
- Cognitive Complexity:** Evaluate multiple perspectives on an issue, acknowledging the potential for complexity and ambiguity.
- Critical and Creative Thinking:** Think independently and creatively from an informed understanding.
- Analysis:** Demonstrate competency in evaluating and constructing arguments based on logic and evidence.

Independent Minor

Program Contact: Hillary Haldane
(Hillary.Haldane@quinnipiac.edu) 203-582-3822

While housed in the College of Arts and Sciences, the independent minor is open to any undergraduate student regardless of school. Students in this minor design a unique program to fit their personal, academic and professional goals. The responsibility for the planning of such a program rests with the student proposing it, and a proposal for an independent minor must contain suitable justification, a coherent curricular plan and an appropriate title. The proposal must be submitted to the director of

the Collaborative for Interdisciplinary/Integrative Studies for approval and also must have the approval of a full-time CAS faculty member, chosen by the student, who will serve as the student's adviser and work with the student to plan the program.

Independent minors must include at least 18 credits of coursework, at least 6 of which must be completed at the 300 level or above, and at least 12 of which must be in courses housed in CAS.

Full independent minor proposals should be submitted no later than the second semester of the sophomore year to start by no later than the first semester of the junior year. Independent minor proposals will be accepted before March 1 for review in the spring semester, and before October 15 for review in the fall semester.

The independent minor is designed for students of any major who would like to focus their attention in a specific area of study not currently offered by the university. Independent minor programs are designed individually by students, in consultation with CAS faculty. Therefore, the curriculum for this minor will vary by student. Areas of focus might include:

- Single subjects for which no minor currently exists, such as Non-Western Literature or Ethics.
- Interdisciplinary fields, such as African-American Studies, French Studies, Forensics, Genomics, Scientific Illustration or Public Policy.
- Problem-based inquiry, such as individual rights vs. public good, violent/non-violent activism or ending water/food insecurity.
- Skill areas, such as public speaking, leadership or creativity/innovation, or skills related to any of the Essential Learning Outcomes.

Program Minimum Requirements

- The minor must consist of a minimum of 18 credits (may include up to three courses already completed).
- No fewer than 6 of the 18 credits must be at the 300 level or above (neither Global Community nor the UC Integrative Capstone may count).
- At least 12 credits for the minor must be completed in courses offered by CAS departments.
- None of the courses included in the minor may overlap with courses in the major, or with courses in another declared minor.
- Independent minors may not be declared retroactively or based on more than 9 credits already completed or in progress.

Minor in Asian Studies

Program Contact: Nita Prasad
(Nita.Prasad@quinnipiac.edu) 203-582-3729

The minor in Asian Studies facilitates the interdisciplinary study of this critical region that is home to the majority of the world's population. The program provides students with a comprehensive introduction to the history, society and cultures of South Asia, East Asia and Southeast Asia, and fosters an interdisciplinary understanding of the social, political and economic forces that characterize the region, both in the present and in the past. Coursework also tracks the cultural exchanges between Asia and the West and their influence on the global political and economic climate.

The Asian Studies minor provides a deeper understanding and appreciation of modern Asian cultures and is the perfect supplement

for personal or academic interests in the region. Foreign language courses, offered in both Chinese and Japanese, are especially useful for cultural immersion while studying abroad, volunteering or pursuing job opportunities in careers such as teaching, business, finance and humanitarian work.

To complete the minor in Asian Studies, students are required to take six courses (18 credits).

Asian Studies Minor Curriculum

To complete the minor in Asian Studies, students are required to take six courses (18 credits).

Code	Title	Credits
Language		
Select 6 credits of the following:		6
JP 101	Elementary Japanese I	
JP 102	Elementary Japanese II	
JP 201	Intermediate Japanese I	
JP 202	Intermediate Japanese II	
CN 101	Elementary Chinese I	
CN 102	Elementary Chinese II	
CN 201	Intermediate Chinese I	
CN 202	Intermediate Chinese II	
History		
Select 6 credits of the following:		6
HS 208	Twentieth-Century World History	
HS 235	Blood and Revolution in China/ Asian Studies	
HS 236	Japan's Modern Empire/Asian Studies	
HS 271	Monks, Kings and Rebels: Mainland Southeast Asia	
HS 272	Pirates and Matriarchs: Island Southeast Asia	
HS 274	Modern India	
HS 305	Vietnam (COM 305)	
HS 332	History of India	
HS 391	Colonizing the Body	
HS 334	Bollywood and History: Constructing India's Past	
HS 234	Borders & Battles: Conflict and the Legacy of Empire	
HS 232	The Rise and Fall of the British Empire	
Open Electives		
Select 6 credits of the following:		6
CN 201	Intermediate Chinese I	
CN 210	Chinese Culture and Civilization	
JP 210	Introduction to Japanese Culture	
PO 331	Topics in Comparative Government	
CN 215	Virtual Internship in China	
CN 220	Art of War for Business Strategies and Leadership	
CN 230	Chinese Health Regimens	

AR 104 Survey of Non-Western Art

Special topics courses relevant to the minor are offered on a rotating basis to supplement the courses listed above.

Total Credits 18

Minor in Global Public Health

Program Contact: David Hill (David.Hill@quinnipiac.edu) 203-582-3944 or Wendy Sewack (Wendy.Sewack@qu.edu)

The minor in global public health provides an interdisciplinary focus of study that enables students to understand and promote individual and population health throughout the world. This is accomplished via a range of courses that provide relevant and rigorous intellectual learning, community and international education, and a capstone course in the senior year. This minor is suitable for students with a wide range of interests in the humanities, business, as well as the arts and the sciences, as each of these disciplines contributes to addressing the diversity and complexity of global public health issues. Students are encouraged to explore the variety of course offerings to enrich their academic experience in the minor. Each student is assigned a faculty adviser, who provides guidance in completing the required components of the minor.

Students are eligible to apply for the minor beginning first semester (fall) sophomore year. Accepted students are notified in October, and officially enroll in the minor the following spring. The minor requires a substantial level of commitment from students, so applicants should carefully consider whether they can meet the expectations of course study, community and international education and a capstone experience.

For application details, interested students should contact the Institute for Global Public Health at the Frank H. Netter MD School of Medicine (GPHMinor@qu.edu (GPHMinor@quinnipiac.edu)).

Global Public Health Minor Curriculum

Students must complete 18 total credits (usually six courses). GPH 201 and GPH 301 are required courses.

Community and International Education: There are two distinct requirements. Students must complete a Quinnipiac-approved four-week international academic experience, typically in a low-income country. With approval, students could complete this requirement by traveling to an under-served area of the United States. Financial support is given for the international experience. Students also are required to engage in community education with a community health organization for at least two semesters. With prior approval, one semester of this requirement can be integrated into a Quinnipiac service learning course.

Code	Title	Credits
Required Courses		
GPH 201	Introduction to Global Public Health	3
GPH 301	Capstone in Global Public Health	3
Select four courses in consultation with your adviser.		12
Total Credits		18

Minor in History and Philosophy of Science

Program Contact: Anat Biletzki (anat.biletzki@qu.edu) 203-582-3930

This interdisciplinary program seeks to introduce students to the historical, philosophical and sociological issues raised by the dominant place that science has assumed in our world. Science is defined broadly to encompass both scientific theory and practical applications of scientific knowledge. To pursue a minor in History and Philosophy of Science therefore means to consider technology, the practice of medicine, the health sciences, and aspects of the human sciences in addition to the traditional physical, chemical and biological sciences. Students develop the skills to understand, assess and critique the place of, and changes in, science and technology and to evaluate the ways in which these changes impact society.

Students also explore and understand the pace of change in science and technology and develop critical thinking and writing skills applicable to a broad range of professional pursuits such as technical writing or science journalism. The program is designed to expose students to a wide range of courses offered by different schools throughout the university, while establishing a solid foundation in the humanistic tradition of the arts and sciences. The course of study is designed to build upon the knowledge and skills developed in the student's major by providing a greater interdisciplinary scope and a consideration of philosophical, historical and ethical issues on topics relating to science and technology.

History and Philosophy of Science Minor Curriculum

To complete a minor in History and Philosophy of Science, students are required to complete six courses (18 credits). All students take both The Rise of Modern Science (HS 230) and Philosophy of Science and Technology (PL 235). In addition, students take 12 credits from the list of approved courses:

Code	Title	Credits
BIO 205	Bioethics	3
BIO 383	Evolution	3
BMS 117	The Human Organism	3
BMS 278	Research and Technology	3
BMS 474	Power of Plagues	3
CSC 350	Intelligent Systems	3
HS 220	American Environmental History (ENV 221)	3
HS 330	History of Western Medicine	3
HS 394	Doctors, Disease and Death in the Western World	4
HSC 315	Bioethical Issues in the 21st Century	3
MSS 320	Communication Technologies: Evolution and Impact	3
PL 222	Bioethics	3
PL 320	Thought and Work of Albert Schweitzer (SL: Service Learning)	3
PS 309	History of Psychology	3

SO 280	Sociology of Health and Illness	3
SO 360	Sociology of Mental Health	3

In consultation with the program director, students design a course of study with a coherent focus related to their interests and major field. These courses of study will have a central theme or area of study that falls within the general scope of the program.

Minor in International Studies

Program Contact: Sean Duffy (Sean.Duffy@quinnipiac.edu) 203-582-8324

A minor in International Studies is designed to stress connections between "classroom" learning and the international experience as well as to increase program options available to students with an interest in international studies who are pursuing major programs of study in another field. Students pursuing a minor in International Studies are required to complete 18 credits distributed across relevant curricular areas. Students are encouraged to meet with the international studies adviser to declare the minor by the end of their sophomore year or early in their junior year.

International Studies Minor Curriculum

Students are required to satisfy the following requirements within the 18-credit minor; at least 6 credits must be completed at the 300 level.

Code	Title	Credits
Select two world language courses at the 200-level or above ¹		6
Select one course that explores a non-American culture. Examples include: ²		3
AN 101	Local Cultures, Global Issues	
AN 210	Gender/Sex/Sexuality (WGS 211)	
HS 227	Russian Cultural and Intellectual History	
HS 229	Irish History	
HS 235	Blood and Revolution in China/Asian Studies	
HS 236	Japan's Modern Empire/Asian Studies	
HS 273	African History and Culture	
HS 274	Modern India	
IT 210	Italy: A Journey Through its Food, History and Culture (in Eng.)	
IT 211	Italian Cinema (in Eng.)	
Select one course in international business/economics at the introductory or advanced level depending on the student's major concentration:		3
EC 350	International Economics	
IB 201	Globalization and International Business	
IB 311	International Marketing	
IB 324	Negotiating Internationally	
Select one course in geography, philosophy or political science. Examples include:		3
GP 101	Introduction to Geography (ENV 150)	

GP 323	Human and Economic Geography (ENV 323)
PL 266	Global Philosophies
PL 312	Philosophy of War and Peace (PO 312)
PL 337	Human Rights: Theory and Practice (PO 337)
PO 211	Introduction to International Relations
PO 309	Public Diplomacy
PO 313	Development, Globalization and Colonialism
PO 317	International Law (LE 317)
PO 328	Politics and Governance in Africa
PO 333	Middle Eastern History and Politics
PO 334	Topics in African Politics

Complete a capstone course in international studies, decided in consultation with the international studies adviser.

Total Credits 15

¹ In languages without advanced course offerings, students may complete two courses in a second language where the first language was pursued through the 102 course.

² Courses offered in history, art, comparative literature/culture or anthropology all can satisfy this requirement.

Students are encouraged, but not required, to take off-campus studies, either in the form of a study abroad or an internship in, for example, Washington, D.C.

Minor in Irish Studies

Program Contact: Christine Kinealy (Christine.Kinealy@quinnipiac.edu) 203-582-4564

This interdisciplinary and multidisciplinary program introduces students to the history, people and cultures of Ireland, both pre- and post-Partition. Students choose from a range of courses that provide relevant and rigorous intellectual learning, internships, study trips to Ireland and a capstone course that utilizes the unique range of Irish sources available within Quinnipiac University.

This minor is suitable for students with interests in the humanities, the arts and the sciences, as well as those interested in colonial and post-colonial studies, conflict resolution, human rights and social justice. Each of these topics, individually and collectively, contributes to our understanding of the diversity, complexity and potential of viewing Irish Studies within a global context. Students are encouraged to spend a semester in an Irish university, but this is not compulsory.

Students are eligible to apply for the minor in the first semester of sophomore year. Interested students should contact Ireland's Great Hunger Institute or the Department of History.

Irish Studies Minor Curriculum

Students must complete 18 total credits (usually six courses) in Irish Studies and related disciplines.

Code	Title	Credits
IRST 101	Introduction to Irish Studies	3
HS 229	Irish History	3
IRST 300	Special Topics in Irish History (Capstone equivalent 300-level course)	3
Select 9 credits in electives in approved courses in subject areas such as English, philosophy, political science, history, music and film, video and interactive media.		9
Total Credits		18

Students have an opportunity to complete courses for the minor at a partner university or institution in Ireland. Credits also are available through relevant internships in Ireland or at Quinnipiac University.

Minor in Middle Eastern Studies

Program Contact: Nita Prasad (Nita.Prasad@quinnipiac.edu) 203-582-3729

The minor in Middle Eastern Studies facilitates the interdisciplinary study of the Middle East, offering insights into the language, history, culture, politics and religions of this ethnically diverse geographical region. The program recognizes the interconnectedness of the peoples of the Middle East, and emphasizes the interactions between the Middle East and the wider global community, in both the past and present. Courses included in the minor encompass the Arab World, Turkey, Israel, Iran and North Africa. While current political and military conflicts are covered, no single topic, academic discipline or political ideology dominates the programming; students are able to engage with a number of approaches and disciplines, ranging from ancient Middle Eastern religions to contemporary political economies of Middle Eastern countries.

Middle Eastern Studies Minor Curriculum

Code	Title	Credits
Select six of the following courses (18 credits) after consultation with the program director:		18
ARB 101	Elementary Arabic I	
ARB 102	Elementary Arabic II	
HBR 101	Introduction to Modern Hebrew	
HBR 102	Introduction to Elementary Modern Hebrew II	
HS 307	The Holocaust	
HS 208	Twentieth-Century World History	
HS 333	The Middle East, 1300-1919; Critical Issues	
PO 211	Introduction to International Relations	
PO 333	Middle Eastern History and Politics	
HS 234	Borders & Battles: Conflict and the Legacy of Empire	
HS 232	The Rise and Fall of the British Empire	
Total Credits		18

Special topics courses relevant to the minor are offered on a rotating basis to supplement the courses listed above. Examples include

Introduction to Judaism or The Anthropology of Morocco: Gender and Indigeneity.

Minor in Sports Studies

Program Contacts: Michael Sheehan
(Michael.Sheehan@qu.edu) 203-582-6439 Rich Hanley
(Richard.Hanley@qu.edu) 203-582-8439

Whether as a participant in sports or as a spectator, people throughout the world have contributed to the creation of a multi-billion dollar industry. Sport is a profound social phenomenon, the study of which can provide the student with deep insights into the dynamics of our society.

The goal of the interdisciplinary sports studies minor is to foster an understanding of the role of sport in society and culture, to explore the complex relationships between sport and various industries and institutions (business, medicine, media, politics, law, etc.), and to prepare students for careers in sports-related industries by raising awareness of the major issues facing professionals in these fields. This minor also seeks to make connections between what students learn in the University Curriculum and their major coursework by illustrating how sport bridges various disciplines.

Sports Studies Minor Curriculum

Students can complete the minor by taking six courses for a total of 18 credits. All students must take SPS 101. In addition, students must select at least one SPS course from two of the four areas (arts and sciences, business, communications, health science), with the remaining credits coming from any of the courses offered as part of the minor. Students from the School of Communications can take no more than 6 credits in communications. Classes are cross-listed with the SPS designation.

Code	Title	Credits
Required Course:		
SPS 101	Introduction to Sports Studies	3
Select five of the following:		15
SPS/JRN 106	Multimedia Production Techniques for Sports (JRN 106)	
SPS/MA 176	Baseball and Statistics (MA 176)	
SPS 200/300/40	Special Topics in Sports Studies	
SPS/AT 201	Medical Aspects of Sport and Activity (AT 201)	
SPS/MG 202	Sports Leadership (MG 202)	
SPS/LE 224	Sports Law (LE 224)	
SPS/PL 240	Philosophy of Sport (PL 240)	
SPS/JRN 280	The Art of the Podcast (JRN 280)	
SPS/SO 307	Sociology of Sport (SO 307)	
SPS/STC 311	Sports Public Relations (STC 311)	
SPS/MG 312	Sports Management (MG 312)	

SPS/PS 320	Psychology of Sport and Exercise (PS 320)
SPS/EC 325	Sports Economics (EC 325)
SPS/JRN 361	Sports Reporting (JRN 361)
SPS/JRN 362	The Story of Football (JRN 362)
SPS/MSS 420	Sports, Media and Society (MSS 420)
SPS 488	Internship
SPS 498	Student Media Independent Study
SPS 399	Independent Study
SPS 499	Independent Study

Total Credits **18**

Minor in Women's and Gender Studies

Program Contact: Lauren Sardi (Lauren.Sardi@qu.edu) 203-582-8215

Women's and gender studies is an interdisciplinary program that explores how sex, gender and sexuality structure human societies, cultures, politics, economies, arts and aesthetics, and it examines the multitude of femininities, masculinities and transgender identities within a matrix of power relations constituted by race/ethnicity, class, sexuality, ability and nationality. Women's and gender studies puts women—in all their diversity—at the center of inquiry, and is feminist, queer and anti-racist in perspective. WGS invites students to engage with the ways in which gender and sexuality operate in all societies, institutions and ideologies and to critically examine the political and historical nature of knowledge production. We draw on many disciplines, including history, literature, political science, psychology, sociology, anthropology, philosophy, media, communications, cultural studies and the law, to emphasize rigorous critical thinking, imagination and creativity.

Women's and Gender Studies Minor Curriculum

For a minor in women's and gender studies, students take six courses.

Code	Title	Credits
Required Courses:		
WGS 101	Introduction to Women's and Gender Studies	3
WGS 301	Women's and Gender Studies Capstone ¹	3
Select four of the following:		12
WGS 200	Special Topics in Women's and Gender Studies	
WGS 202	Gender and Aging (SO/GT 202)	
WGS 210	Human Sexuality (PS 210)	
WGS 211	Cross Cultural Perspectives on Gender, Sex and Sexuality (AN 210)	
WGS 219	Feminist Political Thought (PO 219)	
WGS 232	Women in the Criminal Justice System (CJ/SO 232)	

WGS 235	Literature by Women (EN 235)
WGS 250	Gender and the Law (LE 250)
WGS 252	The Science of Human Diversity (AN 252)
WGS 253	Sexual Violence (CJ 253)
WGS 255	Sociology of Families (SO 255)
WGS 262	Psychology of Women and Gender(PS 262)
WGS 265	Work and Occupations (SO265)
WGS 275	Sexual Violence Victim Advocacy(CJ 275)
WGS 284	LGBTQ Identities and Communities (SO/PS 284)
WGS 285	Protest and Change (SO 285)
WGS 288	From Script to Stage (DR 288)
WGS 302	Sociology of Sexualities (SO 302)
WGS 303	Popular Culture and the Media (SO 303)
WGS 304	Sociology of Gender (SO 304)
WGS 306	Masculinities (SO 306)
WGS 308	U.S. Women's History (HS 308)
WGS 309	Women in America: 1920-Present (HS 309)
WGS 311	Diversity in the Media (MSS 311)
WGS 315	Women Artists (AR 325)
WGS 326	Witches and Werewolves in the Early Modern World (HS 326)
WGS 328	Gender in the Non-Western World (HS 328)
WGS 330	Philosophy and Gender (PL 330)
WGS 338	American Literature by Women of Color (EN 338)
WGS 345	Media Users & Audiences (MSS 345)
WGS 359	Women's and Gender Studies Elective
WGS 387	Women and Public Policy (PO 387)
WGS 392	Internship in the Community
WGS 395	Feminist Theory and the Body
WGS 450	Black Cinema and TV(FTM 450)
Total Credits	18

¹ Should be taken during junior or senior year.

Bachelor of Arts in Environmental Studies (Co-Major)

Program Contact:

The co-major in Environmental Studies (BA) is designed to integrate and to be completed in tandem with another major. Students who declare the co-major as part of their program of study will be considered double majors. However, the Environmental Studies (BA) co-major is not designed to be and may not be completed as a stand-alone major.

The Environmental Studies (BA) co-major seeks to bring environmental science and environmental policy into conversation with one another to meet the urgent need for ethical, sustainable solutions based on a fundamental understanding of the scientific, social and cultural dimensions of environmental issues. As a secondary major that is completed alongside a primary major, the Environmental Studies (BA) co-major adds another dimension to this goal by providing points of intentional connection and integration with other fields of study. Students in any major with an interest in studying the environment are invited to imagine how they can create a unique path leading to numerous academic and professional opportunities.

BA in Environmental Studies (Co-Major) Curriculum

Students co-majoring in Environmental Studies must complete the following requirements:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Environmental Studies Co-Major Program		
ENV 101	Introduction to Environmental Studies	3
ENV 120 & 120L	Foundations of Biology and Chemistry, Exploring Your Environment and Foundations of Biology and Chemistry Lab, Exploring Your Environment Lab ²	4
ENV 215	Research Methods in Environmental Studies ²	3
ENV 220 & 220L	Environmental Science and Environmental Science Lab	4
ENV 230	Sustainable Development (AN 230)	3
ENV 222	Environmental Geography and Culture (GP 222)	3
PL 226	Environmental Ethics	3
ENV 390	Environmental Writing (EN 390)	3
IDS 200	Rise of Disciplinarity	3
IDS 400	Transdisciplinary Project	3
Cognate Course ³		
MA 275	Biostatistics	3
Free Electives ⁴		33-36
Total Credits (depending on primary major)		120

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Students with primary majors in the natural sciences may substitute science and methods courses in their majors for these courses, if appropriate. Similar substitutions may be possible for other majors as well.

³ Required courses that support the Environmental Studies co-major and may be used to fulfill requirements outside the major

⁴ These credits will be needed, all or in part, to complete the primary major.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon graduation, all Environmental Studies co-majors will be able to demonstrate the following competencies:

- Cognitive Skills:** Interdisciplinary knowledge, critical/creative thinking and problem solving, cognitive complexity, analysis and evaluation.
- Communication:** Oral and written presentation, intercultural awareness.
- Application:** Experiential learning, technical training, career preparation.

Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies

Program Contact:

The Interdisciplinary Studies major exposes students to a number of disciplines and academic areas, and emphasizes critique, analysis, evaluation, and the development and iterative application of skills in critical thinking, writing, public speaking, data gathering, evaluation and presentation. This type of academic foundation prepares students for virtually any academic path or career of their choosing.

BA in Interdisciplinary Studies/Concentration in Education Studies Program of Study

Students majoring in Interdisciplinary Studies/Concentration in Education Studies must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Interdisciplinary Studies Core Courses		
IDS 200	Rise of Disciplinarity	3
IDS 400	Transdisciplinary Project	3
Concentration Requirements		
ED 220	Introduction to Education Studies	3
ED 380	Research Methods in Education Studies	3
Cross-Disciplinary Study		12
One course (3 cr.) each in English, history, math and science		
Interdisciplinary Study		12
One upper-level course (3 cr.) in each of the following disciplines: English, history, math and science ²		

Free Electives	17
Total Credits	102-105

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Course level 200 and above

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon graduation, all Interdisciplinary Studies majors will be able to demonstrate the following competencies:

- Core Competence:** Understand the issues relevant to and methodologies appropriate for conducting research and engaging with core issues in their field of concentration.
- Critical Thinking:** Critique and apply appropriate methodology or methodologies in research of a given topic.
- Evaluate Information:** Identify, evaluate and interpret sources of information.
- Analysis:** Analyze data.
- Cognitive Complexity:** Construct an interpretive argument.
- Effective Oral/Written Presentation:** Present facts, analysis and arguments effectively.

Bachelor of Arts in Sustainability and Environmental Policy

Program Contact:

Students in the Sustainability and Environmental Policy (BA) program gain understanding and practice in communicating environmental challenges and developments to a variety of audiences, while developing a particular appreciation for how policy can address these challenges. Students utilize foundational knowledge in the sciences and ethics to examine the effects of human actions on the environment from multiple perspectives, choosing from courses in economics, political science, environmental law, sustainable development and history/geography. The program emphasizes experiential learning in the classroom and in regional, national and international settings. Sustainability and Environmental Policy (BA) majors learn through research methods and statistics how to understand and conduct environmental sustainability research, which they put to work in the culminating Transdisciplinary Project capstone.

BA in Sustainability and Environmental Policy Curriculum

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6

Environmental Program Shared Core

ENV 101	Introduction to Environmental Studies	3
ENV 220 & 220L	Environmental Science and Environmental Science Lab	4
Select one of the following courses:		3
ENV 222	Environmental Geography and Culture (GP 222)	
ENV 230	Sustainable Development (AN 230)	
ENV 350	Environmental Studies Practicum	1-4
ENV 390	Environmental Writing (EN 390)	3
GP 240	Fundamentals of Geographic Information Systems	3
PL 226	Environmental Ethics	3
IDS 400	Transdisciplinary Project	3
Sustainability and Environmental Policy Core		
ENV 120 & 120L	Foundations of Biology and Chemistry, Exploring Your Environment and Foundations of Biology and Chemistry Lab, Exploring Your Environment Lab	4
ENV 215	Research Methods in Environmental Studies	3
Choose two of the following courses:		6
EC 304	Environmental Economics (ENV 304)	
LE 355	Environmental Law (ENV 355)	
PO 209	Environmental Politics and Policy (ENV 209)	
Electives ²		6-8
Free Electives		24-33
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Choose two electives from the areas of Economics, Government/Policy, Law; Data Science and Analysis; Culture, Geography, History, Society; Climate/Earth Science/Geology; or Biology/Ecology/Health.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon graduation, all Sustainability and Environmental Policy majors will be able to demonstrate the following competencies:

- **Interdisciplinary Knowledge:** A broad knowledge base of principles in natural sciences, social sciences, humanities and fine arts, with cognate knowledge in mathematics.

- **Critical/Creative Thinking and Problem Solving:** The ability to apply knowledge and skills to work toward solutions to increasingly complex problems, envision alternative approaches and identify and evaluate potential solutions.
- **Cognitive Complexity:** The ability to draw upon scientific, social scientific, humanistic and artistic methods and thought to envision and develop creative solutions to problems.
- **Analysis and Evaluation:** The ability to analyze and evaluate scientific evidence and assess ideas against available evidence.
- **Experiential Learning:** The ability to apply acquired knowledge and skills to investigate problems by working on domestic and international projects in unscripted, living contexts.
- **Effective Oral/Written Presentation:** The ability to present facts, analysis and arguments effectively to communicate to multiple audiences.
- **Technical Training:** The relevant knowledge and hands-on skills to be able to work safely and independently in laboratory and field settings to collect and record data.
- **Intercultural Awareness:** Global awareness and local sensitivity to different populations, their values and objectives, and the ways in which these populations are affected by environmental phenomena.
- **Career Preparation:** Competitive preparedness for entry-level employment in a changing marketplace or for acceptance into a graduate or professional degree program.

Bachelor of Science in Environmental Science

Program Contact:

In the Environmental Science (BS) program, students develop a strong foundation in biological and physical sciences as they learn how these processes shape the natural world and what impact humans have on the environment. Students use this foundational knowledge as they examine the effects of human actions on the environment from multiple perspectives, including political, legal, economic, cultural and sociological. The program emphasizes experiential learning in the classroom and in regional, national and international settings. Environmental Science (BS) majors learn how to conduct environmental science research in a variety of subdisciplines and how to critically analyze and evaluate data, as well as integrate basic science principles and apply that knowledge to analysis and solutions of current environmental issues.

BS in Environmental Science Curriculum

Code	Title	Credits
	University Curriculum ¹	46
	Modern Language Requirement	3-6
Environmental Program Shared Core		
ENV 101	Introduction to Environmental Studies	3
ENV 220 & 220L	Environmental Science and Environmental Science Lab	4
ENV 350	Environmental Studies Practicum	1-4
ENV 390	Environmental Writing (EN 390)	3
GP 240	Fundamentals of Geographic Information Systems	3

PL 226	Environmental Ethics	3
Choose one course from the following:		
ENV 222	Environmental Geography and Culture (GP 222)	3
ENV 230	Sustainable Development (AN 230)	3
IDS 400	Transdisciplinary Project	3
Cognate Courses ²		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Choose one track: Biology or Chemistry		
Biology Track (Take a minimum of 11 cr.)		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 225	Physiological Diversity	3
BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 352 & 352L	Botany and Botany Lab	4
BIO 358 & 358L	Conservation Biology and Conservation Biology Lab	4
BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology Lab	4
BIO 383	Evolution	3
BMS 325	Toxicology	3
BMS 370	General Microbiology	3
ENV 201	Lessons in Local and Global Sustainability	3
Chemistry Track (Take a minimum of 11 cr.)		
BMS 325	Toxicology	3
BMS 370	General Microbiology	3
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
CHE 316	Biochemistry II	3
ENV 201	Lessons in Local and Global Sustainability	3
Electives ³		
Free Electives		5-12
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Required courses that support the Environmental Science major and may be used to fulfill requirements outside the major

³ Choose two courses from the areas of Economics, Government/Policy, Law; Culture, Geography, History, Society; or Engineering, Math, Science.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon graduation, all Environmental Science majors will be able to demonstrate the following competencies:

- **Interdisciplinary Knowledge:** A broad knowledge#base of principles in natural sciences,#social#sciences,#humanities and fine arts, with cognate knowledge#in mathematics.
- **Critical/Creative Thinking and Problem Solving:** The ability to apply knowledge and#skills to work toward solutions to increasingly complex problems, envision alternative approaches and identify and evaluate potential solutions.
- **Cognitive Complexity:** The ability to draw upon scientific, social scientific, humanistic and artistic methods and thought to envision and develop creative solutions to problems.
- **Analysis and Evaluation:** The ability to analyze and evaluate scientific evidence and assess ideas against available evidence.
- **Experiential Learning:** The ability to apply acquired knowledge and skills to investigate problems by working on domestic and international projects in unscripted, living contexts.
- **Effective Oral/Written Presentation:** The ability to present facts, analysis and arguments effectively to communicate to multiple audiences.
- **Technical Training:** The relevant knowledge and hands-on skills to be able to work safely and independently in laboratory and field settings to collect and record data.
- **Intercultural Awareness:** Global awareness and#local sensitivity#to different populations, their values and objectives, and#the ways in#which these populations are#affected by environmental phenomena.
- **Career Preparation:** Competitive preparedness for entry-level#employment in a changing marketplace or for acceptance into#a graduate or professional degree program.

Department of Biological Sciences

Programs in the Department of Biological Sciences provide scientific training as part of an arts and sciences education and develop an understanding of the nature of biological systems. The courses we offer furnish a broad scientific background for advanced study in various biological and medical areas.

A note about advanced placement equivalencies: Students who receive a score of 3 on the AP biology exam can receive credit for BIO 106 and BIO 107, which meet the needs of students in non-science areas. Students who receive a score of 4 on the AP biology exam can receive credit for BIO 101 and BIO 102. For students majoring in the natural sciences, we strongly encourage students to begin with BIO 150 and BIO 151, regardless of whether they receive credit for BIO 101 and BIO 102.

The mission of the Department of Biological Sciences is to provide students with the breadth and depth of knowledge in biology as follows:

1. Knowledge and Comprehension: Successful completion of the following objectives establishes that students have achieved an appropriate understanding of foundational biological concepts.
 - a. Apply critical thinking and the scientific method to community/world issues and decision-making.
 - b. Evaluate the quality and validity of scientific evidence.
 - c. Create an understanding of biology as a whole by integrating and synthesizing information from multiple biological subdisciplines.
2. Applications and Analysis: Successful completion of the following objectives demonstrates that students have the ability to apply foundational knowledge and analyze information/data to make meaning from it.
 - a. Demonstrate basic skills and an understanding of safety procedures in the field and/or laboratory.
 - b. Organize and interpret experimental data (from their own experiments and/or those in primary literature sources).
 - c. Design and perform well-controlled experiments
3. Self and Society: Successful completion of the following objectives indicates that students successfully utilize biological knowledge to present and defend opinions in a variety of arenas.
 - a. Develop an in-depth understanding of the complexity of the natural world by understanding how a biologist thinks about complex systems.
 - b. Apply scientific methodology and knowledge of biological facts to real-world problems.

Bachelor's Degree

- Bachelor of Science in Biology (p. 161)

Minor

- Minor in Biology (p. 164)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 165)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 166)

Master of Science

- Master of Science in Molecular and Cell Biology (p. 168)

Biology (BIO)

BIO 101. General Biology I. 3 Credits.

This course considers the basic concepts of life science with emphasis on the methods of science and the role of science in society, an introduction to evolution, the chemistry of life, and molecular and cellular evolution. Selected topics include cell structure and function, respiration and photosynthesis, cellular biochemistry, the central dogma of biology, regulation of gene expression, cell cycles, and animal reproduction and development. This course is primarily for students in health science programs or in the School of Engineering. First semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 101L.

Corequisites: Take BIO 101L.

Offered: Every year, All

UC: Natural Sciences

BIO 101H. Honors General Biology I. 3 Credits.

This course considers the basic concepts of the life science, with emphasis on the diversity of life, the physical and chemical nature of living matter, the form and function of the cell and organism, and the ecological relationships among living organisms. Selected topics in structural, functional, developmental, environmental and systematic biology are included. An honors section lecture and laboratory are available. Full-year course, must be taken in sequence.

Corequisites: Take BIO 101HL;

Offered: Every year, Fall

UC: Natural Sciences

BIO 101HL. Honors General Biology I Lab. 1 Credit.

Lab to accompany BIO 101H. (2 lab hrs.)

Corequisites: Take BIO 101H;

Offered: Every year, Fall

UC: Natural Sciences

BIO 101L. General Biology I Lab. 1 Credit.

Lab to accompany BIO 101. Selected projects develop skills in experimental design, data analysis and scientific writing. (2 lab hrs.) Must be taken in conjunction with BIO 101.

Corequisites: Take BIO 101.

Offered: Every year, All

UC: Natural Sciences

BIO 102. General Biology II. 3 Credits.

This course covers the basic concepts of life science with an emphasis on animal anatomy and physiology, the nervous system, evolutionary mechanisms and ecological principles. Selected topics include microevolution, speciation, macroevolution, animal behavior and application of comparative anatomy and physiology to illuminate evolutionary relationships and their ecological context. This course is primarily for students in health science programs or in the School of Engineering. Second semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 102L.

Prerequisites: Take BIO 101, BIO 101L; Minimum grade C-.

Corequisites: Take BIO 102L.

Offered: Every year, Spring and Summer

UC: Natural Sciences

BIO 102H. Honors General Biology II.**3 Credits.**

This course covers the basic concepts of the life science, with emphasis on the diversity of life, the physical and chemical nature of living matter, the form and function of the cell and organism, and the ecological relationships among living organisms. Selected topics in structural, functional, developmental, environmental and systematic biology are included. An honors section lecture and lab are available. Full-year course, should be taken in sequence.

Prerequisites: Take BIO 101 BIO 101L; Minimum grade C-;**Offered:** Every year, Spring**UC:** Natural Sciences**BIO 102L. General Biology Lab II.****1 Credit.**

Lab to accompany BIO 102. Selected projects develop skills in experimental design, data analysis and scientific writing. (2 lab hrs.) Must be taken in conjunction with BIO 102.

Prerequisites: Take BIO 101, BIO 101L; Minimum grade C-.**Corequisites:** Take BIO 102.**Offered:** Every year, Spring and Summer**UC:** Natural Sciences**BIO 106. Science and Society: Concepts and Current Issues.****3 Credits.**

This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives. This course is designed for non-science majors. May not be taken for credit concurrently with or after completion of BIO 161. Must be taken in conjunction with BIO 106L.

Corequisites: Take BIO 106L.**Offered:** As needed**UC:** Natural Sciences**BIO 106L. Science and Society: Concepts and Current Issues Lab.****1 Credit.**

Lab to accompany BIO 106. (2 lab hrs.) May not be taken for credit concurrently or after completion of BIO 161. Must be taken in conjunction with BIO 106.

Corequisites: Take BIO 106.**Offered:** As needed**UC:** Natural Sciences**BIO 107. Everyday Biology.****3 Credits.**

This project-based lecture course introduces the non-scientist to relationships between biological principles and everyday life. Students will discuss and explore the application of basic biological principles to current topics including cancer, health, addiction, immunity, photosynthesis, evolution, sustainability, and the environment. This course is designed for non-science majors. Must be taken in conjunction with BIO 107L.

Corequisites: Take BIO 107L**Offered:** Every year, All**UC:** Natural Sciences**BIO 107L. Everyday Biology Lab.****1 Credit.**

Lab to accompany BIO 107 (2 lab hours). This laboratory course, designed for non-science majors, emphasizes exploration of the natural sciences. Laboratory experiments will focus on problems confronting society, including relationships between humans and the environment. Must be taken in conjunction with BIO 107.

Corequisites: Take BIO 107**Offered:** Every year, All**UC:** Natural Sciences**BIO 120. The Biology of Beer.****3 Credits.**

This lecture course uses the biological processes of beer production and consumption as a framework for examining basic principles of molecular, cellular and organismal biology. Students begin by studying the life cycle of the brewer's yeast and the process of fermentation. They then consider how the human body responds to beer, and finally, they examine the biological basis of alcoholism and fetal alcohol syndrome. This course is designed for non-science majors.

Offered: As needed**UC:** Natural Sciences**BIO 125. Cross My Heart: An Introduction to the Human Cardiovascular System.****3 Credits.**

Heart and blood vessel disease is the leading cause of death in both men and women. This lecture course is designed for non-science majors interested in examining basic principles of the anatomy and physiology of the heart, and in understanding common disease conditions. Discussion focuses on risk factors and steps to preventing disease. An overview of common diagnostic tests and treatments introduces students to the identification and management of common disorders. May not be taken for credit concurrently with or after completion of BIO 212 or BIO 350.

Offered: Every year, Spring**UC:** Natural Sciences**BIO 128. Global Health Challenges: a Human Perspective.****3 Credits.**

This course addresses a series of topics that elucidate and address challenges in global public health, with an emphasis on neglected tropical diseases and the profound impact that they have on humanity. Biological information concerning the etiology, pathology and epidemiology of the diseases is presented at the level of the nonscientist. Emphasis is placed on the impacts of such diseases on education, socioeconomic and stigmatization. Must be taken in conjunction with BIO 128L.

Corequisites: Take BIO 128L.**Offered:** Every year, Fall**UC:** Natural Sciences**BIO 128L. Global Health Challenges Lab.****1 Credit.**

Lab to accompany BIO 128L (2 lab hours). Selected projects introduce students to the basics of the scientific method, experimental design, data analysis and scientific writing. Must be taken in conjunction with BIO 128.

Corequisites: Take BIO 128.**Offered:** Every year, Fall**UC:** Natural Sciences**BIO 150. General Biology for Majors.****4 Credits.**

Students develop sound learning strategies and introductory knowledge within five core concepts in biology: science as a way of knowing, chemistry of life, structure and function relationships; major pathways and transformations of energy and matter, as well as living systems as interactive and interconnected. This is the first course of a three-course sequence for biology and related majors. Must be taken in conjunction with BIO 150L.

Corequisites: Take BIO 150L.**Offered:** Every year, Fall**UC:** Natural Sciences**BIO 150L. General Biology for Majors Laboratory.****0 Credits.**

Lab and Power Hour to accompany BIO 150 (3 hours). Students take an investigative/inquiry-based approach and become competent within the process of science including experimental design and analysis, as well as scientific communication and collaboration. Must be taken in conjunction with BIO 150.

Corequisites: Take BIO 150.**Offered:** Every year, Fall**UC:** Natural Sciences

BIO 151. Molecular and Cell Biology and Genetics. 4 Credits.

Students investigate key concepts in molecular and cell biology and genetics. Topics include evolution, the central dogma, regulation of gene expression, cell communication, classical genetics, immunology, cancer and cell division. Must be taken in conjunction with BIO 151L.

Prerequisites: Take BIO 150, BIO 150L; Minimum grade C-.

Corequisites: Take BIO 151L.

Offered: Every year, Spring

UC: Natural Sciences

BIO 151L. Molecular and Cell Biology and Genetics Lab. 0 Credits.

Lab and Power Hour to accompany BIO 151(3 lab hours). Selected projects enable students to develop skills in experimental design through an investigative/inquiry-based approach, data analysis and scientific writing. Must be taken in conjunction with BIO 151.

Prerequisites: Take BIO 150, BIO 150L; Minimum grade C-.

Corequisites: Take BIO 151.

Offered: Every year, Spring

UC: Natural Sciences

BIO 152. Ecological and Biological Diversity. 4 Credits.

Students develop a deeper understanding of central concepts and issues in ecology and biodiversity by building on information and skills acquired in BIO 150 and BIO 151. Specific areas of interest include populations and forces that regulate them, species concepts, and the ecological roles and evolutionary significance of key organisms. Must be taken in conjunction with BIO 152L.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L; Minimum grade C-.

Corequisites: Take BIO 152L.

Offered: Every year, Fall and Spring

BIO 152L. Ecological and Biological Diversity Laboratory. 0 Credits.

Lab to accompany BIO 152(2 lab hours). Selected activities, field experiences and exercises develop skills in observation, documentation, experimental design, data analysis and scientific written and oral communication. Must be taken in conjunction with BIO 152.

Corequisites: Take BIO 152.

Offered: Every year, Fall and Spring

BIO 161. Introduction to the Biological Aspects of Science and Society. 3 Credits.

This course introduces natural science to the nonscientist with an emphasis on current problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives. This course is designed for nonscience majors. May not be taken for credit concurrently or after completion of BIO 106.

Offered: As needed

UC: Natural Sciences

BIO 202. Inside Out: An Introduction to Human Form and Function. 3 Credits.

This course is designed for non-science majors interested in learning about the foundational principles of human anatomy and physiology—what we look like on the inside and how it all fits together. Emphasis is placed on the language of anatomy and the structure and function of the skeletal and muscular systems; the course also examines the cardiovascular, nervous, respiratory, digestive, urinary, and reproductive systems. Featuring an innovative format with hands-on learning at the forefront, students will explore real human bones and anatomical models with the support of a 3D anatomy visualization program, perform guided dissections of select animal specimens, and generate real-time physiological data from their own bodies. Real-world applications to careers and clinical correlates will be integrated into weekly activities and formal assessments. May not be taken for credit concurrently with or after completion of BIO 211 or BIO 212.

Offered: Every other year, Spring and Summer

UC: Natural Sciences

BIO 205. Bioethics. 3 Credits.

This course explores major ethical issues arising from advances in biomedical technology, such as when human life begins, the ethics of assisted reproduction, cloning, stem cell research and genetic engineering, among others. Emphasis is on understanding the science behind the various biotechnologies and applying sound moral reasoning to the ethical issues discussed.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L or PL 101 or PS 101.

Offered: Every year, Spring

UC: Natural Sciences

BIO 207. Coral Reef Organismal Diversity - An Immersive Approach. 3 Credits.

In this hands-on course, participants focus on a series of topics related to coral reef and marine ecology, with an emphasis on adaptations to underwater life, conspecific and interspecific relationships, and the role conservation and education play in developing responsible tourism practices. Students study the underwater world in a way that relatively few people do: directly via SCUBA diving in Bonaire, Netherlands Antilles. Students are expected to complete multiple dives per day and use their observations to discuss reef structure, animal behavior, conservation and eco-tourism. By the start of the course, students must either possess (at a minimum) Open Water SCUBA certification or have completed the online portion of PADI Open Water Certification with the understanding that they will complete the practicum portion in the first two days on Bonaire.

Offered: Every year, Summer

BIO 208. Introduction to Forensic Science. 3 Credits.

This course begins with a historical overview of the discipline as a method of understanding the contemporary field of forensics. Scientific principles and practices are applied to specific examples within crime scene and evidence analysis including, but not limited to physical evidence, glass and soil, organic and inorganic substances, hair and fibers, toxicology, serology and fingerprinting. Additionally, students utilize FBI cases, popular press and television to evaluate the use of science and distinguish among science, law and entertainment. Must be taken in conjunction with BIO 208L.

Corequisites: Take BIO 208L.

Offered: Every year, Spring

UC: Natural Sciences

BIO 208L. Introduction to Forensic Science Laboratory. 1 Credit.

Students develop skills in observation, measurement, microscopy, glass fracture patterns, soil and footprint analysis, chromatography, spectrophotometry, hair and fiber analysis, fingerprinting and DNA analysis. The culmination of the laboratory experience involves synthesis of lecture and laboratory activities into a single class project that begins with control of a simulated crime scene and evidence search patterns, and continues through processing evidence, evidence analysis and presentation of results. Must be taken in conjunction with BIO 208. (3 lab hrs.)

Corequisites: Take BIO 208.

Offered: Every year, Spring

UC: Natural Sciences

BIO 211. Human Anatomy and Physiology I. 3 Credits.

This advanced course provides a comprehensive analysis of human anatomy and physiology, including a detailed examination of molecular and cellular aspects of cell and organ function and metabolism incorporated with system physiology in the human body. Systems studied in the course include integumentary, skeletal, muscle, nervous, special senses and endocrine. Emphasis is on function and homeostasis. Relevant diseases also are presented. Primarily for students in bachelor's degree health science programs. First semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 211L.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L; Minimum grade C-.

Corequisites: Take BIO 211L.

Offered: Every year, Fall and Spring

BIO 211L. Human Anatomy and Physiology Lab I. 1 Credit.

Lab to accompany BIO 211. A detailed study of the major body systems utilizing anatomical models, cadavers, animal specimens, histological slides, physiological experiments and simulations. (3 lab hrs.) Must be taken in conjunction with BIO 211.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L; Minimum grade C-.

Corequisites: Take BIO 211.

Offered: Every year, Fall and Summer

BIO 212. Human Anatomy and Physiology II. 3 Credits.

This course is a continuation of BIO 211 with an emphasis on the anatomy and physiology of the major body systems. Systems studied in this course include cardiovascular, lymphatic, immune, respiratory, urinary, digestive and reproductive. Emphasis is on structure, function, interdependence and the maintenance of homeostasis. Relevant diseases also are presented. Primarily for students in bachelor's degree health science programs. Second semester of a full-year course; must be taken in sequence. Must be taken in conjunction with BIO 212L.

Prerequisites: Take BIO 211, BIO 211L; Minimum grade C-.

Corequisites: Take BIO 212L.

Offered: Every year, Spring and Summer

BIO 212L. Human Anatomy and Physiology II Lab. 1 Credit.

Lab to accompany BIO 212. A detailed study of the major body systems utilizing anatomical models, cadavers, animal specimens, histological slides, physiological experiments and simulations. Must be taken in conjunction with BIO 212. (3 lab hrs.)

Prerequisites: Take BIO 211, BIO 211L; Minimum grade C-.

Corequisites: Take BIO 212.

Offered: Every year, Spring and Summer

BIO 215. Environmental Biotechnology. 3 Credits.

This course focuses on foundational components of biotechnology, with an emphasis on microbial ecology, microbial metabolism and the importance of microorganisms in the environment. Students will learn about the traditional and emerging environmental biotechnological approaches currently being employed to address environmental problems and achieve a working knowledge of the science involved in wastewater treatment, clean-up of industrial waste streams, bioremediation, and bioenergy production with focus on recent progress and novel approaches that offer new insights into environmental biotechnology. Students will also engage in the scientific process, working in small groups on a project of their own design, and producing and delivering a professional in-class presentation.

Prerequisites: Take 1 group; Take BIO 102 BIO 102L; Take BIO 151;

Offered: Every other year, Spring

BIO 225. Physiological Diversity. 3 Credits.

This course provides an analysis of the physical and chemical processes that maintain animal life, including humans. Lectures cover the interdependent function of molecules, cells, organs and tissues as they relate to organismal function and fitness. Physiological principles are examined in a comparative framework and investigated through inquiry-based activities such as case study analyses and the reading of primary literature. Emphasis is on the roles of physiology in the maintenance of homeostasis throughout the life cycle of an animal. Must be taken in conjunction with BIO 225L.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.

Corequisites: Take BIO 225L.

Offered: Every other year, Fall

BIO 225L. Physiological Diversity Lab. 1 Credit.

Lab to accompany BIO 222 (3 lab hours). This course complements the BIO 225 lecture section by allowing students to investigate physiological principles via experimentation and case study analyses. Must be taken in conjunction with BIO 225.

Corequisites: Take BIO 225.

Offered: Every other year, Fall

BIO 240. Cellular Communication. 3 Credits.

This class focuses on the molecular mechanisms by which cells communicate with each other. Using examples from both prokaryotes and eukaryotes, students examine how cells release signaling molecules and then consider how target cells recognize and respond to the signals. Participants discuss how the basic processes are altered in diseases of signal processing such as cancer, diabetes and depression.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.

Offered: Every year, Fall

BIO 250. Biology Journal Club. 1 Credit.

BIO 250 is a scientific journal club in which students present published research papers to their peers, providing the background necessary for their peers to understand the experiments and discussing the implications of the science.

Prerequisites: Take BIO 101 or BIO 150; Minimum grade C-.

Offered: Every year, Fall and Spring

- BIO 282. Genetics.** **3 Credits.**
 This course considers the basic principles of inheritance, including data analysis and problem-solving skills. Students gain laboratory experience with a variety of techniques and organisms of current research importance, as well as with solving problems and analyzing data. Emphasis is on sound logic, creative thought and experimental design. Must be taken in conjunction with BIO 282L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 282L.
Offered: Every year, Fall
UC: Natural Sciences
- BIO 282L. Genetics Lab.** **1 Credit.**
 Lab to accompany BIO 282 (3 lab hours). This course introduces the fundamental principles of classical genetics using model organisms of medical and research relevance. Basic molecular genetic concepts are also introduced. Must be taken in conjunction with BIO 282.
Corequisites: Take BIO 282.
Offered: Every year, Fall
UC: Natural Sciences
- BIO 298. Research Methods in Biology.** **3 Credits.**
 This introduction to biological research includes discussion and demonstrated skills in library use, literature citation, academic integrity, experimental design and statistical and graphical treatment of data. It culminates in the collaborative design, preparation and presentation of a scientific research project. This course also includes exploration of the skills and values important to careers in science. Primary emphasis is given to the development of scientific literacy, critical thinking and reasoning, and written and oral communication.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Offered: Every year, Fall and Spring
- BIO 300. Special Topics.** **3-4 Credits.**
 Special topics in biology.
Prerequisites: Take BIO 101, BIO 102 or BIO 150, BIO 151.
Corequisites: Take BIO 300L.
Offered: As needed
- BIO 300L. Special Topics Lab.** **1 Credit.**
 Lab to accompany BIO 300.
Corequisites: Take BIO 300.
Offered: As needed
- BIO 317. Developmental Biology.** **2 Credits.**
 This course is an introduction to the basic developmental processes that enable a single cell to differentiate and create entire organ systems. Various animal models are explored, compared and integrated to illustrate key molecular and cellular events that lead to the formation of an entire organism. Must be taken in conjunction with BIO 317L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 317L.
Offered: Every other year, Spring
- BIO 317L. Developmental Biology Lab.** **2 Credits.**
 Lab to accompany BIO 317 (3 lab hours). This project-based laboratory uses a variety of different model systems to examine development. Must be taken in conjunction with BIO 317.
Corequisites: Take BIO 317.
Offered: Every other year, Spring
- BIO 323. Invertebrate Zoology.** **3 Credits.**
 This course introduces the basic adaptive features of the major invertebrate groups with emphasis on structure, classification, ecology and evolution, utilizing both lab and field studies. Must be taken in conjunction with BIO 323L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 323L.
Offered: Every other year, Spring
- BIO 323L. Invertebrate Zoology Lab.** **1 Credit.**
 Lab to accompany BIO 323. (3 lab hrs.) Must be taken in conjunction with BIO 323.
Corequisites: Take BIO 323.
Offered: Every other year, Spring
- BIO 324. Vertebrate Zoology.** **3 Credits.**
 This course examines the origin, diversity, adaptations, and natural history of the main vertebrate lineages: fishes, amphibians, reptiles (including dinosaurs and birds), and mammals. We will consider how environmental changes that have occurred over the billions of years of the Earth's existence have shaped the morphological, physiological, and behavioral features in each vertebrate class. In doing so, students will examine the anatomy and physiology of major body systems, including the skeletal, circulatory, integumentary, urinary, reproductive, respiratory, and nervous systems of vertebrates. Must be taken in conjunction with BIO 324L.
Prerequisites: Take BIO 102 and BIO 102L or take BIO 151 and BIO 151L
Corequisites: Take BIO 324L
Offered: Every other year, Fall
- BIO 324L. Vertebrate Zoology Lab.** **1 Credit.**
 This course complements the lecture course (BIO 324) to examine the origin, diversity, adaptations, and natural history of the main vertebrate lineages: fishes, amphibians, reptiles (including dinosaurs and birds), and mammals. In the laboratory course, students will perform dissections and view specimens to better understand the comparative anatomy and physiology of the major vertebrate groupings. In doing so, students will examine the anatomy and physiology of major body systems, including the skeletal, circulatory, integumentary, urinary, reproductive, respiratory, and nervous systems of vertebrates. (3 lab hrs.) Must be taken in conjunction with BIO 324.
Corequisites: Take BIO 324
- BIO 328. Human Clinical Parasitology.** **3 Credits.**
 This course considers the biology of protozoan and helminth parasites of humans and includes an introduction to tropical medicine. Lectures focus on the life cycles of selected parasites and epidemiology and pathology of selected parasitic diseases. Laboratory work focuses on clinical diagnosis, diagnostic techniques (including immunodiagnostic techniques), recognition of vectors, and experimental life cycle studies using both living and preserved materials. Must be taken in conjunction with BIO 328L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 328L.
Offered: Every other year, Spring
- BIO 328L. Human Clinical Parasitology Lab.** **1 Credit.**
 Lab to accompany BIO 328. (3 lab hrs.) Must be taken in conjunction with BIO 328.
Corequisites: Take BIO 328.
Offered: Every other year, Spring

- BIO 329. Neurobiology.** **3 Credits.**
This course provides an introduction to molecular, cellular and systems neuroscience. After exploring basic topics including electrical excitability, neurotransmitters and receptors, the course considers higher-level integrated systems such as the sensory systems. Human disorders are discussed to highlight the importance of proper functioning of the various components of the nervous system.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L and CHE 111, CHE 111L; Minimum grade C-.
Offered: Every year, Spring
- BIO 346. Cell Physiology.** **3 Credits.**
This course examines the physiology of the cell with emphasis on the structure and function of the eukaryotic cell. Topics include intracellular transport, cytoskeleton, movement, communication and control of cellular reproduction. The lab involves current techniques for studying proteins, cellular components and living organisms. Must be taken in conjunction with BIO 346L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L; and CHE 210, CHE 210L.
Corequisites: Take BIO 346L.
Offered: Every year, Fall
- BIO 346L. Cell Physiology Lab.** **1 Credit.**
Lab to accompany BIO 346 (3 lab hours). This project-based laboratory uses current techniques for separating and studying cellular proteins and components and observing living organisms. The lab culminates with a major project investigating eukaryotic motility and cell structure. (3 lab hrs.) Must be taken in conjunction with BIO 346.
Corequisites: Take BIO 346.
Offered: Every year, Fall
- BIO 350. Cardiovascular Physiology.** **3 Credits.**
The focus of this course is to advance the study of the mammalian heart. This clinically-oriented course examines the structure and function of the heart, electrophysiology, cardiac cycle, cardiac output, blood vessels, hemodynamics and blood pressure. Students participate in "Grand Rounds" presentations while learning about cardiovascular pathologies. May not be taken for credit concurrently with or after completion of BIO 125.
Prerequisites: Take BIO 212.
Offered: Every other year, Fall
- BIO 352. Botany.** **2 Credits.**
The biology of plants, focusing on morphology, physiology, growth, genetics, evolution, ecology, ethnobotany and their importance to humans.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 352L.
Offered: As needed
- BIO 352L. Botany Lab.** **2 Credits.**
Lab to accompany BIO 352. (4 lab hrs.)
Corequisites: Take BIO 352.
Offered: As needed
- BIO 356. Aquatic Ecology.** **2 Credits.**
This introduction to the study of the biology, chemistry, geology and the physics of ponds, lakes and streams includes studies of life histories of representative freshwater organisms. Students receive field training in limnological techniques.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 356L.
Offered: As needed
- BIO 356L. Aquatic Ecology Lab.** **2 Credits.**
Lab to accompany BIO 356. (4 lab hrs.)
Corequisites: Take BIO 356.
Offered: As needed
- BIO 358. Conservation Biology.** **2 Credits.**
This course examines the effects humans have on the ecosystem and explores how plants and animals have adapted to the changing planet. Students learn how to quantify changes in the ecological communities and begin to explore possible solutions to environmental issues. Completion of BIO 152, BIO 152L is recommended but not required. Must be taken in conjunction with BIO 358L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 358L.
Offered: Every other year, Spring
- BIO 358L. Conservation Biology Lab.** **2 Credits.**
Lab to accompany BIO 358(3 lab hours). This course will explore different ecosystems and practice skills quantifying ecological changes. Students will design and execute their own experiment examining the effects of humans on the ecosystem. Must be taken in conjunction with BIO 358.
Corequisites: Take BIO 358.
Offered: Every other year, Spring
- BIO 365. Cancer Biology.** **3 Credits.**
This course provides an overview of cancer biology. With a focus on the molecular genetics of cancer, the course explores the identification of the genes and biochemical pathways which when disrupted lead to a deregulation of cell growth and differentiation. A discussion of disease pathology includes tumor classification, prognosis and current treatment options.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Offered: Every other year, Spring
- BIO 375. Physiological Models for Human Disease.** **3 Credits.**
This course investigates cellular and molecular mechanisms of animal physiology using a variety of animal model systems including *Drosophila melanogaster* (fruit fly), *Caenorhabditis elegans* (roundworm), *Dugesia tigrina* (planaria), *Danio rerio* (zebrafish) and *Gallus gallus domesticus* (chicken). Students are introduced to current applications of several experimental models for biomedical research on human health and diseases. Must be taken in conjunction with BIO 375L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 375L.
Offered: Every other year, Fall
- BIO 375L. Physiological Models for Human Disease Lab.** **1 Credit.**
Lab to accompany BIO 375(3 lab hours). Students work in groups to design and carry out experiments using one of four model systems listed *Drosophila melanogaster* (Fruit Fly), *Caenorhabditis elegans* (Roundworm), *Dugesia tigrina* (Planaria) and *Danio rerio* (Zebrafish). Students analyze experimental data and present findings via oral presentations. Must be taken in conjunction with BIO 375.
Corequisites: Take BIO 375.
Offered: Every other year, Fall

- BIO 382. Human Genetics.** **3 Credits.**
This course examines the genetic mechanism in humans, including data analysis and problem-solving skills. The course includes an exposure to techniques for analysis of genetic variation in humans, the structure of the human genome, the implication of human genetic variation, somatic cell genetics, an introduction to medical genetics, DNA analysis, and the implications of genetic knowledge in the context of modern society and culture. Must be taken in conjunction with BIO 382L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Corequisites: Take BIO 382L.
Offered: Every other year, Spring
- BIO 382L. Human Genetics Lab.** **1 Credit.**
Lab to accompany BIO 382. (3 lab hrs.) Must be taken in conjunction with BIO 382.
Prerequisites: Take BIO 101, BIO 101L and BIO 102, BIO 102 or; Take BIO 150, BIO 150L and BIO 151, BIO 151L.
Corequisites: Take BIO 382.
Offered: Every other year, Spring
- BIO 383. Evolution.** **3 Credits.**
This course examines the mechanisms of evolutionary change and surveys the evolutionary and phylogenetic history of life on earth. Using primary research, students focus on how form, function and life histories of organisms have evolved.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.
Offered: Every other year, Spring
- BIO 385. Explorations in Biology.** **1-4 Credits.**
In this course, guided individual and group assignments in Blackboard focus on synthesis of foundational knowledge in biology, development of scientific literacy, critical and creative thinking and communication skills and preparation for careers in science as responsible citizens. This course must be completed during the ongoing experiential learning project/experience, which must relate to the biological sciences and occur outside the classroom. The experiential learning project and course credit must be approved by the academic coordinator prior to enrollment.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L and BIO 298; Minimum grade C-.
Offered: Every year, All
- BIO 399H. Honors Research in Biological Sciences.** **3 Credits.**
This course targets students who are majoring in the biological sciences and are seeking university honors and/or departmental honors. In this capstone seminar, students participate in in-depth examination of primary research papers. The material relates to a central theme chosen by the professor.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L and BIO 298.
Offered: As needed
- BIO 471. Molecular Genetics.** **3 Credits.**
This course introduces students to the theory and practice of DNA manipulation that is involved in modern molecular biology, including cancer research, cellular development, regulation of differentiation and construction of designer genes in plants, animals, humans, microorganisms and virus. These methods are common in health research, industrial discovery and environmental remediation. The lecture and the laboratory, which involves DNA manipulation and gene cloning, are designed for students interested in careers in medicine, biotechnology, microbiology and graduate programs. Must be taken in conjunction with BIO 471L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L and CHE 110, CHE 111.
Corequisites: Take BIO 471L.
Offered: Every other year, Spring
- BIO 471L. Molecular Genetics Lab.** **1 Credit.**
Lab to accompany BIO 471. (3 lab hrs.) Must be taken in conjunction with BIO 471.
Corequisites: Take BIO 471.
Offered: Every other year, Spring
- BIO 491. Independent Research in Biological Science.** **1 Credit.**
Students participate in original independent research under the guidance of a full-time Quinnipiac faculty member in the Department of Biological Sciences. The student is required to submit for approval an independent research proposal describing the research to be conducted in this one-credit course. Students may take a total of 8 credits of Independent Research through enrollment in BIO 491, BIO 492, BIO 493, BIO 494.
Offered: Every year, All
- BIO 492. Independent Research in Biological Sciences.** **2 Credits.**
Students participate in original independent research under the guidance of a full-time Quinnipiac faculty member in the Department of Biological Sciences. The student is required to submit for approval an independent research proposal describing the research to be conducted in this two-credit course. Students may take a total of 8 credits of Independent Research through enrollment in BIO 491, BIO 492, BIO 493, BIO 494.
Offered: Every year, All
- BIO 493. Independent Research in Biological Sciences.** **3 Credits.**
Students participate in original independent research under the guidance of a full-time Quinnipiac faculty member in the Department of Biological Sciences. The student is required to submit for approval an independent research proposal describing the research to be conducted in this three-credit course. Students may take a total of 8 credits of Independent Research through enrollment in BIO 491, BIO 492, BIO 493, BIO 494.
Offered: Every year, All
- BIO 494. Independent Research in Biological Sciences.** **4 Credits.**
Students participate in original independent research under the guidance of a full-time Quinnipiac faculty member in the Department of Biological Sciences. The student is required to submit for approval an independent research proposal describing the research to be conducted in this four-credit course. Students may take a total of 8 credits of Independent Research through enrollment in BIO 491, BIO 492, BIO 493, BIO 494.
Offered: Every year, All
- BIO 498. Independent Study in Biology.** **1-4 Credits.**
Students may take a total of 8 credits of Independent Study/research through enrollment in BIO 498, BIO 499.
Offered: As needed
- BIO 499. Independent Study in Biology.** **1-4 Credits.**
Students may take a total of 8 credits of Independent Study/research through enrollment in BIO 498, BIO 499.
Offered: As needed
- BIO 500. Special Topics in Molecular and Cell Biology.** **3 Credits.**
- BIO 501. Special Topics: Advanced Protein Methods.** **4 Credits.**
Offered: As needed
- BIO 505. Writing and Science.** **3 Credits.**
This course reviews how scientific results and ideas are communicated and reviewed. Course content includes the storage and retrieval of scientific information, data presentation (table, figures, graphics), the writing of reports and papers as well as the preparation of publications for peer review. Copyright, patent law and the ethical issues involved in scientific communication also are considered. Assignments include oral and written presentations and attendance at assigned seminars and meetings.
Offered: As needed

- BIO 510. Special Topics.** **3-4 Credits.**
Offered: As needed
- BIO 515. Advanced Biochemistry.** **4 Credits.**
 This course offers advanced insights into major areas of biochemistry, including the structure and function of biological molecules, cell and membrane structure and function, bioenergetics and enzyme function, and cellular metabolism. This is a suitable prerequisite for many graduate courses.
Offered: Every year, Spring
- BIO 517. Advanced Developmental Biology.** **3 Credits.**
 This graduate-level course is an in-depth investigation into the processes that enable a single cell to become an entire multicellular organism with specialized organs and tissues. Various model organisms are explored, compared, and integrated to illustrate key molecular and cellular mechanisms that lead to the formation of whole organisms, and how those mechanisms have been modified through evolution to generate organismal diversity. Emphasis is on a critical analysis of the primary literature related to these topics.
Offered: As needed
- BIO 521. Stem Cell Biology.** **3 Credits.**
 This course provides a comprehensive overview of stem cell biology. Participants explore the topics of embryonic and adult stem cells, stem cell characteristics, reprogramming, stem cell therapies and tissue regeneration. Primary research literature associated with each topic is discussed and students gain an understanding of the role of stem cells in health and disease.
Offered: Every year, Spring
- BIO 523. Classical Genetics.** **1 Credit.**
 This 1-credit course is aimed at graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to classical genetics and further develop a knowledge base by participating in in-depth examination of primary research papers.
Offered: As needed
- BIO 524. Evolution.** **1 Credit.**
 This 1-credit course is aimed at graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to evolution and further develop a knowledge base by participating in in-depth examination of primary research papers.
Offered: As needed
- BIO 525. Diversity of Life and Organismal Biology.** **2 Credits.**
 This 2-credit course is aimed at graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to organismal biology and further develop a knowledge base by participating in in-depth examination of primary research papers.
Offered: As needed
- BIO 526. Ecology.** **2 Credits.**
 This 2-credit course targets graduate students who are preparing to teach in the biological sciences and are preparing for the PRAXIS exam-specifically the Biology Content Test. In this interactive course, students review foundational information pertaining to ecology and further develop a knowledge base by participating in in-depth examination of primary research papers.
Offered: As needed
- BIO 540. Cell Signaling.** **3 Credits.**
 This course focuses on the molecular mechanisms by which cells communicate with each other. Using examples from both prokaryotes and eukaryotes, students examine how cells release signaling molecules and how target cells recognize and respond to the signals. Discussions center on how signal processing is altered in diseases such as cancer, autoimmune disorders and some bacterial infections. Emphasis is on a critical analysis of the primary literature related to these topics.
Offered: As needed
- BIO 550. Graduate Journal Club - Molecular Cell Biology.** **1 Credit.**
 This course is a graduate-level scientific journal club in which students present recent ground-breaking published research papers in the fields of Molecular Biology, Cell Biology and Biochemistry. This course will develop students' ability to critically assess scientific literature including the interpretation of appropriate experimental design, data analysis and the broader implications of new scientific advances. Credit: 1 credit; may be taken a maximum of 3 times for credit
Offered: As needed
- BIO 562. Bioinformatics.** **3 Credits.**
 This hands-on course is for students seeking to understand methods of sequence and structural analysis using nucleic acid and protein databases. An understanding of the database format provides the basis for sequence analysis and alignment to determine common evolutionary origins, RNA secondary structure, gene prediction and regulation, protein structure prediction and classification, genome analysis and analysis of microarrays.
Offered: As needed
- BIO 568. Molecular and Cell Biology.** **4 Credits.**
 This course examines the cell from a molecular perspective. Cell composition, structure and organization are investigated in order to understand how cells grow, divide and respond to different intracellular and extracellular signals.
Offered: Every year, Fall
- BIO 571. Molecular Genetics.** **4 Credits.**
 This study of the prokaryotic and eukaryotic genetic material including transcription, translation, DNA replication and repair, gene cloning techniques, the regulation of the synthesis of gene products and genomics. Emphasis is placed on new genetic techniques that are used in industry and medicine.
Offered: Every year, Fall
- BIO 589. Molecular and Cell Neurobiology.** **3 Credits.**
 This course provides students with a detailed foundation of the basic principles of cellular and molecular neurobiology. Through lectures and interactive simulations, students become fluent in modern experimental approaches to explore and understand the properties of electrical signaling and cell-cell communication. Students apply their knowledge in independent projects investigating the physical basis of a disease of neurophysiological origin.
Offered: As needed
- BIO 605. DNA Methods Laboratory.** **4 Credits.**
 This project lab course enables students to develop hands-on experience with the basic techniques in cell and molecular biology including DNA purification, cloning, and gene expression analysis.
Prerequisites: Take BIO 571.
Offered: Every year, Spring

BIO 606. Protein Methods Laboratory. 4 Credits.

This project-based lab course enables students to develop hands-on experience with basic techniques in cell biology and protein biochemistry including protein purification, chromatographic and electrophoretic techniques, and immunoanalysis.

Prerequisites: Take BIO 515.

Offered: Every year, Fall

BIO 649. Independent Research. 2 Credits.

Students work independently to define and conduct original research. This course is required for students anticipating thesis work in Molecular and Cell Biology, and is conducted under the guidance and with the approval of a thesis adviser and thesis committee.

Offered: As needed

BIO 650. Thesis I in Molecular and Cell Biology. 4 Credits.

This course is a requirement for the thesis option within the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge in their field of specialization. They also must demonstrate scientific research skills and present their findings to a thesis committee and the greater molecular and cell biology community.

Prerequisites: Take BIO 649.

Offered: Every year, All

BIO 651. Thesis II in Molecular and Cell Biology. 4 Credits.

Thesis II is a requirement for the thesis option MS in Molecular and Cell Biology. Students complete their independent research project, write an original thesis describing their research results, defend their thesis in front of a thesis committee, and give a presentation to the greater molecular and cell biology community.

Prerequisites: Take BIO 650

Offered: Every year, All

BIO 675. Comp Exam in Molecular and Cell Biology. 2 Credits.

The written comprehensive exam is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. Students are encouraged to meet with the program director before registering for the comprehensive exam. Minimum grade of a B- is required to pass the comprehensive examination.

Prerequisites: Take a minimum of four of the five following courses: BIO 515 BIO 568 BIO 571 BIO 605 BIO 606.

Offered: Every year, Fall and Spring

BIO 688. Independent Study. 1-4 Credits.

Offered: As needed

BIO 689. Independent Study. 1-4 Credits.

Offered: As needed

Bachelor of Science in Biology

Program Contact: Deborah Clark (Deborah.Clark@qu.edu) 203-582-8270

The BS in Biology program provides students with a biological, chemical and physical science foundation on which they can build a graduate degree in natural science or education, or it can be used to pursue advanced degrees in the fields of medicine, dentistry, veterinary medicine or other healthcare professions. Those choosing to end their formal education with the bachelor's degree will have a sufficient level of sophistication in biological science to assume a variety of positions with research institutions, governmental agencies or industry.

Students choose courses and follow a curriculum determined in consultation with their adviser.

A note about Advanced Placement equivalencies: Students who receive a score of 3 on the AP Biology Exam can receive credit for BIO 106 and BIO 107. BIO 106 and BIO 107 meet the needs of students in non-science areas. Students who receive a score of 4 on the AP Biology Exam can receive credit for BIO 101 and BIO 102. For students majoring in the natural sciences, we strongly encourage students to begin with BIO 150 and BIO 151, regardless of whether they receive credit for BIO 101 and BIO 102.

Graduation requirements: Majors in the Department of Biological Sciences must achieve an overall GPA of 2.0 and a science GPA of 2.25 for graduation. The science GPA is calculated from courses with prefixes of BIO, BMS, CHE, PHY and SCI. In addition, courses used to satisfy the Biological Science Core or Biology Elective Requirements must have a minimum grade of C-.

Independent Study in Biology

- Independent Study/Research can be used to satisfy the departmental requirement for Experiential Learning.
- Independent Study cannot be used to satisfy departmental requirements other than Experiential Learning.
- Students may not exceed a total of 8 credits of Independent Study while completing their undergraduate work.

Honors in Biology

- An overall GPA of 3.0 or better is required. A GPA of 3.5 in biology is required.
- Students should announce in writing their intention to pursue honors in biology to both the department chair and academic adviser, no later than May 1 in the spring term of their junior year.
- Departmental honors students are required to take BIO 399H (Honors Research in Biological Sciences).
- Students are each responsible for obtaining a sponsor for their senior research project prior to May 1 of their junior year.
- Successful completion of a senior research project is required. The project must include:
 - A written proposal;
 - The actual completion of an approved research project under the supervision and sponsorship of a full-time faculty member in the Department of Biological Sciences;
 - The presentation of the outcome of the research project in the written format approved by the department; and
 - A seminar presentation of the outcome of the research project.
- Evidence of excellence in speaking and writing skills, documented by term papers, written work, oral presentations, and grades, as determined by the committee.
- The actual granting of honors in biology is determined by all full-time faculty in the Department of Biological Sciences.

A list of the department faculty and their research interests is available on the CAS360 website. (<https://cas360.qu.edu/>)

BS in Biology Curriculum

Students majoring in biology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Biological Science Core Requirements		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
Physical Science Core Requirements		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Biology Electives ²		
Select a minimum of one course from each of the following categories:		
Molecular and Cellular Electives:		3
BIO 240	Cellular Communication	
BIO 282 & 282L	Genetics and Genetics Lab	
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	
BIO 365	Cancer Biology	
BIO 382 & 382L	Human Genetics and Human Genetics Lab	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Organismal Electives:		3
BIO 215	Environmental Biotechnology	
BIO 300	Special Topics	
BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology Lab	
BIO 324 & 324L	Vertebrate Zoology and Vertebrate Zoology Lab	
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	
BIO 352 & 352L	Botany and Botany Lab	
BIO 358 & 358L	Conservation Biology and Conservation Biology Lab	
BIO 375 & 375L	Physiological Models for Human Disease and Physiological Models for Human Disease Lab	
BIO 383	Evolution	
Physiology Electives:		3
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	
BIO 225 & 225L	Physiological Diversity and Physiological Diversity Lab	
BIO 329	Neurobiology	
BIO 350	Cardiovascular Physiology	
Experiential Learning (Biological Component):		
BIO 385	Explorations in Biology	1-4
BIO 491	Independent Research in Biological Science	1
BIO 492	Independent Research in Biological Sciences	2
BIO 493	Independent Research in Biological Sciences	3
BIO 494	Independent Research in Biological Sciences	4
BIO 498	Independent Study in Biology	1-4
BIO 499	Independent Study in Biology	1-4
Open Electives		20-31
Total Credits		130-153

Students choose courses and follow a curriculum determined in consultation with their adviser. The minimum number of credits required for graduation is 120. Students take open electives to fulfill the minimum number of credits for graduation. A sample course plan that fulfills the requirements for the Biology major is shown below. Individual planning will vary based on a number of factors (e.g., Advanced Placement and/or transfer credits).

Code	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140	Pre-Calculus	3
Spring Semester		

BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable	3
Second Year		
Fall Semester		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory ⁴	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Curriculum		3
UC University Curriculum		3
Open Electives		1-2
Spring Semester		
BIO 298	Research Methods in Biology ⁴	3
BIO Biology Elective ³		3-4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Curriculum		3
UC University Curriculum		3
Third Year		
Fall Semester		
BIO Biology Elective ³		3-4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC University Curriculum		3
Foreign Language I		3
Open Electives		1-2
Spring Semester		
BIO Biology Elective ³		3-4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC University Curriculum		3
Foreign Language II		3
Open Electives		1-2
Fourth Year		
Fall Semester		
BIO Biology Elective ³		3-4
Open Elective		3
Open Elective		3
Open Elective		3
Open Electives		2-3
Spring Semester		
UC Integrative Capstone		3
Open Elective		3
Open Elective		3
Open Electives		5

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Corequisite courses must be taken simultaneously.

³ Some biology courses have no laboratory component and are 3-credit rather than 4-credit courses.

⁴ Take BIO 152 & BIO 152L or BIO 298.

Initial placement in the English and mathematics courses is determined by placement exam and an evaluation of high school units presented. Students intending to pursue graduate or professional studies (medicine, dentistry, osteopathy or veterinary medicine) are advised to complete at least one semester of calculus. A minimum of MA 141 is required for graduation. BIO 150/BIO 150L, BIO 151/BIO 151L and BIO 152/BIO 152L are required for graduation. Students intending to pursue studies in professional health care fields are advised to complete additional courses chosen in consultation with their adviser.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the Bachelor of Science in Biological Sciences, students will demonstrate:

- Knowledge and Comprehension:** Successful completion of the following objectives establishes that students have achieved an appropriate understanding of foundational biological concepts.
 - Apply critical thinking and the scientific method to community/world issues and decision-making.
 - Evaluate the quality and validity of scientific evidence.
 - Create an understanding of biology as a whole by integrating and synthesizing information from multiple biological subdisciplines.
- Applications and Analysis:** Successful completion of the following objectives demonstrates that students have the ability to apply foundational knowledge and analyze information/data to make meaning from it.
 - Demonstrate basic skills and an understanding of safety procedures in the field and/or laboratory.
 - Organize and interpret experimental data (from their own experiments and/or those in primary literature sources).
 - Design and perform well controlled experiments.
- Self and Society:** Successful completion of the following objectives indicates that students successfully utilize biological knowledge to present and defend opinions in a variety of arenas.
 - Develop an in-depth understanding of the complexity of the natural world by understanding how a biologist thinks about complex systems.
 - Apply scientific methodology and knowledge of biological facts to real-world problems.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Suggested Transfer Curriculum for BS in Biology

A minimum of 60 credits is required for transfer into the BS in Biology program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
General Biology I with Lab		4
General Chemistry I with Lab		4
Math - Pre-Calculus		3
Credits		14
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Math - Calculus		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab or Genetics with Lab		4
General Physics I with Lab or Organic Chemistry I with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology I or II with Lab or Genetics with Lab		4
General Physics II with Lab or Organic Chemistry II with Lab		4
Elective		4
Elective		3
Credits		15
Total Credits		60

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may

fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Minor in Biology

Program Contact: Lisa Kaplan (lisa.kaplan@qu.edu) 203-582-3588

Biology forms the foundation of a diverse array of fields, from zoology and botany to veterinary medicine and genetics. What's exciting about this minor is that you'll have a tremendous amount of control over the direction your experience takes. With an adviser from the Department of Biological Sciences, you'll chart your own path through the curriculum, choosing from a range of courses that fit your interests and your career ambitions. You'll have the flexibility to choose electives that broaden your knowledge and understanding of biology, or focus on a specific area of interest, such as ecology or physiology. Our biology minor is a perfect complement to any major including those in the other sciences and related fields, such as chemistry and engineering.

Biology Minor Curriculum

A minor in biology requires the completion of at least 20 BIO credits, 12 of which must be beyond the 100-level courses. At least one BIO course used to satisfy the minor requirements must be classified as an open, unrestricted or free elective course on the student's Academic Evaluation/Progress Report. A minimum grade of C- must be achieved in all courses for the minor with an overall minimum cumulative GPA of 2.0. Students who wish to minor in biology are required to consult with the adviser to biology minors within the Biology Department to design a minor that best meets their needs.

Code	Title	Credits
Possible courses include:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
BIO 106 & 106L	Science and Society: Concepts and Current Issues and Science and Society: Concepts and Current Issues Lab	4
BIO 107 & 107L	Everyday Biology and Everyday Biology Lab	4
BIO 120	The Biology of Beer	3
BIO 125	Cross My Heart: An Introduction to the Human Cardiovascular System	3
BIO 128 & 128L	Global Health Challenges: a Human Perspective and Global Health Challenges Lab	4
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4

BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 202	Inside Out: An Introduction to Human Form and Function	3
BIO 205	Bioethics	3
BIO 208 & 208L	Introduction to Forensic Science and Introduction to Forensic Science Laboratory	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 215	Environmental Biotechnology	3
BIO 225 & 225L	Physiological Diversity and Physiological Diversity Lab	4
BIO 240	Cellular Communication	3
BIO 250	Biology Journal Club	1
BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 298	Research Methods in Biology	3
BIO 300 & 300L	Special Topics and Special Topics Lab	4-5
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology Lab	4
BIO 324 & 324L	Vertebrate Zoology and Vertebrate Zoology Lab	4
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 350	Cardiovascular Physiology	3
BIO 352 & 352L	Botany and Botany Lab	4
BIO 356 & 356L	Aquatic Ecology and Aquatic Ecology Lab	4
BIO 358 & 358L	Conservation Biology and Conservation Biology Lab	4
BIO 365	Cancer Biology	3
BIO 375 & 375L	Physiological Models for Human Disease and Physiological Models for Human Disease Lab	4
BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
BIO 383	Evolution	3
BIO 385	Explorations in Biology	1-4
BIO 471	Molecular Genetics	3

BIO 491	Independent Research in Biological Science	1
BIO 492	Independent Research in Biological Sciences	2
BIO 493	Independent Research in Biological Sciences	3
BIO 494	Independent Research in Biological Sciences	4
BIO 498	Independent Study in Biology	1-4
BIO 499	Independent Study in Biology	1-4

Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1)

Program Contact: Deborah Clark (Deborah.Clark@qu.edu) 203-582-8270

For highly qualified students, the Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) provides an opportunity for students to achieve both a Bachelor of Science in Biology and a Master of Science within the field of Molecular and Cell Biology within a 4-year time frame typically associated with only an undergraduate education. The requirements and policies for the undergraduate degree are the same as described on the Bachelor of Science in Biology (p. 161) page, except that students in the 3+1 combined BS/MS program must maintain a GPA of at least 3.0 at the end of each school year for continued participation in the program. The requirements and policies for the graduate degree are the same as described on the Master of Science in Molecular and Cell Biology (p. 168) page.

Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) Recommended Curriculum

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Course	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
MA 140	Pre-Calculus	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable	3

EN 102	Academic Writing and Research	3
UC Elective		3
Credits		17
Summer Semester		
UC Elective		3
UC Elective		3
Open Elective		3
Open Elective		3
Credits		12
Second Year		
Fall Semester		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Foreign Language I		3
UC Elective		3
Credits		17
Spring Semester		
BIO Elective		4
BIO Elective		4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
Foreign Language II		3
UC Elective		3
Credits		18
Summer Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Credits		8
Third Year		
Fall Semester		
BIO Elective		4
BIO 571	Molecular Genetics	4
UC Capstone		3
UC Elective		3
Open Elective		3
Credits		17
Spring Semester		
BIO Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
Open Elective		3
Open Elective		3
Credits		17
Summer Semester		
Graduate Elective or Independent Study		3
Credits		3

Fourth Year**Fall Semester**

BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
Graduate Elective		3
Credits		11

Spring Semester

BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate Elective ¹		3
Graduate Elective ¹		3
Credits		8
Total Credits		145

¹ Graduate students must take a minimum of 9 credits to maintain full-time status. To reach 9 credits in the final semester, students can choose to take one or more 4-credit electives.

The Accelerated Dual-Degree BS/MS program is designed for outstanding biology majors. Students are offered acceptance into the program upon admission to Quinnipiac University.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1)

Program Contact: Deborah Clark (deborah.clark@qu.edu) 203-582-8270

The Department of Biological Sciences offers a Dual-Degree BS in Biology and MS in Molecular and Cell Biology. The MS in Molecular and Cell Biology provides an excellent foundation for students intending to pursue studies in professional healthcare fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries.

Upon satisfactory completion of all of the undergraduate curriculum requirements, students receive a Bachelor of Science in Biology. The requirements and policies for the undergraduate degree are the same as described on the Bachelor of Science in Biology (p. 161) page. Students complete graduate-level biology courses during their senior year; the requirements and policies for the graduate degree are the same as described on the Master of Science in Molecular and Cell Biology (p. 168) page. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements. Students must maintain an overall GPA of 3.0 for all graduate courses. Students earn the MS in

Molecular and Cell Biology upon satisfactory completion of all of the graduate curriculum requirements.

Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) Curriculum

Students who choose to pursue the five-year Master's Degree in Molecular and Cell Biology are required to complete the following courses by the end of their junior year:

Code	Title	Credits
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4

A minimum of two Biology Electives in separate elective categories (Molecular and Cellular Biology, Organismal, Physiology, or Experiential Learning).

An elective in Molecular and Cellular Biology is strongly recommended.

Recommended Curriculum

Students choose courses and follow a curriculum determined in consultation with their adviser. The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements. A sample course plan that fulfills the requirements for the 4+1 program is shown below.

Individual planning will vary based on a number of factors, including, for instance, Advanced Placement and/or transfer credits.

Code	Title	Credits
First Year		
Fall Semester		
BIO 150 & BIO 151L	General Biology for Majors and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140	Pre-Calculus	3
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3

UC University Elective		3
MA 141	Calculus of a Single Variable	3
Second Year		
Fall Semester		
BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Elective		3
Spring Semester		
BIO Biology Elective		3
BIO Biology Elective		3
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Elective		3
Open Elective		3
Third Year		
Fall Semester		
Biology Elective		3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Elective		3
Open Elective		3
Open Elective		3
Spring Semester		
BIO Biology Elective		3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC University Elective		3
UC University Elective		3
Open Elective		3
Fourth Year		
Fall Semester		
BIO 571	Molecular Genetics	4
Graduate Elective		3
UC Capstone		3
Open Elective		3
Open Elective		3
Spring Semester		
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
UC University Elective		3
UC University Elective		3
Fifth Year		
Fall Semester		
BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
BIO Graduate Elective		3
Spring Semester		
Graduate Elective		3
Graduate Elective		3

BIO 675 Comp Exam in Molecular and Cell Biology

2 **Thesis Option**

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Master of Science in Molecular and Cell Biology

Program Contact: Alexandre de Lencastre
(Alexandre.deLencastre@qu.edu) 203-582-5024

The College of Arts and Sciences offers a Master of Science in Molecular and Cell Biology program for both part-time and full-time students. Through the graduate program, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly specialized lecture and laboratory courses relevant in this rapidly growing field.

MS in Molecular and Cell Biology Program of Study

The 34 credits required for the Master of Science in Molecular and Cell Biology include five courses (20 credits) in the science core, elective courses chosen in consultation with the program director and a thesis or non-thesis option (the non-thesis option requires the successful completion of a comprehensive examination; the thesis option requires 2 additional credits, for a total of 36 credits). Students must maintain a minimum cumulative GPA of 3.0 to remain in the MCB program. A minimum grade of C is required in all graduate courses.

Curriculum

Code	Title	Credits
Core Curriculum		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
Thesis or Non-Thesis Option		
Select one of the options		14-16
Total Credits		34-36

Code	Title	Credits
Core Curriculum Requirements		
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
Graduate electives		6
Total Credits		36

Non-Thesis Option

Code	Title	Credits
Core Curriculum Requirements		
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate electives		12
Total Credits		34

Graduate Elective Courses

Code	Title	Credits
BIO 500	Special Topics in Molecular and Cell Biology	3
BIO 505	Writing and Science	3
BIO 517	Advanced Developmental Biology	3
BIO 521	Stem Cell Biology	3
BIO 540	Cell Signaling	3
BIO 550	Graduate Journal Club - Molecular Cell Biology	1
BIO 562	Bioinformatics	3
BIO 589	Molecular and Cell Neurobiology	3
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
BIO 675	Comp Exam in Molecular and Cell Biology	2
BIO 688	Independent Study	1-4
BIO 689	Independent Study	1-4
BMS 510	Biostatistics	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 532 & 532L	Histology and Lab and Histology Lab	4
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology (with lab)	4
BMS 573	Mycology	3

BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 595	Transplantation Immunology	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

MS Thesis

The MS thesis option involves original laboratory research performed under the guidance of a thesis mentor, a thesis committee and the director of the molecular and cell biology program. The thesis option requires the successful completion of 3 courses: BIO 649, BIO 650 and BIO 651. Students must have a GPA >3.5 to be eligible for the thesis track and pre-approval by program director. The thesis committee evaluates a student's progress by approving the research project, assessing student progress and advising the student whenever the need arises.

Comprehensive Examination

The written comprehensive exam (BIO 675) is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts, which link the student's own specialization to other fields of study. Completion of a minimum of four of the five core curriculum courses is required to register for the comprehensive examination. A minimum grade of a B- is required to pass the comprehensive examination. Students must meet with the program director before registering for the comprehensive exam.

Student Learning Outcomes

Upon completion of a Master of Science in Molecular and Cell Biology (MCB), students will demonstrate the following competencies:

- Foundational Knowledge:** Understand fundamental concepts in molecular genetics, cell biology and biochemistry and apply their knowledge to new findings in the field of molecular and cell biology.
- Application and Analysis:** Employ modern laboratory techniques used in DNA and protein research and interpret experimental data.
- Scientific Knowledge:** Analyze, synthesize and discuss primary scientific literature from peer-reviewed journals in the field.
- Communication Excellence:** Present scientific content to an audience in a professional manner.
- Advanced Knowledge:** Author scientific critiques and/or reviews in a manner consistent with the standards of professional scientific writing.

Admission

Applicants who have a bachelor's degree in a biological, medical or scientific field are eligible for admission to the Master of Science in Molecular and Cell Biology program. Applications may be obtained from the Office of Graduate Admissions (<http://www.qu.edu/gradadmission/>) and are accepted for fall or spring enrollment. A complete application consists of the following:

- application form and fee
- a letter of intent including a detailed autobiography of personal, professional and educational achievements
- two letters of recommendation (at least one letter should be from a science faculty member)
- official transcripts of all undergraduate and graduate work completed

A cumulative undergraduate GPA of 3.0 is preferred and undergraduate course work in biochemistry, microbiology, molecular biology and/or genetics is highly recommended. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student's academic readiness. Applicants should refer to the Graduate Admission Requirements (p. 675) found in this catalog.

Department of Chemistry and Physical Sciences

For students majoring in chemistry or biochemistry, the department provides an intensive program of study in the major areas of chemistry with an emphasis on developing skills in analytical thinking and problem-solving, evaluation and interpretation of data, effective communication of scientific information, and research methodologies, while also exploring the applications of chemistry that permeate our lives. Sufficient flexibility through open electives allows students to emphasize personal career goals.

Students are prepared for entry-level positions in chemical, pharmaceutical or academic research laboratory settings or in non-traditional settings, which rely on the background and skills that have been acquired. Their education also prepares them for entry into graduate programs of study in chemistry, biochemistry, environmental science, biomedical sciences, pharmacy, secondary education, medicine or law.

The department also provides a chemistry minor program structured to give students a balanced exposure to the major areas of chemistry and opportunities to develop associated skills. Providing this opportunity is an important asset for students studying in other programs, particularly those pursuing careers in the biomedical and biological sciences.

The department also offers courses in chemistry and physics tailored to the support of programs in the basic and health sciences, nursing and engineering. These programs all have a strong reliance on the ability of students to understand and apply the fundamental concepts of chemistry and physics and to demonstrate clear analytical thinking and problem-solving skills developed in these courses.

The mission of the Department of Chemistry and Physical Sciences is to provide undergraduate coursework in chemistry and the physical sciences in a student-centered, supportive learning environment characterized by small classes with access to faculty and well-equipped laboratory facilities where students can actively engage in the investigative process of science.

In addition, it is the mission of the department to offer stimulating coursework in the physical sciences for non-science majors as part of the University Curriculum so that all students can develop an appreciation of the process of science, engage in scientific investigative experiences, understand the role of science in their everyday lives and be prepared to make informed value judgments in our highly technological society.

- Bachelor of Science in Chemistry (p. 177)
- Bachelor of Science in Biochemistry (p. 175)

- Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) (p. 173)
- Minor in Chemistry (p. 178)

Chemistry (CHE)

CHE 101. Fundamentals of General, Organic and Biological Chemistry I. 3 Credits.

Students study the general fundamentals of chemistry: which includes atomic theory and radioactivity, bonding (including ions and molecules), stoichiometry, states of matter, and solutions including solubility, acids, bases and buffers. Students who have already received credit for CHE 110 with a grade of C- or higher are not eligible to take CHE 101.

Prerequisites: Take MA 107; Minimum grade C- or Math placement score of 3.

Corequisites: Take CHE 101L.

Offered: Every year, Fall

UC: Natural Sciences

CHE 101L. Fundamentals of General, Organic and Biological Chemistry I Lab. 1 Credit.

Lab must be taken with CHE 101. (2.5 lab hrs.)

Corequisites: Take CHE 101.

Offered: Every year, Fall

UC: Natural Sciences

CHE 102. Fundamentals of General, Organic and Biological Chemistry II. 3 Credits.

Students study the fundamental chemistry of carbon and the structural and functional relationships of hydrocarbons, alcohols, aldehydes, ketones, esters, carboxylic acids, amines, carbohydrates, lipids and proteins and their application to biochemistry.

Prerequisites: Take CHE 101, CHE 101L; Minimum grade C-.

Corequisites: Take CHE 102L.

Offered: Every year, Spring

UC: Natural Sciences

CHE 102L. Fundamentals of General, Organic and Biological Chemistry II Lab. 1 Credit.

Lab must be taken with CHE 102. (2.5 lab hrs.)

Prerequisites: Take CHE 101, CHE 101L; Minimum grade C-.

Corequisites: Take CHE 102.

Offered: Every year, Spring

UC: Natural Sciences

CHE 106. Chemical Principles with Biological Applications. 3 Credits.

Students learn about atomic theory (including radioactivity), bonding (including ions and molecules) and intermolecular forces, states of matter, solutions (including solubility, acids and bases, buffers, electrolytes and nonelectrolytes), carbon compounds and functional groups, biomolecules (such as carbohydrates, fatty acids, and amino acids and proteins), receptors, enzymes, nucleic acids and DNA. Students apply these fundamental chemical principles to a variety of health-related case studies. (Enrollment restricted to nursing majors)

Prerequisites: Take MA 107; Minimum grade C-; or Math placement score of 3.

Corequisites: Take CHE 106L.

Offered: Every year, Fall and Spring

CHE 106L. Chemical Principles with Biological Applications Lab. 1 Credit.

Lab to accompany CHE 106. (3 lab hrs.)

Corequisites: Take CHE 106.

Offered: Every year, Fall and Spring

CHE 110. General Chemistry I. 3 Credits.

Students study the atomic theory of matter, nomenclature, chemical formulas and reaction equations, stoichiometry, the gas laws and the kinetic molecular theory, thermochemistry, atomic structure, periodicity of the elements, chemical bonding and molecular structure. (Note: this course is designed for science majors.)

Prerequisites: Take MA 107; Minimum grade C- or Math placement score of 3.

Corequisites: Take CHE 110L.

Offered: Every year, All

UC: Natural Sciences

CHE 110L. General Chemistry I Lab. 1 Credit.

Lab must be taken with CHE 110. (3 lab hrs.)

Corequisites: Take CHE 110.

Offered: Every year, All

UC: Natural Sciences

CHE 111. General Chemistry II. 3 Credits.

Students study intermolecular forces, properties of solutions, kinetics, chemical equilibrium, pH, acid-base solution chemistry, thermodynamics and electrochemistry. Problem-solving is emphasized.

Prerequisites: Take CHE 110, CHE 110L; Minimum grade C-.

Corequisites: Take CHE 111L.

Offered: Every year, Spring and Summer

UC: Natural Sciences

CHE 111L. General Chemistry II Lab. 1 Credit.

Lab must be taken with CHE 111. (3 lab hrs.)

Prerequisites: Take CHE 110, CHE 110L; Minimum grade C-.

Corequisites: Take CHE 111.

Offered: Every year, Spring and Summer

UC: Natural Sciences

CHE 202. Chemistry of Macro- and Micronutrients. 4 Credits.

Students investigate the fundamental chemistry of macro- and micronutrients through lectures, projects on current research in the chemistry of food, and integrated online chemistry activities. Emphasis is on the study of the chemistry of the following food components: carbohydrates, fats, proteins, vitamins, minerals and water. The different nutrient needs of non-human animal species are also examined.

Enrollment in this course is restricted to students in the online degree completion programs. Students cannot receive credit for CHE 202 AND either SCI 161 or SCI 105. This course is offered online only.

Offered: Every other year, Summer

CHE 210. Organic Chemistry I. 3 Credits.

Students study the principles that govern the properties, reactions, and methods of preparation of organic compounds correlated with reaction mechanisms, stereochemistry, conformational analysis, resonance, and transition state theory, as well as the nomenclature of organic compounds. Specific functional groups studied include alkanes, alkyl halides, alkenes and alkynes.

Prerequisites: Take CHE 111, CHE 111L; Minimum grade C-.

Corequisites: Take CHE 210L.

Offered: Every year, Fall and Summer

CHE 210L. Organic Chemistry I Lab. 1 Credit.

Lab must be taken with CHE 210. (3 lab hrs.)

Corequisites: Take CHE 210.

Offered: Every year, Fall and Summer

- CHE 211. Organic Chemistry II.** **3 Credits.**
This course is a continuation of CHE 210. Students study specific groups such as aromatic compounds, alcohols and phenols, aldehydes, ketones, carboxylic acids and their derivatives and amines, and their analysis by infrared and nuclear magnetic resonance spectroscopy.
Prerequisites: Take CHE 210, CHE 210L; Minimum grade C-.
Corequisites: Take CHE 211L.
Offered: Every year, Spring and Summer
- CHE 211L. Organic Chemistry II Lab.** **1 Credit.**
Lab must be taken with CHE 211. (3 lab hrs.)
Corequisites: Take CHE 211.
Offered: Every year, Spring and Summer
- CHE 215. Analytical Chemistry.** **3 Credits.**
Students study the principles and practice of classical and modern chemical analysis. The following topics are studied: statistical treatment of analytical data, error analysis, experimental design and sample preparation, simple and complex equilibria, gravimetric analysis, potentiometry and spectrophotometry. Intended for chemistry and biochemistry majors and chemistry minors.
Prerequisites: Take CHE 111, CHE 111L; Minimum grade C-.
Corequisites: Take CHE 215L.
Offered: Every year, Fall and Spring
- CHE 215L. Analytical Chemistry Lab.** **1 Credit.**
Lab must be taken with CHE 215. (3 lab hrs.)
Corequisites: Take CHE 215.
Offered: Every year, Fall and Spring
- CHE 300. Special Topics.** **3 Credits.**
Prerequisites: Take two 200-level chemistry courses.
Offered: As needed
- CHE 301. Physical Chemistry I.** **3 Credits.**
Students investigate the underlying theories of chemical phenomena. The laws and fundamental equations of equilibrium thermodynamics are applied to the quantitative treatment of chemical equilibria, phase equilibria, electrochemical equilibria and ionic equilibria. The principles of chemical kinetics and reaction mechanisms also are investigated.
Prerequisites: Take CHE 111, CHE 111L; MA 141 or MA 151; and PHY 111, PHY 111L or PHY 122; Minimum grade C-.
Corequisites: Take CHE 301L.
Offered: Every year, Fall
- CHE 301L. Physical Chemistry I Lab.** **1 Credit.**
Lab must be taken with CHE 301. (3 lab hrs.)
Corequisites: Take CHE 301.
Offered: Every year, Fall
- CHE 302. Physical Chemistry II.** **3 Credits.**
Students study quantum theory, spectroscopy and statistical thermodynamics. The study of quantum mechanics is used to provide the basis for developing an understanding of atomic and molecular spectroscopy and chemical bonding.
Prerequisites: Take CHE 301; Minimum grade C-.
Corequisites: Take CHE 302L.
Offered: Every year, Spring
- CHE 302L. Physical Chemistry II Lab.** **1 Credit.**
Lab must be taken with CHE 302. (3 lab hrs.)
Corequisites: Take CHE 302.
Offered: Every year, Spring
- CHE 305. Instrumental Analysis.** **3 Credits.**
Students investigate the following instrumental analysis techniques: FTIR, NMR, UV-VIS, spectroscopy and separation methods including gas and liquid chromatography, mass spectrometry and other current techniques. Basic principles of electronics relating to the design and operation of chemical instrumentation are also discussed.
Prerequisites: Take CHE 211, CHE 211L and CHE 215, CHE 215L; Minimum grade C-.
Corequisites: Take CHE 305L.
Offered: Every year, Spring
- CHE 305L. Instrumental Analysis Lab.** **1 Credit.**
Lab must be taken with CHE 305. (3 lab hrs.)
Corequisites: Take CHE 305.
Offered: Every year, Spring
- CHE 315. Biochemistry I.** **3 Credits.**
Students engage in a comprehensive study of biologically active compounds and their metabolism, biosynthesis and relationship to biological systems, and a detailed study of bioenergetics, enzyme kinetics and buffer systems.
Prerequisites: Take CHE 211, CHE 211L; Minimum grade C-.
Offered: Every year, All
- CHE 315L. Biochemistry I Lab.** **1 Credit.**
Students carry out a series of experiments that expose them to the basic principles of biochemical techniques including biomolecule quantitation, protein and carbohydrate purification and analysis, and enzyme kinetics. CHE 315 must be taken prior to, or concurrently with CHE 315L. (3 lab hrs.)
Corequisites: Take CHE 315.
Offered: Every year, Fall and Spring
- CHE 316. Biochemistry II.** **3 Credits.**
Students examine the key metabolic pathways of carbohydrates, fatty acids, amino acids and nucleotides with a focus on the structural biology, thermodynamics and regulation of key enzymes. Nucleic acids, DNA and RNA are investigated to understand the chemical principles that govern the flow of genetic information. Students apply key concepts toward an understanding of the molecular basis of disease (e.g., type II diabetes/ metabolic syndrome).
Prerequisites: Take CHE 315; Minimum grade C-.
Offered: Every other year, Spring
- CHE 399. Independent Study in Chemistry I.** **1-3 Credits.**
Permission of the chairperson is required. May be taken in more than one semester for up to a total of 6 credits.
Offered: All
- CHE 410. Inorganic Chemistry.** **3 Credits.**
Students study the electronic structure of atoms, ionic and covalent bonding, acid-base chemistry and non-aqueous solvents, coordination chemistry, and periodicity. Symmetry and chemical applications of group theory are introduced.
Prerequisites: Take CHE 111; Minimum grade C-.
Offered: Every other year, Fall
- CHE 420. Chemistry Integrative Capstone.** **3 Credits.**
Topics in chemistry including history, ethics, environmental issues and current developments are explored from a scientific perspective. Through oral and written work, students demonstrate connections between their general education, co-curricular activities, major coursework and experiential learning project(s) in chemistry.
Prerequisites: Senior status as a chemistry/biochemistry major or approval of chairperson.
Offered: Every year, Spring

CHE 475. Chemistry Seminar I. 1 Credit.

Students attend research group meetings and outside seminars. Students prepare and present a literature-based seminar on a topic approved by their research mentor. (Enrollment restricted to senior chemistry and biochemistry majors.)

Corequisites: Take CHE 490.

Offered: Every year, Fall

CHE 476. Chemistry Seminar II. 1 Credit.

Students attend research group meetings and outside seminars. Students prepare and present a seminar and a poster presentation on their research project. (Enrollment restricted to senior chemistry and biochemistry majors.)

Prerequisites: Take CHE 475 and CHE 490.

Corequisites: Take CHE 491.

Offered: Every year, Spring

CHE 490. Chemistry Research I. 3 Credits.

Students work closely with a faculty mentor on a chemistry research project. A minimum of 100 lab hours or equivalent is required. (Enrollment restricted to senior chemistry and biochemistry majors.)

Corequisites: Take CHE 475.

Offered: Every year, Fall

CHE 491. Chemistry Research II. 3 Credits.

Students continue their work on a chemistry research project, which they began in CHE 490. A minimum of 100 lab hours or equivalent is required. (Enrollment restricted to senior chemistry and biochemistry majors.)

Prerequisites: Take CHE 475 and CHE 490.

Corequisites: Take CHE 476.

Offered: Every year, Spring

Physics (PHY)

PHY 101. Elements of Physics. 3 Credits.

Students study the basic principles of physics and some important applications. Kinematics, Newton's laws of motion, circular motion, torque, fluid dynamics, electrostatics, circuits, waves, sound and light are studied. This course is suitable for both science and non-science majors. Students who have credit for PHY 110 or PHY 121 may not register for PHY 101.

Prerequisites: Take MA 107 minimum grade C- or Math placement score of 3.

Corequisites: Take PHY 101L.

Offered: Every year, Fall and Spring

UC: Natural Sciences

PHY 101L. Elements of Physics Lab. 1 Credit.

Lab must be taken with PHY 101. (2 lab hrs.)

Corequisites: Take PHY 101.

Offered: Every year, Fall and Spring

UC: Natural Sciences

PHY 105. Physics of Music. 3 Credits.

Students study the principles of wave mechanics and emphasize applications associated with sound, music and instruments. Topics cover the anatomy of waves and sound, the structure and physics of instruments (guitar, trumpet, drums, piano, etc), human voice, singing and speech, musical harmony and scales, architecture acoustics and electronic communication and sound digitization. This course is designed for non-science majors with no previous coursework in physics or any background in music. This course will use mathematics and algebra but not be the focus of the course. Any math background acceptable. No prerequisites.

Corequisites: Take PHY 105L;

UC: Natural Sciences

PHY 105L. Physics of Music Lab. 1 Credit.

Corequisites: Take PHY 105;

UC: Natural Sciences

PHY 107. Introduction to Astronomy. 3 Credits.

This course provides students with an overview of the principles and techniques used for observing the night sky, components of the Solar System, Milky Way galaxy and the universe. Students assemble the required tools to examine recent and historic data that is used to build models of the ever-evolving universe. Using hands-on activities, students apply concepts and techniques related to the structure of our solar system, reading and plotting celestial coordinates, gravitation, features and operation of telescopes, methods of determining astronomical distance, stellar and cosmic evolution, and general relativity. Required nighttime telescope observation sessions reinforce lecture concepts. This course is intended for non-science majors and will use basic geometry and algebra for modeling.

Corequisites: Math Placement level of 2 or higher.

Offered: Every year, Spring

UC: Natural Sciences

PHY 110. General Physics I. 3 Credits.

Students use algebra and trigonometry to examine the fundamentals of Newtonian mechanics. Topics include kinematics and dynamics, momentum, energy, and rotating rigid-body equilibrium and dynamics. This course is designed primarily for science majors. Must be taken in conjunction with PHY 110L.

Prerequisites: Take MA 107; minimum grade C-; or Math placement score of 3.

Corequisites: Take PHY 110L.

Offered: Every year, Fall and Summer

UC: Natural Sciences

PHY 110L. General Physics I Lab. 1 Credit.

Lab must be taken with PHY 110. (2 lab hrs.)

Corequisites: Take PHY 110.

Offered: Every year, Fall and Summer

UC: Natural Sciences

PHY 111. General Physics II. 3 Credits.

Students use algebra and trigonometry to examine the fundamentals of classical electromagnetic theory. Topics include electrostatics, magnetostatics, dc circuits, electromagnetic waves, and geometric and wave optics. Must be taken in conjunction with PHY 111L. This course is designed primarily for science majors.

Prerequisites: Take PHY 110, PHY 110L; Minimum grade C-.

Corequisites: Take PHY 111L.

Offered: Every year, Spring and Summer

UC: Natural Sciences

PHY 111L. General Physics II Lab.**1 Credit.**

Lab must be taken with PHY 111. (2 lab hrs.)

Corequisites: Take PHY 111.**Offered:** Every year, Spring and Summer**UC:** Natural Sciences**PHY 121. University Physics.****4 Credits.**

Students use calculus to examine classical Newtonian mechanics in an integrated lecture and laboratory classroom. Through experimentation, computer modeling and group problem-solving, students apply physics principles to predict the outcome of reality-based and open-ended problems. Topics include kinematics, Newton's laws, conservation of energy and momentum, torque, and equilibrium of static bodies and fluids. (6 studio-lab hrs.)

Prerequisites: Take MA 141 or MA 151; Minimum grade C-.**Offered:** Every year, Fall and Spring**UC:** Natural Sciences**PHY 122. University Physics II.****4 Credits.**

Students use calculus to examine classical electromagnetism in an integrated lecture and laboratory classroom. Through experimentation, computer modeling, and group problem-solving, students apply physics principles to predict the outcome of reality-based and open-ended problems. Topics include electrostatics, magnetostatics, dc circuits, Maxwell's equations, and electromagnetic radiation. (6 studio-lab hrs.)

Prerequisites: Take PHY 121; Minimum grade C-.**Offered:** Every year, Fall and Spring**UC:** Natural Sciences**PHY 202. Physics of Life and Technology.****4 Credits.**

Students study the basic principles of physics including everyday applications and their use in applied technology. Topics include Newton's Laws of Motion and Gravity, torque, sound, light and optics, electricity and magnetism. These principles are examined through the study of roller coasters, space travel, musical instruments, the mechanics of muscle movements, sports and sport technology, the circuitry of the human brain, medical imaging using light and sound, optics of the human eye, lasers and elementary circuits. Enrollment in this course is restricted to students in the Online Bachelor of Science in Health Science Studies degree completion program. Students may not receive credit for PHY 202 if they already have credit for PHY 101 or PHY 110.

Prerequisites: Basic algebraic skills; MA 107 or MA 110 or higher; or a Math placement score of 3 or higher.**Offered:** As needed**Science (SCI)****SCI 102. Earth Sciences.****3 Credits.**

This course provides an introduction to the methods of Earth science. Students study the physical, chemical, and biological processes that combine to produce geological processes with attention focused on plate, tectonic environments, processes, and forces, Earth system surface processes, and climate change. This course is designed for nonscience majors.

Corequisites: Take SCI 102L.**Offered:** Every year, All**UC:** Natural Sciences**SCI 102L. Earth Sciences Lab.****1 Credit.**

Lab must be taken with SCI 102. (2 lab hrs.)

Corequisites: Take SCI 102.**Offered:** Every year, All**UC:** Natural Sciences**SCI 105. Chemistry and Nutrition.****3 Credits.**

Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins, minerals, and water in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students apply these concepts to analyze and improve their own diets. This course is designed for non-science majors. Students may not receive credit for both SCI 105 and SCI 161.

Corequisites: Take SCI 105L.**Offered:** Every year, Spring**UC:** Natural Sciences**SCI 105L. Chemistry and Nutrition Lab.****1 Credit.**

Lab must be taken with SCI 105. (2 lab hrs.)

Corequisites: Take SCI 105.**Offered:** Every year, Spring**UC:** Natural Sciences**SCI 161. Nutrition: an Investigative Experience.****3 Credits.**

Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins, minerals, and water in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students apply these concepts to analyze and improve their own diets. This course is designed for non-science majors. Students may not receive credit for both SCI 161 and SCI 105.

Offered: Every year, All**UC:** Natural Sciences**SCI 202. Environmental Science.****4 Credits.**

Students investigate the Earth's environmental systems and the impact of human activity (ecological footprint) on the planet through the study of renewable and nonrenewable resources, toxic substances in the soil, water and the atmosphere, the impact of pollution on the hydrological cycle, ozone depletion, ground water contamination, and the causes of global climate change. Students examine efforts being made to protect the Earth's environment and to promote sustainable strategies to solve the problems of economic, political and social policies, which impact all of Earth's resources. Enrollment in this course is restricted to students in online BS degree completion programs. This course is offered online only.

Offered: Every year, Spring**SCI 261. Natural Disasters.****3 Credits.**

Students study the causes, occurrence, and consequences of natural disasters. They will analyze the scientific basis of the physical causes, distribution, and frequency of disasters such as earthquakes, volcanoes, hurricanes, floods, mass wasting and tsunamis. Naturally occurring disasters and the role of human activities in both contributing to and mitigation of natural disasters are studied. Case studies of local, regional, and global examples of historical and recent disasters will be used.

Prerequisites: Take EN 101**Offered:** Every year, Spring**UC:** Natural Sciences

Accelerated Dual-Degree BS in Biochemistry/MS in Molecular & Cell Biology (3+1)

Program Contact: Robert Collins (robert.collins@qu.edu) 203-582-6407

For highly qualified students, the Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) provides an opportunity for students to achieve both a Bachelor of Science and a

Master of Science within the field of Molecular and Cell Biology within a 4-year time frame typically associated with only an undergraduate education. Students must maintain a GPA of at least 3.0 at the end of each school year for continued participation in the program.

Accelerated Dual-Degree BS in Biochemistry/MS in Molecular and Cell Biology (3+1) Recommended Curriculum

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Course	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
MA 140	Pre-Calculus	3
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
Credits		17
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable	3
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		17
Summer Semester		
UC Elective		3
UC Elective		3
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
Credits		14
Second Year		
Fall Semester		
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
CHE 410 or CHE 300	Inorganic Chemistry or Special Topics	3
UC Elective		3
Foreign Language		3
Credits		17

Spring Semester		
BIO 515	Advanced Biochemistry	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
Open Elective		3
UC Elective		3
Foreign Language		3
Credits		17
Summer Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC Elective		3
Credits		11
Third Year		
Fall Semester		
BIO 571	Molecular Genetics	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 475 & CHE 490	Chemistry Seminar I and Chemistry Research I	4
Open Elective		3
Credits		15
Spring Semester		
BIO 605	DNA Methods Laboratory	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 476 & CHE 491	Chemistry Seminar II and Chemistry Research II	4
CHE 420	Chemistry Integrative Capstone	3
Credits		15
Summer Semester		
BIO 688	Independent Study	3
Credits		3
Fourth Year		
Fall Semester		
BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
Graduate Elective		3
Credits		11
Spring Semester		
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate Elective		3
Graduate Elective		3
Credits		8
Total Credits		145

The Accelerated Dual-Degree BS/MS program is designed for outstanding biochemistry majors—those who rank in the top 20 percent of their high school class and who have a combined SAT score of 1200. Students are invited to join the program prior to matriculation. This program has several features, including flat tuition for the entire four years.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Science in Biochemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu)
203-582-8254

A BS in Biochemistry gives you the skills to become a research associate studying the ways molecules react with one another, or a laboratory technician analyzing biochemical metabolites in the pursuit of new pharmaceuticals. You may become a biochemist in a food development laboratory, write copy for technical publications or work for a consumer products company developing a more effective sunscreen.

We teach you to evaluate and interpret data, hone your analytical thinking skills and present the results of your scientific research to various audiences. An independent research project strengthens the skills you develop in the classroom. Students are encouraged to pursue real-life work experience in the form of internships at industrial, academic and governmental laboratories.

Your degree in biochemistry qualifies you to work as a research assistant in a chemical, pharmaceutical or academic research laboratory upon graduation, but you'll also have the foundation to pursue an advanced degree in several fields including medicine, pharmacy, veterinary medicine or law.

An independent research project directed by a full-time faculty member in the department is required of all students in this program. This research project plays a key role for you to develop a deeper understanding of the biochemistry involved, build skills necessary to work independently and to communicate effectively the results of your research.

BS in Biochemistry Curriculum

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 or MA 151 should take MA 140. MA 153 and MA 154 are strongly recommended.

Biochemistry majors must maintain a minimum grade of C- in all required chemistry, physics, biology and mathematics courses. Any required course not listed in the course descriptions may be considered for scheduling when the need arises. All 4-credit science courses have a laboratory component. Chemistry and biology electives must be selected with the advice and approval of the department adviser. Open electives should be selected based upon student interests and career goals from offerings in all schools.

Students majoring in biochemistry must complete the following requirements:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Biochemistry Core Requirements		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
CHE 316	Biochemistry II	3
CHE 420	Chemistry Integrative Capstone	3
CHE 475	Chemistry Seminar I	1
CHE 476	Chemistry Seminar II	1
CHE 490	Chemistry Research I	3
CHE 491	Chemistry Research II	3
Upper-level CHE elective course ²		3
Two upper-level BIO or BMS electives ³		6
Cognate Courses ⁴		
MA 141	Calculus of a Single Variable ^{4,5}	3
PHY 110 & 110L	General Physics I and General Physics I Lab ^{4,6}	4
PHY 111 & 111L	General Physics II and General Physics II Lab ^{4,6}	4
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
Open Electives ⁷		
Total Credits		120

¹ All students must complete the University Curriculum (p. 51) requirements.

² Typically CHE 300 (offerings vary).

³ Advanced biology electives for the biochemistry major are chosen in consultation with the departmental adviser.

⁴ Required courses, which support the biochemistry major and may be used to satisfy requirements outside the major.

⁵ MA 151 may be substituted for MA 141. MA 153 and MA 154 are also highly recommended but not required.

⁶ PHY 121 and PHY 122 may be substituted.

⁷ Students take open electives to fulfill the minimum number of credits for graduation. Number of credits may vary depending on foreign language and math placement scores. Some cognate course credits may apply toward the University Curriculum.

Minimum number of credits required for graduation is 120.

Modern Language Requirement

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. Students earning either degree must complete one foreign language through the 102 level, and all students are encouraged to pursue a balanced program of study.

Student Learning Outcomes

Upon completion of the biochemistry degree program, students will demonstrate the following competencies:

- Disciplinary Knowledge:** Develop a broad knowledge base of chemical principles in the areas of general, organic, analytical, physical and biochemistry along with cognate knowledge in the areas of biology, physics and mathematics.
- Laboratory Skills:** Develop relevant knowledge and hands-on skills to be able to work safely and independently in a chemistry laboratory setting to collect, record and evaluate experimental data including the utilization of both classical and instrumental techniques.
- Scientific Information Literacy:** Conduct relevant field-specific searches of scientific databases to locate research articles related to a topic or problem and gain experience in reading, interpreting and discussing research literature in the field.
- Research Experience:** Apply acquired knowledge and skills to investigate problems by working on independent mentored project(s) through a senior research project, independent research, internship(s) and/or summer research study.
- Critical Thinking and Problem-Solving:** Apply knowledge and skills to solve increasingly complex conceptual and quantitative problems in the field.
- Scientific Communication:** Demonstrate competency in oral and written expression of the results of their laboratory work through written lab reports, poster presentations and seminar presentations.
- Career Advancement:** Be competitive for employment in an entry-level field-related position or acceptance into a graduate or professional degree program.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Biochemistry

A minimum of 60 credits is required for transfer into the BS in Biochemistry program, and the following courses must be completed: general chemistry 1 and 2, organic chemistry 1 and 2, general biology 1, and physics 1. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Pre-Calculus		4
General Chemistry I		4
Elective		3
Credits		14
Spring Semester		
English II		3
Calculus I		4
General Chemistry II		4
General Biology I		4
Credits		15
Second Year		
Fall Semester		
Organic Chemistry I		4
Physics I		4
Microbiology		4
Elective		3
Credits		15
Spring Semester		
Organic Chemistry II		4

Elective	3
Elective	3
Elective	3
Elective	3
Credits	16
Total Credits	60

Bachelor of Science in Chemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu)
203-582-8254

Chemistry majors explore the world on the molecular level. Students gain knowledge about the wide range of properties and reactions of inorganic, organic and biological compounds. Lab courses enable you to carry out syntheses and analyze materials. You also get hands-on access to a sophisticated array of instruments, which include a variety of spectrophotometers and chromatographic systems, to help build confidence in your ability to solve complex problems in the field. You can individualize your experience by taking electives in specialized areas, such as environmental chemistry, or pursue a minor in a completely different but complementary field to meet your career goals.

We teach you to evaluate and interpret data, hone your analytical thinking skills and present the results of your scientific research to various audiences. Because of our small class sizes and highly accessible faculty, you'll get plenty of support and the personal attention you need. An independent research project strengthens the skills you develop in the classroom. Students are encouraged to pursue real-life work experience in the form of internships.

Your degree in chemistry qualifies you to work as a laboratory or research assistant in an academic, consumer product, pharmaceutical or industrial research or quality control laboratory upon graduation, but you'll also have the foundation to pursue an advanced degree in a specific area of chemistry or in other fields including medicine, pharmacy, veterinary medicine or law.

BS in Chemistry Curriculum

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 or MA 151 should take MA 140. MA 153 and MA 154 are strongly recommended.

Chemistry majors must maintain a minimum grade of C- in all required chemistry, physics and mathematics courses. Any required course not listed in the course descriptions may be considered for scheduling when the need arises. All 4-credit science courses have a laboratory component. Chemistry electives must be selected with the advice and approval of the department adviser. Open electives should be selected based upon student interests and career goals from offerings in all schools.

Students majoring in chemistry must complete the following requirements:

Code	Title	Credits
	University Curriculum ¹	46
	Modern Language Requirement	3-6
	Chemistry Core Requirements	

CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
CHE 410	Inorganic Chemistry	3
CHE 420	Chemistry Integrative Capstone	3
CHE 475	Chemistry Seminar I	1
CHE 476	Chemistry Seminar II	1
CHE 490	Chemistry Research I	3
CHE 491	Chemistry Research II	3
	Upper level CHE elective course ²	3
Cognate Courses ³		
MA 141	Calculus of a Single Variable ^{3,4}	3
PHY 110 & 110L	General Physics I and General Physics I Lab ^{3,5}	4
PHY 111 & 111L	General Physics II and General Physics II Lab ^{3,5}	4
Open electives ⁶		
Total Credits		113-116

¹ [All students must complete the University Curriculum \(p. 51\) requirements.](#)

² Typically CHE 300.

³ Required courses, which support the chemistry major and may be used to satisfy requirements outside of the major.

⁴ [MA 151 may be substituted for MA 141. MA 153 and MA 154 are also highly recommended but not required.](#)

⁵ PHY 121 and PHY 122 may be substituted.

⁶ Students take open electives to fulfill the minimum number of credits for graduation. Number of credits may vary depending on foreign language and math placement scores. Some cognate course credits may count toward the University Curriculum requirements.

Minimum number of credits required for graduation is 120.

Modern Language Requirement

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. Students earning either degree must complete one foreign language through the 102 level, and all students are encouraged to pursue a balanced program of study.

Student Learning Outcomes

Upon completion of the chemistry program, students will demonstrate the following competencies:

- Disciplinary Knowledge:** Develop a broad knowledge base of chemical principles in the areas of general, organic, analytical, inorganic, physical, and biochemistry along with cognate knowledge in the areas of physics and mathematics.
- Laboratory Skills:** Develop relevant knowledge and hands-on skills to be able to work safely and independently in a chemistry laboratory setting to collect, record and evaluate experimental data including the utilization of both classical and instrumental techniques.
- Scientific Information Literacy:** Conduct relevant field-specific searches of scientific databases to locate research articles related to a topic or problem and gain experience in reading, interpreting and discussing research literature in the field.
- Research Experience:** Apply acquired knowledge and skills to investigate problems by working on independent mentored project(s) through a senior research project, independent research, internship(s) and/or summer research study.
- Critical Thinking and Problem Solving:** Apply knowledge and skills to solve increasingly complex conceptual and quantitative problems in the field.
- Scientific Communication:** Demonstrate competency in oral and written expression of the results of their laboratory work through written lab reports, poster presentations and seminar presentations.
- Career Advancement:** Be competitive for employment in an entry-level field-related position or acceptance into a graduate or professional degree program.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

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- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).

- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a chemistry major).

Suggested Transfer Curriculum for BS in Chemistry

A minimum of 60 credits is required for transfer into the BS in Chemistry program, and the following courses must be completed: general chemistry 1 and 2, calculus 1, organic chemistry 1 and 2 and physics 1 and 2 (calculus 2 is also highly recommended, but not required). Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
General Chemistry I		4
Calculus I		4
Elective		3
Credits		14
Spring Semester		
English II		3
General Chemistry II		4
Calculus II		4
Elective		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Organic Chemistry I		4
Physics I		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Organic Chemistry II		4
Physics II		4
Elective		3
Elective		3
Elective		3
Credits		17
Total Credits		62

Minor in Chemistry

Program Contact: Carol Fenn (carol.fenn@qu.edu) 203-582-8254

The highly technical nature of our daily living has increased the need for a working knowledge of chemistry in biological sciences, medical sciences, law, business, government, academia and many more areas.

Students majoring in programs other than chemistry can be recognized as having additional proficiency in chemistry by successfully completing this balanced program. Candidates must apply to the chemistry department to enter this program and be enrolled concurrently in a major undergraduate program.

Chemistry Minor Curriculum

The program consists of a minimum of 24 credits of chemistry distributed between 20 credits of required courses and 4 credits of elective courses consistent with the following specifications: The minimum grade required for each course is a C-.

Code	Title	Credits
Required		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
Elective		
Select one of the following:		4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	
Total Credits		24

Department of Economics

The Department of Economics places a particularly strong emphasis on a well-rounded liberal arts education, ethical judgment and the ability to assess past and present public policies. We encourage a friendly, supportive environment for all students, promote student-professor interaction and build a community of scholars.

Students who have earned a degree in economics have gone on to careers in banking, consulting, financial research, the government, the hedge fund industry, insurance firms such as Travelers and industrial firms such as General Electric and United Technologies. Besides preparing a student for graduate study in economics, the major provides excellent preparation for graduate study in business, law and public policy.

The mission of the Department of Economics is to offer students educational opportunities that emphasize the relationship of theory to practice preparing them to become accomplished citizens and professionals capable of critical thinking and independent analysis.

- Bachelor of Science in Data Science (p. 228)
- Bachelor of Science in Economics (p. 187)
- Minor in Applied Statistics and Data Science (p. 230)
- Minor in Economics (p. 189)

- Accelerated Dual-Degree BS in Economics/MBA (3+1) (p. 181)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (p. 182)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-ba-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (p. 185)

Economics (EC)

EC 101. Chocolate, Cheating and Climate Change - Everyday

Economics. 3 Credits.

This course explores how economics touches our everyday lives including everything from our choice of chocolate, to the decision whether or not to cheat, to the global economics of climate change. Designed for non-majors, we take a less mathematical approach to exploring these issues, including the use of news media, experiments, and class discussion. Not open to students who have taken EC 111 or EC 112.

Offered: Every year, Spring

UC: Social Sciences

EC 111. Principles of Microeconomics.

3 Credits.

This course examines scarcity and choice, demand and supply, government price setting and taxes, elasticity, production and cost, and the theory of the firm. A writing component is required.

Offered: Every year, All

UC: Social Sciences

EC 112. Principles of Macroeconomics.

3 Credits.

This course examines the determinants of national income, unemployment and inflation. In addition, students learn how fiscal policy and monetary policy influence the economy. A writing component is required.

Prerequisites: Take EC 111.

Offered: Every year, All

UC: Social Sciences

EC 112H. Honors Principles of Macroeconomics.

3 Credits.

This examination and application of basic macroeconomic theory covers scarcity and choice, unemployment and inflation, national income accounts, Keynesian and alternative models of income determination, fiscal policy and monetary theory and policy. A writing component is required. Calculus is used in this course.

Prerequisites: Take EC 111.

Offered: As needed

UC: Social Sciences

EC 205. Current Economic Issues.

3 Credits.

This course includes discussion and analysis of current economic issues as determined by the news, students' interest and instructor discretion.

Prerequisites: Take EC 111, EC 112.

Offered: Every other year

EC 206. Urban Economics.

3 Credits.

This course provides an economic analysis of urban problems and potential policy solutions to those problems. Topics include land use patterns and zoning, poverty, housing, crime, education, transportation and environmental issues. As part of the course, students build their own city and address all of these issues through the Sim City simulation.

Prerequisites: Take EC 111.

Offered: Every other year

UC: Social Sciences

- EC 211. Intermediate Microeconomics. 3 Credits.**
This advanced analysis of microeconomic theory includes study of consumer theory with use of indifference curves and budget constraints, firm theory with use of isoquants and isocosts, market structures and market failures. Calculus is used in this course.
Prerequisites: Take EC 111.
Offered: Every year
- EC 212. Intermediate Macroeconomics. 3 Credits.**
This course helps students to understand two phenomena: long-run growth and business cycles. The section of the course devoted to long-run growth emphasizes the importance of technological change for increasing the standard of living. The section devoted to business cycles emphasizes the short-run macroeconomic analysis and the roles of fiscal and monetary policy in a modern economy.
Prerequisites: Take EC 112.
Offered: Every year
- EC 272. Advanced Applied Statistics. 3 Credits.**
This course teaches statistical methods and concepts used in business decision making and social science research. Topics include sampling distributions, estimation, hypothesis testing, correlation, linear regression and forecasting.
Prerequisites: Take MA 170, MA 176, MA 206 or MA 275.
Offered: Every year, All
- EC 304. Environmental Economics (ENV 304). 3 Credits.**
This course examines environmental issues and their economic impact. Topics include economic efficiency both in market and nonmarket activities; dynamic efficiency for nonrenewable and renewable resources; how environmental problems are modeled from an economic perspective; and principles of environmental policy design at the state and federal level.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 320. Law and Economics. 3 Credits.**
This course covers the application of microeconomic theory to the law. Topics covered include the efficiency and welfare aspects of property rights, contract law, torts and criminal law, and the impact of changes in the law on economic agents.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 325. Sports Economics (SPS 325). 3 Credits.**
The primary focus of this course is professional sports. Topics include microeconomic foundations of sports economics, industrial organization of the sport industry, antitrust and regulation, financing sports stadiums, labor issues and the economics of college sports.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 330. Public Finance. 3 Credits.**
This course examines the role of government in the economy. Tools of economic analysis are applied to government taxation and expenditure policies. The efficiency and welfare implications of government intervention in the economy are analyzed.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 341. Money and Banking. 3 Credits.**
This examination of the institutions and theory of monetary systems considers the domestic and international macroeconomic impacts of changes in monetary policy.
Prerequisites: Take EC 112.
Offered: Every other year
- EC 350. International Economics. 3 Credits.**
This course examines international trade theories, trade policies, exchange rate determination models and macroeconomic policies in open economies.
Prerequisites: Take EC 112.
Offered: Every other year
- EC 352. Industrial Organization. 3 Credits.**
Market structures are examined with an emphasis on the imperfectly competitive markets. Market failures and regulation and antitrust also are considered.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 355. Game Theory. 3 Credits.**
Applied game theory analysis of real-world strategic environments in economics and business. Topics include: Normal form games, Nash equilibrium, mixed strategies, repeated games, sequential games with perfect and imperfect information, sub-game perfect equilibrium and principal-agent problems.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 361. Labor Economics. 3 Credits.**
This course examines the application of microeconomic theory to labor markets and also considers, unions, labor market, immigration, discrimination and other topics.
Prerequisites: Take EC 111.
Offered: Every other year
- EC 364. Managerial Economics. 3 Credits.**
This course considers the application of microeconomic theory to firm management, firm theory, market structures. It includes basic applied regression analysis.
Prerequisites: Take EC 111.
Offered: As needed
- EC 365. Econometrics. 3 Credits.**
This course provides an introduction to the statistical methods and tools used in applied economic research. Topics include model specification estimation, and inference in the simple and multivariate regression model. The use of statistical software is required.
Prerequisites: Take EC 112; EC 272, MA 206, MA 275, MA 285 or PS 206.
Offered: Every year, Fall and Spring
- EC 366. Advanced Econometrics. 3 Credits.**
This course surveys econometric methods and tools that are particularly useful for applied microeconomic research. The course is structured around a series of projects that require students to build and estimate econometric models. Lectures complement the projects by providing the link between econometric theory and actual empirical practice.
Prerequisites: Take EC 365.
Offered: As needed
- EC 375. Development Economics. 3 Credits.**
This course analyzes the economic issues facing developing countries around the world. Topics include international aid, inequality, the determinants of economic growth, corruption, education and human capital, micro-financing, and the role of multinational firms in these impoverished regions.
Prerequisites: Take EC 112.
Offered: As needed

EC 396. Economics Internship. 3 Credits.

Internships in economics must be approved by the department chair and the dean in accordance with college regulations.

Offered: As needed

EC 399. Independent Study. 1-6 Credits.**EC 450. Senior Seminar. 3 Credits.**

This capstone seminar is designed for senior economics majors. Students draw on the tools developed in the economics program to produce a research paper or project on an original topic. Students may be required to present their results and conclusions to the class and other faculty members. Topics are chosen by the student in consultation with the instructor.

Prerequisites: Take EC 211 or EC 212 and Senior Standing.

Offered: Every year, Fall

EC 498. Special Topics in Economics. 1-6 Credits.

Independent study of special topics. Permission of sponsoring faculty, department chair and dean required.

Offered: As needed

EC 600. Managerial Economics. 3 Credits.

This course considers the practical application of the tools of economic analysis to the solution of important business problems. An examination of analysis of demand, cost and output, market structure and pricing policies is included.

Offered: Every year, All

EC 670. International Trade. 3 Credits.

This course provides a general overview of the economics of international trade. Throughout the course, students study trade models, such as the Heckscher-Ohlin model, and discuss new issues in international trade and international business, including foreign direct investment and offshoring. Topics include gains and losses from trade, factor endowment, tariffs and quotas, and the effect of trade on wages.

Prerequisites: Take EC 600.

Offered: As needed

EC 671. International Macroeconomics. 3 Credits.

This course provides a rigorous analysis of theory and practice in international macroeconomics. Topics include in-depth study of open economy macroeconomic analysis, monetary theory, balance of payments, exchange rate systems, and international monetary systems.

Prerequisites: Take EC 600.

Offered: As needed

Accelerated Dual-Degree BS in Economics/MBA (3+1)

Program Contact: Linda Fisher (Linda.Fisher@qu.edu) 203-582-3396

The Accelerated Dual-Degree BS in Economics/MBA (3+1) program offers highly motivated students an opportunity to earn a BS in Economics and an MBA from the School of Business in just 4 years. Both degrees are completed in full without compromise. Students continue to have the ability to study abroad or engage in a program such as QU in DC.

This program offers advantages to students who have a passion for economics and ambitions for a career in the global business landscape. The study of economics develops a student's critical thinking and analytical skills. Students planning careers as managers often seek a strong general education. A student who wishes to have their resume stand out from the pack, while developing the above skills and earning

a respected degree in business, might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue leadership roles within the business world or government. There is a demand within industry for skilled leaders who possess strong business administration skills paired with a core understanding of economics. Examples of high-paying jobs that 3+1 students would be uniquely qualified for include: policy analyst, management consultant, global management, financial analyst, operations manager, and pricing analyst. By pairing their passion for economics with the MBA, economics students substantially increase their employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

Accelerated Dual-Degree BS/MBA (3+1) Program of Study

Course	Title	Credits
First Year		
Fall Semester		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EC 111	Principles of Microeconomics	3
MA 170	Probability and Data Analysis	3
	Foreign Language 101	3
	Free Elective	3
Credits		18
Spring Semester		
EN 102	Academic Writing and Research	3
EC 112	Principles of Macroeconomics	3
EC 272	Advanced Applied Statistics	3
	Foreign Language 102	3
	Fine Arts Elective	3
	Personal Inquiry Elective (non-EC)	3
Credits		18
Summer Semester		
	Humanities Elective	3
	Fine Arts (AR) or Science (SC) (no lab)	3
Credits		6
Second Year		
Fall Semester		
EC 211	Intermediate Microeconomics	3
	EC Elective	3
	EC Elective	3
	Natural Science with Lab	4
	Humanities Elective	3
	Free Elective	3
Credits		19
Spring Semester		
AC 211	Financial Accounting	3
EC 212	Intermediate Macroeconomics	3
EC 365	Econometrics	3
	EC Elective	3

Free Electives		6
Credits		18
Summer Semester		
Any Inquiry Elective (if not taken yet)		3
Free Elective		3
Credits		6
Third Year		
Fall Semester		
EC 450	Senior Seminar	3
FIN 201	Fundamentals of Financial Management	3
MBA 615	Skills for Contemporary Business Issues	3
MBA 601	Foundations for Decision Making	1
Free Electives		9
Credits		19
Spring Semester		
CAS 420	CAS Integrative Capstone	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
EC 600	Managerial Economics	3
Free Electives		6
Free Elective		1
Credits		16
Summer Semester		
MBA Electives		6
Credits		6
Fourth Year		
Fall Semester		
MBA Electives		6
MBA 625	Authentic Leadership within Organizations	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
Credits		15
Spring Semester		
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA Electives		6
Credits		15
Total Credits		156

Student Learning Outcomes

Upon completion of the undergraduate program, students will demonstrate the following competencies:

- 1. Knowledge of Economics:** Students demonstrate and can apply the core theories of economics.
- 2. Quantitative Reasoning:** Students develop the ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.

3. Critical Thinking: Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

Upon completion of the MBA program, students will have developed and emphasize skills in the following areas:

- 1. Business Analytics:** Demonstrate facility with quantitative methods and tools and an ability to interpret financial metrics.
- 2. Managing People:** Demonstrate an ability to understand models and applications of leadership and social intelligence.
- 3. Managing Organizations:** Demonstrate an ability to understand organizational behavior and structures and the importance of effective communication.
- 4. Strategic Integration:** Assess and diagnose a situation and to formulate and implement effective decisions and responses to business problems.
- 5. Ethics:** Identify ethical issues related to business situations and to develop appropriate situational responses consistent with organizational and societal values.
- 6. Knowledge of Business Disciplines:** Demonstrate knowledge of business disciplines (marketing, management, finance and managerial accounting) and the connection between disciplines.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission Requirements: Accelerated Dual-Degree BS/MBA (3+1)

The Accelerated Dual-Degree BS/MBA (3+1) program does not have a separate application process. Students admitted to the College of Arts and Sciences who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions page (p. 20) of this catalog.

Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)

Program Contact: Linda Fisher (Linda.Fisher@qu.edu) 203-582-3396

The Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) program offers highly motivated students an opportunity to earn a

bachelor's degree in economics and a master's degree in accounting from the School of Business in just 4 years. Both degrees are completed in full without compromise.

This program offers advantages to students who have a passion for economics and ambitions for a career that combines economics and accounting. The study of economics develops your critical thinking and analytical skills. Students who would like to have their resume stand out from the pack, while developing an exceptional skillset and earning a respected degree in business might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program uniquely qualifies these graduates as accounting professionals in public and private accounting, as well as in government. By pairing their passion for economics with the Master of Science in Accounting (p. 705), economics students substantially increase their employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) Curriculum

Course	Title	Credits
First Year		
Fall Semester		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EC 111	Principles of Microeconomics	3
MA 170	Probability and Data Analysis	3
Foreign Language 101		3
Free Elective		3
Credits		18
Spring Semester		
EN 102	Academic Writing and Research	3
EC 112	Principles of Macroeconomics	3
EC 272	Advanced Applied Statistics	3
Foreign Language 102		3
Fine Arts Elective		3
Free Elective		3
Credits		18
Summer Semester		
Humanities Elective		3
Fine Arts (AR) or Science (SC) (no lab)		3
Credits		6
Second Year		
Fall Semester		
AC 211	Financial Accounting	3
EC 211	Intermediate Microeconomics	3
Natural Science with Lab		4
Humanities Elective		3
EC Elective		3

Free Elective		2
Credits		18
Spring Semester		
EC 212	Intermediate Macroeconomics	3
EC 365	Econometrics	3
AC 212	Managerial Accounting	3
EC Elective		3
Free Electives		6
Credits		18
Summer Semester		
Free Elective		3
Personal Inquiry Course		3
Credits		6
Third Year		
Fall Semester		
AC 305	Intermediate Accounting I	3
AC 411	Auditing Theory and Practice	3
EC 450	Senior Seminar	3
EC Elective		3
Free Electives		6
Credits		18
Spring Semester		
AC 335	Accounting Systems	3
CAS 420	CAS Integrative Capstone	3
AC Elective		3
EC Elective		3
Free Electives		6
Credits		18
Fourth Year		
Fall Semester		
AC 635	Advanced Topics in Financial Accounting and Reporting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Electives		6
Credits		15
Spring Semester		
AC 660	Strategic Management Control Systems	3
AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
MSA Electives		6
Credits		15
Total Credits		150

Student Learning Outcomes

Upon completion of the undergraduate program, students will demonstrate the following competencies:

- Knowledge of Economics:** Students demonstrate and can apply the core theories of economics.

- b. **Quantitative Reasoning:** Students develop the ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.
- c. **Critical Thinking:** Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

Upon completion of the MS in Accounting program, students will demonstrate the following competencies:

Students who graduate with this degree will demonstrate:

- a. **Professional Communication:** an ability to communicate complex accounting reports and other financial information in both technical and common language; a proficiency in the use of information technology packages to process information and to effectively complete tasks in applicable areas.
- b. **Business Analytics and Critical Thinking:** proficiency in the use of statistical and analytical tools to analyze complex accounting problems and the ability to make practical and reliable decisions as appropriate to resolve problems.
- c. **Business Environment:** the capacity to recognize ethical issues encountered in public and private accounting environments and consider resolutions that are legal and ethical with appropriate consideration on the firms' material stakeholders; knowledge of the issues involved in Multinational Corporation accounting including a strong understanding of the issues in international financial reporting standards.
- d. **Accounting Integration:** knowledge of the principles and standards applied to financial reporting for U.S. corporations (U.S. GAAP) and to financial reporting for specialized industries and organizations such as nonprofits and governments; an understanding of the relevant professional standards.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission Requirements: Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1)

The Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) program does not have a separate application process. Students admitted to the College of Arts and Sciences who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions page (p. 20) of this catalog.

Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1)

Program Contact: Linda Fisher (Linda.Fisher@qu.edu) 203-582-3396

The Accelerated Dual-Degree BS in Economics/Master of Science in Business Analytics (3+1) program offers highly motivated students an opportunity to earn both degrees from the School of Business in just 4 years. Both degrees are completed in full without compromise. Students continue to have the ability to study abroad or engage in a program such as QU in DC.

This program offers advantages to students who have a passion for economics and ambitions for a career that combines economics and business analytics. The study of economics develops your critical thinking and analytical skills. Students who want their resume to stand out from the pack, while developing the above skills and earning a respected degree in business, might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue careers such as data analysts, business intelligence analysts, program and marketing managers, and big data analytics specialists among other career paths. The program uniquely qualifies these graduates by pairing their passion for economics with the MS in Business Analytics. Economics students substantially increase their employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

Accelerated Dual-Degree BS/MS (3+1) Program of Study

Course	Title	Credits
First Year		
Fall Semester		
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 170	Probability and Data Analysis	3
Foreign Language 101		3
Free Elective		3
Credits		18
Spring Semester		
EC 112	Principles of Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EN 102	Academic Writing and Research	3
Foreign Language 102		3
Fine Arts Elective		3
Free Elective		3
Credits		18

Summer Semester		
Humanities Elective		3
Fine Art (AR) or Science Course (SC) no lab		3
Credits		6
Second Year		
Fall Semester		
EC Electives		6
Natural Science with Lab		4
EC 211 Intermediate Microeconomics		3
Humanities Elective		3
Free Elective		2
Credits		18
Spring Semester		
EC 212 Intermediate Macroeconomics		3
EC 365 Econometrics		3
Personal Inquiry course		3
EC Elective		3
Free Electives		6
Credits		18
Summer Semester		
Free Electives		6
Credits		6
Third Year		
Fall Semester		
EC 450 Senior Seminar		3
CAS 420 CAS Integrative Capstone		3
EC Elective		3
Free Electives		9
Credits		18
Spring Semester		
Free Electives		15
BAN 610 Introduction to Business Analytics		3
Credits		18
Fourth Year		
Fall Semester		
BAN 615 Predictive Business Analytics		3
BAN 621 Data Management		3
BAN 628 Data Mining for Competitive Advantage		3
BAN 629 Text Analytics		3
BAN 650 Data Visualization for Managers		3
Credits		15
Spring Semester		
BAN 622 Data Warehousing		3
BAN 690 Business Analytics Capstone		3
BAN Electives		9
Credits		15
Total Credits		150

Student Learning Outcomes

Upon completion of the undergraduate program, students will demonstrate the following competencies:

- 1. Knowledge of Economics:** Students demonstrate and can apply the core theories of economics.
- 2. Quantitative Reasoning:** Students develop the ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.
- 3. Critical Thinking:** Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

Upon completion of the MS in Business Analytics program, students will demonstrate the following competencies:

- 1. Data Analysis:** Evaluate different techniques used to analyze data.
- 2. Data Management:** Explain how data is stored, accessed and retrieved.
- 3. Analytical Reasoning:** Apply business analytics techniques and utilize analytical tools for organizational decision making.
- 4. Critical Thinking:** Demonstrate skills in interpreting and presenting analytical results.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission Requirements: Accelerated Dual-Degree BS/MS (3+1)

The Accelerated Dual-Degree BS/MS (3+1) program does not have a separate application process. Students admitted to the College of Arts and Sciences who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions page (p. 20) of this catalog.

Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1)

Program Contact: Linda Fisher (Linda.Fisher@qu.edu) 203-582-3396

The Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) program offers highly motivated students an opportunity to earn a BS in Economics from the College of Arts and Sciences and an MS in Journalism from the School of Communications in just 4 years. Both

degrees are completed in full without compromise. Students continue to have the ability to study abroad or engage in a program such as QU in DC.

This program offers advantages to students who have a passion for economics and ambitions for a career in journalism. The study of economics develops a student's critical thinking and analytical skills. The program is designed so that students, in consultation with their adviser, develop areas of inquiry to engage in a deep exploration of current issues. With the foundation of economic coursework, students are equipped with the knowledge and insight that lead to high-quality journalistic work particularly with application to the field of economics.

Examples of jobs that 3+1 students would be uniquely qualified for include: data journalist, economics news reporter, economy reporter, growth and economy reporter, labor and economics reporter, economics writer/editor and economic development reporter. By pairing their passion for journalism with the foundation of economics, students substantially increase their employability and job prospects upon graduation.

Accelerated Dual-Degree BS/MS (3+1) Program of Study

Course	Title	Credits
First Year		
Fall Semester		
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 170	Probability and Data Analysis	3
Foreign Language 101		3
Free Elective		3
Credits		18
Spring Semester		
EC 112	Principles of Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EN 102	Academic Writing and Research	3
Foreign Language 102		3
Fine Arts Elective		3
Free Elective		3
Credits		18
Summer Semester		
Humanities Elective		3
Fine Arts (AR) or Science (SC) (no lab)		3
Credits		6
Second Year		
Fall Semester		
EC 211	Intermediate Microeconomics	3
EC Electives		6
Natural Science with Lab		4
Humanities Elective		3
JRN 260	News Writing	3
Credits		19
Spring Semester		
EC 212	Intermediate Macroeconomics	3
EC 365	Econometrics	3

EC Elective		3
JRN 275	News Reporting	3
Personal Inquiry Elective		3
Free Electives		5
Credits		20
Summer Semester		
Free Electives		6
Credits		6
Third Year		
Fall Semester		
EC 450	Senior Seminar	3
JRN 380	Fundamentals of Digital Journalism	3
JRN 501	Reporting and Fact-Checking	3
or Free Elective		
CAS 420	CAS Integrative Capstone	3
EC Elective		3
Free Elective		3
Credits		18
Spring Semester		
Free Electives		18
Credits		18
Fourth Year		
Fall Semester		
JRN 504	Digital Essentials	3
JRN Graduate Electives		6
Credits		9
Spring Semester		
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
JRN 600	Capstone Proposal	3
JRN Graduate Elective		3
Credits		12
Summer Semester		
JRN 601	Capstone Project	3
JRN Graduate Elective		3
Credits		6
Total Credits		150

Student Learning Outcomes

Upon completion of the undergraduate program, students will demonstrate the following competencies:

- 1. Knowledge of Economics:** Students demonstrate and can apply the core theories of economics.
- 2. Quantitative Reasoning:** Students develop the ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.

3. **Critical Thinking:** Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

Upon completion of the MS in Journalism program, students should be able to demonstrate the following competencies:

1. **Understand** professional journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
2. **Analyze** information based on journalistic practices of research, interviews and observation.
3. **Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
4. **Report and compose** a story—either visual, multimedia or text—that informs, enlightens, entertains and is useful to the reader or audience within professional journalistic reporting and writing practices and ethical standards.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission Requirements: Accelerated Dual-Degree BS/MS in Journalism (3+1)

The Accelerated Dual-Degree BS/MS in Journalism (3+1) program does not have a separate application process. Students admitted to the College of Arts and Sciences who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions page (p. 20) of this catalog.

Bachelor of Science in Economics

Program Contact: Donn Johnson (Donn.Johnson@quinnipiac.edu)
203-582-8205

The BS in Economics program teaches students the core theories of economics. Students learn to analyze social and business problems and to examine the proper role of the market and the government in solving these problems. They are able to apply their analytical skills to analyze and interpret economic behavior and forecast political and societal trends. Students have the opportunity to take specialized courses such as Environmental Economics (EC 304), Game Theory (EC 355), Law and Economics (EC 320), Money and Banking (EC 341) and Public Finance (EC 330).

Besides studying essential economic theories, students also learn to analyze individual markets and assess the impact public policy has on the economy. The Economics major has four tracks allowing students the flexibility to choose their own path through the major. This versatile major makes students attractive to employers and prepares students for a successful career in banking, government, law, the insurance industry and elsewhere.

Recent economics majors have secured prominent jobs with the Federal Reserve Board, General Electric, Liberty Mutual, Oppenheimer Funds and other industrial and insurance firms.

BS in Economics Curriculum

Students majoring in economics must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Economics Core Requirements		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EC 450	Senior Seminar	3
Additional coursework to satisfy Economics track chosen ²		15-18
Free Electives		35-38
Total Credits		120

¹ All students must complete the University Curriculum (p. 51) requirements

² Students may request permission from the Economics Department Chair to use one non-economics course to fulfill their major requirements.

Track Options (Complete One Track)

General Economics Track

This track provides students with a well-rounded curriculum to prepare them for any number of careers including, but not limited to banking, consulting, financial research, the government, the hedge fund industry and insurance firms.

Code	Title	Credits
EC 365	Econometrics	3
Four additional Economics courses at the 200 level or above		12

Policy Track

This track allows students who are leaning toward a career in public policy to focus more on courses in that area, while still maintaining flexibility for other career options.

Code	Title	Credits
Four additional Economics courses at the 200 level or above		12

Two additional Social Science courses at the 200 level or above	6
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Commerce Track

This track allows students who are leaning toward a career in commerce or industry to focus more on courses in business, while still maintaining flexibility for other career options.

Code	Title	Credits
Four additional Economics courses at the 200 level or above		12
Two additional School of Business courses at the 200 level or above		6

Quantitative Track

This track provides students with strong mathematical and analytic skills to further develop those skills in preparation for the more data-driven careers in government and business, as well as develop the skills to help them succeed at the graduate level in economics.

Code	Title	Credits
EC 365	Econometrics	3
Three additional Economics courses at the 200 level or above		9
Two additional quantitative courses including:		6
Any Data Science Course		
EC 366	Advanced Econometrics	
MA 140	Pre-Calculus	
MA 141	Calculus of a Single Variable	
MA 150	Integral Calculus With Applications	
MA 151	Calculus I	
MA 152	Calculus II	
MA 153	Calculus II: Part A	
MA 154	Calculus II: Part B	
MA 229	Linear Algebra	
MA 251	Calculus III	
MA 265	Matrix Algebra and Differential Equations	
Any 300-level Mathematics Course		

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Knowledge of Economics:** Students demonstrate and can apply the core theories of economics.
- Quantitative Reasoning:** Students develop the ability to represent mathematical information symbolically, visually, numerically and

verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.

- Critical Thinking:** Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).

- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Economics

A minimum of 60 credits is required for transfer into the BS in Economics program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Principles of Microeconomics		3
Elective		3
Elective		3
Elective		3
Credits		15

Spring Semester

English II	3
Principles of Macroeconomics	3
Elective	3-4
Elective	3-4
Elective	3

Credits	15-17
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Second Year**Fall Semester**

Statistics	3
Elective	3
Elective	3
Elective	3
Elective	3-4

Credits	15-16
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Spring Semester

Elective	3
Elective	3
Elective	3
Elective	3
Elective	3

Credits	15
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Total Credits	60-63
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Students planning to transfer into the BS in Economics major at Quinnipiac University are highly encouraged to contact the Economics Department Chair, Donn Johnson (Donn.Johnson@qu.edu).

Minor in Economics

Program Contact: Donn Johnson (Donn.Johnson@quinnipiac.edu)
203-582-8205

Acquiring a foundation in economics offers a versatile, big-picture perspective that can prove advantageous in the fields of government, politics, business and the nonprofit world. In addition to mastering the principles of micro and macroeconomics, you will enhance your critical thinking and quantitative reasoning skills in ways that address modern problems facing businesses. You'll also learn about common economic theories and the role they play in the global economy.

Students work with the department chair to select four additional courses based on their interests. These electives can include courses such as Money and Banking, Sports Economics and Public Finance. Whether you plan to pursue a career in law, finance or public policy, this program will complement your major and provide you with additional tools to use in your chosen field.

Students wishing to augment their field of study with the perspective and skills of economics are encouraged to consider an economics minor. In addition to the University Curriculum economics courses (EC 111 and EC 112), students must complete four additional economics courses for the minor. The courses used for the minor are subject to approval by the department chair.

Economics Minor Curriculum

In addition to the University Curriculum economics courses (EC 111 and EC 112), students must complete four additional economics courses

for the minor. Students may request permission from the economics department chair to use one non-economics course to fulfill their minor requirements.

Code	Title	Credits
Possible courses include:		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 205	Current Economic Issues	3
EC 206	Urban Economics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EC 320	Law and Economics	3
EC 325	Sports Economics (SPS 325)	3
EC 330	Public Finance	3
EC 341	Money and Banking	3
EC 350	International Economics	3
EC 352	Industrial Organization	3
EC 355	Game Theory	3
EC 361	Labor Economics	3
EC 364	Managerial Economics	3
EC 365	Econometrics	3
EC 366	Advanced Econometrics	3
EC 375	Development Economics	3

Department of English

The English major provides a solid foundation in the study of the genres of literature, literary theory, literary history, rhetoric and composition, and creative writing, leading to the senior seminar capstone course in which students produce their own extended, original project. Students consult with advisers regularly to ensure that their personal, intellectual, creative and professional goals are being met. Students in the English major program are well prepared for entering graduate study in English, elementary and secondary education, law, business and library science and for careers in government, public service, not-for-profit foundations, public relations and advertising, print and digital publishing and other business fields that need skilled writers and researchers and creative problem-solvers. The department also offers two optional concentrations within the 36-credit English major: creative writing and English study for secondary education. Both of these concentrations have more specific requirements than our general major. The English major, whether students choose a concentration or not, is a good preparation for many careers, and graduate study.

The English minor offers the same critical and creative engagements with texts as does the major. Students can choose from a variety of courses to help deepen their critical and writing acumen. The minor is designed to support any major by honing the student's analytical and writing skills.

The Department of English supports four programs: the first-year writing program, the English major, the English minor and the five-year BA/MAT program in Elementary or Secondary Education. All first-year students entering Quinnipiac University must take EN 101 and EN 102. Students who wish to major, double major or minor in English can apply to the chair of the English department at any time. Students who are interested in the creative writing or secondary education concentrations are encouraged to declare their concentration with their academic adviser as early as

possible. Students who are planning to enter the five-year BA/MAT programs in Elementary or Secondary Education will need to apply to the School of Education in their sophomore year. All students in all English programs must maintain an overall 2.5 GPA, be in good academic standing and must satisfy all major and minor requirements.

Co-curricular activities are important to the educational goals of many English majors and minors. As a community of readers and writers, the English department supports the English Literary Club, open to all Quinnipiac students, and *Montage*, the undergraduate literary journal. The department hosts creative writing events, showcasing professional creative writers and artists, and student writers and artists. Students who excel in their studies will be invited to join Sigma Tau Delta, the International Honor Society for English majors.

The mission of the Department of English is to engage students to become:

Serious Readers: English majors take reading (and re-reading) seriously. We analyze and discuss the nuances of poetic form, narrative voice and critical argument. We study historical and cultural contexts in order to grasp and internalize new and unfamiliar perspectives. We read to dissect, and we read to enlarge. English majors read the world around them with open minds and critical precision.

Skillful Writers: Language is the English major's medium. We combine words and phrases the way painters combine colors and textures. We write to make sense of our reading, to organize our thoughts, and to express ourselves in clear and compelling ways. In writing workshops, we learn the value of collaboration and constructive criticism as we hone our craft. The practice of effective communication through writing makes the English major a sought-after candidate for a wide variety of 21st-century careers.

Global Thinkers: The nature of the English major is to work toward understanding, valuing and respecting the traditions of peoples from a variety of cultures. English majors encounter a wide array of human experience in the literature we study, and we celebrate the ways difference and diversity expand our appreciation for the complex worlds that we navigate.

Creative Problem Solvers: Where some see problems, the English major sees possibilities. The world of the English major is the world of the imagination. We learn to read old and familiar expressions in new and unexpected ways. We value innovation over stagnation and novelty over cliché. The ability to confront an issue with a variety of approaches and perspectives gives the English major an edge when it comes to solving problems.

- Bachelor of Arts in English (p. 197)
- Minor in English (p. 199)

English (EN)

EN 101. Introduction to Academic Reading and Writing. 3 Credits.

This course introduces students to the ways that writing is grounded in reading and that inquiry is essential to learning. Through attentive reading of academic texts, students are given authority as learners to undertake serious intellectual projects that emphasize critical and creative thinking. Instructors guide students through sequenced reading and writing assignments and highlight the revision process of multiple-draft writing that leads to increasingly complex thinking and rhetorical presentation. As a community of learners, students begin to recognize academic writing as a site where knowledge is produced, understood and communicated. Portfolio assessment; grade of C- or better required to pass EN 101. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Refer to the undergraduate Academic Good Standing Policy for details.

Offered: Every year, All

EN 101I. Introduction to Academic Reading and Writing Intensive. 3 Credits.

EN 101I is essentially the same course as EN 101; however it meets five hours per week. This class is intended for students who feel that they may need more support in complex reading and/or essay writing. The additional class time allows for more contact with the professor and more feedback and discussion with peers. Portfolio assessment; grade of C- or better required to pass. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Refer to undergraduate Academic Good Standing Policy for details.

Offered: Every year, All

EN 102. Academic Writing and Research. 3 Credits.

Building on the practices of EN 101, this course introduces students to the kind of critical and creative thinking necessary to understand the relationship between academic research and argumentation. Working with a broad range of academic texts, students undertake projects that focus on a field of inquiry and that lead to increasingly proficient rhetorical presentation. Students develop a practical understanding of the ways in which critical thinking, writing and research all depend upon a shared process of inquiry that can be applied across disciplines and within their chosen majors. Portfolio assessment. Full-time students are expected to have completed EN 101 and EN 102 by the end of three semesters. Refer to the undergraduate Academic Good Standing Policy for details.

Prerequisites: Take EN 101 or EN 101I.

Offered: Every year, All

EN 102H. Honors Academic Writing and Research. 3 Credits.

This EN 102 class is reserved for Honors Program students and exceptional students from Fall EN 101 classes. Portfolio assessment.

Prerequisites: Take EN 101.

Offered: Every year, Spring

EN 103H. Advanced Academic Writing and Research. 3 Credits.

This course satisfies all first-year writing requirements. Through readings of a broad range of academic texts, students learn to write for academic success. EN 103H integrates the practices of academic reading and writing so that students learn to think critically and creatively as they conduct inquiry in diverse and increasingly rigorous scholarly contexts. With instructor guidance, students undertake self-directed projects and develop rich collaborations among peers, including shared commentary, research and revision, enabling students to identify and transfer best practices to their future performance as readers, writers and thinkers across disciplines, and within their chosen majors. Portfolio assessment. Placement score of 6 required.

Offered: Every year, Fall

EN 200. Special Topics in Literature. 3 Credits.

Students are introduced to readings in literature dealing with a single theme or specific problem, e.g., mystery/detective fiction, masterpieces of Jewish literature, comedy, etc. The course may be repeated for credit when topic changes. Specific titles are announced from time to time.

Offered: As needed

EN 201. Creative Writing. 3 Credits.

This course blends seminar and workshop approaches to the reading and writing of imaginative literature. Students compose and revise original works in multiple genres, maintain a writer's journal, and assemble a comprehensive final portfolio.

Offered: Every year, All

EN 202. Introduction to Creative Nonfiction. 3 Credits.

Students read a variety of short works with an eye toward understanding the stylistic techniques employed by contemporary writers of creative nonfiction. Students are then asked to employ a number of stylistic techniques in their own short works of creative nonfiction. The class emphasizes reading like a writer, writing as a process, the writing workshop, and careful revision and editing.

Offered: Every year, Fall

EN 203. Practicing Stylistics. 3 Credits.

Students review and practice the fundamental rules governing language, focusing specifically on grammar and syntax. They analyze and practice their own emerging style through imitation and revision exercises across a variety of poetic, fictional and nonfictional models. Required reading includes "The Art of Styling Sentences," "Exercises in Style" and "Stylish Academic Writing." The class culminates with a deeply revised portfolio of original efforts and a final referenced essay on what style means—and how to achieve it.

Offered: Every year, All

EN 204. Reading Literature. 3 Credits.

What is literature for? Why read it? Is it relevant in the electronic age? Is there something we can point to and say "that's literature" as a category? The course is about how we read literature as a way of thinking about some answers to those questions. Students read some short stories, poems and perhaps a short novel, argue about what they mean, and what their purpose might be in our lives.

Offered: Every other year, Spring

UC: Humanities

EN 205. Introduction to Fiction Writing. 3 Credits.

This course introduces students to the process of fiction writing. Writing prompts derive mainly from our reading and discussion of published short stories. Participants also read and discuss a handful of pieces "on writing" by established writers to help guide the process. The course is designed to help students hone their craft by writing habitually, composing numerous beginnings, and then working through a selective process to find and complete those pieces with the greatest potential to succeed. Throughout the semester, students draft, revise, edit and polish a total of four short stories. This a foundational course in fiction writing, which means that we focus mainly on the basics of character development and prose style.

Offered: Every year, Fall

EN 206. Introduction to Writing Poetry. 3 Credits.

This course gives students a strong foundation in the formal traditions of poetry in English from blank verse to free verse. Students work closely with Robert Pinsky's "The Sounds of Poetry" to get a grasp of the basic, formal principles of the art, the better to hear poems and understand the ways in which they work. Students explore a variety of poetic forms, reading and discussing poems that exemplify these forms and practicing their own poems based on these models. For the final project of the semester, students assemble a portfolio of all their work, introduced by a reflective essay.

Offered: Every year, Fall

EN 207. Interactive Storytelling and Narrative (GDD 250). 3 Credits.

This course explores the craft and purpose of interactive storytelling. Course content will cover both the creation and analysis of various interactive texts. Students in this class will combine basic coding language with creative writing principles to produce a complex interactive narrative. The interactive narrative will serve as a semester-long project that emphasizes autonomous characters, a responsive setting, and meaningful story branches navigated by a user. Students will also develop a theoretical understanding of interactive media.

Offered: As needed

EN 208. Greek Tragedy. 3 Credits.

This comprehensive survey of Greek tragedy pays special attention to tragic theory and to the evolution of classical drama from its birth in the cult of Dionysus to its culmination in fifth-century B.C. Athens. The extant plays of Aeschylus and Sophocles and selected plays by Euripides are examined with special emphasis on form.

Offered: As needed

UC: Humanities

EN 209. Love Stories. 3 Credits.

Everyone likes a good love story, right? And everyone hopes, and expects, to have his/her/their own "love story" someday. These stories are everywhere: on TV, in movies and in books we read. This course will explore the idea of love in literature throughout the modern era: how it is part of many of our great narratives, contextualized by its culture and history. In literary history, there are some iconic love stories that we still value, that we still see as universal. If we take love seriously, can we question it? Is it a universal human emotion apart from history or politics? Is love contextualized within an historical moment, by heterosexual normativity, by our notions of family and marriage, by race and class? What are we taught by literature about love?

Offered: Every other year, Spring

UC: Humanities

- EN 210. The Art of Poetry. 3 Credits.**
Students undertake close reading and discussion of the genre of poetry not limited by historical period. Attention is paid to technique, formal and stylistic qualities, and repeated themes in an attempt to experience and understand poetry.
Offered: Every other year, Spring
UC: Humanities
- EN 212. The Personal Essay. 3 Credits.**
This course features a historical analysis of the genre's origins across 30 centuries of writing—from the earliest records of writing, to contemporary American writers of the form. Theoretical analysis of the genre draws on Greek conceptions of "persona" to modern psychological ideas of "personhood" and "impersonation," to linguistic considerations of the first-person singular and plural pronouns. The five-paragraph format also is drawn into theoretical discussion and practical critique. Students write several "personal" and "academic" essays.
Offered: Every other year, Fall
UC: Humanities
- EN 213. The Nature Essay (ENV 213). 3 Credits.**
This advanced writing course focuses on the history and evolution of human thinking about nature and our relationship to it. Looking first at Biblical, Greek, Roman and Medieval sources, students concentrate on American writers, beginning with Lewis and Clark and ending with a longer reading by a contemporary naturalist writer (e.g., Annie Dillard, Norman Maclean, Terry Tempest Williams, Barry Lopez). In-class journals and formal writing assignments are used to advance discussion and emphasize persuasion and argumentation.
Offered: Every other year, Fall
UC: Humanities
- EN 214. The History Essay. 3 Credits.**
This genre-based course in writing the historical essay is not a history course. It is a writing course that concentrates on the technique of the essay and introduces the principles of writing historical literature. Students explore history as a problem-solving tool, wherein the lessons from studying the past can be useful in understanding the present. The course examines newer (and more controversial) areas of cultural and social history.
Offered: As needed
- EN 215. The Travel Essay. 3 Credits.**
This genre-based advanced writing course provides a historical overview of nonfiction, travel writing and its emergence as an area of scholarly interest. It explores the ways in which travel writers create narrative personae, construct essays to persuade readers to their perspective, and help to compose the identities of the peoples and cultures about whom they write. Emphasis is on the sustained examination and practice of student writing.
Offered: Every other year, Spring
UC: Humanities
- EN 220. The Short Story As a Genre. 3 Credits.**
This course asks students to explore several remarkable stories across more than two centuries and from a variety of cultures and perspectives. It also helps students to read as literary, writerly critics. The history of how the short story form itself - the genre - has developed is a corner stone of the course's structure. Authors discussed may include the following internationally recognized masters, among others: Poe, Melville, Chopin, Hurston, Kawabata, Hemingway, Baldwin, Bambara, Erdrich, Alexie, Zadie Smith, and Diaz.
Offered: Every year, Spring
UC: Humanities
- EN 222. Comics and Graphic Novels. 3 Credits.**
This course explores comics and graphic novels emphasizing contemporary works. Students consider the (often unnoticed) complexity of the comics form, as well as its historical development and representative genres. Readings are drawn from many different genres; and survey a wide variety of national origins, the better to represent the inevitable human diversity embodied in comics creation and reading. Students have the chance to develop an original portfolio that focuses on any creator, genre or theme of their choosing.
Offered: Every year, Spring
UC: Humanities
- EN 223. Hippies, Punks and Rude Boys. 3 Credits.**
In the years after World War II, youth culture became a significant part of British life. Year by year, decade by decade, new cultural types emerged: angry young men, mods, hippies, rude boys, punks, skinheads. In this class, students consider how these social types are represented by the literature of the period. Doing so provides us with a vantage point for considering the intersection of social identities (race, class, gender, sexuality) and the relationship between literary culture and wider cultural and historical trends.
Offered: Every year, Fall
UC: Humanities, Intercultural Understand
- EN 230. Reading the Environment (ENV 235). 3 Credits.**
We live at an unprecedented juncture in human and natural history: the burning of greenhouse gases for energy has transformed the world, initiating a period of human abundance and environmental destruction. In this class, students read texts that address the environment, seeking to understand the rhetorical and generic gestures through which we engage our carbon-based realities.
Offered: Every year, Spring
UC: Humanities
- EN 235. Literature by Women (WGS 235). 3 Credits.**
With the question of what it means to extract a canon of literature defined by gender as its center, this course enables students to consider the ways in which women have contributed a language and form to the literary tradition. In particular, the course explores the process by which this literature, often written from the margins of experience, has shaped how we read today. Varied female authors are discussed, including Woolf, Dickinson, Jewett, Hurston, Morrison, Cisneros, Kincaid, Abouzeid, Kingston, and Dangarembga among others.
Offered: Every year, Fall
UC: Humanities, Intercultural Understand
- EN 240. Survey of English Literature I. 3 Credits.**
Students gain an understanding and appreciation of literature through the study of the cultural background, the literary work itself, and the life of the author. This course explores the literary history of English literature from Anglo-Saxon times through the 18th century.
Offered: Every year, Fall
UC: Humanities

- EN 241. Medieval Romances. 3 Credits.**
This course focuses on the most popular medieval literary genre, the romance. This genre encompasses a hero's quest, including knights, battles, magic and damsels in distress or otherwise. Participants read both French Breton lais and Middle English verse romances (in translation) that flourished in 13th- and 14th-century England, with particular attention to the Arthurian legend as well as social, cultural and historical factors that gave rise to this literature. Some attention is given to the attraction of contemporary audiences to elements that had their genesis in medieval romance.
Offered: Every other year, Fall
UC: Humanities
- EN 250. Survey of English Literature II. 3 Credits.**
This course explores the literary history of English literature from Romanticism to Modernism. Students gain an understanding and appreciation of this literature through the study of the cultural milieu, the literary work itself, and the life of the author.
Offered: Every year, Spring
UC: Humanities
- EN 255. The Supernatural in Nineteenth. 3 Credits.**
Monsters, Vampires, Ghosts and Zombies. Need I say
Offered: Every other year, Spring
- EN 260. Survey of American Literature I. 3 Credits.**
This course explores the development of American literature as reflected in the works of major authors and works from the Colonial era through the Civil War. Students gain an understanding and appreciation of this literature through study of the cultural background, the literary work itself, and the life of the author. Major authors may include Bradstreet, Emerson, Thoreau, Whitman, Hawthorne, Melville and Davis.
Offered: Every year, Fall
UC: Humanities
- EN 265. Black Writers in and Beyond the US. 3 Credits.**
This survey course explores African-American literature from Colonial times to the present, concentrating on 20th-century literature. Emphasis is placed upon close reading of selected texts in light of the changing sociocultural conditions faced by African Americans.
Offered: Every year, Spring
UC: Humanities, Intercultural Understand
- EN 270. Survey of American Literature II. 3 Credits.**
This course explores the development of American literature as reflected in the works of major authors from the Civil War to the present. Students gain an understanding and appreciation of literature through study of the cultural background, the literary work itself, and the life of the author. Major authors include Emily Dickinson, Fitzgerald, Hemingway, Faulkner, T.S. Eliot, Philip Roth and Marilyn Robinson.
Offered: Every year, Spring
UC: Humanities
- EN 277. Literature of the Americas. 3 Credits.**
Focusing on the 20th to 21st centuries, this course examines writers from Canada, Latin America, the Caribbean and the United States, who typically emerge from historically underrepresented groups. These literary works engage the lived experiences of indigeneity, enslavement, imperialism, migration and globalization, to explore the ties that bind the many peoples of the Western hemisphere.
Offered: Every year, Spring
UC: Humanities, Intercultural Understand
- EN 280. The European Tradition in Literature I. 3 Credits.**
This survey course presents selected European masterpieces, both written in English and in translation, including representative selections from Homer to 1700. Emphasis is on literary and philosophic values with attention to methods of literary analysis as applicable to works by Virgil, Dante, Cervantes and others. The course presents historical backgrounds and study in the generic traditions of literature.
Offered: Every year, Fall
UC: Humanities
- EN 281. The European Tradition in Literature II. 3 Credits.**
This survey course presents selected European masterpieces, both written in English and in translation, including representative works from 1700 to the present. Emphasis is on literary and philosophic values with attention to methods of literary analysis as applicable to the works of Moliere, Voltaire, Rousseau, Goethe, Pushkin, Flaubert, Dostoyevsky, Chekhov, Mann and Kafka. The course combines historical backgrounds and study in the generic traditions of literature.
Offered: Every year, Spring
UC: Humanities
- EN 299. Independent Study. 1-3 Credits.**
In-depth focus on a specific author, topic or area. Topic must be specified in advance.
Offered: As needed
- EN 300. Special Topics in Literature. 3 Credits.**
This course explores readings in literature dealing with a single author, theme, or specific problem. The course may be repeated for credit when topic changes. Specific titles are announced from time to time.
Prerequisites: Take one 200-level English course.
Offered: As needed
- EN 301. Advanced Fiction-Writing Workshop. 3 Credits.**
This advanced fiction-writing course uses a workshop approach to help students understand and experience the process of drafting, revising and editing short stories, as well as the importance of reading and critiquing the work of their peers. Students read contemporary short fiction and give formal presentations on print and web-based literary journals and magazines. Each student chooses a public venue (e.g., public reading, website, blog, etc.) and presents selections from his/her work. The final portfolio represents the breadth of the students' work, including multiple drafts of stories, workshop comments, reading responses and a writer's journal.
Prerequisites: Take EN 201 ,EN 202 or EN 205.
Offered: Every year, Fall
- EN 302. Advanced Creative Nonfiction. 3 Credits.**
This advanced writing course focuses on the reading, analyzing and writing of creative nonfiction. Students read essay and book-length works of creative nonfiction with an emphasis on understanding authorial presence, issues of audience, questions of truth and memory and artistic techniques. Students are asked to employ what they learn from studying masterworks of creative nonfiction to their own longer works of creative nonfiction.
Prerequisites: Take EN 201, EN 202 or EN 205.
Offered: Every other year, Spring

EN 303. The Art of Audio Narrative (FTM 380 GDD 303). 3 Credits.

This course is about storytelling. Students learn the basics of multitrack audio recording and mixing. They write and produce fiction and nonfiction audio narratives. Each project is shared in a stimulating and mutually supportive workshop environment. Students read and listen widely to gain a sense of the history and theory of radio art. Participants also spend time identifying target audiences and looking at ways to distribute student work to the larger world of public and independent radio.

Prerequisites: Take EN 201, EN 202 or EN 205.

Offered: Every other year, Fall

EN 304. Junior Seminar in Critical Theory. 3 Credits.

Junior Seminar introduces students to principles and textual questions that permeate and animate contemporary literary studies. Students gain knowledge of current theoretical terminology, and some of its implications for the ways we read and analyze texts in the discipline of English. A major focus of the class is on how these principles and terms are put into practice in scholarship on literature. The Junior Seminar is a preparation course for advanced work in the English major, particularly the Senior Seminar. This course must be taken in the junior year.

Prerequisites: Take one 200-level English course.

Offered: Every year, Fall

EN 306. Advanced Poetry Writing Workshop. 3 Credits.

This course assumes a prior foundation in the reading of poetry and the practice of writing in traditional forms and seeks to push students to write original poems in a contemporary idiom. Students write a poem on assignment each week, drawing from readings of contemporary poetry collections as well as additional model poems. Students perform their own work publicly and attend literary events to observe and respond to how other writers perform their work. This practice culminates in a public reading given by the whole class. The final project is to assemble a chapbook of poems.

Prerequisites: Take EN 201 or EN 206.

Offered: Every year, Spring

EN 308. Composing America. 3 Credits.

This research-based, advanced composition and period course is a hybrid that crosses the divide between the study of literature and the study of rhetoric. Students investigate the intersection between literature and literacy/composition practices in the U.S. from World War II through the Vietnam War (1939-72). Participants consider how the U.S. has been composed through the acts of reading and writing by studying a variety of texts (poetry, drama, novels, travel, anthropology, folktales, music, theory, film and art).

Prerequisites: Take one 200-level English course.

Offered: Every other year, Spring

EN 320. Studies in the Novel. 3 Credits.

Students explore the development of the novel from its beginning to the present through discussion of the theories of prose narration. Special attention is given to characteristics of the genre. The course may be repeated for credit when topic changes (e.g., American novel, English novel, Continental novel).

Prerequisites: Take one 200-level English course.

Offered: Every other year, Spring

EN 321. Twentieth-Century British Literature. 3 Credits.

In this course, we will be reading British fiction, but doing so in a somewhat different manner. Scholars have long emphasized the experiments of modernism in the early Twentieth Century and, indeed, we will begin there in the works of Joseph Conrad and Virginia Woolf. But we're going to take a broader view: we will cover the whole century, not just its early years, and we'll read genre literature often excluded from serious consideration. So our itinerary includes not only the modernists, but also writers as diverse as Agatha Christie, Graham Greene and the world's latest Nobel Laureate in literature, Kazuo Ishiguro. In doing so, we will examine how the provincial English at last began to acknowledge the world-how they began to see their own empire and its aftermath-and how this more globally minded writing ties together a century of literary and popular narratives.

Prerequisites: Take one 200-level English course.

Offered: Every Third Year, Spring

EN 322. Modern British Literature (1900-1945). 3 Credits.

This course focuses on readings in British literature of the early 20th century. Students study writers such as Conrad, Lawrence, Joyce, Yeats and Eliot against a background of social and political crises from 1900 to 1950.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Spring

EN 323. Contemporary British Literature (1945-Present). 3 Credits.

Devastated by Hitler's Blitz, Britain watched its empire crumble and its global power recede. In a nation of social troubles, British writers began again to write for the public. From the Beatles to the Rushdie affair, British culture has thrived in the face of rapid change by producing a literature of social engagement and aesthetic vibrancy. This course includes texts that speak to these wider historical currents and the aesthetic and intellectual life of Britain since 1945.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Spring

EN 324. The Gothic Novel. 3 Credits.

This course offers a historical survey of the Gothic genre, from Horace Walpole's 1764 "The Castle of Otranto" leading to its many variations in subsequent centuries: terror narratives, the political gothic, the female gothic, science and crime and the postmodern gothic. The course considers the Gothic genre's deployment in historical, social and cultural contexts, as well as the structural and epistemological changes that have emerged since the late 18th century.

Prerequisites: Take one 200-level English course.

Offered: Every Third Year, Fall

EN 325. History of the English Language. 3 Credits.

This course introduces students to the origins and development of the English language and to its social, cultural and historical contexts. It is required of all English majors in the MAT program.

Prerequisites: Take one 200-level English course.

Offered: Every year, Spring

EN 326. Modern Irish Drama. 3 Credits.

This course surveys the development of modern Irish dramas, from W.B. Yeats and the writers of the Gaelic Revival (1884-1916) to more current dramatists such as Tom Murphy and Brian Friel. The material not only covers the powerful body of work produced by Yeats, Synge and Lady Gregory (along with its influence on European and American drama) but also ranges over the work of G.B. Shaw, Brendan Behan, Sean O'Casey and Martin McDonagh. Students also consider modern works of the Irish stage, especially by women (e.g., Elizabeth Kuti) and other voices.

Prerequisites: Take one 200-level English course.

Offered: As needed

- EN 330. World Literature. 3 Credits.**
This course addresses literary topics by reading texts drawn from various national, regional or transnational literatures.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Fall
- EN 338. American Literature by Women of Color (WGS 338). 3 Credits.**
This course explores the diverse literary traditions, themes and narrative strategies employed by American women of color, including black, Latina, Asian and Native American female writers. Students examine how race, ethnicity and gender affect form, content, language and style in literature. Writers include: Silko, Erdrich, Morrison, Walker, Angelou, Giovanni, Tan, Kingston, Yamamoto, Cisneros and Viramontes.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Spring
- EN 340. Immigrant Fictions. 3 Credits.**
This course explores fiction by/about immigrants, examining U.S. history and culture through their stories. Participants focus primarily on 20th- and 21st-century texts by Jewish, Latin American, Caribbean, Asian and African migrants to understand how they represent the race, class and gender barriers (and opportunities) that underlie the American Dream. We also use critical scholarship on racial formation, immigration, citizenship, human rights and diaspora to produce presentations and essays. Students use these concepts to help theorize how the most marginalized "aliens" have made America the complex and contradictory nation it is today.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Spring
- EN 341. Chaucer and the Medieval Period. 3 Credits.**
This course presents a critical interpretation, in its historical setting, of the chief imaginative work in England of the period, "The Canterbury Tales." Additional works of Chaucer and other representative dramatic and lyric poetry also are included. Attention is given to the cultural and artistic setting.
Prerequisites: Take one 200-level English course.
Offered: Every year, Fall
- EN 343. Shakespeare: Histories and Comedies. 3 Credits.**
Extensive structural and thematic analysis of Shakespeare's histories and comedies is the basis of this course, which concentrates on selected problems of scholarship, criticism and performance.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Fall
- EN 344. Shakespeare: Tragedies and Romances. 3 Credits.**
Extensive structural and thematic analysis of Shakespeare's tragedies and romances is the basis of this course, which concentrates on selected problems of scholarship, criticism and performance.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Fall
- EN 345. English Literature of the Renaissance. 3 Credits.**
This intensive study of the principal genres of 16th-century English literature, including lyric poetry (Sidney) and Romance such as "The Faerie Queen" (Spenser), places special emphasis on the major works of the Elizabethan period. Some attention is given to the medieval background, Renaissance art and music, and Continental literature.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Spring
- EN 348. Milton and the 17th Century. 3 Credits.**
This intensive study of literature within this revolutionary period emphasizes the cultural context for poetry, prose and drama in England from 1603 to about 1665. The course focuses on Milton's "Paradise Lost" and on works of other major writers, such as the metaphysical poets (Donne, Marvell, Herbert), and Ben Jonson, Francis Bacon and Thomas Middleton (drama).
Prerequisites: Take one 200-level English course.
Offered: Every other year, Spring
- EN 350. 18th-Century British Literature (1660-1800). 3 Credits.**
The idea that literature is changing in form and content as well as in its social function is central to the study of literature in the long 18th century: what's at stake in the change? This course explores this question by reading a variety of texts including Defoe's "Robinson Crusoe," Swift's "Gulliver's Travels," Pope's "Essay on Man," and Eliza Haywood's "Fantomina," among others, works that seem to be rather strange literature by modern standards. Participants also read about the "rise" of print culture, the many historical changes of the period, such as the rise of the colonial empire, and the change from a poetics of the elite to the aesthetics of feeling.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Fall
- EN 351. Studies in Rhetoric and Writing. 3 Credits.**
This is an advanced course in the theory and practice of argumentation. Students learn the foundations of Aristotelian rhetoric and then apply an understanding of Logos, Pathos, Ethos and Telos to various topics of historical and contemporary concern—most prominently on the cognitive, social and political changes effected by the 500-year-old Gutenberg Revolution (The Age of the Book) and their rapid disruption and undoing via the Digital Revolution (The Age of the Screen). Weekly papers and some heavy reading requirements.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Spring
- EN 352. British Romanticism (1785-1832). 3 Credits.**
This period of time is revolutionary: the Industrial Revolution, the agricultural revolution, the political revolutions in France and America, a literary revolution that constructs a broader reading public, and a print revolution that expands the publishing industry. In this course, students question what these revolutions have to do with novels, poetry and essays of the period, and explore how literature of this period help "revolutionize" the individual, nature and society at the same time that it seems to "romanticize" them.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Spring
- EN 355. Victorian Literature (1832-1901). 3 Credits.**
During the Victorian period, the industrial age in England reached its height as the nation expanded its cultural and economic borders to become the world power that was the British Empire. It was a time when immense wealth was coupled with immense poverty, and "propriety, duty and family" was the slogan of Victorian morality but hidden in the open was the growth of brothels and the drug trade. It was the first age where literacy was widespread, and reading was the primary entertainment for the elite and the masses. Students explore the variety of literature in which the Victorians imagined themselves and the world they lived in.
Prerequisites: Take one 200-level English course.
Offered: Every other year, Fall
- EN 358. English Elective. 3 Credits.**

EN 361. Origins of U.S. Literature (1492-1865). 3 Credits.

At the heart of our national literature lies a complex early narrative. It contains darker issues with an unresolved past, conflicting histories, encounters with the "other," our Calvinist relationship with nature and nurture, a mixed psychology as colonials and revolutionaries, and the tension between our aspiration to be the city on the hill and the realities of life on the edge of wilderness. It also contains the exuberance of the "new Adam" (and Eve), where we can start the story over again and again. This course invites students to test and interrogate these ideas by reading authors in the founding traditions of U.S. literature, such as Bradstreet, Edwards, Rowlandson, Equiano, Wheatley, Brockden Brown, Emerson, and Hawthorne.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Spring

EN 365. The American Renaissance (1830-1865). 3 Credits.

This course presents a study of the dichotomy in the literature of the American Renaissance as reflected in such works as "Self-Reliance," "The American Scholar," "Civil Disobedience," "Walden," "Song of Myself," "The Scarlet Letter" and "Moby Dick."

Prerequisites: Take one 200-level English course.

Offered: Every year, Fall

EN 366. Modern U.S. Literature (1900-1945). 3 Credits.

The early 20th-century movement known as Modernism was an exhilarating time when the Western world's artists and thinkers were exploring how to represent human experience authentically. In the context of U.S. contributions to this era, students investigate questions of aesthetic innovation (especially in poetry), literary subgenres, popular vs. high culture, and national and ethnic identity (including the Harlem Renaissance). Representative authors might include Cather, Frost, Hammett, Hemingway, Hurston, Larsen, Stein, Stevens, Toomer and Yeziarska.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Fall

EN 367. Contemporary U.S. Literature (1945-Present). 3 Credits.

After World II, the U.S. experienced profound change, including the Atomic Age and the Cold War (and later wars on drugs and terrorism), unprecedented global travel and migration, Civil and Human Rights movements, and astonishing technological revolution. Engaging these seismic shifts, cultural expressions have changed as well. This course focuses on the late 20th- to 21st-century writers who reimagined our world, among them Postmodernists such as Nabokov, political writers such as Kerouac, writers of color such as Morrison, and poets and innovators of form such as Plath or Anzaldua.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Spring

EN 373. Modernist American Poetry. 3 Credits.

Introduces "Modernism" and "Modernist" poetry to enable close readings of modernist forerunners Walt Whitman and Emily Dickinson and onward through the 1960s. Major poets include Pound, Eliot, Crane, Williams, Hughes, Stevens, Moore, Bishop, Ginsberg, Knight, Sexton and Kinnell. Emphasis is on applying a deepened historical sense of what Modernism was and what it now means through individual poems and across poets and poetic schools. Students write final long essays analyzing American modernist themes, poetic forms and cultural frames.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Fall

EN 380. Realism and Naturalism in U.S. Literature (1865-1930). 3 Credits.

U.S. Realism and Naturalism were late 19th-/early 20th-century aesthetic movements that emerged after Romanticism. The nation's post-Civil War mood produced a literature that reflected forces from industrialism and social migration to Darwinism and the "New Woman." In this course, students examine literature written in relation to those forces and specifically study how the novel matures in the U.S. tradition. Authors may include Twain, James, Chopin, Chesnutt, Howells, Wharton, and Crane.

Prerequisites: Take one 200-level English course.

Offered: Every other year, Fall

EN 390. Environmental Writing (ENV 390). 3 Credits.

This course considers the rhetoric of environmental communication. How can we write to reach audiences both professional and public? Explaining scientific knowledge is tricky at the best of times, but environmental communication is now burdened by extraordinary political, social, and cultural complexities. You will develop your rhetorical sensitivity and linguistic facility by analyzing historical examples and practicing genres (both technical genres like the proposal and public facing ones like articles and essays).

Prerequisites: Take EN 101 and EN 102; or EN 103H.

Offered: As needed

EN 399. Independent Study. 1-6 Credits.

In-depth focus on a specific author, topic, or area. Topic must be specified in advance.

Prerequisites: Take EN 101.

Offered: As needed

EN 460. Senior Seminar Capstone. 3 Credits.

Senior Seminar focuses on sustained intellectual inquiry about literature, highlighting your own literary interests. It offers students the opportunity to develop expertise on a text/field/question of their choice, while providing them with a process and a community to rely on for support and feedback. In this course, students conduct independent research on a literary text. Building and contributing to an intellectual community, students write, revise and present a major argumentative essay. Open to senior English majors only.

Prerequisites: Take EN 304.

Offered: Every year, All

EN 470. Senior Thesis. 3 Credits.

Senior thesis is open to English majors who are candidates for honors in English. Candidates must be recommended by a member of the English faculty, who consents to serve as adviser for the thesis. This adviser and the student select two additional faculty to serve as a reading committee for the student's final thesis presentation.

Prerequisites: Take EN 204 or EN 304 and one 300-level English course.

Offered: Every year, All

EN 499. Independent Study. 3 Credits.

EN 500. Special Topics in Literature. 4 Credits.
Extensive reading and intensive analysis of literature dealing with a single theme or specific problem.

Offered: As needed

EN 541. Poetry for Prospective High School Teachers. 4 Credits.

This course is an examination of the way poetry operates as a social practice, one that uses many forms and one that has served different purposes at different times. To that end, students examine a range of British and American poetry throughout literary history, in both form and technique, and attempt to situate it culturally. Although this is considered a genre course, it focuses on why students might want to read poetry and what they do with it, rather than defining it as a stable and universal category.

Offered: Every year, Fall

EN 544. Adolescent Literature - Graduate Writing Project. 1 Credit.

This course must be completed in conjunction with EN 554, Literature for Youth and Adolescence. The project is designed as an in-depth study across three selected, multi-genre adolescent literature texts in order to research the historical and cultural contexts of the works, providing critical analyses and interpretations within and across genres. The project requires written work of 12-15 pages that demonstrates students' ability to apply literary, cultural, historical and theoretical understandings to literature in ways that exhibit deep interpretive skills, while also reflecting on the process of promoting those same skills in adolescent readers as promoted by the Common Core State Standards.

Corequisites: Take EN 554.

Offered: As needed

EN 551. Advanced Studies in Writing. 4 Credits.

This course aims to make students metacognitive practitioners of writing. It is a course in applied linguistics designed to immerse students in English language practice by reading and writing, making them conscious of the grammatical components, structures and semantics involved in producing writing.

Offered: Every year, Summer

EN 554. Young Adult Literature. 4 Credits.

This is a multi-genre course that asks students to consider the evolving category of young adult literature with an emphasis on literary and cultural analysis. By pairing primary texts with both seminal and recent criticism, students consider historical and contemporary examples of young adult literature, focusing on questions of coming-of-age, ethnicity, sexuality, canonicity, trauma and identity.

Prerequisites: Take EN 460.

Offered: Every year, Spring

Bachelor of Arts in English

Program Contact: Valerie Smith (valerie.smith@qu.edu) (p. 7)
203-582-8452

The English Department inspires students to engage with big ideas in literature and to express themselves in writing with eloquence and style. By studying great works of prose and poetry from the medieval period to the present, students deepen their understanding of diverse cultures, histories and sociopolitical perspectives. In our intensive writing courses, students hone their skills with language and find their unique voices as poets, fiction writers, essayists and critics. English majors practice strong writing, active reading, careful research and creative thinking, all of which are crucial skills for success in 21st-century careers.

As an English major, you'll work closely with a faculty adviser to craft a curriculum that focuses on your literary interests and career goals. All English majors have the option of declaring a concentration in creative writing or secondary education, tailoring their curriculum to focus in these areas. Our flexible 36-credit major is also ideal for adding a double major or minor in complementary disciplines like Law and Society,

Psychology, Drama, Biology, Film, Journalism, Game Design, Public Relations and many others.

English majors are encouraged to pursue internships. The flexible major allows students to pursue 1-credit, repeatable internships in supervised fieldwork related to writing or reading to investigate career opportunities and to develop professional contacts. Interested students should see their adviser and the CAS Career Development Office.

An Honors Thesis in English is also available. Students who have an overall 3.3 GPA and a 3.5 in the English major may seek the recommendation of any English department faculty member to pursue a Senior Thesis Project (EN 470) in addition to the capstone course (EN 460). Students who are planning to attend graduate school in English or other related fields, might discuss taking advantage of this opportunity with their advisers.

BA in English Curriculum

Students majoring in English must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
English Major Requirements		
Flexible Requirements:		
Select at least 6 EN credits at the 300 level from each category (A and B) and an additional 9 credits at the 200 or 300 level from either category; courses cannot count for multiple categories:		
A. Language, Rhetoric, Genre and Form		
B. Periods, Places, Cultures and Identities		
Advanced Requirements		
Select one from each of the following categories:		9
Literary History Underrepresented Writers:		
EN 223	Hippies, Punks and Rude Boys	
EN 235	Literature by Women (WGS 235)	
EN 265	Black Writers in and Beyond the US	
EN 277	Literature of the Americas	
EN 338	American Literature by Women of Color (WGS 338)	
EN 340	Immigrant Fictions	
Literary History I:		
EN 341	Chaucer and the Medieval Period	
EN 345	English Literature of the Renaissance	
EN 348	Milton and the 17th Century	
EN 350	18th-Century British Literature (1660-1800)	
EN 361	Origins of U.S. Literature (1492-1865)	
Literary History II:		
EN 308	Composing America	
EN 321	Twentieth-Century British Literature	
EN 322	Modern British Literature (1900-1945)	

EN 323	Contemporary British Literature (1945-Present)	
EN 352	British Romanticism (1785-1832)	
EN 355	Victorian Literature (1832-1901)	
EN 365	The American Renaissance (1830-1865)	
EN 366	Modern U.S. Literature (1900-1945)	
EN 367	Contemporary U.S. Literature (1945-Present)	
EN 304	Junior Seminar in Critical Theory	3
EN 460	Senior Seminar Capstone	3
Free Electives		17-20
Total Credits		81-87

Concentration in Creative Writing Curriculum

All students wishing to fulfill the requirements for a concentration in creative writing must take the following courses:

Code	Title	Credits
	Select two 200-level creative writing courses	6
	Select two 300-level advanced creative writing workshops ²	6
	Select one course in contemporary/post-WWII literature, including but not limited to the following:	3
EN 220	The Short Story As a Genre	
EN 308	Composing America	
EN 322	Modern British Literature (1900-1945)	
EN 323	Contemporary British Literature (1945-Present)	
EN 366	Modern U.S. Literature (1900-1945)	
EN 367	Contemporary U.S. Literature (1945-Present)	
EN 373	Modernist American Poetry	
Total Credits		15

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² The 300-level workshop can be repeated once for credit (i.e., a student interested in fiction can take the Advanced Fiction Workshop up to two times). Credits in the concentration can count for flexible and advanced requirements.

Concentration in Secondary Education Curriculum

To earn the concentration in secondary education, students complete 18 credits, including:

Code	Title	Credits
Credits in the concentration can count for flexible and advanced requirements		
	One course in British literature	3
	Two courses in American literature	6

One course in Shakespeare	3
One course in advanced composition	3
History of the English Language	3
Total Credits	18

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will have achieved the following competencies:

- Written communication:** an increasing command of language use and conventions.
- Writing to learn:** growth in writing effectively to learn about and convey knowledge and ideas about literature in essays and/or creative texts.
- Writing proficiency:** the ability to summarize and synthesize written materials into a fluent, coherent and edited text.
- Inquiry-driven analysis:** the ability to read texts proficiently and critically leading to rigorous analysis that explains the complexities, difficulties, ambiguities and contradictions in texts.
- Critical thinking:** the ability to evaluate and compose arguments based on logic and evidence, using counterarguments.
- Creative thinking:** strong integrative skills and an ability to see patterns and connections among texts and arguments.
- Research methods:** the ability to investigate the contexts of critical and creative writing, including historical context, literary history, canons, language and terms appropriate to literature and textuality; facility with theoretical and scholarly materials; perform research using methods employed in the analysis of various forms of writing.
- Cultural understanding:** the ability to determine how forms of writing create meanings, values and ideas, and how writing exposes social and economic perspectives and conflicts among nations, peoples and individuals throughout global history; assess how different forms of writing operate to pose questions about culture and question cultural assumptions.

Concentration in Creative Writing

English majors can earn a concentration in creative writing by completing 15 or more credits, within the 36-credit major, in creative writing and contemporary literature courses. Students who earn the concentration in creative writing not only hone their compositional, reading and analytical skills in one or more genres, but they also build a foundation for understanding and utilizing the power of creativity in their professional lives after college. This concentration is especially recommended to those students who hope to pursue a master of fine arts degree. Successful completion of the concentration in creative writing is indicated on students' transcripts.

Concentration in Secondary Education

English majors who are planning to teach high school need a more structured curriculum tailored to state requirements and discipline-specific knowledge of literature. To earn the concentration in secondary education, students complete 18 credits, within the 36-credit major, in a strong, broadly based literature and expertise in writing foundation. The concentration enables them to move to graduate level work successfully, and greatly benefits them in their professional lives as high school teachers. Students use the flexible and advanced requirements to explore a range of courses in national literatures, genres, authors and writing.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in English

A minimum of 60 credits is required for transfer into the BA in English program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English/Composition I		3

Elective	3	
Elective	3	
Elective	3	
Elective	3	
Credits		15
Spring Semester		
English/Composition II		3
Elective	3	
Elective	3	
Elective	3	
Elective	3-4	
Credits		15-16
Second Year		
Fall Semester		
English 200-level (EN221 or EN231)		3
English 200-level (EN245 or EN246)		3
Elective	3	
Elective	3	
Elective	3-4	
Credits		15-16
Spring Semester		
English 200-level (EN222 or EN232)		3
Elective	3	
Elective	3	
Elective	3	
Elective	3	
Credits		15
Total Credits		60-62

Minor in English

Program Contact: Valerie Smith (valerie.smith@qu.edu) 203-582-8452

Professional advancement often depends on good reading aptitude, as well as sound writing and rhetorical techniques along with critical and creative thinking. With an English minor, you'll explore literature while you also hone your communication skills. These are must-have talents to work in creative fields, such as screenwriting, advertising and publishing. They are also important in other careers where you may have to write a grant proposal, a contract, a persuasive argument for a legal case, a public policy or a business plan. This minor can complement any major.

The Department of English offers a minor in English for students who wish to study literature and improve their writing abilities—both creative and critical. Students whose professional advancement depends on good reading aptitude, sound writing and rhetorical techniques, and critical and creative thinking are encouraged to apply to the chair of the English department.

English Minor Curriculum

To complete the minor, students must take 18 credits of English coursework; at least 9 credits must be at the 300 level.

Code	Title	Credits
Possible courses include:		
EN 201	Creative Writing	3

EN 202	Introduction to Creative Nonfiction	3	EN 344	Shakespeare: Tragedies and Romances	3
EN 203	Practicing Stylistics	3	EN 345	English Literature of the Renaissance	3
EN 204	Reading Literature	3	EN 348	Milton and the 17th Century	3
EN 205	Introduction to Fiction Writing	3	EN 350	18th-Century British Literature (1660-1800)	3
EN 206	Introduction to Writing Poetry	3	EN 351	Studies in Rhetoric and Writing	3
EN 207	Interactive Storytelling and Narrative (GDD 250)	3	EN 352	British Romanticism (1785-1832)	3
EN 208	Greek Tragedy	3	EN 355	Victorian Literature (1832-1901)	3
EN 209	Love Stories	3	EN 361	Origins of U.S. Literature (1492-1865)	3
EN 210	The Art of Poetry	3	EN 365	The American Renaissance (1830-1865)	3
EN 212	The Personal Essay	3	EN 366	Modern U.S. Literature (1900-1945)	3
EN 213	The Nature Essay (ENV 213)	3	EN 367	Contemporary U.S. Literature (1945-Present)	3
EN 214	The History Essay	3	EN 373	Modernist American Poetry	3
EN 215	The Travel Essay	3	EN 390	Environmental Writing (ENV 390)	3
EN 220	The Short Story As a Genre	3			
EN 222	Comics and Graphic Novels	3			
EN 223	Hippies, Punks and Rude Boys	3			
EN 230	Reading the Environment (ENV 235)	3			
EN 235	Literature by Women (WGS 235)	3			
EN 240	Survey of English Literature I	3			
EN 241	Medieval Romances	3			
EN 250	Survey of English Literature II	3			
EN 260	Survey of American Literature I	3			
EN 265	Black Writers in and Beyond the US	3			
EN 270	Survey of American Literature II	3			
EN 277	Literature of the Americas	3			
EN 280	The European Tradition in Literature I	3			
EN 281	The European Tradition in Literature II	3			
EN 301	Advanced Fiction-Writing Workshop	3			
EN 302	Advanced Creative Nonfiction	3			
EN 303	The Art of Audio Narrative (FTM 380 GDD 303)	3			
EN 304	Junior Seminar in Critical Theory	3			
EN 306	Advanced Poetry Writing Workshop	3			
EN 308	Composing America	3			
EN 320	Studies in the Novel	3			
EN 321	Twentieth-Century British Literature	3			
EN 322	Modern British Literature (1900-1945)	3			
EN 323	Contemporary British Literature (1945-Present)	3			
EN 324	The Gothic Novel	3			
EN 325	History of the English Language	3			
EN 326	Modern Irish Drama	3			
EN 330	World Literature	3			
EN 338	American Literature by Women of Color (WGS 338)	3			
EN 340	Immigrant Fictions	3			
EN 341	Chaucer and the Medieval Period	3			
EN 343	Shakespeare: Histories and Comedies	3			

Department of History

The study of history is a long-established foundation for education since it builds critical skills of gathering and interpreting evidence, crafting arguments, engaging in research and developing polished presentations both written and oral. As a result, students earning a degree in history are prepared to pursue a wide range of career options. Some continue their education in graduate school in the humanities, social sciences, education or law; others pursue careers in public service, business and the arts.

Studying history helps students to appreciate their place in the world through a deeper understanding of the connection between the past and the present, a better awareness of the variety of human experience, and a more complete understanding of the rich diversity of cultures.

The faculty regularly reviews and updates the history curriculum to reflect the changing nature of the historical discipline; conducts exit interviews with graduating seniors to assess their experience in the major; and collects and updates survey information from graduates concerning their experiences after graduation.

The mission of the Department of History is twofold. First, it provides an intensive program of study for students majoring in history. Second, the Department of History provides opportunities for all students at Quinnipiac to familiarize themselves with the past through the study of history across time and around the world.

- Bachelor of Arts in History (p. 207)
- Minor in History (p. 209)

History (HS)

- HS 111. The Rise of the West.** **3 Credits.**
Beginning with the origins of Western civilizations in the ancient Near East, students examine the development of Western culture and society from its beginnings through the 16th century, with emphasis on the nature and values of three successive polities: the classical world of Greece and Rome, the Middle Ages, and the origins of the modern world in the Renaissance/Reformation. Consideration is given to the idea of "the West" and its interaction with and contact with non-Western cultures and peoples.
Offered: Every year, All
UC: Humanities
- HS 112. The West in the World.** **3 Credits.**
Beginning with the emergence of the modern state in the 16th century, students examine the social, political, economic and cultural developments of Western civilization and its interaction with the rest of the world. Emphasis is on the growth of science and technology in the 17th century, the emergence of the Enlightenment in the 18th century, the age of industrialization, nationalism and imperialism, social upheaval in the 19th century, the domination of the West over the world and challenges to that domination during the 20th century.
Offered: Every year, All
UC: Humanities
- HS 122. Modern World History.** **3 Credits.**
This course examines key developments in world history beginning in roughly 1300 with the rise of the Turco-Mongol Empires and ending with the nationalist and independence movements of the 20th century. Students examine and analyze major events that occurred in the non-Western world. Special attention is paid to South Asia, East Asia, Africa and the Middle East. Students gain a better understanding of the history and culture of these regions, as well as how the non-Western world has impacted the global community, both past and present.
Offered: Every year, All
UC: Humanities, Intercultural Understand
- HS 131. U.S. History to 1877.** **3 Credits.**
This course traces the formation and expansion of the American nation from Colonial settlement through Reconstruction using selected episodes. Themes explored include the development of a national identity, models of citizenship, the role of government, and divisions based upon gender, ethnicity, race and class.
Offered: Every year, All
UC: Humanities
- HS 132. U.S. History Since Reconstruction.** **3 Credits.**
This course explores the evolution of the American people and their nation through the major political, social and economic changes of the late 19th century to the present. Key themes include changing expectations of governance, the quest to achieve the full promise of the Declaration of Independence and the U.S. ascent to global hegemony.
Offered: Every year, All
UC: Humanities
- HS 200. Special Topics in History.** **3 Credits.**
This course includes readings and discussion of historical topics of special interest to students enrolled in the course.
Offered: As needed, All
- HS 201. Historical Writing.** **3 Credits.**
The practice of history is founded on the ability to write clearly. In this intensive writing seminar, students are introduced to the fundamentals of historical writing, including the basics of grammar and sentence structure, the construction of good paragraphs and the crafting of a historical narrative. Since writing and thinking are intimately linked, students also practice the art of historical thinking, including the development of historical arguments, the critical use of historical sources and the appropriate use of historical documentation using the Chicago Manual of Style. Majors only.
Offered: As needed
- HS 208. Twentieth-Century World History.** **3 Credits.**
This course covers the history of the world since the 19th century focusing on the experiences and perspectives of the non-Western world. Students study the rise of nationalism, the disintegration of empires, and the growth of communal and ethnic strife across the globe in the 20th century.
Offered: Every year, All
UC: Humanities, Intercultural Understand
- HS 209. Twentieth-Century Europe.** **3 Credits.**
Events in Europe during the 20th century radically transformed the world. The century began, and perhaps ended, in periods of vibrant intellectual, social and cultural development and optimism. In between these eras, however, Europe was at the center of the two bloodiest wars humanity has ever known and the rise of brutal totalitarian states. Students examine the complex cross currents in European society during the period roughly from the 1890s to the present, focusing on the political, social, intellectual and economic developments in European society that helped shape this turbulent century. Students also learn about the impact of non-European peoples, particularly those of Africa and Asia, on internal European developments.
Offered: Every year, All
UC: Humanities
- HS 210. Contemporary America.** **3 Credits.**
This survey of American history from 1945 to the present focuses on both social and political matters. Students study topics including the McCarthy era and the nuclear age, the civil and women's rights movements, Nixon and the Watergate crisis, gay liberation, the Reagan revolution and end of the Cold War, and the era of American global dominance and its challenges. Particular attention is given to the impact of the diverse cultures and peoples that have emerged in contemporary American society.
Offered: Every year, All
UC: Humanities
- HS 210H. Honors Contemporary America.** **3 Credits.**
This survey of American history from 1945 to the present focuses on both domestic and foreign policy matters including the Cold War, the McCarthy era, the civil rights movement, the "great society," Vietnam, Nixon and the Watergate crisis.
Offered: As needed
UC: Humanities
- HS 211. Popular Culture in American History.** **3 Credits.**
This course focuses on an interpretation of American history through popular culture. Samples of popular culture materials in various historical periods are examined with special attention to music, film, television and sports.
Offered: As needed
UC: Humanities

HS 213. The Roman World.**3 Credits.**

This course examines the historical evolution of Rome which, through its laws, language, literature and institutions, has strongly influenced the modern world. How did the Romans win their Empire? What was the character of these people? And what was the essence of the Roman achievement?

Offered: Every Third Year, Fall**UC:** Humanities**HS 214. Ancient Greek History (PL 214).****3 Credits.**

"Ancient Greece" stretches chronologically from the third millennium BC until the 4th century BC and ranges geographically from modern day Turkey (what the Greeks called Ionia) to Sicily and the Italian peninsula (what the Romans called Magna Graeca). This course focuses on that part of Greek history that runs from the late Bronze Age period of Mycenaean Palace culture (approximately 1400 BC) to the end of the Peloponnesian Wars (in 404 BCE). The course emphasizes primary sources (such as literary sources and inscriptions) and challenges students to use primary sources as the basis for historical interpretations of the political, social, cultural and intellectual institutions of ancient Greece, such as democracy, tyranny, slavery, tragedy and philosophy. The course concludes with a role-playing Reacting to the Past historical simulation (that explores the options open to Athens in the aftermath of her defeat by Sparta).

Offered: Every other year, Fall**UC:** Humanities**HS 215. American Business History.****3 Credits.**

Students examine the origins, development, and growth of the American economic and financial systems. They will explore the American economy during the colonial, revolutionary, and pre-Civil War periods, and then examine aspects post-civil War industrial growth during the so-called 'Gilded Age'. In examining the 20th century, students will explore topics including antitrust movements, World War I and the Roaring 20s, the stock market crash and Great Depression, and the end of the gold standard. The course will end with an examination of the post-WWII economic boom, 1970s inflation, the tech bubble of the 1990s, and the 2008 financial crisis.

Offered: As needed, All**HS 219. Colonial America and the Atlantic World.****3 Credits.**

In this course, students examine the history of Colonial America within the context of the Atlantic World. They expand their knowledge beyond the well-known narrative of the original 13 British colonies that developed into the United States of America and gain an appreciation for the complexity and diversity that characterized life on this continent. Students learn about various pre-Columbian civilizations. Then, they explore the colonies that Europeans established on indigenous lands and the wars that they fought to maintain and expand their empires. Students end the course by analyzing the Revolutionary War and the establishment of our nation. Throughout the course, students learn the perspectives of the Native Americans, Europeans and Africans who lived during this remarkable period.

Offered: Every other year, Spring**UC:** Humanities**HS 220. American Environmental History (ENV 221).****3 Credits.**

This course examines American society's interaction with nature since the arrival of Europeans in the 15th century. Students consider the intentions and values that guided the use of America's natural resources and the transformation of its landscape. While this historical legacy is most apparent in America's agricultural, industrial and conservation activities, it has been equally profound in the rise of America's environmental movement, tourism, recreation, ecological research and global environmental awareness. Since we are located in the New England/Mid-Atlantic region, this course occasionally departs from the broad survey of American environmental history and treats issues that are particularly germane to the region.

Offered: Every other year, Spring**UC:** Humanities**HS 224. The Real Housewives of the Early Modern World.****3 Credits.**

Scholars tend to explore the major movements of the early modern world through the writings of the men. What if we inverted this world, and we asked what were all the women up to? Women whether they were wives, monarchs, mothers, peasants, daughters, prostitutes, or nuns were present during this era of radical change. They stood along-side reformers, artists, warriors, and rulers (some even ruled themselves). This course explores this period through the varied lives of women and explore how women up and down the social hierarchy found opportunities for agency in a patriarchal world.

Offered: Every Third Year, Fall**UC:** Humanities**HS 225. Scotland: Macbeth to Bonnie Prince Charlie.****3 Credits.**

This course examines the complex political and cultural history of Scotland from the period of the middle ages to the eighteenth century. Scotland's history can be relevant to comparative discussions of independence, colonization, and cultural identity. Bringing Scottish history in from the margins offers students a unique window into a history and culture that has broad significance today.

Offered: Every Third Year, Spring**UC:** Humanities**HS 227. Russian Cultural and Intellectual History.****3 Credits.**

Students are introduced to changing concepts of authority and the role of reason in the ordering of social and cultural values, the cultural mission of Russian Orthodoxy, the growth of a secular cultural elite, and the modern struggle to define individual and community and values in literature. This course includes readings in Russian thought and literature.

Offered: As needed**UC:** Humanities**HS 228. Twentieth-Century Russia.****3 Credits.**

This course considers Russian politics, society and culture in the 20th century, the Soviets in world affairs, and changing American views of the former Soviet Union.

Offered: As needed**UC:** Humanities**HS 229. Irish History.****3 Credits.**

This examination of Irish history from the pre-Christian Celtic era to modern times focuses on the changing character of Irish culture reflected in literary, political and religious documents. Special consideration is given to the origins of modern political and sectarian conflicts through a consideration of the history of Anglo-Irish relations, particularly the ramifications of the Tudor conquest, the Great Hunger and the rise of Irish nationalism.

Offered: Every other year, Spring**UC:** Humanities

HS 230. The Rise of Modern Science. 3 Credits.

In this course students explore the development of modern science since Copernicus and the impact that science has had on our world in the past four centuries. Students examine the major historical developments in astronomy, physics, chemistry, biology and medicine over the past 400 years. They also explore the complex interaction of science with society especially its contact with issues in religion, politics and gender. No specific background in science is required.

Offered: As needed

UC: Humanities

HS 231. The World of Tudor/Stuart Britain. 3 Credits.

This course explores early modern Britain from the establishment of the Tudor monarchy in 1485 until the end of the Stuart kings with the Glorious Revolution of 1688. Areas of focus include: Henry VIII, the Reformation, Elizabeth I, Shakespeare's London, Scotland's witch trials, and the English Civil War. Through exposure to and examination of primary source documents and historical interpretations, students come to see how the history of early modern Britain holds foundations for the modern world.

Offered: Every other year, Spring

UC: Humanities

HS 232. The Rise and Fall of the British Empire. 3 Credits.

This course analyzes the expansion, consolidation, workings and eventual disintegration of the British Empire from the 17th century until its collapse in the 20th century. It touches on the colonial experiences of North America, the West Indies, India, China, the Middle East, Australia, Ireland and Africa. Students examine the emergence of nationalism in the colonized regions. Special emphasis is placed on how the major colonies were affected by the international imperial context, as well as the contributions that subject peoples and cultures made to colonial history and the trajectory of the empire.

Offered: Every other year, Fall

UC: Humanities

HS 234. Borders & Battles: Conflict and the Legacy of Empire. 3 Credits.

This course examines the historical roots of several 19th- and 20th geopolitical conflicts that were partially instigated by the redrawing of geographical boundaries. Taking a close look at geopolitical conflicts in the Americas, Asia, Africa, and Europe, we consider the ways in which physical boundaries shape ideas of nationhood, culture, and identity as well how official and informal understandings of identity impact the drawing of borders. The course aims to unpack and evaluate colonial policies and subsequent postcolonial legacies, as well as more recent attempts by the global community to reverse them. As such, this course introduces students to the concept of postcolonialism, decoloniality, and critically, demonstrates how events in the past continue to influence the contemporary world, at both a macro and micro level.

Offered: Every other year, Fall

HS 235. Blood and Revolution in China/ Asian Studies. 3 Credits.

This course offers a general survey of modern Chinese history. We begin with the height of the Qing Dynasty in the 18th century and end with the Tiananmen Square Incident in 1989. As we explore this time period, students learn about cosplaying emperors, tiger hunts, the global drug trade, Christian rebels, Japanese imperialists, scheming warlords, female martial artists and impassioned revolutionaries. Their stories illuminate how China transformed itself from an empire to a nation.

Offered: Every other year, All

UC: Humanities

HS 236. Japan's Modern Empire/Asian Studies. 3 Credits.

This course offers a general survey of modern Japanese history. We begin with the Meiji Restoration of the 19th century and end with the death of Emperor Hirohito in 1989. Throughout the semester we explore the causes and impact of Japan's rise as a modern empire. We also discuss the legacy of Japanese empire through an exploration of contemporary Japanese pop culture.

Offered: Every other year, All

UC: Humanities

HS 241. African-American Experiences to Reconstruction. 3 Credits.

This course examines the history of the United States by looking at African-American experiences up to the end of the 19th century. Using a wide array of primary materials from songs to autobiographies to speeches, in print and audiovisual forms, students explore how people of African descent conceptualized and constructed their identities and navigated their struggles against inequalities. A central theme is that people of African descent living in America created themselves under circumstances of inhumanity, exploitation and oppression.

Offered: Every Third Year, Fall

UC: Humanities

HS 242. African-American Experience Since Reconstruction. 3 Credits.

Although emancipation and reconstruction amendments ended a particular set of oppression and exploitation, the legal conferral of citizenship for African Americans neither ended institutional racism nor secured the redistribution of resources that had hitherto entrenched inequalities, prejudices and the denial of opportunities to black people. In this course, students examine how African Americans cultivated, expressed and debated the possibilities of, and alternatives to, equal inclusion and participation in American democracy and society in the last three decades of the 19th century and throughout the 20th century.

Offered: Every Third Year, Spring

UC: Humanities

HS 254. Colonial Latin America. 3 Credits.

This course offers an introduction and examination of the history of Latin America and its people from Pre-Columbian times through independence. The course focuses on both the indigenous and European peoples and the many consequences of their interactions. Some areas of examination include European expansion and conquest, the impact on and reactions of indigenous populations, the formation of a colonial society, issues of race, ethnicity, class and gender, and the establishment of economic and political structures.

Offered: Every other year, All

UC: Humanities, Intercultural Understand

HS 270. The East Is Red: Communism in Asia. 3 Credits.

This course offers an introduction to the theory and practice of communism in Asia. Though the influence of communism on South Asia is discussed, most course readings cover the countries of East and Southeast Asia, namely North Korea, China, Vietnam and Cambodia. Students are exposed to the theoretical writings of important figures in Asian communist history from Karl Marx to Xi Jinping. Students also learn about the social and political impact of communist movements and Marxist theory in the Asian region.

Offered: Every other year, All

UC: Humanities

HS 271. Monks, Kings and Rebels: Mainland Southeast Asia. 3 Credits.

This course offers a general survey of the history of Mainland Southeast Asia, including Thailand, Cambodia, Myanmar, Laos and Vietnam. We begin with the introduction of Buddhism and end with the fall of the Khmer Rouge. Emphasis is placed on the Angkor Wat, colonial and Vietnam War periods.

Offered: Every other year, All

UC: Humanities

HS 272. Pirates and Matriarchs: Island Southeast Asia. 3 Credits.

This course offers a general survey of the history of Island Southeast Asia, including countries such as the Philippines, Indonesia, Singapore and Malaysia. We begin with the introduction of Islam and end with a discussion of contemporary China's growing influence in the South China Sea. Some topics for discussion include the matriarchal Muslim cultures of Indonesia and the American colonization of the Philippines.

Offered: Every other year, All

UC: Humanities

HS 273. African History and Culture. 3 Credits.

This course presents an introduction to traditional African culture and the different patterns of historical development south of the Sahara. Topics include the role of trade in the rise of Sudanic and East Coast civilizations, diversity of political European presence before and after the partition of Africa, and contemporary trends since independence.

Offered: As needed, All

HS 274. Modern India. 3 Credits.

This course examines the history of the South Asian subcontinent during the British colonial and postcolonial periods. Beginning in roughly 1700, students examine the establishment of British rule, the rise of nationalism and the independence movement, and the history of the Indian republic in the twentieth century. The course presents key historiographical debates and developments in the history of the subcontinent, such as the decline of the Mughal Empire, the foundations of British rule, Hindu-Muslim relations, the impact of the Raj on social and familial relations, and the Kashmir dispute.

Offered: Every other year, Spring

UC: Humanities

HS 282. Global Environmental History (ENV 282). 3 Credits.

This course provides an introduction to the major issues in global environmental history and their relevance to contemporary global environmental politics. The first half of this class focuses on how approaches to environmental management have differed across the world due to differences in culture, politics, history, and ecology. The second half of the course focuses on explaining the origins of contemporary environmentalism, as well as why global disparities in environmental regulation continue to exist.

Offered: Every other year, All

UC: Humanities

HS 286. Introduction to Medieval Europe. 3 Credits.

This course provides a general overview of the Middle Ages from late Antiquity to the crises of the 14th century. It explores the period of European history that holds the foundations of much of western society. Topics of particular significance include: the Medieval Church, the rise of the university, relations with the East, the Crusades and the growth of towns and trade.

Offered: Every other year, All

UC: Humanities

HS 300. Special Topics in American History. 3 Credits.

This course focuses on readings and discussion of historical topics of special interest to students enrolled in the course.

Prerequisites: Take one 200-level history course.

Offered: As needed, All

HS 301. Special Topics II - European History. 3 Credits.

This course focuses on readings and discussion of historical topics of special interest to students enrolled in the course.

Prerequisites: Take one 200-level history course.

HS 302. Special Topics III: Global History. 3 Credits.

This course focuses on readings and discussion of historical topics of special interest to students enrolled in the course.

Prerequisites: Take one 200 level history course.

Offered: Every year, Fall

HS 303. Historiography. 3 Credits.

This advanced seminar is intended for majors and other students interested in deepening their knowledge of the techniques of reading, writing, researching and interpreting history. Students get a broad introduction to the concept of historiography and consider the ways in which thinking about the past has changed over time.

Prerequisites: Take one 200-level history course.

Offered: Every year, All

HS 305. Vietnam (COM 305). 3 Credits.

This course presents a study of the Vietnam Era and draws conclusions about policy for the future. Media coverage of the war and its effect on both national policy and political change are emphasized.

Prerequisites: Take one 200-level history course or MSS 101.

Offered: Every year, All

HS 306. Frederick Douglass and Ireland. 3 Credits.

In August 1845, Frederick Douglass, then a 27-year-old fugitive slave, arrived in Dublin, the capital of Ireland. He intended to visit for only four days, to oversee the re-publication of his autobiographical, Narrative, but he stayed in the country for four months. When he left, he described his time there as being "transformative." Throughout the remainder of his long life, Douglass would refer to how Ireland - its colonial status, its religious struggles, its endemic poverty - had helped to shape his political philosophies. This course explores why Ireland played such an important part in his political and intellectual development.

Prerequisites: Take IRST 101 or one 200-level history course.

Offered: As needed

HS 307. The Holocaust. 3 Credits.

Through an examination of historical texts, literature and film, this course examines the systematic destruction of 10 million human beings at the hands of the Third Reich.

Prerequisites: Take one 200-level history course.

Offered: Every year, All

HS 312. The Age of Pericles. 3 Credits.

This course examines the history and culture of Athens within the context of the large world of Greece and its neighbors across the Mediterranean world during the tumultuous 5th century.

Prerequisites: Take one 200-level history course or PL 101.

Offered: Every other year, Fall

- HS 317. The European Reformation. 3 Credits.**
 This course explores Western Christendom from the late Middle Ages through the 17th century during the Age of Reformation. The central focus of the course is religion, but since the Reformation did not occur in isolation, it addresses a variety of themes in the study of early modern Europe. The aim of this course is to understand the major figures, movements and ideas that contributed to the division of Western Christendom into numerous confessional communities.
Prerequisites: Take one 200-level history course.
Offered: Every other year, All
- HS 321. European History, 1914-1945. 3 Credits.**
 This course presents a study of World War I and its economic, social, political and ideological consequences. The collapse of the Versailles settlement and interwar period is considered. World War II is covered, as are diplomatic and military consequences for the Cold War era.
Prerequisites: Take one 200-level history course.
Offered: Every Third Year, All
- HS 322. History of World War I. 3 Credits.**
 The origins of World War I and the problems of mass mobilization, war aims, weaponry and political attitudes are analyzed. The major military encounters, the war as it affected non-Europeans and the diplomacy of neutrality are discussed. Emphasis is on the peace treaties and the repercussions.
Prerequisites: Take one 200-level history course.
Offered: As needed, All
- HS 323. World War II. 3 Credits.**
 This in-depth study of the diplomatic, political and military aspects of World War II, 1939-1945, presents the background of the war in Europe and East Asia and the course of events in all major theaters of operations. Wartime conferences and long-term outcomes are discussed.
Prerequisites: Take one 200-level history course.
Offered: As needed, All
- HS 325. History of England: 1688 to the Present. 3 Credits.**
 The history of the English people from the "glorious revolution" to the present is explored. Primary focus is on the major political, constitutional, religious, economic and social developments that have contributed to the making of modern Britain. Themes include: the rise of the middle class, the expanding powers of Parliament, the Industrial Revolution and the acquisition and loss of empire.
Prerequisites: Take one 200-level history course.
Offered: As needed, All
- HS 326. Witches and Werewolves in the Early Modern World (WGS 326). 3 Credits.**
 This course explores the general belief in witchcraft and other supernatural creatures in the larger context of religion and culture in the early modern world. Participants examine how belief in the supernatural led to a widespread fear and persecution of individuals deemed witches or other consorts of the devil. Using the groundbreaking work of historians, and the primary documents of the period, this course examines the origins and processes of the witch trials. Since approximately 75 percent of those in Europe accused of witchcraft were women, the course examines how gender, misogyny and scapegoating shaped the persecution and prosecution of the more vulnerable members of premodern society. More broadly, the class examines how Christianity both affirmed and condemned these beliefs and practices and how people used "superstition" to make sense of the world around them.
Prerequisites: Take one 200-level history course.
Offered: Every other year, Fall
- HS 327. Islamic Societies and Cultures to 1300. 3 Credits.**
 Students are introduced to the history of the Islamic peoples. The course attempts to impart an understanding of the identity, character and accomplishments of Arabic-speaking world. Particular emphasis is on the life of Muhammad, and on the political, economic, social and cultural achievements of the medieval Islamic empire.
Prerequisites: Take one 200-level history course.
Offered: As needed, All
- HS 328. Gender in the Non-Western World (WGS 328). 3 Credits.**
 This course provides an in-depth examination of critical issues in gender across several parts of the non-western world. We examine case studies, trends, and developments in the gender histories of Asia, the Middle East, and Oceania. In so doing, the course asks students to consider how gender intersects with politics, science, religion, and economy in these diverse locations. The course begins in the late medieval with the royal women of the Mongol Empire in Eastern and Central Asia. We retain our focus on the Turko-Mongol empires as we move into the early modern, and consider Ottoman women in the Middle East, Mughal women in India. As we move into the modern period, we reflect on the way gender was changed and impacted during the imperial period in India, Egypt and Palestine. Finally, the course unpacks the complicated relationship between gender and nationalism in formerly colonized societies.
Prerequisites: Take one 200-level history course; or WGS 101 or WGS 101H.
Offered: Every Third Year, All
- HS 330. History of Western Medicine. 3 Credits.**
 This course examines the development of the Western medical tradition from its origins in the ancient Near East to modern times. The course emphasizes an understanding of medical theory and practice in relation to larger social, intellectual and scientific developments in the West. Topics include Hippocratic and Galenic medicine, medieval medical theory and practice, the emergence of new medical ideas in the Renaissance, and the development of modern scientific medicine.
Prerequisites: Take one 200-level history course.
Offered: As needed, All
- HS 332. History of India. 3 Credits.**
 Students examine the history of the South Asian subcontinent between 1500 and 1950, roughly. Beginning with the establishment of the Mughal Empire in approximately 1526, students critically discuss the shift from "native" empire to British rule in the 1800s, as well as look at the various challenges to British rule and the Indian independence movement of the 20th century and its effects. Along the way, students analyze key historiographical debates on the history of the subcontinent, such as the reasons for the decline of the Mughal Empire, the foundations of British rule, Hindu-Muslims relations, and the impact of the Raj on social and familial relations. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments.
Prerequisites: Take one 200-level history course.
Offered: Every other year, All

HS 333. The Middle East, 1300-1919; Critical Issues. 3 Credits.

Students analyze the economic, cultural and political developments in the Middle East between 1300 and 1919, beginning with the rise of the Ottoman Empire in roughly 1300 through the gradual shift from Ottoman to European influence in the 19th century. Students also discuss the rise of nationalism and the effect of World War I on the political map of the Middle East, paying close attention to events in Saudi Arabia and modern-day Israel. Emphasis is placed on certain "critical issues" in the study of the Middle East, such as the status of women, terrorism and the place of Islam in Middle Eastern history. Participants take a close look at both contemporary viewpoints and historiographical debates surrounding these issues. Students should expect to attend lecture regularly, participate in weekly class discussions, as well as demonstrate mastery over the material in written assignments.

Prerequisites: Take one 200-level history course.

Offered: Every other year, All

HS 334. Bollywood and History: Constructing India's Past. 3 Credits.

Cinema is the most widespread and easily accessible form of communication in India, capable of both reflecting and reshaping public opinion on critical issues. This course examines the writing and the rewriting of Indian history as portrayed in works of fiction, including films and novels. Starting with the Mughal period and ending in the postcolonial era, we discuss the ways in which films and novels have reconstructed India's past according to particular biases or agendas. The course necessarily uncovers multiple perspectives on Indian history, thus highlighting the contested nature of history. We evaluate works of fiction in light of historiographical debates and current political developments on the subcontinent.

Prerequisites: Take one 200-level history course.

Offered: Every Third Year, All

HS 340. Native American History. 3 Credits.

This course examines the history of Native Americans from Pre-Contact to the present day. Using a wide array of primary and secondary materials, students learn about various indigenous groups and explore their interactions with each other and with Europeans and Americans. This course dispels stereotypes about Native Americans and encourage students to appreciate native peoples' cultural and linguistic diversity and longevity. This course also analyzes contemporary problems that face indigenous populations like battles over tribal citizenship and land rights. This course employs both print and audiovisual works to supports students' understanding of these complex topics.

Prerequisites: Take one 200-level history course.

Offered: Every Third Year, All

HS 341. The American Revolution. 3 Credits.

Through lectures and discussions based on source and secondary readings, this course considers American history from 1763 to 1787, the pre-Revolutionary period, military, political and theoretical aspects of the Revolution, the Confederation, and the writing of the Constitution. Emphasis is on the political thought that culminated in the creation of the Constitution.

Prerequisites: Take one 200-level history course.

Offered: Every other year, All

HS 344. Civil War and Reconstruction. 3 Credits.

The economic, social and political history of the United States in the mid-19th century is examined with emphasis upon the Civil War. Also explored are long-range and immediate causes for Southern secession, the military, naval and diplomatic conflict; domestic developments North and South, 1861-65; postwar problems and the history of Reconstruction, 1865-77.

Prerequisites: Take one 200-level history course.

Offered: Every other year, All

HS 349. American Maritime History (ENV 349). 3 Credits.

This course examines America's historic activities on the world's oceans, and on the bays, rivers and Great Lakes that are within its national boundaries. Students consider the economic, cultural, political and naval uses of these bodies of water from the 16th century to the present. Within this broad framework, this course considers how Americans used marine and freshwater environments to conduct trade, build communities, engage in war and diplomacy, use nature's bounty and participate in recreational activities. These themes illuminate the value Americans placed on maritime affairs, and provide insight into the American mariner's world, the American maritime community alongshore and the rippling effects of maritime activity throughout wider American society.

Prerequisites: Take one 200-level history course.

Offered: Every other year, All

HS 350. Introduction to Public History. 3 Credits.

This course provides an introduction to the field of public history. There are a variety of opinions on what constitutes public history, but generally it is considered to be the presentation of history to broad audiences outside the traditional classroom setting. The practice and presentation of history along these lines usually takes the form of museum exhibition, historic preservation, cultural/historic resource management, public programming, documentary film and oral history, but it is hardly limited to these areas. This course aims to introduce students to these exciting possibilities, and to appreciate the ever-widening scope of the public historian in the new media age.

Prerequisites: Take one 200-level history course.

Offered: Every other year, All

HS 360. The Two Koreas. 3 Credits.

This course offers a general survey of Korean History from the Choson Dynasty to the present. Special attention is paid to the twentieth-century histories of North and South Korea, including the Japanese colonial period as well as the Korean War and its aftermath. Students engage with North and South Korean media ranging from North Korean films to K-Pop.

Prerequisites: Take one 200-level history course.

Offered: Every Third Year, All

HS 391. Colonizing the Body. 4 Credits.

This course takes an in-depth look at the ways in which empire and imperial policies reshaped and reformulated the body of the colonized subject, setting up social categories of difference that corresponded neatly to European imperial notions of biological difference. Using India as a case study, it examines how Indian bodies were "scientifically" classified, categorized and redefined to underscore and perpetuate European political dominance. The course highlights imperial policies that buttressed certain privileged notions of racial, gendered, economic/occupational and anatomical difference.

Offered: Every year, Fall

HS 394. Doctors, Disease and Death in the Western World. 4 Credits.

In this course, students learn about the complex and varied history of health, healing, disease and death in the Western world from the time of the ancient Egyptians to modern day. This course is thematic in its focus. Students study various aspects of the history of medicine and through that study come to a better understanding of the biological, social, intellectual, cultural and institutional contexts in which the process of living and dying has been constructed in the Western experience.

Offered: Every year, Spring

HS 399. Independent Study in History. 1-6 Credits.

Individual study of special area including internships. By agreement of the student and with prior permission of the department chairperson, the student may undertake directed readings with discussion, examination and reports as arranged by the instructor in an area of the student's interest not normally offered through scheduled courses. Available to history majors or other equally qualified students.

Offered: As needed, All

HS 408. Seminars in History. 3 Credits.

Seminars are taught by members of the department in areas of their special competence. Topics are selected in consultation with juniors in the major. Emphasis is on organization and presentation of research. Open to history majors or other qualified students in their second-semester or senior year by permission of department and instructor.

Prerequisites: Take HS 303.

Offered: Every year, All

HS 524. Approaches to World History. 4 Credits.

This course examines various approaches to, and interpretations of, world history. The course has a topical format, with the specific focus shifting depending on contemporary global issues, recent interpretive innovations in the field and the interests of the instructor and the students. A specific goal of the class is to offer future teachers approaches to modern world history that will aid them in lesson planning and development. More generally, the goals of this class include the improvement of written and oral communication skills and the development of critical thinking skills through the examination of primary and secondary sources and the construction of interpretative arguments.

Offered: Every year, All

HS 525. History of the Atlantic World From the 15th to 19th Century. 4 Credits.

This course explores the world made by contact, exchanges and clashes between European, Africans and Americans between the early 1400s to the late 1800s. The key assertion underpinning this course is that, despite social and cultural distinctiveness, Europe, Africa and America were interconnected, and are best understood as a "regional system" where each part is most intelligible by investigating its relationship to the whole. Using a thematic and chronological approach, this course explores critical themes that not only link these sub-regions but also give them distinctive historical character. Global trade networks, migration and settlement, colonization and imperialism, cultural and epidemiological transmission, race and gender relations and demographic reconfigurations are among the topics investigated in this course.

Offered: Every other year, All

HS 526. Approaches to U.S. History. 4 Credits.

This course examines various approaches to, and interpretations of, U.S. history. The course focuses on a specific topic in American history and varies according to contemporary global issues, recent historiographical shifts, methodological innovations and/or the interests of the instructor and the students. One goal of this class is to offer future and present primary, middle and secondary schoolteachers approaches to U.S. history that may aid them in content and lesson planning. This course also uses typical historical methods, including the examination of primary and secondary sources and the construction of interpretative arguments, to develop written and oral communication skills as well as critical thinking.

Offered: Every year, Spring

HS 527. Approaches to Modern European History. 4 Credits.

This course examines modern European history from a variety of standpoints. The course has a topical format—the specific focus shifts depending on contemporary issues and events, recent interpretive innovations in European history and the interests of the instructor and the students. In addition to deepening their knowledge of recent European history, the course also aids future teachers in developing rigorous and historically rich lessons for their students.

Offered: Every year, Fall

Bachelor of Arts in History

Program Contact: David Valone (David.Valone@quinnipiac.edu)
203-582-5269

As a history major, you take a broad range of courses that introduce you to aspects of history from a wide variety of perspectives and time periods. All history majors must take at least two courses in American history, two courses in European history, and two courses in world history. Students also take a required course in historical writing, and majors take a junior level seminar on historiography that introduces them to the actual production of historical knowledge and the creation of historical narratives and interpretive frameworks. In addition, all history majors are encouraged to have an experiential learning experience through a study abroad experience, an internship in history, or by taking the Introduction to Public History course. In their senior year, all history students write a senior thesis that gives them a chance to put into practice everything they have learned throughout their work in the major. The remainder of the required 36 credits in history is made up of history electives chosen by students based on their interests in consultation with their adviser. Through a history major at Quinnipiac, you will gain a broad understanding of past events, plus critical thinking skills and writing expertise, all of which will prepare you for a number of careers, from curator of a museum exhibit on Middle Eastern art to grant writer for a large teaching hospital. If you have a talent for languages, you could become an intelligence officer with the FBI, or you can choose to continue your education with a graduate degree in education, law or medicine.

Students normally apply for admission to the major before or during their sophomore year. Applications must be made to, and approved by, the chairperson. Acceptance is usually approved for all applicants in good standing academically.

Continuation in the major is dependent upon a satisfactory level of performance in all courses, with special reference to work in history.

Note about internships: The department is able to provide student internships with area historical societies and also attempts to place

qualified students in credit-related internships with area governmental organizations.

BA in History Curriculum

Students majoring in history must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
History Core Requirements ^{2,3,4}		
	European History	6
	American History	6
	Global History	6
	Select four electives 300 level or above	12
HS 201	Historical Writing	3
HS 303	Historiography	3
HS 408	Seminars in History	3
Free Electives		14-17
Total Credits		102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

² No more than three courses may be at the 100 level.

³ The minimum requirement (36 credits) must be met with a grade of C or better in all courses.

⁴ Some courses will fill more than one requirement. Students take a total of 36 history credits.

Note about internships: The department is able to provide student internships with area historical societies and also attempts to place qualified students in credit-related internships with area governmental organizations.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Critical thinking:** Analyze, synthesize and evaluate historical information from multiple sources.
- Inquiry and analysis:** Distinguish between fact and fiction by employing a full range of techniques and methods used to gain historical knowledge while understanding that there is no one historical truth.
- Effective communication:** Produce a polished and thoroughly researched written work of history that engages with both primary sources and the secondary literature.

- Diversity and cultural awareness:** Become familiar with multiple cultures and diverse people from around the world and in different time periods.
- Oral communication:** Convey their historical knowledge verbally through public presentations.
- Historical knowledge:** Develop an understanding of the general chronology of the past and demonstrate an understanding of cause and effect in history.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in History

A minimum of 60 credits is required for transfer into the BA in History program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
	English I	3
	United States History I	3
	Elective	3

Elective	3
Elective	3
Credits	15
Spring Semester	
English II	3
United States History II	3
Elective	3-4
Elective	3-4
Elective	3
Credits	15-17
Second Year	
Fall Semester	
Elective	3-4
Elective	3
Elective	3
Elective	3
Elective	3
Credits	15-16
Spring Semester	
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	60-63

Minor in History

Program Contact: David Valone (David.Valone@quinnipiac.edu)
203-582-5269

Learning to view our modern world through the lens of history is a valuable skill that will shape your understanding of politics, economics, science and art. This program explores major events in American, European and world history. You'll enrich your liberal arts experience and develop a background that will prove useful in many fields, such as business, law, education or government. You'll hone your writing and research skills while discovering the rich histories of countries and cultures from ancient times through modern day.

You'll have the flexibility to chart your own path through this minor. With the guidance of the department chair, you can focus on your particular areas of interest and choose from a diverse selection of classes in topics such as World War II, ancient Greece, the European Renaissance, and Asian and Middle Eastern history.

Minor in History Curriculum

A minor in history is recorded upon completion of at least 18 credits with a grade of C or better in all courses. Students must select at least one course (3 credits) from each of the following areas of history: American, European and global. At least two courses (6 credits) must be at the 300 level or above and should be chosen with the consultation of the department chair. No more than three classes can be at the 100 level.

Code	Title	Credits
HS 111	The Rise of the West	3
HS 112	The West in the World	3
HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 201	Historical Writing	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210	Contemporary America	3
HS 211	Popular Culture in American History	3
HS 213	The Roman World	3
HS 214	Ancient Greek History (PL 214)	3
HS 215	American Business History	3
HS 219	Colonial America and the Atlantic World	3
HS 220	American Environmental History (ENV 221)	3
HS 224	The Real Housewives of the Early Modern World	3
HS 227	Russian Cultural and Intellectual History	3
HS 228	Twentieth-Century Russia	3
HS 229	Irish History	3
HS 230	The Rise of Modern Science	3
HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 234	Borders & Battles: Conflict and the Legacy of Empire	3
HS 235	Blood and Revolution in China/Asian Studies	3
HS 236	Japan's Modern Empire/Asian Studies	3
HS 241	African-American Experiences to Reconstruction	3
HS 242	African-American Experience Since Reconstruction	3
HS 254	Colonial Latin America	3
HS 270	The East Is Red: Communism in Asia	3
HS 271	Monks, Kings and Rebels: Mainland Southeast Asia	3
HS 272	Pirates and Matriarchs: Island Southeast Asia	3
HS 273	African History and Culture	3
HS 274	Modern India	3
HS 282	Global Environmental History (ENV 282)	3
HS 300	Special Topics in American History	3
HS 301	Special Topics II - European History	3
HS 302	Special Topics III: Global History	3
HS 303	Historiography	3
HS 305	Vietnam (COM 305)	3

HS 306	Frederick Douglass and Ireland	3
HS 307	The Holocaust	3
HS 312	The Age of Pericles	3
HS 317	The European Reformation	3
HS 321	European History, 1914-1945	3
HS 322	History of World War I	3
HS 323	World War II	3
HS 325	History of England: 1688 to the Present	3
HS 326	Witches and Werewolves in the Early Modern World (WGS 326)	3
HS 327	Islamic Societies and Cultures to 1300	3
HS 328	Gender in the Non-Western World (WGS 328)	3
HS 330	History of Western Medicine	3
HS 332	History of India	3
HS 333	The Middle East, 1300-1919; Critical Issues	3
HS 334	Bollywood and History: Constructing India's Past	3
HS 340	Native American History	3
HS 341	The American Revolution	3
HS 344	Civil War and Reconstruction	3
HS 349	American Maritime History (ENV 349)	3
HS 350	Introduction to Public History	3
HS 360	The Two Koreas	3
HS 391	Colonizing the Body	4
HS 394	Doctors, Disease and Death in the Western World	4

Department of Justice and Law

The Department of Justice and Law offers students a humanities-based approach to law and the legal system within the context of a liberal arts education and a social science perspective on law breaking behavior, crime as a social phenomenon and methods of social control.

The BA in Law in Society provides an avenue for majors to understand the multifaceted dimensions of legal discourse, including the historical context in which the legal system was fashioned, the ethical implications of the construction and implementation of legal rules, and the policy impact that contemporary legal decisions continue to have on various aspects of governance in both the public and private spheres. Our students are exposed to essential aspects of legal practice, procedure and methodology, and are taught to bridge their practical understanding of the legal profession by placing those skills in a broader context and recognizing laws as being reflective of broader elements of social change.

The focus of the major is on how law reflects the values of society and constantly adapts to changes in societal behavior and opinion. We look at how laws affect the relationships between individuals and groups in society, and of groups to each other. We discuss issues such as justice, equity and the balance between the rights of individuals and the public interest from a legal, historical and societal viewpoint. The Law in Society major develops specific legal research, writing and critical thinking

skills, all within a framework of the ethical and statutory constraints confronting the legal professions. After graduation, many of our students continue their education by attending law or graduate school. Others work in law-related settings, such as working as a paralegal in a law office or business. Other graduates have become social workers, teachers and business owners.

The BA in Criminal Justice educates students on topics from the evaluation of institutions of formal social control, such as policing, courts and corrections, to advocating for crime victims. The program places particular emphasis on experiential learning through its carefully structured internships and its community-based coursework.

The department also offers minors in Criminal Justice and Law in Society, and there is an additional minor/certificate in Legal Studies, approved by the American Bar Association, that provides students with the opportunity to study legal practice and prepares them to work as paralegals.

The department is home to the Micro-Credit Institute (MCI). It is an alternative structure for Diversity, Equity and Inclusion education designed to deliver skills, education and community experiences in innovative one-credit formats. MCI began with the belief that students should have the opportunity to fill their 16th credit with a course that aids in the advancement and support of DEI education.

Quinnipiac University's Bachelor of Arts in Law in Society approaches the study of law, legal processes and legal institutions in the tradition of the humanities. The classic values of a liberal arts education are combined with the critical thinking, analytical writing and oral presentation skills of the legal profession and prepare graduates to become active and thoughtful citizens in their local and global communities. The Law in Society major culminates with the integration of the classroom component with professional skills development in which students complete both a scholarly thesis and an internship in a professional, law-related setting.

The Criminal Justice program prepares students for work in the diverse and challenging criminal justice field. Recent developments, including growth of the prison population and increasing numbers of prisoners returning to communities, create challenges our criminal justice majors are prepared to meet. Our program combines theory with practice as our majors learn in the classroom and the professional world. While students take courses dealing with topics such as policing, crime by juveniles, corrections and forensic science, a required 120-hour internship lets them apply their classroom experiences in a professional setting. Our internship program is unique as we meet with each student to assess their professional interests before recommending appropriate internship sites. In addition to 120 hours at the internship site, students participate in a weekly seminar to connect skills they take from the internship to their coursework. Students have the option to complete two different internships that teach them about criminal justice work across diverse settings. Our graduates are employed in a range of fields including policing (local, state and federal), law, social work and probation, and some pursue advanced degrees in criminal justice or related fields. Criminal justice majors benefit from small class sizes and advising loads so they have ready access to faculty to help them shape their educational experience to best fit their professional and personal aspirations.

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- Bachelor of Arts in Law in Society (p. 219)
- Minor in Criminal Justice (p. 221)

- Minor in Law in Society (p. 221)
- Minor/Certificate in Legal Studies (p. 221)

Criminal Justice (CJ)

CJ 101. Crime and Society.

3 Credits.

This course examines crime as a cultural phenomenon and as a problem of social control. Topics include the nature of law, characteristics of the criminal justice system, types of crime, as well as the critical evaluation of theories of crime.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

CJ 200. Special Topics.

3 Credits.

A variety of special topics courses are periodically offered.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: As needed

CJ 205. From College to Career (SO/GT 205).

1 Credit.

This course introduces sociology, gerontology and criminal justice majors to the preprofessional skills and knowledge they need to practice prior to obtaining their internship. Students are introduced to practical skills that will benefit them throughout their professional careers ranging from self-reflection to resume writing and email etiquette. Students meet regularly to discuss the breadth of potential careers in sociology, criminal justice and gerontology through interaction with departmental faculty and practitioners in the field. For criminal justice majors only. This course is graded on a pass/fail basis. For CJ majors only

Prerequisites: Take CJ 101.

Offered: Every year, Fall and Spring

CJ 225. Addiction and Crime.

3 Credits.

This course will examine the impact of addiction on both the justice system and those processed through it. Specific topics include understanding the addiction process and exploring the impact of addiction on justice system resources. The course will examine how addiction contributes to justice system involvement and explore best practices to address it within the criminal justice system.

Prerequisites: Take SO 101 SO 101H SO 225 SO 244 or CJ 101;

Offered: Every year, Fall

CJ 232. Women in the Criminal Justice System (SO/WGS 232). **3 Credits.**

This course examines the changing patterns of women's criminality, the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Spring

UC: Social Sciences, Intercultural Understand

CJ 241. Police and Policing.

3 Credits.

This course considers the history and development of functions in policing. Issues and controversies in policing such as: training, police ideology, police management styles, the development of a working police "personality," the appropriate use of force, racial profiling, police corruption, patrol, professionalism, due process and vocational considerations are examined.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall and Spring

UC: Social Sciences

CJ 243. Investigative Techniques.

3 Credits.

This course provides students with knowledge of basic concepts of case and crime scene investigation; scene and investigative personnel management; nature of investigative personnel roles; steps in the processing of scenes and evidence; methods of documentation; general and specialized techniques for the recognition, identification and individualization of evidence; sources of investigative information; interview techniques; reconstruction of events; and legal and ethical considerations during criminal investigations. For majors only.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Spring

CJ 250. Youth Crime (SO 250).

3 Credits.

This course deals with youth crime as distinct from adult crime. Students examine the development of the juvenile delinquency concept and justification for classifying juveniles who offend as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also are examined. The course considers development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily. A range of widely used treatment strategies for dealing with juveniles who offend is examined.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall

UC: Social Sciences, Intercultural Understand

CJ 251. Probation Parole and Community Corrections.

3 Credits.

People who offend are sentenced to one of these alternatives to incarceration in order to change or control behavior. Methods of supervision, special goals such as shock probation or parole, electronic and other "high-tech" monitoring, controversies over effectiveness and punitive aspects of these technologies are considered.

Prerequisites: Take SO 101 SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Spring

CJ 253. Sexual Violence (WGS 253).

3 Credits.

This course takes a historical perspective on the societal and psychological aspects of sexual violence as it applies to the criminal justice system. It includes an examination of the etiology of sexual abuse as a law enforcement issue and explores the societal impact of sexual violence upon both those who commit violence and those who are the victims of it. The course encourages students to deepen their understanding of the social, structural and individual treatment modalities that are employed within the system to decrease sexual violence.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Spring

CJ 261. Prisons and Jails.

3 Credits.

This course covers incarceration in both prisons and jails. Students examine incarceration as a social phenomenon, exploring its connections to political, economic and cultural forces in society. Participants investigate the history of imprisonment, theories of punishment and the (intended and unintended) societal ramifications of incarceration. Topics include prison architecture, social classifications, prison culture and inmate social structure, violence in prison, "Supermax" prisons, rehabilitation and prisoner reentry.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

CJ 263. Prosecution and Sentencing.**3 Credits.**

This course will examine the role of the court system with particular emphasis on the role and obligations of prosecutors. The course examines the role of prosecutors and considers how prosecutors impact sentencing decisions made in court. Particular attention will be given to the plea-bargaining process, the courtroom work group, and the impact of legal and extra-legal factors in sentencing.

Prerequisites: TAKE SO 101 SO 101H SO 225 SO 244 OR CJ 101;

Offered: Every year, Fall and Spring

CJ 271. Public Order Crimes (SO 271).**3 Credits.**

Approximately two-thirds of the individuals incarcerated inside U.S. correctional institutions have been found guilty of public order crimes, "moral crimes" or crimes not likely to have a self-identified victim. This course concentrates on crimes associated with such activities as illegitimate gambling, consensual sex and the criminal use and sale of both legal and illegal substances.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Spring

CJ 275. Sexual Violence Victim Advocacy (WGS 275).**3 Credits.**

This class prepares students to be peer educators on sexual assault, and the hours spent in class may be counted towards state certification for rape crisis victim advocacy. The class is centered on the victim's perspective on sexual assault and sexual abuse, as well as educating others about helping rape survivors. The course will cover basic information about sexual violence and rape myths, the protocol for reporting rape in different venues (e.g., on campus, police, hospital, rape crisis center), policies on sexual assault, and methods for assisting survivors. The class is recommended for those students interested in becoming rape crisis victim advocates and/or providing peer education about sexual assault on campus. As such, the course does require attendance in class, as well as out-of-class assignments, including an on-call component that could require students to respond to hospital calls to support victims who are receiving the rape kit examination. Students who complete the certification program will be eligible to volunteer on campus under the supervision of the Rape Crisis Center in Meriden. Certified victim advocates are expected to be available for on campus volunteer work during the two semesters following the class. Instructor permission required.

Offered: Every year, Fall

CJ 290. Criminal Justice Research Methods.**3 Credits.**

This course provides an introduction to social science research methods used in the criminal justice field. Students examine how qualitative and quantitative research methods apply to social science research. The course places particular emphasis on the importance of scientific methods in reaching informed conclusions. Students examine a number of methods commonly used in social science disciplines and learn how to interpret the results of research conducted using these methods. Understanding how social scientists investigate social phenomena allows students to accurately interpret and apply findings from criminal justice research. Students should complete the course by the end of their sophomore year or second year in the major. Majors only.

Prerequisites: Take CJ 101.

Offered: Every year, Fall and Spring

CJ 300. Special Topics.**3 Credits.**

A variety of advanced special topics courses are periodically offered.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: As needed

CJ 320. Victimology.**3 Credits.**

Historically, the primary concern of the justice system was the apprehension and punishment of people who offend. More recently, however, the needs of crime victims are increasingly recognized both formally and informally in the justice process. This course examines the emergence of victimology as a field of study and the origins and impacts of victim stigma. Students learn about the range of harms crime victims experience and the importance of addressing victim needs throughout the justice process.

Prerequisites: Take SO 101 SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall

CJ 325. Advanced Victimology.**3 Credits.**

Theories of victimology are increasingly being studied in an effort to provide comprehensive services to victims of crime. Beyond recognizing the needs of victims, we must study the most effective ways of providing services. This course will focus on Trauma Informed delivery of services to victims of crime, with an emphasis on developing both theoretical and pragmatic knowledge that can be used to assist victims with tangible and intangible needs. Class discussions and collaborative work will center on the analysis of empirical patterns of various victimizations and methods employed to enhance victim assistance.

Prerequisites: Take SO 101 SO 101H SO 225 SO 244 or CJ 101;

Offered: Every year, Spring

CJ 330. Perspectives on Violence (SO 330).**3 Credits.**

This course explores the many ways that violence is viewed in our society. Topics include types of violence, empirical evidence of incidence, characteristics of violent crimes, motivation to offend, victim profiles and sociological and theoretical explanations.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall

CJ 333. Drugs, Alcohol and Society (SO 333).**3 Credits.**

This analytical discussion-based course explores the use of drugs and alcohol in U.S. society. The emphasis is on drug and alcohol use and abuse as a social phenomenon. Students explore issues such as the relationship of drug use to particular groups in society (age, sex, race/ethnicity); patterns of drug use and abuse; the promotion of drugs by the media; and drug and alcohol abuse in historical perspective. Students also learn about drug categories, drug education, prevention and treatment and about drug laws.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Summer

UC: Breadth Elective, University Curriculum Ele, Intercultural Understand

CJ 343. Forensic Issues in Law Enforcement.**3 Credits.**

This course presents an overview of the scientific method and its application to the analysis of physical evidence as it impacts law enforcement investigations. Topics include the study of basic methods of documentation, collection and preservation of physical evidence; general schemes for the analysis of chemical and biological evidence; identification and individualization of firearms, fingerprints, imprints, hairs, fibers, blood and body fluids, paint, drugs and poisons, and other materials associated with crimes. The course material is reinforced through the use of actual case studies, hands-on exercises and class exercises.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall

CJ 351. Corrections Counseling. 3 Credits.

This course provides a comprehensive investigation of mental health and correctional systems, including residential and community-based treatment programs and correctional supervision methods. Students will develop critical thinking skills relating to best practices in a variety of correctional settings. Various offender populations will be addressed including those with mental health disorders, substance abuse disorders, sex offenders, women offenders, and highly resistant and severely anti-social offenders.

Corequisites: TAKE SO 101 SO 101H SO 225 SO 244 or CJ 101;

Offered: Every year, Spring

CJ 355. Crime and Media (SO 355). 3 Credits.

Despite little direct contact with people who offend or with the criminal justice system, people typically hold strong opinions about crime-related issues. The goal of this course is to understand how media sources shape our attitudes and beliefs about crime and how we "should" respond to it. To this end, participants examine media involvement in constructing the reality of crime and justice and its implications for the justice process.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

CJ 360. Inside-Out Prison Exchange Seminar. 3 Credits.

The "Inside-Out" Prison Exchange seminar is part of a national movement giving undergraduate students (outside students) and currently incarcerated individuals (inside students) an opportunity to learn together. This course, being offered to Quinnipiac students and male students at a Connecticut state prison, asks students to examine the impact of status upon American life by considering issues of personal and collective voice in communities, variation in access to conventional success opportunities, and the effect of status upon ability to effectively engage in local and national communities. Through application of theoretical perspectives and consideration of practical experience, students are exposed to a diversity of material that allows them to more fully examine and understand the complex impact of social status upon American life. Note: this course takes place inside a Connecticut state prison.

Prerequisites: Instructor discretion.

Offered: Every year, Fall

CJ 370. Constitution, Ethics and Policing. 3 Credits.

Students are introduced to the constitutional limitations and ethical considerations that affect police behavior. These include use of force, coercion, entrapment, right to counsel, wiretapping, confessions and exclusionary rule.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: Every year, Fall

CJ 375. Family Violence. 3 Credits.

This course covers the study of family violence, including patterns, trends, and explanations of offender behavior as well as the effects of being the victim of criminal behaviors committed within the context of the family. The course concepts cover theories and methodologies used to study family violence, as well as discussion of policies in place to intervene in these types of crime, including child maltreatment in the family, intimate partner abuse, and elder abuse.

Prerequisites: TAKE SO 101 SO 101H OR CJ 101;

Offered: Every year, Fall

CJ 385. Senior Seminar in Criminal Justice Policy. 3 Credits.

This senior-level course examines social policy as applied to a selected aspect of the criminal justice field. Senior status in criminal justice major required.

Prerequisites: Take CJ 290.

Offered: Every year, Fall and Spring

CJ 392. Internship in the Community (SO 392/GT 392). 3 Credits.

For criminal justice majors in their junior or senior year only. Students each complete 120 hours of supervised fieldwork in a community agency along with one hour per week in a classroom setting. Coursework and class content include written and oral reflection, focusing on professional issues, along with criminal justice concepts and theory. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101; and CJ 205.

Offered: Every year, Fall and Spring

CJ 394. Advanced Internship in the Community (SO 394/GT 394). 3 Credits.

This is a second internship available to criminal justice majors in their junior or senior year only. Students complete 135 hours of supervised fieldwork in a community agency along with one hour per week in the advanced internship class. Students build upon the knowledge gained from their first internship experience to deepen their understanding of concepts and theory through extended written and oral reflection. Students also assess their interpersonal strengths and weaknesses in preparation for graduate school and/or future employment. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

Prerequisites: Take CJ 392.

Offered: As needed

CJ 399. Independent Study in Criminal Justice. 1-6 Credits.

By arrangement with individual instructor. This course addresses the special intellectual interests of a student and focuses on an issue of special or timely importance.

Prerequisites: Take SO 101, SO 101H SO 225 SO 244 or CJ 101.

Offered: As needed

Justice Studies (JS)

JS 101. Introduction to Justice Studies. 3 Credits.

Introduction to Justice Studies engages with the topic of justice in contemporary society (what it is, who gets to define it, who gets to administer it, and who gets more access to it). The course takes a holistic approach that engages the problem of injustice as a human problem through the exploration of contemporary events. As an introductory course, it is designed to raise critical questions, explore pressing problems, and to give a broad overview of careers dealing with contemporary justice issues, justice systems, and the administration of justice.

Offered: As needed, Fall and Spring

Legal Studies (LE)

LE 101. Introduction to the American Legal System. 3 Credits.

Students are introduced to the American system of law and legal structure and gain an overview of several areas of law. Topics include basic legal concepts, the structure of the American court system, as well as legal theory and procedure.

Offered: Every year, All

UC: Humanities

LE 101H. Honors Introduction to the American Legal System. 3 Credits.

Students are introduced to the American system of law and legal structure, and gain an overview of several areas of law. Topics include basic legal concepts, the structure of the American court system, as well as legal theory and procedure.

Offered: As needed

LE 115. Criminal Law. 3 Credits.

This overview of the American system of criminal justice includes study of its various institutions, such as the criminal courts, police, prosecutors and defense attorneys, and jails and prisons. The Fourth Amendment (Search and Seizure) and the Fifth Amendment (Privilege Against Self-Incrimination) are studied. Also explored are schools of thought underlying criminal prosecution and correctional philosophy.

Offered: Every year, Fall and Spring

LE 150. Introduction to Mock Trial. 1 Credit.

This experiential learning course introduces students to the legal skills associated with bringing a case to trial. Students develop skills in trial advocacy through a progressive development of techniques related to the trial of a case using an established fact pattern throughout the semester. Skills in trial procedure, legal analysis, evidentiary argument and oral advocacy are developed throughout the course, which culminates in the presentation of a trial based upon the established fact pattern.

Offered: Every year, Spring

LE 159. Legal Studies Elective. 3 Credits.

Offered: As needed

LE 160. Competitive Mock Trial. 1 Credit.

This course is designed for students who intend to compete in mock trial competitions throughout the fall semester. Students develop and enhance skills related to trial procedure, legal analysis and oral advocacy through preparation for competition at mock trial tournaments during the fall semester through the preparation of direct and cross examinations, opening and closing arguments and the portrayal of witness roles. They attend one or more mock trial tournaments during the fall semester in preparation for the American Mock Trial Association Regional Tournament in February. Students are permitted to repeat this course, for 3 credits total.

Offered: Every year, Fall

LE 200. Special Topics. 3 Credits.

Prerequisites: Take LE 101.

Offered: As needed

LE 211. Legal Reasoning, Research and Writing I. 3 Credits.

This course introduces students to legal research, both in print and online sources, and provides a foundation in legal reasoning, writing and citation in the context of objective, predictive legal documents. Students learn how to move from a fact pattern, through researching and analyzing the controlling law, to presenting the student's legal analysis in the form of formal legal memoranda.

Prerequisites: Take LE 101, EN 102 or Take LE 101, EN 103H

Offered: Every year, Fall and Spring

LE 212. Legal Reasoning, Research and Writing II. 3 Credits.

Building on the skills learned in LE 211, students in this course refine and further develop their analytical, research and writing skills and learn to present their findings in a wider variety of legal documents. Students also are introduced to persuasive legal writing and advocacy.

Prerequisites: Take LE 211.

Offered: Every year, Fall and Spring

LE 224. Sports Law (SPS 224). 3 Credits.

Students explore the legal concepts surrounding sports, including contracts, torts, crimes and Title IX. Legal issues involve all sports and level of athletics, include professional, amateur, student and fans.

Prerequisites: Take LE 101.

Offered: Every year, Spring

LE 225. Alternative Dispute Resolution. 3 Credits.

Students explore the various methods of dispute resolution that are available in the private sector, as alternatives to traditional litigation. Students learn to distinguish the various forms of dispute resolution, determine who participates in each form, how they participate and the advantages and disadvantages of each. Students role play in the various methods to more fully understand the mechanisms of alternative dispute resolution.

Prerequisites: Take LE 101.

Offered: Every Third Year, Fall

LE 233. Law for Everyday Life. 3 Credits.

This course introduces students to the practical legal implications of everyday adult living and helps students understand the legal aspects of different issues which they may be involved with as they live their adult lives. Topics such as renting or buying a home, employment, insurance, marriage, credit and many others are covered.

Prerequisites: Take LE 101.

Offered: Every year, Fall and Spring

UC: Humanities

LE 250. Gender and the Law (WGS 250). 3 Credits.

This course focuses on legal issues regarding gender, including the differential treatment of women, men and transgender people in the legal system, and contemporary responses to gender issues in society. (Alternative Perspective)

Prerequisites: Take LE 101 or WGS 101.

Offered: Every Third Year, Fall

LE 300. Special Topics. 3 Credits.

Prerequisites: Take 6 credits from legal studies courses.

Offered: As needed

LE 305. Civil Procedures. 3 Credits.

This course provides students with a basic understanding of the procedure of civil litigation from the beginning of a conflict to its final resolution, from both a theoretical and practical approach. The course covers the beginning of the litigation process, from when a client first contacts an attorney, through motions and pleadings, by following a torts case. Jurisdiction, torts, client interviewing, fact investigation, pleadings, motion practice, discovery and settlement are covered. The role of the attorneys, paralegals and other non-lawyer professionals, is discussed.

Prerequisites: Take LE 212 and junior status.

Offered: Every year, Fall and Spring

- LE 312. Family Law. 3 Credits.**
This course presents a study of how law relates to the family as a functioning entity, examination of family law practice, current issues in family law and equal protection, and preparation of documents for dissolution of marriage. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Spring
- LE 315. Wills, Probate and Estate Administration. 3 Credits.**
Legal concepts and statutes pertaining to wills and probate are examined, with special emphasis on preparation of forms necessary in administration of an estate. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Spring
- LE 317. International Law (PO 317). 3 Credits.**
Students are introduced to the nature and development of international law as part of the global political system. They explore sources of international law from treaties, custom, general principles, judicial decision and scholarly writing. Other topics include the connection between international and national law, dispute resolution using arbitration and national and international court cases, use of law to manage international conflict, negotiation, and legal issues concerning shared resources. (Alternative Perspective)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall
- LE 318. Human Rights Law and Global Justice. 3 Credits.**
What is a human right? How do particular political and historical contexts influence our understanding of rights and the construction of legal rules? This course focuses on the legal statutes and cases that constitute human rights jurisprudence, and also on the human interest stories that inform and shape those rights from a cross-cultural context. Students work with a local organization to gain a better understanding of what an abstract notion of "human rights" means to individuals. (Alternative Perspective)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall and Spring
- LE 319. International Law and the Individual. 3 Credits.**
This course considers the complex legal issues surrounding private interactions between individuals from different nations. Students explore the sources of law that may apply when a citizen of one country lives and works in another country or simply has dealings on a business or personal level with persons from other countries. Topics include immigration, customs, taxation, banking, family law, traveling, health care, voting and criminal justice. (Alternative Perspective)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every Third Year, Fall
- LE 320. Land Transfer and Closing Procedures. 3 Credits.**
This course presents background for the sources of real estate law; land and its elements, the nature of property, the concept of ownership, and land titles and interest in land; procedures for conveying interest in land recording statutes; and searching titles. Emphasis is given to the preparation, coordination and completion of real estate closings. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall
- LE 322. Health Care Law (HSC 322). 3 Credits.**
This course provides an overview of the legal issues faced by health care providers and patients. Students explore various topics arising from the organization and financing of health care, provider liability, bioethics and public health. The course focuses on the way in which law impacts the delivery of health care in the United States.
Prerequisites: Take 6 credits from legal studies; or Take LE 101 and HSC 220 or GT 263.
Offered: Every year, Summer
- LE 328. Employment Law. 3 Credits.**
This course provides an overview of the legal relationship between employer and employee and a basic understanding of employment-related law and its impact on the employer/employee relationship. Students study both federal and state laws applicable to the employer/employee relationship. Areas covered include the basis for the employer/employee relationship, pre-employment concerns, diversity and discrimination issues, discrimination actions, termination of the employer/employee relationship, ethical issues in employment law and current issues. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall
- LE 329. European Union Law. 3 Credits.**
This course focuses on the European Union and its relationship with the United States. It covers the origin and development of the European Union, the institutions of the EU and the law-making process in the EU. Certain specific legal regimes in the EU, including "the four freedoms," EU business and anti-trust law, and the EU's common security and foreign policy are discussed. The course includes a travel abroad option, spending spring break in Brussels, the primary seat of the EU regional "government." Day trips to the medieval city of Bruges, Belgium and to Aachen, Germany round out the experience. (Alternative Perspective)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every Third Year, Spring
- LE 330. Law of Business Entities. 3 Credits.**
In this study of the different types of business entities, including corporations, partnerships and limited liability companies/partnerships, emphasis is given to researching and drafting documents involved in the formation, maintenance and dissolution of business entities. (Practice)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every other year, Fall
- LE 336. Immigration Law. 3 Credits.**
The course introduces students to the basic legal principles relating to immigration to the United States. Students learn how to analyze immigration options for potential non-immigrants and immigrants. Students gain an understanding of the different avenues of immigrating to the U.S. on a temporary or permanent basis, as well as how to become a U.S. citizen and immigration law compliance. Refugee issues and status are also discussed. (Alternative Perspective)
Prerequisites: Take 6 credits from legal studies courses.
Offered: Every Third Year, Spring
- LE 340. American Constitutional Law (PO353). 3 Credits.**
The United States Constitution and how it has been interpreted by the Supreme Court are studied in this course. The class examines Supreme Court decisions with a focus on analysis and legal reasoning.
Prerequisites: Take PO 131 or 6 credits from subject LE.
Offered: Every year, Fall and Spring

LE 342. Comparative Constitutional Law (PO 342). 3 Credits.

Students compare the legal structures and fundamental principles typically found in constitutions by studying the constitutions of several different countries. The course explores the structure of government; the distinction between legislative, executive and judicial authority; the incorporation of fundamental human rights; the relationship between church and state; free speech and the press, and social welfare rights. Participants analyze the distinction between constitutional law and domestic law and assess the role of various constitutional frameworks in a global society. (Alternative Perspective)

Prerequisites: Take 6 credits from legal studies courses or take PO 131 or PO 101.

Offered: Every other year, Fall

LE 345. Intellectual Property. 3 Credits.

This course introduces students to the different areas of intellectual property law, including patents, trademarks, trade secrets and copyright law. Intellectual property protects products created by writers, artists and inventors. Preparation of necessary documents is covered. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Spring

LE 350. Federal Indian Law. 3 Credits.

The relationship between the federal government and Native Americans and tribes is considered from a historical and practical perspective, along with current topics in Indian law. Practice applications before the two Connecticut tribal courts are covered as well. (Alternative Perspective) (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every Third Year, Spring

LE 355. Environmental Law (ENV 355). 3 Credits.

This course provides an overview of federal environmental law, the way law protects the natural environment and government policies created to protect or exploit the environment. In this class, we explore issues impacting the environment, and how the law can both benefit and disadvantage the environment. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Fall

LE 356. International Environmental Law (ENV 356). 3 Credits.

This course gives students an overview of the legal and political framework that constitutes international environmental law. We examine the characteristics of international law and distinguish it from domestic law, looking at the various actors and their roles in the system. Students become familiar with the key principles of international environmental law such as the precautionary principle, sovereignty and sustainable development. Issues examined include climate change, the oceans, and the relationship between trade and the environment. (Alternative Perspective)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Fall

LE 360. Mediation. 3 Credits.

This course approaches mediation from the mediator's perspective. Students develop a sophisticated understanding of the legal and ethical aspects of mediation and learn to mediate disputes between parties in the context of civil, criminal and family disputes. Students also learn how to use mediation techniques to resolve disputes in non-legal settings. The course employs mediation exercises, role plays, simulations, self-critique and group discussions to demonstrate and evaluate effective communication skills, bargaining strategies, mediation styles and intervention techniques. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every other year, Spring

LE 370. Negotiation. 3 Credits.

This course provides students with a thorough understanding of the theory, strategy and practice of negotiation, both transactional and as a dispute resolution method. Students learn to negotiate to resolve problems and communicate effectively, within an ethical framework. The course uses negotiation strategy, exercises, role plays, group discussions and reflective writing to demonstrate and evaluate negotiation techniques and styles. (Practice)

Prerequisites: Take 6 credits from legal studies courses.

Offered: Every year, Fall

LE 485. Legal Internship Seminar. 3 Credits.

Students are placed in a supervised legal internship in a law office, government office, nonprofit organization or other legal setting for 10 hours per week. During the weekly seminar, students discuss legal ethics, professional responsibility and career development. They also complete a legal memo on a complex topic incorporating principles from the core legal studies courses, as well as participate in a mock appellate oral argument. Students also produce a journal focused on their guiding question in completion of the Capstone requirement. For majors and students completing the Minor/Certificate in Legal Studies only.

Prerequisites: Take LE 305 and senior status required.

Offered: Every year, Fall and Spring

LE 490. Senior Seminar in Law in Society. 3 Credits.

In this seminar, students must research a legal issue of their choosing; critically examine how our legal system addresses, or fails to address, the issue; and recommend a change in our approach, suggest an alternative interpretation, or highlight a particularly effective response to the issue. Students ultimately produce legal scholarship with a focused thesis developed through substantial research and analysis. The course culminates in each student completing a publishable quality thesis and presenting that work to the class orally. For majors only.

Prerequisites: Take LE 305 and senior status required.

Offered: Every year, Fall and Spring

LE 499. Independent Study in Legal Studies. 1-4 Credits.**Micro Credit Institute (MCI)****MCI 100. Negotiation for Success. 1 Credit.**

This is a one credit course that has been developed based on the premise that everyone is involved in some form of negotiation every day. Negotiation is indeed an essential skill that is called upon frequently in our private as well as professional life. From the shop floor to the boardroom, negotiation is something that one cannot avoid. Knowing how to negotiate, and more importantly, how to manage it well, is the key to increasing sales effectiveness, developing sound working relationships with co-workers, building better customer relations, achieving career goals, and obtaining a higher salary. The course is open to everyone but is designed especially for first-generation college student.

Offered: As needed

MCI 101. Health, Aging and Intersectionality. 1 Credit.

This course explores the intersections between illness, aging and identity. Students will have the opportunity to find new ways to approach, reflect on and talk about topics ranging from aging and disability to issues limiting the health and wellness of underrepresented and marginalized groups through language, poetry and other mediums.

Offered: As needed

MCI 102. Octavia Butler: Black Feminist Sci Fi Pioneer. 1 Credit.

This one-credit course focuses on the best author you've (probably) never heard of. Winner of the MacArthur "Genius Grant" and Hugo and Nebula awards for science fiction, Octavia Butler's short stories and novels focus on blood and biology, power and subjugation. She writes about slavery and time travel, love and space travel, an epidemic cured only by art, and a woman captured by aliens who births a new hybrid species. We will discuss the intersection of race and gender in fictional worlds and real ones. We will also consider the purpose of reading literature, as well as what "counts" as literary. This course has no prerequisites and welcomes anyone and everyone who wants to join us.

Offered: As needed

MCI 103. Higher Education in Prison: Past, Present and Future. 1 Credit.

This course focuses on the longstanding, but only recently attended to, field of higher education in prison. Since the late 19th century, higher education institutions and religious institutions have provided myriad educational opportunities for incarcerated people; recently, with justice and education advocates figuring prominently in getting the 1994 Pell ban repealed and movies like "College Behind Bars" being such a success, the spotlight has increased on higher education in prison programs. This course will explore the history of these programs, the current landscape of the field, as well as hear from experts currently building the field into a comprehensive discipline with impacted persons co-leading the charge. This course is open to anyone interested in learning more about higher education in prison.

Offered: As needed

MCI 104. Women and Body Image in the Age of Social Media. 1 Credit.

Throughout this one-credit course, we will learn about the history of mass media and how it has both reflected and reshaped women's body image, with a focus on the rise of social media and how it continues to play a role in women's conceptions of their own body image. We will be reading a number of scholarly articles and books that look specifically at issues of embodiment and the intersection of gender, sexuality, race/ethnicity, and social class. We will also be investigating and developing a more positive and sustainable relationship between our own social media usage and our bodies. Please note that this course is not appropriate for anyone who has any form of eating disorder/disordered eating/body dysmorphia. Due to its content, this course may trigger previous or current conditions. Please use discretion when considering if this course is appropriate for you.

Offered: As needed

MCI 105. Intro to Judaism. 1 Credit.

The intention of this one-credit program is to explore and explain basic Judaism with its binding principles. This program is geared towards students of every faith.

Offered: As needed

MCI 106. Questioning Mother Culture. 1 Credit.

Drawing from Daniel Quinn's *Ishmael*, this course will challenge us to first notice how Western industrialization's Mother Culture impacts our daily lives. Next, the course will offer opportunities for rethinking new narratives for creating a more just, equitable, sustainable cultural landscape.

Offered: As needed

MCI 108. Why No HBCUs in Connecticut. 1 Credit.

Despite the obvious geographic concentration of Historically Black Colleges & Universities (HBCUs) in the southeastern part of the United States, Connecticut was - or was supposed to be - a pioneer in this educational revolution. One of the first HBCUs, the Negro College, was actually planned and proposed in New Haven, in the shadow of Yale University and several years before the founding of any HBCU still in existence; so what happened? Flashback through time to find out in this one-credit course.

Offered: As needed

MCI 110. Race: A Dangerous Symbol. 1 Credit.

This one-credit course is intended to explore how the racial symbolic system plays itself out in the everyday world, and the ease and advantages that White-Americans have in navigating the everyday world. The course will directly address the difficulties, disadvantages, micro-aggressions and violence that people of color face in their everyday worlds, as a result of the American symbolic system surrounding race. The course is designed to provide a cultural theory of symbolic self in a pervasive racialized system.

Offered: As needed

MCI 120. Intergenerational Dialogues. 1 Credit.

This one-credit course is designed to bring students into the community to interact, study and learn about social justice issues in an intergenerational environment. Topics, location and number of meetings will vary depending on the professor offering it.

Offered: As needed

MCI 150. Queering the Screen: LGBTQ Representation in Movies. 1 Credit.

This one-credit, seven-week course will explore lesbian, gay, bisexual, transgender, and queer (LGBTQ) characters in movies over the last 100 years and how these films reflect our understanding of sexuality and gender expression. Representations of LGBTQ characters on film date back to early silent movies; however, political and religious agendas have often suppressed these representations and perpetuated negative societal views and intolerance. Even so, these films have also contributed to the positive development of LGBTQ identity and the LGBTQ rights movement. This on-ground, discussion-based course is open to anyone interested in LGBTQ history and/or film.

Offered: As needed

MCI 190. Special Topics. 1 Credit.

Offered: As needed

Quinnipiac's Minor/Certificate in Legal Studies is approved by the American Bar Association.

Bachelor of Arts in Criminal Justice

Program Contact: Alan Bruce (p. 7) 203-582-8458

The criminal justice degree program offers students a comprehensive examination into law-breaking behavior, crime as a social phenomenon and methods of social control. Students complete coursework ranging from the evaluation of institutions of formal social control, such as policing, courts and corrections, to advocating for crime victims. The program places particular emphasis on experiential learning through its carefully structured internships and its community-based coursework. Upon successful degree completion, students are prepared to pursue advanced degrees (in a variety of areas including law school and social work) or assume careers in fields such as policing, corrections, law, social work, public administration, teaching, international peacekeeping and other areas of public policy related to crime, victimization and the administration of justice. Graduates who pursue careers outside the

criminal justice field gain transferrable skills—critical thinking, problem identification, advanced oral and written communication—that are fundamental to success in any career.

Criminal Justice Curriculum

Students majoring in Criminal Justice must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Criminal Justice Core Requirements		
CJ 101	Crime and Society	3
SO 101	Introduction to Sociology	3
CJ 205	From College to Career (SO/GT 205)	1
SO 241	Sociology of Race and Ethnicity	3
CJ 241	Police and Policing	3
CJ 261	Prisons and Jails	3
CJ 290	Criminal Justice Research Methods	3
CJ 392	Internship in the Community (SO 392/GT 392)	3
CJ 385	Senior Seminar in Criminal Justice Policy	3
Select one of the following crime typologies options:		3
CJ 225	Addiction and Crime	
CJ 232	Women in the Criminal Justice System (SO/WGS 232) (course cross-listed)	
CJ 250	Youth Crime (SO 250)	
CJ 253	Sexual Violence (WGS 253)	
CJ 271	Public Order Crimes (SO 271)	
Select one of the following criminal justice in practice options:		3
LE 225	Alternative Dispute Resolution	
CJ 200	Special Topics	
CJ 243	Investigative Techniques	
CJ 251	Probation Parole and Community Corrections	
CJ 263	Prosecution and Sentencing	
CJ 275	Sexual Violence Victim Advocacy (WGS 275)	
PS 283	Introduction to Forensic Psychology	
Select two of the following advanced elective options:		6
CJ 320	Victimology	
CJ 325	Advanced Victimology	
CJ 330	Perspectives on Violence (SO 330)	
CJ 333	Drugs, Alcohol and Society (SO 333)	
CJ 343	Forensic Issues in Law Enforcement	
CJ 351	Corrections Counseling	
CJ 355	Crime and Media (SO 355)	
SO 360	Sociology of Mental Health	
CJ 360	Inside-Out Prison Exchange Seminar	

CJ 370	Constitution, Ethics and Policing	
CJ 375	Family Violence	
CJ 394	Advanced Internship in the Community (SO 394/GT 394)	
CJ 399	Independent Study in Criminal Justice ²	
Free Electives		16-19
Total Credits		102-108

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² May count as a crime typologies, criminal justice in practice or advanced elective option.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Diversity** – Students will recognize the influence that different forms of diversity have upon their worldview and how diversity impacts the criminal justice system.
- Scientific Literacy** – Students will be able to identify the steps of the scientific process, formulate scientific questions and distinguish between anecdotal and empirical evidence.
- Social Responsibility** – Students will understand how the criminal justice system functions as one part of the larger environmental system, and understand that its current format is not inevitable but the products of historical factors and the interconnectedness of individual actions and societal decisions.
- Communication** – Students will be able to argue a clearly defined position with civility, using credible evidence with appropriate citation of sources.
- Critical Thinking** – Students will understand multiple perspectives on significant crime-related topics and the importance of examining these from multiple perspectives and the significance of utilizing different data sources when examining these concepts. Basic disciplinary theory and terminology are applied.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Criminal Justice

A minimum of 60 credits is required for transfer into the BA in Criminal Justice program. If possible, it is recommended that students complete Introduction to Criminology, Introduction to Criminal Justice and Introduction to Sociology prior to transferring to Quinnipiac. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Criminal Justice		3
Statistics		3
Principles of Sociology		3
Introduction to American Government		3
Credits		15
Spring Semester		
English II		3
Introduction to Criminology		3
Criminal Justice Elective		3
Elective		3-4
Elective		3
Credits		15-16
Second Year		
Fall Semester		
Introduction to Corrections		3

Criminology	3	
Elective	3-4	
Elective	3	
Elective	3	
Credits		15-16
Spring Semester		
Criminal Justice Elective	3	
Courts and Sentencing	3	
Elective	3	
Elective	3	
Elective	3	
Credits		15
Total Credits		60-62

Bachelor of Arts in Law in Society

Program Contact: Michelle D. Miller
(michelle.miller@qu.edu) 203-582-3231

A humanities-based approach to law exposes students to different methodologies and distinct approaches to understanding the law in our society. Our comprehensive curriculum introduces students to the foundational aspects of the field of law before challenging them to explore how the law shapes — and is shaped by — particular perspectives, historical contexts and actual practice.

As students navigate both required and elective courses, they master different methods of approaching and solving complex legal problems. Throughout the program, students will investigate the complexities of our legal systems; discover how civil and constitutional systems work; and learn to research, reason and write about the law. These skills will be sharpened beyond the classroom as students complete a professional internship and gain hands-on experience in a law setting.

The Law in Society major culminates in a senior capstone course, which provides the opportunity for students to complete independent research on a legal topic of their choosing and develop a thesis that draws from their coursework and their internship experience. Through this integration of humanities, practical skills and experiential learning, the major has been approved by the American Bar Association as a paralegal program.

Graduates from the program are extraordinarily well prepared for a variety of careers in law and other related fields. Our graduates have excelled in roles spanning policy, compliance, government and politics, social services, criminal justice and conflict resolution. Many students continue their studies in law school, but career prospects don't end at the courtroom or law office. The skills of legal reasoning and critical thinking translate into fields as diverse as policy, mediation, local law enforcement, social services, education and human relations.

BA in Law in Society Curriculum

Students majoring in Law in Society must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Law in Society Core Requirements		

Students must earn a grade of C or better in all Law in Society core requirements at the 200 level or above to move to the next required courses.

LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
LE 212	Legal Reasoning, Research and Writing II	3
LE 305	Civil Procedures	3
LE 340	American Constitutional Law (PO353)	3
LE 485	Legal Internship Seminar	3
LE 490	Senior Seminar in Law in Society	3

Law in Society Elective Courses

At least 9 credits must be at the 300 level:

Legal Practice Electives

Select two courses of the following: 6

LE 312	Family Law	
LE 315	Wills, Probate and Estate Administration	
LE 320	Land Transfer and Closing Procedures	
LE 328	Employment Law	
LE 330	Law of Business Entities	
LE 345	Intellectual Property	
LE 355	Environmental Law (ENV 355)	
LE 360	Mediation	
LE 370	Negotiation	

Alternative Perspectives in the Law Electives

Select one of the following: 3

LE 250	Gender and the Law (WGS 250)	
LE 317	International Law (PO 317)	
LE 319	International Law and the Individual	
LE 329	European Union Law	
LE 336	Immigration Law	
LE 342	Comparative Constitutional Law (PO 342)	
LE 356	International Environmental Law (ENV 356)	

Additional Legal Studies Electives

LE 115	Criminal Law	
LE 150	Introduction to Mock Trial	
LE 160	Competitive Mock Trial (may be taken up to three times, or twice if LE 150 was taken)	
LE 200	Special Topics	
LE 224	Sports Law (SPS 224)	
LE 233	Law for Everyday Life	
LE 300	Special Topics	
LE 312	Family Law	
LE 322	Health Care Law (HSC 322)	

Three additional courses chosen from any LE elective, including those in Legal Practice and Alternative Perspectives 9

Additional Requirements

SO 101	Introduction to Sociology	3
	Select a 200-level English course	3
	Select an American History course	3
Free Electives		5-8
Total Credits		102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

Students also must complete a minor in any other department within the university. All Legal Specialty transfer courses will be evaluated by the program director to determine their equivalencies and to ensure that the quality and integrity of the program are maintained if such credit is granted. At least nine credits of Legal Specialty courses, including the Internship experience, must be taken at Quinnipiac University. A maximum of nine credits of Legal Specialty courses may be transferred. Quinnipiac does not award Legal Specialty credit by examination or portfolio.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Understand and critically assess** how law is made, interpreted and applied in different contexts within the United States and abroad.
- Research, analyze and write** a scholarly paper on a chosen topic related to law, incorporating humanities-based inquiry.
- Formulate and present** a coherent, well-supported legal argument in both written and oral form to diverse audiences.
- Apply their legal skills and knowledge** of the humanities in a professional law-related setting, consistent with ethical standards governing the legal profession.
- Understand the political, historical and social conditions** underlying and affecting the law.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Minor in Criminal Justice

Program Contact: Alan Bruce (p. 7) 203-582-8458

Exploring fundamental issues inherent in the criminal justice system provides valuable insight into some of today's most complex societal challenges, including growth of the prison population and the ever-increasing number of formerly incarcerated individuals returning to communities. From the role mental illness plays in crime to the impact of drugs and alcohol on our communities, this minor examines an eclectic array of crime and justice topics that complement many majors including sociology, political science and psychology.

You'll have the flexibility to shape the program in a way that reflects your interests and enhances your professional goals, and you'll have plenty of support and guidance from a faculty with a broad range of expertise in the criminal justice field. You will meet one-on-one with the program director, and together design a minor that's right for you, choosing from a varied selection of courses such as Crime and Media, Sexual Violence, Organized Crime and Investigative Techniques.

Criminal Justice Minor Curriculum

To complete the minor, students must complete 15 credits in criminal justice studies at any level and one 300-level criminal justice class for a total of 18 credits. Students should meet with the program director to select appropriate courses. A student majoring in gerontology or sociology can minor in criminal justice. Courses taken for a minor may not count toward a gerontology or sociology major. Courses taken for a gerontology or sociology major may not count toward a minor.

Students in the criminal justice minor may choose from the following courses:

Code	Title	Credits
Select 18 credits from the following:		
CJ 101	Crime and Society	3
CJ 225	Addiction and Crime	3
CJ 232	Women in the Criminal Justice System (SO/WGS 232)	3
CJ 241	Police and Policing	3
CJ 243	Investigative Techniques	3
CJ 250	Youth Crime (SO 250)	3
CJ 251	Probation Parole and Community Corrections	3
CJ 253	Sexual Violence (WGS 253)	3
CJ 261	Prisons and Jails	3
CJ 263	Prosecution and Sentencing	3
CJ 271	Public Order Crimes (SO 271)	3
CJ 275	Sexual Violence Victim Advocacy (WGS 275)	3
CJ 320	Victimology	3
CJ 325	Advanced Victimology	3
CJ 330	Perspectives on Violence (SO 330)	3

CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 343	Forensic Issues in Law Enforcement	3
CJ 351	Corrections Counseling	3
CJ 355	Crime and Media (SO 355)	3
CJ 360	Inside-Out Prison Exchange Seminar	3
CJ 370	Constitution, Ethics and Policing	3
CJ 375	Family Violence	3

Minor in Law in Society

Program Contact: Michelle D. Miller
(michelle.miller@qu.edu) 203-582-3231

The minor in Law in Society is designed for students who are interested in learning more about law and the American legal system. Law is the binding force in society. It reflects the values of society and is constantly changing as society changes. Law deals with issues such as justice, equity and the balance between the rights of individuals and the public interest. Students in this program learn of their legal rights and responsibilities in today's society. This minor introduces students to the historical and current issues facing society through its legal system. The minor is not designed to prepare students to work as paralegals and is not approved by the American Bar Association.

Minor Policy: Students may complete only one minor using the same courses. Majors may not complete a minor within the same department.

Law in Society Minor Curriculum

Code	Title	Credits
Required courses		
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
Elective courses		
Select 12 credits of LE courses. At least 6 credits must be at the 300 level ¹		12
Total Credits		18

¹ Electives may be taken from all legal studies courses, except LE 485 and LE 490; minors may not take LE 485 or LE 490.

Students must meet the prerequisites for elective courses.

Code	Title	Credits
Other courses that may be used as electives		
No more than one from this list:		
BLW 221	Business Law and Society	3
MSS 340	Communications Law and Policy	3

Minor/Certificate in Legal Studies (ABA-Approved)

Program Contact: Michelle D. Miller
(michelle.miller@qu.edu) 203-582-3231

Quinnipiac University's ABA-approved Minor/Certificate in Legal Studies is designed to provide students with the knowledge and skills needed to be successful in the paralegal profession. The minor is planned and taught by lawyers to provide students with a solid grounding in the fundamentals of the legal system. The courses chosen for the minor prepare students to work as a paralegal in diverse legal settings. The legal studies minor/certificate has been approved by the American Bar Association as a paralegal education program. A paralegal performs specifically delegated substantive legal work under the supervision of an attorney. While paralegals may not give legal advice to clients or appear in court on their behalf, these highly skilled professionals perform a wide range of tasks and play an integral role in the delivery of legal services.

The education focuses on particular core areas of the law and on developing specific legal research, writing and critical thinking skills, all within a framework of the ethical and statutory constraints confronting the paralegal profession. This combination of theoretical classwork with real-world experience, along with exposure to traditional liberal arts and general education and a major in another discipline at Quinnipiac, prepares legal studies certificate students for a broad range of professional opportunities.

Minor Policy: Students may complete only one minor using the same courses. Majors may not complete a minor within the same department.

Legal Studies Minor/Certificate Curriculum

A total of 21 credits are required for completion of the minor/certificate. All Legal Specialty transfer courses will be evaluated by the program director to determine their equivalencies and to ensure that the quality and integrity of the program are maintained if such credit is granted. At least nine credits of Legal Specialty courses, including the Internship experience, must be taken at Quinnipiac University. A maximum of nine credits of Legal Specialty courses may be transferred. Quinnipiac does not award Legal Specialty credit by examination or portfolio.

Code	Title	Credits
Required Courses		15
LE 101	Introduction to the American Legal System	
LE 211	Legal Reasoning, Research and Writing I	
LE 212	Legal Reasoning, Research and Writing II	
LE 305	Civil Procedures	
LE 485	Legal Internship Seminar	
Legal Studies Electives (choose two from electives approved as Legal Practice. Other courses cannot be substituted.)		6
LE 312	Family Law	
LE 315	Wills, Probate and Estate Administration	
LE 320	Land Transfer and Closing Procedures	
LE 328	Employment Law	
LE 330	Law of Business Entities	
LE 345	Intellectual Property	
LE 355	Environmental Law (ENV 355)	

LE 360 Mediation

LE 370 Negotiation

Learning Outcomes

Students who graduate with a Minor/Certificate in Legal Studies will demonstrate the following competencies:

- Understand and critically assess** how law is made, interpreted and applied in the United States.
- Analyze** a legal problem, research and synthesize the law, apply it to a set of facts, and write a legal memo using a generally accepted format for the legal profession with proper legal citation.
- Draft, review, organize and manage** legal documents and correspondence using proper format and appropriate content.
- Formulate and present** a coherent, well-supported legal argument in both written and oral form to diverse audiences.
- Apply** their legal skills and knowledge in a professional legal setting, consistent with ethical standards governing the legal profession.

Department of Mathematics and Statistics

The power of mathematics lies in its focus on precise and logical reasoning to draw conclusions and make discoveries in many domains, both abstract and concrete. The idea of mathematics as a process of carrying out procedures and following rules to produce a single right answer is a misconception. At the college level, the discipline is fully realized as a way of thinking, which can be applied in almost any context, wherever the basis for what is true or false can be understood while minimizing fuzziness or ambiguity.

The starting point in mathematics is not a large body of facts but is instead a small number of ideas that are made precise and thoroughly understood. Mathematical knowledge is built from these in a way that gives us access to the steps that form the logical basis for why something makes sense.

Times have changed. We live in a world where decisions need to be justified with data and conclusions need to be quantified. To be effective, we must critically evaluate judgments based on data and quantifiable observations, and present arguments in a logical fashion. Presenting conclusions alone is not enough; they must be explained in a way that convinces others, supported by sound logical reasoning. This kind of argument is the focus of mathematics.

Ultimately, mathematics builds our ability to create new knowledge, justify new conclusions, and make new discoveries in any realm where logical thought yields power — which is to say, just about everywhere.

Consequently, the study of mathematics will better enable you to succeed in other disciplines, from chemistry to political science to sociology, at a more advanced level. This is also why mathematics majors find careers doing advanced work in consulting, government, analytics, engineering, education and other fields.

Mathematics is the symbolic language of nature. More than numbers and symbols, it encompasses the logic and methodology of reasoning and provides the tools for making decisions, interpreting observations, explaining natural phenomena and solving problems. It is both a subject

with widespread applications to the sciences and social sciences and a subject of intrinsic intellectual interest.

Students majoring in mathematics acquire the mathematical skills necessary to be successful in their chosen field and become informed and responsible citizens, and learn to appreciate the relevance of mathematics in society.

- Bachelor of Arts in Mathematics (p. 227)
- Bachelor of Science in Data Science (p. 228)
- Minor in Applied Statistics and Data Science (p. 230)
- Minor in Mathematics (p. 229)

Mathematics (MA)

MA 100. Basic Algebra. 3 Credits.

This course reviews basic arithmetic and algebraic skills and introduces mathematical methods to the entering student with little or no mathematics background, with the goal of providing sufficient skill to take coursework requiring two years of college preparatory mathematics. Students are expected to participate in three hours of coursework per week. MA 100 is for institutional credit and does not apply to graduation requirements. Note: Students may not withdraw from MA 100. Students who fail MA 100 the first time receive a grade of Unsatisfactory. If the student does not pass the second time, then a failure is recorded on the student's record.

Offered: Every year, Fall and Spring

MA 107. College Algebra. 3 Credits.

This course reviews the fundamentals of algebra. Students learn about the following topics: the real number system, factoring and expanding polynomials, properties of logarithms and exponentials, linear equations and inequalities, quadratic equations and inequalities, absolute value equations and inequalities, systems of equations and inequalities, functions and their graphs, and algebra of functions, including composition, and inverse functions. This course is designed for students who need to improve their algebraic skills to prepare for future mathematics courses such as Applied Calculus, Pre-Calculus, or Statistics. MA 107 does not fulfill the Quantitative Literacy requirement. Prerequisite: A math placement level of 2 or above, or successful completion of MA 100.

Offered: Every year, All

MA 110. Contemporary Mathematics. 3 Credits.

This course introduces students to the study of mathematics as a discipline and also presents topics that are applicable to students' everyday lives. Topics include logic, probability and statistics and financial mathematics. The course also covers two topics from the following list: geometry, set theory, number theory, measurement, problem solving, mathematical systems, scientific applications, history of mathematics. Topics are chosen by the instructor. Students should check the mathematics requirements for their major before selecting their first course in mathematics. MA 110 is not designed to be a prerequisite for any calculus course. Prerequisite: A math placement level of 2 or above, or successful completion of MA 100.

Offered: Every year, All

MA 140. Pre-Calculus. 3 Credits.

This course concentrates on topics that students need to understand profoundly to succeed in calculus. Students learn about the following topics: functions and their graphs, exponents and logarithms and trigonometry. There is a focus on basic concepts and visualization of problems. The material has many real-life applications. Use of a TI-83 or TI-84 calculator is required. Primary emphasis is on developing the following New Synthesis proficiencies: quantitative reasoning and critical thinking and reasoning.

Prerequisites: Take MA 107; Minimum grade C- or placement level of 3.

Offered: Every year, All

UC: Breadth Elective, University Curriculum Ele

MA 141. Calculus of a Single Variable. 3 Credits.

This course covers functions, graphs, limits, continuity, derivatives, applications of derivatives, antiderivatives and definite integrals, as well as the Fundamental Theorem of Calculus. This course significantly advances the following Essential Learning Outcomes: quantitative reasoning, critical thinking and reasoning. Many sections require a TI-83/84 calculator (or the equivalent); check with the instructor. Students cannot receive credit for both MA 141 and MA 151.

Prerequisites: Take MA 140; Minimum grade C; or placement level of 5.

Offered: Every year, All

UC: Breadth Elective, University Curriculum Ele

MA 141H. Honors Calculus of a Single Variable. 3 Credits.

This course covers functions, graphs, limits, continuity, derivatives, applications of derivatives, antiderivatives and definite integrals, as well as the Fundamental Theorem of Calculus. This course significantly advances the following Essential Learning Outcomes: quantitative reasoning, critical thinking and reasoning. Many sections require a TI-83/84 calculator (or the equivalent); check with the instructor. Students cannot receive credit for both MA 141 and MA 151.

Prerequisites: Take MA 140; Minimum grade C; or placement level of 5.

Offered: As needed

UC: University Curriculum Ele

MA 150. Integral Calculus With Applications. 1 Credit.

This course provides a bridge from MA 141 to MA 152 or MA 153. Students review basic integration rules, integration by substitution, The Fundamental Theorem of Calculus, numerical integration and applications of integration, including area between curves, volumes, arc length and applications from physics. A graphing calculator is required; the TI-83 or TI-84 is recommended.

Prerequisites: Take MA 141 or MA 141H; Minimum grade C-.

Offered: Every year, Fall and Spring

MA 151. Calculus I. 4 Credits.

This course covers functions and graphs, limits and continuity, derivatives, applications of derivatives, antiderivatives and definite integrals, the Fundamental Theorem of Calculus, numerical integration and applications of definite integrals. A graphing calculator is required; the TI-83 or TI-84 is recommended. Students cannot receive credit for both MA 151 and MA 141.

Prerequisites: Take MA 140; Minimum grade C; or placement level of 5.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

MA 152. Calculus II.**4 Credits.**

This course covers techniques of integration, improper integrals, differential equations, infinite series, parametric equations, polar coordinates, vectors, operations on vectors, and three-dimensional coordinate systems.

Prerequisites: Take MA 151 or MA 141; Minimum grade C-.

Corequisites: Take MA 150.

Offered: As needed

MA 153. Calculus II: Part A.**2 Credits.**

Students in this course study techniques of integration and infinite sequences and series. Techniques studied include u-substitution, integrals involving logarithms and inverse trigonometric functions, trigonometric integrals, trigonometric substitution, integration by parts, and partial fractions. For infinite series, the course includes a study of convergence, tests of convergence, power series, and Taylor and Maclaurin series. Additional topics include indeterminate forms, L'Hopital's Rule, and improper integrals. Offered the first half of each semester.

Prerequisites: Take MA 141 or MA 151. Minimum Grade C-.

Offered: Every year, Fall and Spring

MA 154. Calculus II: Part B.**2 Credits.**

In this course students study differential equations, conic sections, parametric equations, polar coordinates, vectors, operations on vectors, lines and planes in space, three-dimensional coordinate systems (cylindrical and spherical coordinates) and quadric surfaces. Offered the second half of each semester.

Prerequisites: MA 151; or MA 141 and MA 150; Minimum grade C-.

Corequisites: Take MA 153.

Offered: Every year, Fall and Spring

MA 170. Probability and Data Analysis.**3 Credits.**

This course teaches students the fundamentals of probability and solves real-life probability problems. Students learn to use graphical techniques and descriptive statistics to analyze data. Topics include: ratios, proportions, percentages, empirical and theoretical probability calculations, conditional probability and independence, Bayes' Theorem, expected value, discrete probability distributions, continuous probability distributions, descriptive statistics for central tendency and variability, graphical techniques including histograms and scatter diagrams, and analyzing data sets. The course also includes an introduction to Excel and prepares students for future courses in statistics and analytics.

Prerequisites: Take MA 100; Minimum grade C-; or placement level of 2.

Offered: Every year, Fall and Spring

UC: Breadth Elective

MA 176. Baseball and Statistics (SPS 176).**3 Credits.**

This course covers Sabermetrics: the use of standard statistical topics to analyze data derived from baseball records. The book, "Moneyball," is read to understand how Billy Beane used statistics to bring success to the Oakland Athletics. The standard statistical topics covered include exploratory data analysis, elementary probability, discrete probability distributions, normal probability distributions, sampling distributions, regression and correlation. Learning to use Excel to do statistical analysis is an integral part of the course. Students must possess a basic knowledge of baseball.

Prerequisites: Take MA 100; or placement level of 2.

Offered: Every year, Fall and Spring

UC: Breadth Elective

MA 205. Introduction to Discrete Mathematics (CSC 205).**3 Credits.**

This course introduces students to basic concepts and structures of discrete mathematics. Topics can include propositional and predicate logic, sets and set operations, functions, proof techniques, counting problems, probability and basic number theory. Applications include computer science, biology, social sciences, law and the physical sciences.

Prerequisites: Take CSC 110 or MA 110 or higher; Grade of C- or better.

Offered: Every year, Spring

MA 206. Statistics for the Behavioral Sciences.**3 Credits.**

This course presents a study of statistical procedures pertinent to the work of the social and behavioral scientist. Students are introduced to descriptive procedures, confidence intervals, hypothesis testing, regression and correlation, analysis of variance and non-parametric techniques. Students are not allowed to receive credit for more than one of the following courses: MA 206, MA 275 and MA 285.

Prerequisites: Take MA 107 MA 170 or MA 176; Minimum grade C-; or placement level of 3.

Offered: Every year, All

MA 229. Linear Algebra.**3 Credits.**

This course covers the basic concepts of linear algebra, along with an introduction to the language and techniques of formal mathematics. Topics include systems of linear equations, vector spaces, linear transformations, matrices, determinants and eigenvalues.

Offered: Every year, Spring

MA 251. Calculus III.**4 Credits.**

This course covers vector functions, derivatives and integrals of vector functions, arc length and curvature, motion in space, functions of several variables, limits and continuity, partial derivatives, tangent planes and linear approximations, directional derivatives and the gradient vector, maximum and minimum values, Lagrange multipliers, multiple integration in Cartesian, cylindrical and spherical coordinates, surface area, vector fields, line integrals, Green's theorem, curl and divergence, surface integrals, Stoke's theorem and divergence theorem.

Prerequisites: Take MA 152 or MA 154; Minimum grade C-.

Offered: Every year, All

MA 265. Matrix Algebra and Differential Equations.**4 Credits.**

This course covers the basic concepts of both linear algebra and ordinary differential equations with an emphasis on applications in science and engineering. Linear algebra topics include systems of linear equations, vector spaces and subspaces, linear transformations, matrix algebra, determinants and eigenvalues. Differential equation topics include solutions to first, second and higher order homogeneous and nonhomogeneous differential equations. Solution methods include use of eigenvalues and eigenvectors, Laplace transforms, infinite series and numerical approximations. Special differential equations including Legendre, Bessel, Hermite and Chebyshev equations also are discussed as well as transformations for autonomous equations. A graphing calculator is recommended (TI-83 or TI-84) as well as knowledge of Excel. Students cannot receive credit for both MA 265 and MA 365.

Prerequisites: Take MA 152 or MA 153; Minimum grade C-.

Offered: Every year, Spring

- MA 275. Biostatistics.** **3 Credits.**
Students are introduced to the application of statistical techniques to the biological and health sciences with emphasis on probability laws, sampling and parameter estimation, central limit theorem, test of hypothesis, correlation, regression and analysis of variance. Students are not allowed to receive credit for more than one of the following courses: MA 206, MA 275 and MA 285.
Prerequisites: Take MA 107, MA 170, MA 176 or MA 140; Minimum grade C- or placement level of 4.
Offered: Every year, All
- MA 275H. Honors Biostatistics.** **3 Credits.**
Students are introduced to the application of statistical techniques to the biological and health sciences with emphasis on probability laws, sampling and parameter estimation, central limit theorem, test of hypothesis, correlation, regression and analysis of variance.
Prerequisites: Take MA 107 MA 170 MA 176 or MA 140; Minimum grade C- or placement level of 4.
Offered: As needed
- MA 285. Applied Statistics.** **3 Credits.**
This introductory statistics course is intended primarily for students majoring in engineering, mathematics or the sciences. Emphasis is on using statistics to answer questions in the physical and social sciences. Topics include descriptive statistics, probability, point and interval estimation, hypothesis testing, correlation and regression, analysis of variance, chi-square tests and nonparametric methods. Students are required to analyze real data sets using Excel, SAS, SPSS or similar computer programs. Students are not allowed to receive credit for more than one of the following courses: MA 206, MA 275 and MA 285.
Prerequisites: Take MA 141, MA 141H or MA 151; Minimum grade C-.
Offered: All
- MA 299. Independent Study in Mathematics.** **1-6 Credits.**
This individual study in a specialized area is open to juniors and seniors by special arrangement with the department chairman. This is a structured program of reading, problem solving and experiments established through conferences with a member of the mathematics faculty. Graded by examination or term project.
Offered: Every year, All
- MA 300. Special Topics.** **3 Credits.**
Offered: As needed, All
- MA 301. Foundations of Advanced Mathematics.** **3 Credits.**
This course is an exploration of the language and nature of mathematics. Emphasis is placed on developing the students' ability to construct and write mathematical proofs and helping students read and understand mathematical reasoning. Various techniques of proof are discussed, including direct, contrapositive, induction, contradiction and counterexample. Mathematical content includes elementary logic, quantifiers, set theory, relations, functions and number systems. Other topics are at the instructor's discretion, and may include number theory, graph theory, point-set topology or counting problems.
Prerequisites: Take MA 229 or MA 205; Minimum grade C-.
Offered: Every year, Fall
- MA 305. Discrete Mathematics.** **3 Credits.**
Students study various topics in discrete mathematics, such as proof by induction, recurrence relations, cardinality of a set, the pigeonhole principle, counting techniques, probability and graph theory.
Prerequisites: Take MA 301 or CSC 205; Minimum grade C-.
Offered: Every other year, Fall
- MA 315. Theory of Computation (CSC 315).** **3 Credits.**
This course provides an introduction to the classical theory of computer science with the aim of developing a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" Specific topics include finite automata and formal languages (How do we define a model of computation?), computability (What can be computed? and How do we prove something cannot be computed?) and complexity (What makes some problems so much harder than others to solve? and What is the P versus NP question and why is it important?).
Prerequisites: Take MA 301 or CSC 215; Minimum grade C-.
Offered: Every other year, Spring
- MA 318. Cryptography (CSC 318).** **3 Credits.**
Students study methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. Participants also discuss various possible attacks on these communications. Students learn about classical private-key systems, the Data Encryption Standard (DES), the RSA public-key algorithm, discrete logarithms, hash functions and digital signatures. Additional topics may include the Advanced Encryption Standard (AES), digital cash, games, zero-knowledge techniques and information theory, as well as topics chosen by the students together with the instructor for presentations.
Prerequisites: Take MA 229 or CSC 215. Minimum grade C-.
Offered: Every other year, Spring
- MA 321. Abstract Algebra.** **3 Credits.**
This course presents a study of topics selected from groups, normal groups, rings, ideals, integral domains, fields, polynomial rings and isomorphism theorems.
Prerequisites: Take MA 229, MA 301; Minimum grade C-.
Offered: Every year, Spring
- MA 341. Advanced Calculus.** **3 Credits.**
The concepts of limit, continuity, differentiation and Riemann integration are studied in depth. Also considered are sequences and series, improper integrals, and Riemann-Stieltjes Integral.
Prerequisites: Take MA 152 or MA 153; and MA 301 Minimum grade C-.
Offered: Every year, Fall
- MA 351. Real Analysis.** **3 Credits.**
This course examines the theoretic foundations of continuity, differentiation and integration at a more abstract level than MA 341. The class reinforces and further expands on proof techniques covered in MA 301. Topics include: convergence of sequences and series, construction of the real number system, metric spaces, dense sets, continuity, compactness, connectedness, differentiation, Riemann-Stieltjes Integral and sequences of functions. Students who wish to pursue graduate studies in mathematics are strongly encouraged to take this class. It is recommended that students take MA 341 before attempting this class.
Prerequisites: Take MA 142 or MA 152 and MA 301; Minimum grade C-.
Offered: Every other year, Spring
- MA 365. Ordinary Differential Equations.** **3 Credits.**
Students are introduced to standard methods for solving ordinary differential equations, including Laplace transforms as well as singular solutions, series solutions and the system of linear differential equations. Existence and uniqueness theorems also are introduced, as are geometrical interpretation and applications. Students cannot receive credit for both MA 265 and MA 365.
Prerequisites: Take MA 152 or MA 154; and MA 229; Minimum grade C-.
Offered: Every other year, Fall

- MA 370. Number Theory.** **3 Credits.**
Topics include representation of integers, primes, the Fundamental Theorem of Arithmetic, divisibility, modular arithmetic, Fermat's Little Theorem and Euler's Theorem, perfect numbers, and Diophantine equations. Additional topics may include quadratic residues, sums of squares, and Fermat's Last Theorem.
Prerequisites: take 1 course; from subject MA; from level 300; Minimum grade C-.
Offered: Every other year, Spring
- MA 371. Mathematical Statistics and Probability I.** **3 Credits.**
This course covers foundations of probability, random variables and select probability distributions with applications. Topics include sample spaces and events; conditional probability; independence; expected value, variance and other moments; joint densities; and probability distributions including the normal, Poisson, Binomial and other distributions.
Prerequisites: Take MA 251 MA 301; Minimum grade C-.
Offered: Every other year, Fall
- MA 372. Mathematical Statistics and Probability II.** **3 Credits.**
Students are introduced to general principles of estimation and testing hypotheses; small sample distributions; regression and correlation; design of experiments and analysis of variance; nonparametric techniques; and other methods.
Prerequisites: Take MA 371; Minimum grade C-.
Offered: Every other year, Spring
- MA 378. Mathematical Modeling.** **3 Credits.**
Students develop mathematical models for problems in biology, environment, health sciences and politics.
Prerequisites: Take MA 141, MA 141H or MA 151 and MA 229; Minimum grade C-.
Offered: Every other year, Fall
- MA 399. Independent Study in Mathematics.** **1-6 Credits.**
This individual study in a specialized area is open to juniors and seniors by special arrangement with the department chairman. This is a structured program of reading, problem solving and experiments established through conferences with a member of the mathematics faculty. Graded by examination or term project.
Offered: As needed, Spring
- MA 421. Advanced Algebra.** **3 Credits.**
Advanced topics in algebra include Sylow theorems (groups), field extensions, and Galois theory. If time permits, Jordan form of matrices, modules, and introduction to category theory are included.
Prerequisites: Take MA 321; Minimum grade C-.
Offered: As needed, Spring
- MA 451. Elements of Point-Set Topology.** **3 Credits.**
Open sets, closed sets and topological spaces are considered. Also covered are connectedness and compactness, functions, limit points and continuity. Metric spaces are introduced as well as completeness and the Heine-Borel property. Construction of real numbers is introduced.
Prerequisites: Take MA 341; Minimum grade C-.
Offered: As needed
- MA 490. Mathematics Senior Seminar.** **3 Credits.**
Students work on a senior-level project, culminating in a written and oral report. For senior mathematics majors.
Offered: Every year, Spring
- MA 499. Independent Study in Mathematics.** **1-6 Credits.**
This individual study in a specialized area is open to juniors and seniors by special arrangement with the department chairman. This is a structured program of reading, problem solving and experiments established through conferences with a member of the mathematics faculty. Graded by examination or term project.
Offered: As needed, Spring
- MA 521. Algebraic Reasoning.** **2 Credits.**
Students apply proof-based reasoning in the context of different algebraic systems, including groups, rings and fields. Specific examples include finite fields and matrix rings, as well as the real and complex numbers. Emphasis is placed on the interplay between axiomatic algebra and the existence and solution of algebraic equations.
Offered: Every year, Summer
- MA 522. Analytic Reasoning.** **2 Credits.**
Students explore properties of the real numbers and functions of real numbers based on the completeness axiom, including continuity in the context of powers and roots, exponentials and logarithms, and the trigonometric functions. Definitions and properties of these functions are developed and proved, with an emphasis on their reliance on continuity.
Offered: Every year, Fall
- MA 541. Complex Variables.** **2 Credits.**
This course introduces students to the complex number system. Topics include historical development, arithmetic, algebraic operations, geometrical interpretations, solving polynomials. Emphasis is placed on viewing the field of complex numbers from multiple perspectives to see connections between geometry, algebra, and trigonometry.
Offered: Every year, Fall
- MA 580. Euclidean and Non-Euclidean Geometry.** **4 Credits.**
Students study concepts in Absolute, Euclidean and non-Euclidean geometries, including planar geometry, hyperbolic geometry, and spherical geometry. In particular, students explore topics which may include finite geometries, axiom systems, transformations and symmetries, analytic geometry, circles, triangles, quadrilaterals, the parallel postulate, Pythagorean Theorem, area and similarity.
Offered: Every year, Spring
- MA 583. Mathematics: Historical Insights.** **2 Credits.**
Students explore mathematics from various historical perspectives. In particular, they investigate the contributions of ancient Babylonian, Egyptian and Persian cultures, and consider the historical methods of solving quadratic and cubic equations, as well as development of the calculus.
Offered: Every year, Summer

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).

- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for a BA in Mathematics

A minimum of 60 credits is required for transfer into the BA in Mathematics. Below is a recommended plan of study for first two years prior to matriculation at Quinnipiac University.

If a student begins their studies at a level lower than Calculus 1 (for instance, MAT 186) it is recommended that they take summer classes to catch up by the end of the spring semester of their second year. Classes numbered below MAT 210 may transfer in as general college credit, but would not apply toward the Mathematics major.

Course	Title	Credits
First Year		
Fall Semester		
EN 101		3
MA 151	Calculus I	4
Elective		3
Elective		3
Elective		3
Credits		16
Spring Semester		
EN 102	Academic Writing and Research	3
MA 152	Calculus II	4
Elective		3-4
Elective		3
Elective		3
Credits		16-17
Second Year		
Fall Semester		
MA 251	Calculus III	4
MA 305	Discrete Mathematics ¹	3
Elective		3-4
Elective		3
Elective		3
Credits		16-17
Spring Semester		
MA 229	Linear Algebra	3
MA 265	Matrix Algebra and Differential Equations ¹	4
Elective		3
Elective		3
Elective		3
Credits		16
Total Credits		64-66

¹ Optional but recommended

Bachelor of Arts in Mathematics

Program Contact: Cornelius Nelan (cornelius.nelan@qu.edu)
203-582-8003

The power of mathematics lies in its focus on precise and logical reasoning to draw conclusions and make discoveries in many domains, both abstract and concrete.

The idea of mathematics as a process of carrying out procedures and following rules to produce a single right answer is a misconception. At the college level, the discipline is fully realized as a way of thinking, which can be applied in almost any context, wherever the basis for what is true or false can be understood while minimizing fuzziness or ambiguity.

The starting point in mathematics is not a large body of facts, but is instead a small number of ideas that are made precise and thoroughly understood. Mathematical knowledge is built from these in a way that gives us access to the steps that form the logical basis for why something makes sense.

Times have changed. We live in a world where decisions need to be justified with data and conclusions need to be quantified. To be effective, we must critically evaluate judgments based on data and quantifiable observations, and present arguments in a logical fashion. Presenting conclusions alone is not enough; they must be explained in a way that convinces others, supported by sound logical reasoning. This kind of argument is the focus of mathematics.

Ultimately, mathematics builds our ability to create new knowledge, justify new conclusions, and make new discoveries in any realm where logical thought yields power—which is to say, just about everywhere.

Consequently, the study of mathematics will better enable you to succeed in other disciplines, from chemistry to political science to sociology, at a more advanced level. This is also why mathematics majors find careers doing advanced work in consulting, government, analytics, engineering, education and other important fields.

BA in Mathematics Curriculum

Students majoring in mathematics must meet the following requirements for graduation. Note: A C- or better is required for all departmental prerequisites, unless otherwise stated. Students are required to maintain a GPA of 2.0 or better for all courses used to fulfill the mathematics major.

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Calculus Sequence		
Select one of the following:		4
MA 151	Calculus I	
or MA 141 and MA 150		
Select one of the following:		4
MA 152	Calculus II	
or MA 153 and MA 154		
MA 251	Calculus III	4

Additional Mathematics Core Courses

MA 229	Linear Algebra	3
MA 301	Foundations of Advanced Mathematics	3
MA 321	Abstract Algebra	3
MA 341	Advanced Calculus	3
MA 490	Mathematics Senior Seminar	3

Electives

Select three of the following:		9
MA 285	Applied Statistics	
MA 300	Special Topics	
MA 305	Discrete Mathematics	
MA 315	Theory of Computation (CSC 315)	
MA 318	Cryptography (CSC 318)	
MA 365	Ordinary Differential Equations	
MA 370	Number Theory	
MA 371	Mathematical Statistics and Probability I	
MA 372	Mathematical Statistics and Probability II	
MA 378	Mathematical Modeling	
MA 421	Advanced Algebra	
MA 451	Elements of Point-Set Topology	

Free Electives **17-20**

Total Credits **102-108**

¹ All students must complete the University Curriculum (p. 51) requirements.

While students must consult with their major adviser in planning a course of study, the department provides the following recommendations.

- Students interested in **teaching** must take MA 285 or MA 371.
- Students interested in **statistics** should consider:

Code	Title	Credits
MA 371	Mathematical Statistics and Probability I	3
MA 372	Mathematical Statistics and Probability II	3
MA 378	Mathematical Modeling	3

- Students interested in **Actuarial Studies** should take MA 371, MA 372, and MA 378. CSC 110 is also recommended along with a Minor in Finance (p. 338) or Business (p. 356).

Code	Title	Credits
MA 285	Applied Statistics	3
MA 371	Mathematical Statistics and Probability I	3
MA 372	Mathematical Statistics and Probability II	3
MA 378	Mathematical Modeling	3
EC 111	Principles of Microeconomics	3
AC 211	Financial Accounting	3
CSC 110	Programming and Problem Solving	3

Also possibly consider:

EC 112	Principles of Macroeconomics	3
FIN 201	Fundamentals of Financial Management	3
FIN 310	Investment Analysis	3

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Students graduating with a major in mathematics will demonstrate the following competencies:

- Application:** Apply the fundamental concepts of calculus and linear algebra to solve both abstract and applied problems.
- Communication:** Communicate mathematics effectively, both orally and in writing.
- Collaboration:** Collaborate effectively to understand and solve mathematical problems.
- Abstraction:** Recognize and describe abstractions that unify mathematical structures and problems.
- Appreciation:** Articulate an understanding of the nature and value of mathematics and the unique epistemology of the subject.
- Technology:** Apply appropriate technology in exploring mathematical concepts and solving mathematical problems.
- Independence:** Independently investigate and acquire mathematical knowledge and formulate strategies to solve mathematical problems.
- Analysis:** Read and judge the validity of mathematical proofs and write proofs that are clear and valid.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Science in Data Science

Program Contact: Jill Shahverdian (Jill.Shahverdian@qu.edu)
203-582-3663

The BS in Data Science program teaches students to analyze data, interpret data and draw meaningful conclusions. Students learn the mathematical and statistical foundations of data science and how those

principles may be applied to cutting-edge tools and technology. Our project-based courses provide the opportunity for students to use the analytic skills and technical knowledge of data science to investigate a question in their minor (or second major).

Glassdoor has ranked data scientist as the best job in America for four consecutive years. Opportunities requiring this skill set develop across nearly all industry sectors including finance and insurance, health care and social assistance, manufacturing, professional, scientific and technical services, and retail trade.

BS in Data Science Curriculum

Students majoring in Data Science must meet the following requirements for graduation. Note: a C- or better is required for all program prerequisites, unless otherwise stated. Students are required to maintain a GPA of 2.0 or better for all courses used to fulfill the Data Science major.

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
DS Core		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	3-4
	or CSC 106 Introduction to Programming for Engineers	
DS 110	Introduction to Data Science	3
DS 201	Introduction to Python	1
DS 210	Algorithms for Data Science	4
DS 380	Data Mining	3
DS 385	Machine Learning	3
DS 480	Data Science Capstone	3
EC 365	Econometrics	3
MA 151	Calculus I	4
MA 229	Linear Algebra	3
MA 285	Applied Statistics	3
	or EC 272 Advanced Applied Statistics	
DS Electives (Take two courses from the following list)		6-8
DS 215	Communicating with Data	
DS 325	Database Systems	
DS 350	Big Data	
EC 366	Advanced Econometrics	
MA 153 & MA 154	Calculus II: Part A and Calculus II: Part B	
MA 251	Calculus III	
Minor Courses ²		18
Free Electives		11-14
Total Credits		120

¹ All students must complete the University Curriculum (p. 51) requirements.

² Students enrolled in the Bachelor of Science in Data Science program are required to complete a minor (typically 18 credits) to complement the knowledge and skills developed in the major. Students may select

a minor from any program within or outside of the College of Arts and Sciences.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the Data Science degree, students will

- **Have a deep understanding** of the mathematical, statistical and computer science concepts necessary for data science.
- **Understand** the technology stack necessary to bring quantitative analysis to production in any industry or academic setting.
- **Utilize** complicated data and advanced machine learning models to solve real-world problems—whether that is predicting customer retention or identifying the impact of rain on floodplain soil conditions.
- **Leverage** these skills and expertise in a chosen domain (e.g., biology, business, economics, history, psychology).

Minor in Mathematics

Program Contact: Cornelius Nelan
(Cornelius.Nelan@qu.edu) 203-582-8003

Mathematics is a universal language that is essential in the natural and social sciences, business and engineering. This minor gives you more than just a way to fine-tune specific mathematical skills; it also offers an opportunity to strengthen your logic, reasoning and problem-solving capabilities.

In the mathematics minor, courses in advanced statistics teach you to analyze complex data and perform high-level research, while cryptography courses provide an introduction to the world of securing data and IT security. Geometric concepts apply as much to set design and the visual arts as they do to architecture and civil engineering. Students develop expertise that is applicable in nearly every field, from computer science and finance to education and healthcare, and obtain tools that provide a competitive advantage.

To complete a minor in mathematics, a student is required to complete 18 credits of mathematics classes.

Mathematics Minor Curriculum

Code	Title	Credits
Six credits of Calculus at the level of 141 or above		6
MA 229	Linear Algebra	3
Select three electives in consultation with the department chairperson ¹		9
Total Credits		18

¹ At least one of the three electives must be at the 300 level. Courses numbered below MA 141 may be approved at the discretion of the

department chairperson. Students are required to maintain a GPA of 2.0 or better for all courses used to fulfill the mathematics minor.

Minor in Applied Statistics and Data Science (ASDS)

Program Contact: Jill Shahverdian (jill.shahverdian@qu.edu)
203-582-3663

The minor in Applied Statistics and Data Science is available to a student in any major. The six required courses are designed to develop students into critical consumers of data, who can work with data and present data in a way that tells a story, enabling effective decision-making and problem solving. Critical thinkers who can analyze data to help solve organizational problems are already in high demand and future growth is predicted to be robust.

Students who complete this minor will have a toolkit they can use in their daily lives, which can be applied to any field of study or career path.

Applied Statistics and Data Science Minor Curriculum

The minor in Applied Statistics and Data Science requires six courses. Students are required to maintain a GPA of 2.0 or better for all courses used to fulfill the ASDS minor.

Code	Title	Credits
DS 110	Introduction to Data Science	3
EC 365	Econometrics	3
Select one of the following:		3-4
MA 141	Calculus of a Single Variable	
MA 151	Calculus I	
MA 170	Probability and Data Analysis	
Select one of the following:		3
EC 272	Advanced Applied Statistics	
MA 206	Statistics for the Behavioral Sciences	
MA 275	Biostatistics	
MA 285	Applied Statistics	
PS 206	Introduction to Statistics in Psychology	
Two courses chosen in consultation with the program director		6
Total Credits		18-19

Department of Modern Languages, Literatures and Cultures

The Department of Modern Languages, Literatures and Cultures offers a major in Spanish Language and Cultures and minors in Italian and Spanish. Students can also explore a treasure trove of other languages at the introductory (and, in some cases, through to the intermediate) level in American Sign Language, Arabic, Chinese, French, German, Hebrew, Japanese and Polish.

The study of modern languages, along with the literatures and cultures associated with them, is valuable both personally and professionally.

Students develop effective communication skills as well as cultural critical thinking and knowledge commensurate with the level of study achieved. In this way, the Department of Modern Languages, Literatures and Cultures importantly contributes to the educational foundation for a changing world of diverse cultures and people.

Language Placement

Students who continue the study of a modern language begun prior to college must take a placement exam to be placed at the course level for which they qualify. For more information please visit cas360.qu.edu/ (<https://cas360.qu.edu/>) and search for "Language Placement Exam."

Study Away

Study away is encouraged for all students, especially those majoring in Spanish or minoring in Italian or Spanish. Quinnipiac facilitates wonderful opportunities for study away and accepts relevant credit from colleges and universities abroad. Please visit the Study Abroad page (p. 50) for additional information.

The mission of the Department of Modern Languages, Literatures and Cultures is to help students develop effective communication skills and cultural critical thinking and knowledge in their chosen language of study. Students thus build a strong educational foundation to thrive as global citizens whose minds are opened to new ways of thinking, communicating and perceiving the world in all of its rich multidimensionality.

- Bachelor of Arts in Spanish Language and Cultures (p. 238)
- Minor in Italian (p. 240)
- Minor in Spanish (p. 241)
- Spanish Language for Medical Professionals Certificate (p. 241)

Arabic (ARB)

ARB 101. Elementary Arabic I. 3 Credits.

This course introduces students to the Modern Standard Arabic (MSA) language and to cultures of the Arabic-speaking world. Students develop accuracy and fluency in pronunciation and writing of Arabic letters, comprehension of basic vocabulary and language structures, the ability to use culturally appropriate social greetings and other expressions, as well as the basics of grammar. Students further acquire insights into the culture and diversity of the Arabic-speaking world.

Offered: Every year, Fall and Spring

UC: Breadth Elective

ARB 102. Elementary Arabic II. 3 Credits.

This course is a continuation of Arabic 101.

Prerequisites: Take ARB 101.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

ARB 201. Continuing Elementary Arabic III. 3 Credits.

This course is a continuation of the study of Modern Standard Arabic. Students further develop their listening comprehension, speaking, reading and writing abilities, and their understanding of the cultures of the Arabic-speaking world.

Prerequisites: Take ARB 102.

Offered: As needed

UC: Breadth Elective, University Curriculum Ele

ARB 210. Arab Culture and Society. 3 Credits.

This course examines the historical, social, religious, cultural and artistic aspects of the modern Arab world. Students are exposed to traditions and customs of the Arabs in the Modern Middle East. Additionally, they become familiar with the diversity of the region and gain knowledge of the history and development of Arabic culture from the classical period to the present and the major cultural institutions of the Arabic-speaking world. The course provides students with a view of the cultural contours of the modern Arab world and the richness of the Arab cultural heritage.

Offered: As needed

UC: Humanities, Intercultural Understand

ARB 299. Independent Study: Advanced Arabic. 3 Credits.

The subject varies based on faculty and student interests.

Chinese (CN)

CN 101. Elementary Chinese I. 3 Credits.

This course is an introduction to Mandarin Chinese as a spoken and written language. Students develop reading, writing, oral comprehension and speaking ability in basic Chinese. Chinese culture, customs and business practice are introduced.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

CN 102. Elementary Chinese II. 3 Credits.

This course is a continuation of Chinese 101.

Prerequisites: Take CN 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

CN 201. Intermediate Chinese I. 3 Credits.

Grammar is enhanced for strengthening sentence patterns. Students are expected to communicate mostly in Chinese during class and write a longer essay for presentation. Students are exposed to everyday life topics, and cultural highlights increase understanding of current and past Chinese cultural phenomena.

Prerequisites: Take CN 102.

Offered: As needed

UC: Breadth Elective, University Curriculum Ele

CN 202. Intermediate Chinese II. 3 Credits.

This course is a continuation of CN 201.

Prerequisites: Take CN 201.

Offered: As needed

UC: Breadth Elective, University Curriculum Ele

CN 210. Chinese Culture and Civilization. 3 Credits.

This course introduces students to Chinese culture and civilization across time and regions. It provides an overview for students to grasp the important cultural concepts and to understand the great inventions created by China. Subjects include food and cuisine, traditional clothes, architecture and scenery, festival celebrations, Chinese arts, literature and proverbs, traditions and taboos, religious beliefs, and Chinese medicine. The course is conducted in English and does not require prior knowledge of Chinese.

Prerequisites: Take EN 101 EN 1011 or EN 103H.

Offered: As needed

UC: Humanities, Intercultural Understand

CN 215. Virtual Internship in China. 3 Credits.

Students across all majors are welcome to apply. Students obtain valuable work experience not available in a classroom setting, as well as the opportunity to acquaint themselves with a field of interest to them. Step outside the classroom and immerse yourself in real work experiences in a multicultural environment. Knowledge of the Chinese language is not a requirement. There is a program fee for this internship. Please contact Prof. Cher Lin for more information

Offered: As needed

CN 220. Art of War for Business Strategies and Leadership. 3 Credits.

"If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle" (Sun Tzu). This course introduces The Art of War by interpreting first Sun Tzu's original words, highlighted with the historical warfare events. Students examine the application of business strategies on the fields of business, commerce and industries. The principles of how to build great leadership and interpersonal skills from Sun Tzu's wisdom are outlined and introduced. The practice for employing the doctrines of The Art of War from many different business firms and industries worldwide are also referred to as examples. Based on Sun Tzu's wisdom and The Art of War's doctrines, students can transfer the knowledge from the battlefield to business management and communication. Moreover, students benefit from learning Chinese politics, language, culture and history.

Offered: As needed

CN 230. Chinese Health Regimens. 3 Credits.

This course is taught in English. It introduces how to balance Yin and Yang, and nourish the three treasures (Essence, Qi and Spirit) in a human body from the theories of relaxation, exercises, fengshui (geomancy), massage and food therapy. Students learn how healthier body and living styles can be cultivated according to the rhythm of various seasons, solar terms and even different hours in a day. It is a preventive way for caring for life, maintaining both physical and psychological health, preventing and curing diseases as well as promoting longevity.

Offered: As needed

French (FR)

FR 101. Elementary French I. 3 Credits.

This introduction to the French language focuses on oral practice, basic grammar study, reading, and writing. Cultural practices and traditions of the French-speaking world are also presented. Students who have three or more years of high school French with grades of B or above may not take this course for credit.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

FR 102. Elementary French II. 3 Credits.

This course is a continuation of FR 101.

Prerequisites: Take FR 101 or placement into FR 102.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

FR 201. Intermediate French I. 3 Credits.

This course is for students who wish to develop further their ability to read, write and speak French. Reading is drawn from a wide variety of fictional works and forms (short story, plays, and poems) on topics of general interest. Students also broaden their knowledge of the French-speaking world to expand their ability to make cross-cultural comparisons.

Prerequisites: Take FR 102 or placement into FR 201.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

FR 202. Intermediate French II. 3 Credits.

This course is a continuation of FR 201.

Prerequisites: Take FR 201.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

FR 299. Independent Study. 3 Credits.

By special arrangement with instructor and with approval of department chair.

Offered: As needed, All

FR 301. Advanced French I. 3 Credits.

Students examine selections from modern French literature, based on shorter prose works. Basic language skills are reinforced and critical skills are introduced. Culture is also integrated with language using a wide variety of sources.

Prerequisites: Take FR 202 or placement into FR 301.

Offered: As needed, Fall

UC: Breadth Elective

FR 302. Advanced French II. 3 Credits.

This course is a continuation of FR 301.

Prerequisites: Take FR 301.

Offered: As needed, Spring

UC: Breadth Elective, University Curriculum Ele

FR 399. Independent Study. 3 Credits.

By special arrangement with instructor and with approval of department chair.

Offered: As needed

German (GR)

GR 101. Elementary German I. 3 Credits.

This introduction to the German language includes oral practice, the study of basic grammar, and practice in reading and writing. Cultural practices, artifacts, and traditions provide a focal point for application of grammar and vocabulary. Students who have three or more years of high school German with grades of B or above may not take this course for credit.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

GR 102. Elementary German II. 3 Credits.

This course is a continuation of GR 101.

Prerequisites: Take GR 101 or placement into GR 102.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

GR 210. Introduction to German Culture. 3 Credits.

This course taught in English offers an introduction to important historical events, figures, movements and ideas that have shaped the culture of German-speaking countries. Students learn about aspects of daily life, traditions, philosophical movements, and cultural artifacts in architecture, literature, art, film and music.

Prerequisites: Take EN 101.

Offered: As needed

UC: Humanities, Intercultural Understand

Hebrew (HBR)

HBR 101. Introduction to Modern Hebrew. 3 Credits.

This is an introductory course in modern Hebrew. Students begin to achieve basic proficiency in reading, writing, speaking and comprehending modern Hebrew. Culture is integrated with language using a wide variety of sources. Students are introduced to the Hebrew alphabet and use Hebrew script. They learn elementary conversational skills and basic Hebrew grammar.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

HBR 102. Introduction to Elementary Modern Hebrew II. 3 Credits.

This course is a continuation of Hebrew 101. Students review and expand their grammatical study leading to deeper comprehension of style and usage. Students learn the fundamentals of grammar and syntax as well as idioms and special expressions. Emphasis is given to all four communicative skills (speaking, reading, listening and writing). The semester covers the study of the present tense, basics of the past tense, and some of the future tense in most of the conjugation models as well as numbers, colors, and daily life situations, etc. Culture is also integrated into the course as students learn the language.

Prerequisites: Take HBR 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

HBR 115. Basic Jewish Literacy. 3 Credits.

The purpose of this course is to introduce, explain and educate students of all faiths about the basic tenets of Judaism. Upon completion of the course, students will acquire an understanding of the Hebrew alphabet, fundamental Judaic beliefs, the Torah, Modern Israel, and more. This course does not fulfill the CAS language requirement.

Offered: As needed, Spring

HBR 210. Biblical Interpretation. 3 Credits.

This interdisciplinary course introduces students to the religious life and thought of ancient Israel through exploration and close readings of the Hebrew Bible, the Old Testament. Using the biblical interpretive tool of Midrash, students gain a deeper appreciation for the words of scripture.

Italian (IT)

IT 101. Elementary Italian I. 3 Credits.

This course is designed for students who have no previous knowledge of Italian. The course includes instruction and practice in all four language skills: speaking, reading, writing and listening comprehension, with emphasis on communication and oral proficiency. In addition, students explore aspects of Italian life and culture. Students who have three or more years of high school Italian with grades of B or above may not take this course for credit.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

- IT 102. Elementary Italian II.** **3 Credits.**
This course is a continuation of IT 101.
Prerequisites: Take IT 101 or placement into IT 102.
Offered: Every year, Fall and Spring
UC: Breadth Elective, University Curriculum Ele
- IT 200. Italian: Special Topics.** **3 Credits.**
Taught in English.
Prerequisites: Take EN 101.
Offered: As needed
- IT 201. Intermediate Italian I.** **3 Credits.**
This third-semester course includes instruction and practice in all four language skills: speaking, reading, writing and listening comprehension, with emphasis on communication and oral proficiency. In addition, students explore aspects of Italian life and culture through analysis of selected authentic readings and films.
Prerequisites: Take IT 102 or placement into IT 201.
Offered: Every year, Fall
UC: Breadth Elective, University Curriculum Ele
- IT 202. Intermediate Italian II.** **3 Credits.**
This course is a continuation of Italian 201.
Prerequisites: Take IT 201 or placement into IT 202.
Offered: Every year, Spring
UC: Breadth Elective, University Curriculum Ele
- IT 210. Italy: A Journey Through its Food, History and Culture (in Eng.).** **3 Credits.**
The study of Italian food—examined from a literary, historical, socioeconomic, political and environmental perspective—guides students' exploration of Italian culture. Starting with ancient Rome, students study how the production, preparation and consumption of food have given shape to Italian identity, drawing from representative literary, artistic and historical works, as well as scholarly sources. Finally, Italian food culture is considered in relation to contemporary issues such as globalization and sustainability. Taught in English.
Prerequisites: Take EN 101.
Offered: Every other year, Spring
UC: Humanities, Intercultural Understand
- IT 211. Italian Cinema (in Eng.).** **3 Credits.**
The study of Italian cinema and its main movements and periods guides students' exploration of Italian culture. From the postwar era to the hyper-contemporary, students study the most representative films of Italian cinema in order to analyze the ways in which cultural and national identity have been portrayed and typified by filmmakers representing a variety of cinematic and historical periods and genres. Taught in English.
Prerequisites: Take EN 101.
Offered: Every other year, Spring
UC: Fine Arts, Intercultural Understand
- IT 212. Florence and the Making of the Renaissance (in Eng.).** **3 Credits.**
This course explores a time—the Renaissance—and a place—Florence—in which many defining features of modernity first took shape and became object of critical thinking. Students examine major authors and genres, from short fiction and poetry to political and scientific treatises, and contextualize them within the artistic, political and social framework of their time. Topics include critical perspectives on notions of the individual and community, as well as their interplay with questions of social status, gender and sexuality; Florence as proto-capitalist society and the emergence of modern banking; education and artistic expression as forms of empowerment and vehicles for social change. Taught in English.
Prerequisites: Take EN 101.
Offered: Every other year, Fall
UC: Humanities, Intercultural Understand
- IT 299. Independent Study.** **3 Credits.**
Offered: As needed
- IT 301. Advanced Italian I.** **3 Credits.**
This course develops oral and written language skills to a high degree of proficiency, while exploring major social and cultural trends in 20th-century Italy. Topics such as politics, popular culture, history and gastronomy are examined through authentic texts and a variety of media.
Prerequisites: Take IT 202 or permission of the instructor.
Offered: As needed
UC: Breadth Elective, University Curriculum Ele
- IT 302. Advanced Italian II.** **3 Credits.**
This course develops oral and written language skills to a high degree of proficiency, while exploring major social and cultural trends in contemporary Italy. Topics such as politics, popular culture, history and gastronomy are examined through authentic texts and a variety of media.
Prerequisites: Take IT 202 or permission of instructor.
Offered: Every other year, Spring
UC: Breadth Elective, University Curriculum Ele
- IT 316. Introduction to Italian Literature and Culture.** **3 Credits.**
This course explores the evolution of Italian literature from its origins to modern day, placing representative texts within an interdisciplinary perspective. Through response papers and presentations in the target language, students further perfect written and oral skills, and develop the necessary foundation for more advanced study in the target language.
Prerequisites: Take IT 202 or permission of the instructor.
Offered: As needed
- IT 320. Italy's Cities.** **3 Credits.**
This course explores the history, literature and visual art of Italy's cities and their unique contribution to Western civilization, while continuing to refine oral and written skills in the target language.
Prerequisites: Take IT 202 or permission of instructor.
Offered: As needed
- IT 399. Independent Study.** **3 Credits.**
Offered: As needed

Japanese (JP)

JP 101. Elementary Japanese I. 3 Credits.

This introduction to Japanese as a spoken and written language includes intensive drills in the basic structures of the language. Elementary reading materials are used for vocabulary building, analytical exercises and discussion. Students learn about Japanese culture, customs and business practices. Basic Japanese scripts are introduced concurrently with other skills.

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

JP 102. Elementary Japanese II. 3 Credits.

This course is a continuation of JP 101.

Prerequisites: Take JP 101.

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

JP 199. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

JP 201. Intermediate Japanese I. 3 Credits.

This course advances students' Japanese language foundation to the intermediate level by further developing their language skills. Students also learn about Japanese culture and customs.

Offered: As needed

UC: Breadth Elective

JP 202. Intermediate Japanese II. 3 Credits.

This course is a continuation of JP 201.

Prerequisites: Take JP 201;

Offered: As needed

UC: Breadth Elective

JP 210. Introduction to Japanese Culture. 3 Credits.

This course provides students with an overview of Japanese culture, including the history, arts, tradition, beliefs, customs, behaviors, society, food and other topics. Upon successful completion of the course, students possess a better understanding of Japan's culture and its people. Students expand their horizons with their new knowledge to understand a different culture and viewpoints. The course is conducted in English and does not require prior knowledge of Japanese.

Prerequisites: Take EN 101 or EN 103H

Offered: As needed

UC: Humanities, Intercultural Understand

JP 299. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

JP 399. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

JP 499. Independent Study. 3 Credits.

The subject varies based on faculty and student interests.

Offered: As needed, All

Polish (POL)

POL 101. Elementary Polish I. 3 Credits.

This is an intensive Basic Polish course offered fully online. Students will learn basic expressions and grammar structures that will help them communicate and ask questions in the Polish language. Cultural topics covered include family, directions, city buildings, leisure time, restaurants, and cuisine.

Offered: As needed, Summer

UC: Breadth Elective

POL 102. Elementary Polish II. 3 Credits.

This is an intensive Basic Polish (102) course offered fully online. Students will learn basic expressions and grammar structures that will help them communicate and ask questions in the Polish language. Cultural topics covered include travel destinations, restaurants, foreign language acquisition, currency and prices, shopping, celebrations and festivals.

Prerequisites: Take POL 101.

Offered: As needed, Summer

UC: Breadth Elective

Spanish (SP)

SP 101. Elementary Spanish I. 3 Credits.

Spanish as a spoken and written language is introduced in this course, which includes intensive drills in the basic structures of the language. Elementary reading material is used for vocabulary building, analytical exercises, and discussion. Cultural practices and traditions of the Spanish-speaking world are also presented. Students who have three or more years of high school Spanish with grades of B or above may not take this course for credit.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

SP 101H. Honors Elementary Spanish I. 3 Credits.

Spanish as a spoken and written language is introduced in this course, which includes intensive drills in the basic structures of the language. Elementary reading material is used for vocabulary building, analytical exercises, and discussion. Cultural practices and traditions of the Spanish-speaking world are also presented. Students who have three or more years of high school Spanish with grades of B or above may not take this course for credit.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

SP 101L. Intensive Oral and Written Practice in Spanish. 1 Credit.

This course is a supplement to SP 101 and SP 102 but independent of these courses. It provides intensive practice in the areas of conversation, listening comprehension, reading, and writing. It is open to any student currently taking SP 101, SP 102 or those who have previously taken Spanish courses at the elementary level and are seeking to improve their Spanish skills. The course does not count toward fulfilling a language requirement, minor or major. It can be taken twice for credit during different semesters and is graded on a pass/fail basis.

Offered: As needed

SP 102. Elementary Spanish II. 3 Credits.

This course is a continuation of SP 101.

Prerequisites: Take SP 101 or placement into SP 102.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

- SP 105. Spanish for Health Professions. 3 Credits.**
 This course introduces the non-native Spanish-speaking student to basic vocabulary, phrases and cultural considerations necessary to communicate effectively with Spanish speakers in a clinical setting. The course prepares students to perform daily activities and tasks such as collecting and assessing a medical history, assessing health risks, making appointments with Spanish-speaking patients, and includes cultural content. No science or health science background is required. Additionally, there is no language prerequisite but students may find prior language learning experience useful. Students wishing to acquire general conversational skills or fluency in Spanish should enroll in traditional Spanish language classes.
Offered: As needed
UC: Breadth Elective
- SP 199. Independent Study in Spanish. 3 Credits.**
Offered: As needed
- SP 200. Special Topics in Spanish. 3 Credits.**
 The subject varies based on faculty and student interests.
Offered: As needed
- SP 201. Intermediate Spanish I. 3 Credits.**
 This course includes conversational practice and a review of grammar. Students develop the four language skills: listening, speaking, reading and writing. They also broaden their knowledge of the Spanish-speaking world to expand their ability to make cross-cultural comparisons.
Prerequisites: Take SP 102 or placement into SP 201.
Offered: Every year, Fall and Spring
UC: Breadth Elective, University Curriculum Ele
- SP 201L. Intensive Oral and Written Practice in Intermediate Spanish. 1 Credit.**
 This course is a supplement to SP 201 and SP 202 but independent of these courses. It provides intensive practice in the areas of conversation, listening comprehension, reading, and writing. The lab is open to students currently taking SP 201, SP 202 or those who have previously taken Spanish courses at the intermediate level and are seeking to improve their Spanish skills. The course does not count toward fulfilling a language requirement, minor or major. It can be taken twice for credit during different semesters and is graded on a pass/fail basis.
Offered: As needed
- SP 202. Intermediate Spanish II. 3 Credits.**
 This course is a continuation of SP 201.
Prerequisites: Take SP 201.
Offered: Every year, Fall and Spring
UC: Breadth Elective, University Curriculum Ele
- SP 203. Environmental Spanish (ENV 203). 3 Credits.**
 This course is taught in Spanish and introduces students to vocabulary related to nature, the environment, protecting the planet, and also to the lexicon necessary to discuss topics in environmental science and policy. Students acquire important historical and cultural environmental perspectives from various Hispanic countries to understand more precisely present-day perceptions and efforts related to conservation and sustainability. Environmental issues and concerns in Spanish-speaking nations are explored. No previous science or environmental studies background is required. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.
Offered: As needed
UC: Breadth Elective
- SP 205. Cultura Puertorriqueña. 3 Credits.**
 This course is taught in Spanish and introduces students to the rich and dynamic culture of Puerto Rico. Students develop a deeper understanding of artistic, economic, educational, health, historical, literary, political, religious, musical, folkloric, sports, social trends, and more. Students also gain deeper insights and perspectives about Puerto Rico's unique ethnic and linguistic diversity. The course combines readings, films, and discussions. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.
Offered: As needed
UC: Humanities, Intercultural Understand
- SP 210. The Culture and Civilization of Spain. 3 Credits.**
 This course is taught in English and introduces students to the rich and dynamic culture of Spain. Students develop a deeper understanding of artistic, economic, historical, literary, philosophical, political, religious and social trends. Students also gain deeper insights and perspectives with regard to Spain's unique ethnic and linguistic diversity.
Offered: As needed
UC: Humanities, Intercultural Understand
- SP 215. Spanish for Business. 3 Credits.**
 This course introduces students to basic vocabulary, grammar, phrases, and cultural perspectives necessary to communicate effectively with Spanish speakers in a business setting. Students practice conversational skills related to typical situations that business professionals encounter in the workplace. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.
Offered: As needed
UC: Breadth Elective
- SP 220. Legal Spanish. 3 Credits.**
 This course is designed to teach students the basic terminology and concepts necessary to communicate effectively with Spanish-speaking clients in a legal setting. Classes consist of grammar review, legal concepts and terminology, and an introduction to linguistic variations of Spanish in the United States, specifically, Connecticut. This course is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.
Offered: As needed

- SP 225. Cultura Cubana. 3 Credits.**
Cuban culture is diverse, complex, and truly fascinating. With many different influences throughout its history - Amerindian, European, and African - a particular national identity has emerged. Students learn about economics, politics, science, medicine, health care, technology, religion, music, and the history of the revolution since its inception. Students also gain insights about how the island has changed since the revolution of 1959 and what makes Cuba a country different from the rest of Latin America and the world. The course combines readings, films, and discussions. It is open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of Spanish in high school or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.
Offered: As needed
- SP 226. Exploring Global Engagement through Language. 3 Credits.**
Students enrolled in this course will "cross" multiple borders through intentionally designed virtual engagement with language learners in Nicaragua. The course will begin with an exploration of the meaning of culture, as students collaboratively investigate their selves as cultured beings and consider the cultural communities to which they belong. The course will then introduce multiple frameworks, theories, historical contexts, best practices, and ethical considerations around the theme of global engagement and students will grapple with these concepts alongside their Nicaraguan counterparts. Through readings, case studies, discussions, individual and group activities - in both English and Spanish - students will gain a deeper understanding of the diverse perspectives on global engagement while simultaneously participating in a global engagement experience which uses language to build community and maintain strong global partnerships.
Offered: As needed
- SP 259. Spanish Elective. 3 Credits.**
Offered: As needed
- SP 289. Spanish Elective. 3 Credits.**
- SP 299. Independent Study. 3 Credits.**
Directed study in topics in Spanish language, culture or literature of special interest to the student.
Offered: As needed, All
- SP 300. Special Topics in Spanish. 3 Credits.**
The subject varies based on faculty and student interests.
Prerequisites: Take SP 302.
Offered: As needed
- SP 301. Advanced Spanish I. 3 Credits.**
This course is designed to help students develop their communication skills in listening, speaking, reading, and writing to a high degree of proficiency. Major grammatical structures are reviewed and reinforced. Culture is integrated with language using a wide variety of sources as students also learn about Hispanic cultures and global issues in greater depth.
Prerequisites: Take SP 202 or placement into SP 301.
Offered: Every year, Fall and Spring
UC: Breadth Elective, University Curriculum Ele
- SP 301L. Intensive Oral and Written Practice in Advanced Spanish. 1 Credit.**
This course is a supplement to SP 301 and SP 302 but independent of these courses. It provides intensive practice in the areas of conversation, listening comprehension, reading and writing. It is open to students currently taking SP 301, SP 302 or those who have previously taken Spanish courses at the advanced level and are seeking to improve their Spanish skills. The course does not count toward fulfilling a language requirement, minor or major. It can be taken twice for credit during different semesters and is graded on a pass/fail basis.
Offered: As needed
- SP 302. Advanced Spanish II. 3 Credits.**
This course is a continuation of SP 301.
Offered: Every year, Fall and Spring
UC: Breadth Elective, University Curriculum Ele
- SP 310. Spanish for Health Professions I. 3 Credits.**
This 7- week, online, asynchronous course designed for future and current health care professionals (doctors, emergency medical technicians, emergency responders, hospital administrators, medical assistants, nurses, nutritionists, physical therapists, physician assistants, pre-dental medicine/dentists, pre-medicine/medicine, social workers, and others) at all levels in their education with post-intermediate knowledge of Spanish. Students review grammatical structures needed to interact effectively with patients, acquire intercultural awareness, and learn essential medical and technical terminology while engaging in rigorous practice in reading, writing, speaking, and listening with the goal of providing better health care for Spanish-speaking patients. The need for health care professionals with the ability to interview patients, record medical histories, discuss diagnoses, prognoses, treatments, and more in a culturally sensitive way continues to increase. This course is conducted in Spanish. Post-intermediate knowledge of Spanish is required. SP 301 or permission of program contact.
Offered: As needed, Summer
- SP 311. Spanish for Health Professions II. 3 Credits.**
This 7- week, online, asynchronous course is the continuation of SP 310 that targets a wide variety of current and future health care professionals who understand the urgent need to learn medical Spanish to provide inclusive and quality care to Spanish-speaking patients.
Offered: As needed, Summer
- SP 312. Advanced Conversation. 3 Credits.**
This course is designed to improve oral skills for non-native speakers. Students enlarge and enrich their vocabulary through meaningful practice. They also learn tools for conversational management such as initiating and ending exchanges and changing topics. Students additionally develop knowledge of culturally relevant content that leads to the principal focus on speaking. SP 312 can be waived for students proficient in conversation who should then take another 300-level Spanish course.
Prerequisites: Take SP 302.
Offered: As needed
UC: Breadth Elective, University Curriculum Ele
- SP 317. Approaches to Literary Genres. 3 Credits.**
This course, taught in Spanish, is designed to familiarize students with general approaches to literature: how to read/talk about a poem as opposed to a play, etc. Students read and discuss, in Spanish, works from various genres.
Prerequisites: Take SP 302.
Offered: As needed

- SP 321. Masterpieces of Spanish Literature. 3 Credits.**
Major literary productions of Spain are studied, including works by or selections from Lazarillo de Tormes, Garcilaso, Cervantes, Galdos and Lorca.
Prerequisites: Take SP 302.
Offered: As needed
- SP 328. Spanish American Literature from the Conquest to 1880. 3 Credits.**
Representative selections of Spanish-American literature from its origins to "Modernismo" are studied. Works of poetry, prose fiction, theater, and the essay are analyzed by a diverse range of the periods' writers are analyzed.
Prerequisites: Take SP 302.
Offered: As needed
- SP 329. Spanish American Literature from 1880 to Present. 3 Credits.**
Representative selections of Spanish American writings since "Modernismo" are studied. Works of poetry, fiction and drama are analyzed in terms of their sociopolitical contexts as well as in terms of the dominant literary movements of the period.
Prerequisites: Take SP 302.
Offered: As needed
- SP 335. Nineteenth-Century Literature of Spain. 3 Credits.**
The romantic, realist and naturalist movements are studied.
Prerequisites: Take SP 302.
Offered: As needed
- SP 343. Culture of Spain. 3 Credits.**
This course focuses on broad themes of politics, history, literature, philosophy, regional languages, religion, education, the media, art, music, architecture, ethnic diversity and traditions of Spain. By examining the past and present, students gain deeper insights into the Spanish character and world view. Instruction of this course is in Spanish.
Offered: As needed
UC: Humanities
- SP 348. Spanish Drama and Poetry of the Golden Age. 3 Credits.**
This course focuses on readings and discussion of the works of Calderon de la Barca, Lope de Vega and contemporaries.
Prerequisites: Take SP 302.
Offered: As needed
- SP 351. The Modern Spanish Short Story. 3 Credits.**
The short story as a genre as well as 19th- and 20th-century Spanish and Latin American masterpieces of the short story are explored. Students engage in close literary and linguistic analyses and also consider cultural and historical contexts.
Prerequisites: Take SP 302.
Offered: As needed
- SP 370. History of the Romance Languages. 3 Credits.**
Students study the historical linguistic development of Spanish in comparison with the other Romance languages: Catalan, French, Italian, Portuguese, Rhetian, Sardinian and Romanian. Students also compare the modern dialects of Spanish.
Prerequisites: Take SP 302.
Offered: As needed, Fall
- SP 371. Survey of Spanish-American Literature. 3 Credits.**
This course explores Spanish-American literature from the time of the Conquest to the present.
Prerequisites: Take SP 302.
Offered: As needed, Fall
- SP 373. Latin American Cultures I. 3 Credits.**
Selected topics of Latin American cultures from their Spanish and pre-Columbian roots to the end of Independence are studied. Readings are drawn from history as well as literature. This course is taught in Spanish and open to any student who can speak Spanish either as a heritage language speaker or who has had at least three years of high school Spanish or at least three semesters in college. Students with less than the Spanish minimum prerequisite should contact the professor for permission to join.
Offered: As needed
- SP 374. Latin American Cultures II. 3 Credits.**
Selected topics of Latin American cultures from the end of Independence to the present are studied. Readings are drawn from history as well as literature.
Prerequisites: Take SP 302.
Offered: Every year, Spring
- SP 376. The Spanish Caribbean. 3 Credits.**
This course studies people, history and society as well as artistic and literary expression of Puerto Rico, Cuba and the Dominican Republic. Also, features of the Spanish language as spoken in the Caribbean are considered.
Prerequisites: Take SP 302.
Offered: As needed
- SP 399. Independent Study. 3 Credits.**
Directed study in topics in Spanish language, culture or literature of special interest to the student.
Offered: As needed, All
- SP 401. Advanced Spanish Grammar. 3 Credits.**
This culminating course, designed to increase and perfect the knowledge of students who possess a strong command of Spanish grammar, includes instruction in verb tense usage, sentence syntax, lexical choices and idiomatic usage. Exercises to solidify knowledge are used extensively.
Prerequisites: Take SP 302.
Offered: As needed
- SP 450. Senior Seminar. 3 Credits.**
This seminar is devoted to an in-depth study of Don Quijote de la Mancha. The novel is read, discussed and analyzed in terms of the sociopolitical context and in terms of the dominant literature of the period.
Prerequisites: Take SP 302.
Offered: Every year, Spring
- SP 500. Special Topics. 3 Credits.**
The subject varies based on faculty and student interests.
Offered: As needed
- SP 501. Spanish Grammar. 3 Credits.**
This intensive study of the Spanish language at the advanced level builds on students' prior knowledge of the forms and paradigms of Spanish. Students receive instruction in verb tense usage, sentence syntax, lexical choices, nuances of word order and idiomatic usage. Emphasis is placed on composition skills and clarity of expression. Exercises to solidify knowledge are used extensively.
Prerequisites: Take SP 302.
Offered: As needed

SP 510. Spanish for Health Professions I. 3 Credits.

This 7-week, online, asynchronous course is designed for future and current health care professionals (doctors, emergency medical technicians, emergency responders, hospital administrators, medical assistants, nurses, nutritionists, physical therapists, physician assistants, pre-dental medicine/dentists, pre-medicine/medicine, social workers, and others) with post-intermediate knowledge of Spanish. Students review grammatical structures needed to interact effectively with patients, acquire intercultural awareness, and learn essential medical and technical terminology while engaging in rigorous practice in reading, writing, speaking, and listening with the goal of providing better health care for Spanish-speaking patients. The need for health care professionals with the ability to interview patients, record medical histories, discuss diagnoses, prognoses, treatments, and more in a culturally sensitive way continues to increase. This graduate course is conducted in Spanish and requires the completion of a final project in consultation with the instructor.

Offered: As needed, Summer

SP 511. Spanish for Health Professions II. 3 Credits.

This 7-week, online, asynchronous course is the continuation of SP 510 that targets a wide variety of current and future health care professionals who understand the urgent need to learn medical Spanish to provide inclusive and quality care to Spanish-speaking patients. This course is conducted in Spanish and requires the completion of a final project in consultation with the instructor.

Offered: As needed, Summer

SP 517. Literary Genres. 3 Credits.

Literary genres and their manifestations in Spanish and Spanish-American literature are studied in depth in this course.

Offered: As needed

SP 528. Spanish-American Literature. 3 Credits.

This study of the major literary productions from Spanish America begins with the Conquest, continues through the Colonial period, Independence, modernism, and early 20th-century realism, and concludes with manifestations of late 20th-century experimentation.

Offered: As needed

SP 548. Golden Age Drama and Poetry. 3 Credits.

This study of the major dramatists and poets of the Siglo de Oro (16th and 17th centuries) of Spain covers Renaissance and Baroque styles. Major authors considered include Lope de Vega, Tirso de Molina, Calderón de la Barca, Garcilaso and Góngora.

Offered: As needed

SP 551L. Intensive Oral and Written Practice in Advanced Spanish for Teachers. 1 Credit.

Intensive oral and written practice to accompany a graduate MAT Spanish course. Students practice proficiency in Spanish at the Advanced-Low ACTFL OPI and WPT.

Offered: Every year, Spring

SP 552L. Intensive Oral and Written Practice in Advanced Spanish for Teachers. 1 Credit.

Intensive oral and written practice to accompany a graduate MAT Spanish course. Students practice proficiency in Spanish at the Advanced-Low ACTFL OPI and WPT.

Offered: Every year, Fall

SP 553L. Intensive Oral and Written Practice in Advanced Spanish for Teachers. 1 Credit.

Intensive oral and written practice to accompany a graduate MAT Spanish course. Students practice proficiency in Spanish at the Advanced-Low ACTFL OPI and WPT.

Offered: Every year, Summer

SP 570. The Modern Spanish Short Story. 3 Credits.

The short story as a genre as well as 19th- and 20th-century masterpieces written in Spain and Latin America are explored with close literary and linguistic analysis of each text and also consideration of its cultural context.

Offered: As needed

SP 571. The Romance Languages. 3 Credits.

This linguistics course examines the origins and development of Romance languages with particular attention to Spanish.

Offered: Every year, All

SP 576. The Spanish Caribbean. 3 Credits.

This course studies the peoples, history and society of Puerto Rico, Cuba and the Dominican Republic as well as their artistic and literary expression. Also, features of the Spanish language (semantics and grammar) as spoken in the Caribbean are examined.

Offered: As needed

SP 599. Independent Study. 1-6 Credits.

Directed study in topics in Spanish language, culture or literature of special interest to the student.

Offered: As needed, All

Bachelor of Arts in Spanish Language and Cultures

Program Contact: Aileen Dever (Aileen.Dever@qu.edu) 203-582-8500

The study of Spanish Language and Cultures offers a number of advantages. Students become proficient in oral and written Spanish and also learn about the rich cultural heritage, art, literature and history of Spain and Spanish-American countries. Students with language skills and international awareness are highly prized in the workplace.

The program has three components: Spanish language (written and oral); culture of Spain and Latin America; and major literary works in Spanish. A degree in Spanish helps to prepare students for successful careers that depend on facility with the language and familiarity with the culture and include fields such as communications, criminal justice, education, government, health care, international business, journalism, law, public relations and others. The Spanish major requires completion of 36 credits, with a grade of C or higher. At least 18 credits of the 36 credits required for the major must be completed on campus.

Double majors are encouraged.

Honor Society

The department rewards students who do outstanding work in Spanish language courses with membership in Sigma Delta Pi, the national Spanish language honor society.

BA in Spanish Language and Cultures Curriculum

Students majoring in Spanish Language and Cultures must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Spanish Core Requirements		
Written and oral fluency in Spanish:		
Complete the following or their equivalent:		9
SP 301	Advanced Spanish I	
SP 302	Advanced Spanish II	
SP 312	Advanced Conversation ²	
Cultural literacy, including a familiarity with Hispanic cultures and fine arts, historical and sociopolitical matters, and/or linguistics:		
Complete 12 credits in courses on Spanish culture or Spanish American culture taught in Spanish		12
Possible courses include:		
SP 343	Culture of Spain	
SP 370	History of the Romance Languages	
SP 373	Latin American Cultures I	
SP 374	Latin American Cultures II	
SP 376	The Spanish Caribbean	
SP 401	Advanced Spanish Grammar	
Knowledge of major works of literature written in Spanish:		
Complete 12 credits in courses on Spanish or Spanish-American literature taught in Spanish		12
Possible courses include:		
SP 317	Approaches to Literary Genres	
SP 321	Masterpieces of Spanish Literature	
SP 329	Spanish American Literature from 1880 to Present	
SP 328	Spanish American Literature from the Conquest to 1880	
SP 335	Nineteenth-Century Literature of Spain	
SP 348	Spanish Drama and Poetry of the Golden Age	
SP 351	The Modern Spanish Short Story	
SP 371	Survey of Spanish-American Literature	
Complete Senior Seminar		
SP 450	Senior Seminar	3
Free Electives		17-20
Total Credits		102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

² This course might be waived for students with demonstrated proficiency in oral Spanish—those students would take 3 additional

credits in cultural literacy or knowledge of major works of literature written in Spanish.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the bachelor's degree in Spanish Language and Cultures, students will demonstrate the following proficiencies:

- 1. Oral and Written Communication:** Attain a high degree of linguistic proficiency in spoken and written expression. Students will achieve reading and writing literacy as well as oral and aural ability to communicate in Spanish.
- 2. Critical and Creative Thinking:** Re-envision new ways to think about themselves and the rich multi-dimensionality of the world in which they live.
- 3. Diversity Awareness and Sensitivity:** Demonstrate intercultural competency to interpret and address complex problems that require knowledge and understanding of diverse perspectives to work collaboratively and constructively with others. Students will acquire knowledge of the traditions as well as the ethnic and cultural backgrounds of Spanish-speaking peoples.
- 4. Analysis:** Evaluate ideas, sources and contexts to base arguments on evidence and reason. Students will be able to read and analyze a variety of recognized works of peninsular Spanish and Spanish-American literatures.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Spanish

A minimum of 60 credits is required for transfer into the BA in Spanish program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Elementary Spanish I		4
Elective		3
Elective		3
Elective		3
Credits		16
Spring Semester		
English II		3
Elementary Spanish II		4
Elective		3-4
Elective		3-4
Credits		13-15
Second Year		
Fall Semester		
Intermediate Spanish I		3
Elective		3-4
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Intermediate Spanish II		3
Elective		3
Elective		3

Elective	3
Elective	3
Credits	15
Total Credits	59-62

Quinnipiac encourages transfer students to consider studying abroad at Colegio Delibes in Salamanca, Spain, during the summer after the sophomore year. Students could take "Intensive Course A" for 5 weeks and 100 contact hours to transfer SP 301 and SP 302 to Quinnipiac, or could study for 4 weeks for credits for SP 301 only. For more information on this study-abroad opportunity, please contact Professor Aileen Dever (aileen.dever@qu.edu).

Minor in Italian

Program Contact: Filippo Naitana (Filippo.Naitana@qu.edu)
203-582-3334

The Italian minor offers a strong foundation in Italian language and culture, giving access to the country's extraordinarily rich tradition as well as the significant professional advantages of being proficient in a world language. In particular, it can open the door to careers in government, international business, fashion and design, the food and automotive industries and education. A distinct feature of the minor is the breadth of its curriculum, which includes full-immersion language courses at the beginning, intermediate and advanced levels, literature seminars taught entirely in Italian, and interdisciplinary courses such as "Florence and the Making of the Renaissance" and "Italy: A Journey Through its Food, History and Culture," which are taught in English.

You'll also have a wide variety of opportunities to explore Italian art and culture and hone your language skills through study abroad programs with our partners in Florence and Perugia, Italy. Quinnipiac will also coordinate internships and service-learning projects abroad for you at a range of sites: you could be learning about the international wine business at the Roccafiore Winery, helping teachers design English language workshops and curricula at a local high school, or perhaps gaining valuable management and marketing experience at a luxury textiles business thriving in the new global economy.

The minor consists of six courses, at least two of which must be at the 300 level.

Italian Minor Curriculum

The minor consists of six courses (18 credits), at least two of which must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Code	Title	Credits
Possible courses include:		
IT 101	Elementary Italian I	3
IT 102	Elementary Italian II	3
IT 200	Italian: Special Topics	3
IT 201	Intermediate Italian I	3
IT 202	Intermediate Italian II	3
IT 210	Italy: A Journey Through its Food, History and Culture (in Eng.)	3
IT 211	Italian Cinema (in Eng.)	3
IT 212	Florence and the Making of the Renaissance (in Eng.)	3

IT 299	Independent Study	3
IT 301	Advanced Italian I	3
IT 302	Advanced Italian II	3
IT 316	Introduction to Italian Literature and Culture	3
IT 320	Italy's Cities	3
IT 399	Independent Study	3

Minor in Spanish

Program Contact: Aileen Dever (Aileen.Dever@qu.edu) 203-582-8500

Spanish is the official language of 21 countries and territories, and is spoken by nearly half a billion people. Acquiring a basic foundation in Spanish can be a valuable asset in many fields, from business and education to government and healthcare. This program immerses students in the language, so they acquire a cultural understanding of Spanish-speaking people in the United States and around the world.

Students will have the flexibility to shape their minor and hone their language skills in electives that explore a broad range of topics. In addition to exploring subjects as varied as pre-Columbian civilizations and contemporary cultures, students can choose to study abroad in Spain or throughout Latin America. Some students opt for a semester program and others for intensive summer immersion at Colegio Delibes in Salamanca, Spain.

The minor in Spanish offers students a solid foundation in Spanish and a well-rounded entry to Spanish-speaking cultures with practical benefits in travel and work. The minor includes six courses (18 credits), all of which must be taught in Spanish. At least two of the six courses are required to be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus. Eligible Spanish minors have the opportunity for induction into *Sigma Delta Pi*, the National Spanish Honor Society.

Minor in Spanish Curriculum

The minor includes six courses (18 credits), all of which must be taught in Spanish. At least two of the six courses must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Code	Title	Credits
Possible courses include:		
SP 101	Elementary Spanish I	3
SP 102	Elementary Spanish II	3
SP 105	Spanish for Health Professions	3
SP 201	Intermediate Spanish I	3
SP 202	Intermediate Spanish II	3
SP 203	Environmental Spanish (ENV 203)	3
SP 205	Cultura Puertorriqueña	3
SP 215	Spanish for Business	3
SP 220	Legal Spanish	3
SP 225	Cultura Cubana	3
SP 226	Exploring Global Engagement through Language	3
SP 301	Advanced Spanish I	3
SP 302	Advanced Spanish II	3

SP 310	Spanish for Health Professions I	3
SP 311	Spanish for Health Professions II	3
SP 312	Advanced Conversation	3
SP 317	Approaches to Literary Genres	3
SP 321	Masterpieces of Spanish Literature	3
SP 328	Spanish American Literature from the Conquest to 1880	3
SP 329	Spanish American Literature from 1880 to Present	3
SP 335	Nineteenth-Century Literature of Spain	3
SP 343	Culture of Spain	3
SP 348	Spanish Drama and Poetry of the Golden Age	3
SP 351	The Modern Spanish Short Story	3
SP 370	History of the Romance Languages	3
SP 371	Survey of Spanish-American Literature	3
SP 373	Latin American Cultures I	3
SP 374	Latin American Cultures II	3
SP 376	The Spanish Caribbean	3
SP 401	Advanced Spanish Grammar	3

Spanish Language for Medical Professionals Certificate

Program Contact: Aileen Dever (Aileen.Dever@quinnipiac.edu) 203-582-8500

There is a critical need for healthcare professionals who are proficient in medical Spanish and culturally sensitive. Students will engage in intensive listening, speaking, reading and writing activities in Spanish at the post-intermediate level to acquire the medical terminology and cultural awareness to practice more ethical, inclusive patient care. This certificate was created in the belief that limited English should never be a barrier to receiving excellent and equitable care.

Students who complete the courses during their undergraduate or graduate program will earn a certificate in Spanish Language for Medical Professionals.

Undergraduate Students

Code	Title	Credits
SP 310	Spanish for Health Professions I	3
SP 311	Spanish for Health Professions II	3

Graduate Students

Code	Title	Credits
SP 510	Spanish for Health Professions I	3
SP 511	Spanish for Health Professions II	3

Department of Philosophy and Political Science

The Department of Philosophy and Political Science supports programs in philosophy and political science: each provides a balanced offering

of courses that offer both a broad overview of each discipline and the opportunity to focus more specifically in special topic areas. The department also is committed to experiential learning, and offers opportunities to study both philosophy and political science topics in ways that allow for a personal engagement with the topic area through study abroad, seminars in Washington, D.C., Service Learning courses and internship opportunities, and close collaboration with the Albert Schweitzer Institute at Quinnipiac.

In addition to majors, the department offers minors in philosophy and political science that are tailored to complement a student's major field of study, and supports a variety of multidisciplinary minor programs including women's and gender studies, the history and philosophy of science, international studies, Latin American studies, European Union studies, and Middle East studies.

The mission of the Department of Philosophy and Political Science is to develop educated students who are responsible for recognizing and respecting diverse worldviews, capable of evaluating systems of thought, oppression and power in communities, and motivated to engage in personal and social action.

- Bachelor of Arts in Philosophy (p. 252)
- Bachelor of Arts in Political Science (p. 253)
- Minor in Philosophy (p. 256)
- Minor in Political Science (p. 257)
- Washington, D.C. program (p. 258)

Philosophy (PL)

PL 101. Introduction to Philosophy. 3 Credits.

This course introduces students to a number of central questions in philosophy through critical exploration of ideas from selected great philosophers. It engages students in the close study of several fundamental issues that have arisen in the course of the development of the philosophical tradition—such as free will, our knowledge of the "external" world, and the meaning and value of truth and justice—giving students the basic tools for further work in philosophy.

Offered: Every year, Fall and Spring

UC: Humanities

PL 102. Introduction to Ethics. 3 Credits.

This course explores the meanings of such normative distinctions as good/bad, right/wrong and good/evil. Students critically examine theories of morality such as egoism, utilitarianism, deontological ethics, divine command theory, natural law theory, sentimentalism and virtue ethics, as well as a challenge to all ethical theorizing: the case for moral relativism. Students focus on the practical implications of theory: understandings are brought to bear on various real-life ethical issues such as war, poverty, racism, abortion and substance abuse.

Offered: Every year, Spring and Summer

UC: Humanities

PL 102H. Honors Introduction to Ethics. 3 Credits.

This course explores the meanings of such normative distinctions as good/bad, right/wrong and good/evil. Students critically examine theories of morality such as egoism, utilitarianism, deontological ethics, divine command theory, natural law theory, sentimentalism and virtue ethics, as well as a challenge to all ethical theorizing: the case for moral relativism. Students focus on the practical implications of theory: understandings are brought to bear on various real-life ethical issues such as war, poverty, racism, abortion and substance abuse.

Offered: Every other year

UC: Humanities

PL 103. Logical Reasoning. 3 Credits.

This course teaches students to recognize and evaluate logical patterns that recur in all language intended to persuade by reason. Students learn proof techniques for logical pattern evaluation, techniques to recognize and evaluate fallacies, and ways of understanding logical patterns in longer, extended passages. The goal of the course is to improve students' natural ability to think clearly and critically by learning to apply logic to arguments in public, academic and private life.

Offered: Every year, Fall

UC: Humanities

PL 200. Special Topics in Philosophy. 3 Credits.

Offered: As needed

PL 214. Ancient Greek History (HS 214). 3 Credits.

"Ancient Greece" stretches chronologically from the third millennium BC until the 4th century BC and ranges geographically from modern day Turkey (what the Greeks called Ionia) to Sicily and the Italian peninsula (what the Romans called Magna Graeca). This course focuses on that part of Greek history that runs from the late Bronze Age period of Mycenaean Palace culture (approximately 1400 BC) to the end of the Peloponnesian Wars (in 404 BCE). The course emphasizes primary sources (such as literary sources and inscriptions) and challenges students to use primary sources as the basis for historical interpretations of the political, social, cultural, and intellectual institutions of ancient Greece, such as democracy, tyranny, slavery, tragedy, and philosophy. The course concludes with a role-playing Reacting to the Past historical simulation (that explores the options open to Athens in the aftermath of her defeat by Sparta).

Offered: Every other year, Fall

PL 222. Bioethics. 3 Credits.

Students analyze complex ethical issues in contemporary bioethics using relevant technical vocabulary and methods from philosophy, in partnership with information from the contemporary biosciences and the health care professions. Ethical theories covered include deontology, utilitarianism, virtue-based approaches to ethics, ethics of care, feminist ethics, contractarianism, and African ethics. Bioethical issues may include: stem cell research, human subjects research, human enhancement, reproductive medicine, euthanasia, advance directives and end-of-life care, resource allocation, organ transplantation, the right to health care, global health, and addressing injustices and discrimination in health care and medicine.

Prerequisites: Take one 100-level philosophy course or FYS 101.

Offered: Every year, Fall

UC: Breadth Elective, Intercultural Understand

- PL 226. Environmental Ethics. 3 Credits.**
 In this course, students critically assess environmental ethical issues arising at the intersections of philosophy and the sciences, using relevant ethical theory and evidence. Issues examined include but are not limited to: climate change; climate change denialism and public engagement with scientists and the sciences; the ethics of innovations in the discrete sciences; habitat preservation and loss; resource depletion; rights of humans, non-human animals, and ecosystems; ecocentrism; pollution; health; energy; corporate responsibility; sustainability; climate justice; environmental migration; future generations. Students explore individual, societal, and global perspectives on environmental ethics, and critically assess responses to environmental injustices and inequalities, including those of race, gender, and class.
Offered: Every other year, Fall
- PL 233. Business Ethics. 3 Credits.**
 This course helps students develop a framework for ethical decision-making, particularly in cases of business management. Students learn to identify ethical issues, apply various models of ethical decision-making, and analyze ethical cases in areas ranging from consumer rights to corporate responsibility. Topics include assessing and analyzing the ethics environment of business and identifying and managing ethics in a developing world including, human rights, environmental sustainability and technology.
Prerequisites: Take one 100 or 200 or 300-level philosophy course.
Offered: Every other year, Spring
- PL 235. Philosophy of Science and Technology. 3 Credits.**
 Students consider the history and nature of, and assumptions and values involved in, the scientific method; the logic of scientific explanation and theory construction; philosophical and ethical problems in selected natural, social and human sciences.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Spring
UC: Breadth Elective
- PL 236. Philosophy of Language. 3 Credits.**
 This course focuses on the attempt to understand the nature of language and its relationship with speakers, their thoughts and the world. Students explore such questions as: What is language? How do we understand one another? Can we think without language? What is the connection between words and the objects to which they refer? What is meaning? What determines the truth and falsehood of our statements? Do we have innate linguistic abilities or do we learn to speak by observing the behavior of other speakers? Various philosophical theories about language are attempts to answer such questions. These are discussed, along with their far-reaching consequences for other areas of philosophy.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Spring
UC: Humanities
- PL 237. Philosophy of Mind. 3 Credits.**
 Are minds physical or non-physical? Is free will real or an illusion? Is consciousness computational? Can we build artificial minds? How can we explain phenomena such as emotions, delusions and pain? What are we, and where is the boundary between ourselves and our environment? In this course, students explore these and other issues in the contemporary philosophy of mind, focusing on questions that emerge at the intersection of philosophy, psychology, psychiatry, neuroscience and artificial intelligence.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Spring
UC: Humanities
- PL 240. Philosophy of Sport (SPS 240). 3 Credits.**
 This course examines the notion that humans are "homo ludens" or beings who play from two perspectives. In the first part of the course, students look at such questions as: what is the nature or essence of sports? And how do we distinguish or define sports as distinct from other kinds of activities? In the second part of the course, students examine the relationship between sports and ethics, with a focus on topics such as what is fair play, whether athletic enhancement is cheating, what is gender equity within sports in society, and how do collegiate sports compare with professional sports.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Spring
UC: Humanities
- PL 250. Philosophy of Art. 3 Credits.**
 What is beauty? What does it mean to experience something—perhaps art or nature—aesthetically? What is art? What is the nature of artistic inspiration? What is—or what should be—the purpose of art? How does one determine the value of art? Is some art worthless? What is the relationship between art and truth? Should artistic expression ever be censored? How have racism, sexism and consumerism impacted the art world? These are some of the questions to be discussed as we consider aesthetic experience and artistic expression—in the visual arts, but also in music, dance, film, drama and other forms.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Spring
UC: Humanities
- PL 266. Global Philosophies. 3 Credits.**
 In this course, students explore global traditions in philosophy developed by people from diverse cultures, beyond Europe and the United States. Participants devote particular attention to insights and questions raised with regard to possible relationships or contrasts between diverse global philosophies and our existing assumptions, beliefs and values. Potential topics and course materials may include both classical and contemporary sources from Australia, Africa, the Caribbean, China, India, Japan, the Muslim world, the Pacific Islands and Latin America. Owing to the breadth of the field, the focus of the course shifts, reflecting the interests and work of the instructor in any particular semester.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Fall
UC: Humanities, Intercultural Understand
- PL 267. Philosophy of Religion. 3 Credits.**
 Religious language, religious experience and religious institutions make up a significant part of life in both traditional and modern cultures. This course analyzes the concepts and terms that are used in religious discourse, including God, holiness, redemption, idolatry, creation, eternal life and sacrifice, among others. Such analysis leads to questions regarding religious statements such as "God exists," "The cow is holy," and "If you fast, you will be redeemed" and their relationship with ordinary, everyday experience, as well as with science and with morality. Most important is the fundamental philosophical question "what is religion?"; answering it means moving beyond philosophy to anthropology, sociology, and of course psychology.
Prerequisites: Take one 100-level philosophy course or FYS 101.
Offered: Every other year, Spring
UC: Humanities

- PL 299. Independent Study in Philosophy.** **1-3 Credits.**
Tutorial study or independent projects in selected areas of philosophy are completed under the direction of a faculty member. This course may not be used as a substitute for required courses in the major or minor. 1, 2 or 3 credits (must be agreed on in advance by the student and faculty member, and approved by the department chairperson).
Offered: Every year, Fall and Spring
- PL 312. Philosophy of War and Peace (PO 312).** **3 Credits.**
This course draws on what philosophers, legal scholars and political scientists have written about the nature, limits and morality of warfare. Students study the general frameworks for evaluating warfare in the theories of realism, pacifism and just war, and then turn to the evaluation of historical case studies concerning when it is just to initiate war, how war is to be conducted justly once it is initiated, and the obligations of combatants following war. Readings include both historical authors, such as Thucydides and Thomas Aquinas, and contemporary theorists, such as Michael Walzer and Jeff McMahan.
Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 211; or PO 215.
Offered: Every other year, Spring
- PL 320. Thought and Work of Albert Schweitzer (SL: Service Learning).** **3 Credits.**
Albert Schweitzer (1875-1965) made significant, often controversial contributions in several areas: music, philosophy, religion, medical care, service to human need, animal rights and ecological awareness. In 1952 Schweitzer was awarded the Nobel Peace Prize for his many decades of humanitarian work at his "jungle hospital" in West Africa. In his 80s, he became one of the most active voices in the struggle against the testing of nuclear weapons. Because Schweitzer considered his philosophy to be primarily one of action and service ("My life is my argument") service learning is an important component of the course. Quinnipiac's Albert Schweitzer Institute offers students many kinds of projects and activities reflecting Schweitzer's many areas of involvement. In this course, students critically explore Schweitzer's life, thought and work and their application to some of the moral problems and cultural and political issues we face today.
Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 211; or PO 215.
Offered: Every other year, Spring
- PL 330. Philosophy and Gender (WGS 330).** **3 Credits.**
Students investigate the notions of sex and gender and the debate over social versus biological underpinnings of expressions of masculinity and femininity. The relevance of historical views on sex, gender and relations between the sexes to current patterns and developments are considered. Issues facing men and women, as well as policies and reforms designed to address them are examined. Participants also consider the intersection between sex/gender and race, ethnicity, class and sexual orientation. Finally, the impact of gendered perspectives on contemporary philosophy, especially epistemology, ethics and social and political philosophy, is considered.
Prerequisites: Take one 100 or 200 or 300-level philosophy course; or one course from women's studies.
Offered: Every other year, Spring
- PL 331. Philosophy of Humor.** **3 Credits.**
Historically, many thinkers have viewed humor with scorn while others have not considered it a topic worthy of philosophical investigation. This course explores the nature and value of humor in our daily lives and examines humor critically as a virtue that can help us take ourselves less seriously and live better lives. Students analyze the major accounts of humor such as the superiority, incongruity and relief theories highlighting the strengths and weaknesses of each theory. Adopting a critical philosophical lens, students also explore some important connections between humor and aesthetics, ethics and education.
Prerequisites: Take one 100 or 200 or 300-level philosophy course.
Offered: Every other year, Fall
- PL 332. Ancient Philosophy.** **3 Credits.**
This course explores Greek and Roman philosophy through a focus on the concepts of *erôs* and *philia* or love and friendship. Students examine how Epic poetry, Greek tragedy, Plato, Aristotle, Epicurus, Stoicism and Lucretius reflected on the place of love and friendship in a life well-lived.
Prerequisites: Take one 100 or 200 or 300-level philosophy course.
Offered: Every year, Fall
UC: Humanities
- PL 333. Modern Philosophy.** **3 Credits.**
From the mid-16th through the 18th century, movements such as the Renaissance, the Reformation, the development of the modern sciences and increasing international trade and colonization introduced a new era of philosophy. Students explore human understanding, critically analyzing issues that potentially include the mind-body relationship, freedom and determinism, the nature of reality, the existence of God, perception, personhood and personal identity, the scope and limits of knowledge, and the value and limitations of our intellectual heritage from this period. Authors may include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant.
Prerequisites: Take PL 101; or take 1 course from subject PL from level 200 or 300.
Offered: Every year, Spring
UC: Humanities
- PL 334. Medieval Philosophy.** **3 Credits.**
This course focuses on the history of medieval philosophy. Students discuss figures from the Christian, Islamic and Jewish traditions, including Augustine, Boethius, Ibn Sina, Al-Ghazali, Ibn Rushd, Maimonides, Aquinas, Scotus and Ockham. Particular attention is given to examine the manner in which these philosophers confronted and assimilated Aristotelian philosophy and how they anticipate certain dimensions of modern philosophy.
Prerequisites: Take one 100 or 200 or 300-level philosophy course.
Offered: Every Third Year, Spring
UC: Humanities
- PL 335. Contemporary Philosophy (PO 336).** **3 Credits.**
Students explore diverse responses to political, social, and ethical issues from dynamic movements in 19th, 20th, and 21st-century philosophy and political theory. Potential topics may include Marxism, existentialism, phenomenology, feminism, poststructuralism, postcolonialism, and philosophy of race and gender. Potential material includes work by Hegel, Marx, Nietzsche, Du Bois, Sartre, de Beauvoir, Lorde, Merleau-Ponty, Arendt, Young, Foucault, Fanon, Biko, Derrida, and Butler.
Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 215; or PO 219; or PO 315.
Offered: Every year, Fall
UC: Humanities

PL 337. Human Rights: Theory and Practice (PO 337). 3 Credits.

This course provides a rigorous and critical introduction to the foundation, structure and operation of the international human rights movement. It begins with leading conceptual and theoretical discussions, moving on to the institutions and functioning of the international human rights mechanisms, including nongovernmental and intergovernmental organizations. It covers cutting-edge human rights issues—gender and race discrimination, religion and state, national security and terrorism—placing them in the context of current political conflict and human rights discourse.

Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 211; or PO 215.

Offered: Every other year, Fall

PL 338. Paradoxes. 3 Credits.

Paradoxes have been with us since a Cretan said "all Cretans are liars," and Zeno showed us how the tortoise could beat Achilles. Originally considered a problem for logical—and mathematical—thought, paradoxes run the gamut from logic to mathematics, to language, to science, to art and to ethics. This course presents the definition(s) of paradox, reviews some of the principal paradoxes known to us and asks about their essence: what is paradoxical about paradoxes? It then moves on to examine paradoxes in ethics, thereby asking about the real, paradoxical world of human—psychological and social—behavior.

Prerequisites: Take one 100 or 200 or 300-level philosophy course.

Offered: Every Third Year, Fall

UC: Humanities

PL 340. Philosophy of Sex and Love. 3 Credits.

This course presents a study of philosophical ideas on sex and love, the views of both Western and Eastern religions, and a critique of the moral issues concerning different types of sexual and love relationships. The significance of these viewpoints for living well is considered.

Prerequisites: Take one 100 or 200 or 300-level philosophy course.

Offered: Every other year, Fall

PL 368. Philosophy of Death and Dying. 3 Credits.

What does it mean to live and what does it mean to die? How do we distinguish life and death, living and dying? Is there a way to "die well" in the same way that we assume there is a way to "live well"? How do we justify our beliefs about issues of life and death? Is suicide ethically defensible? Do we have a duty to prevent death? Should we consider death an evil, and could it ever be a good? Should we care about our posthumous reputations? Students in this course explore these and related questions, drawing important insights from a range of relevant philosophical literature and personal narratives on death and dying.

Prerequisites: Take one 100 or 200 or 300-level philosophy course.

Offered: Every other year, Spring

PL 395. Critical Game Studies (GDD 395). 3 Credits.

In this course, students address current research in game studies, ludology or play theory, to develop critical, conceptual and cultural understandings of narrative, meaning and identity in digital games. The course also addresses the design and development of serious and meaningful games and the aesthetic, social and technological implications of new emerging forms such as digital storytelling, interactive theater, virtual worlds and locative media.

Prerequisites: Take GDD 101; or GDD 110; or one 100-level philosophy course.

Offered: Every year, Spring

PL 399. Directed Research in Philosophy. 3 Credits.

This is a more intensive directed research opportunity than that offered in PL 299. The course involves students in substantial independent research and writing projects in selected areas of philosophy, completed under the direction of a faculty member. This course may not be used as a substitute for required courses in the major or minor.

Offered: Every year, Fall and Spring

PL 400. Special Topics in Philosophy. 3 Credits.

Prerequisites: Take one 100-level philosophy course; or FYS 101.

Offered: As needed

PL 401. Senior Seminar. 3 Credits.

This is a writing and research seminar for senior philosophy majors. Students engage with philosophical primary and secondary readings in group discussion. They prepare and present a senior thesis on a topic of their choice, with guidance by faculty from the department.

Prerequisites: Must be a PL Major with Senior Status.

Offered: Every year, Spring

Political Science (PO)

PO 101. Issues in Politics. 3 Credits.

Students explore issues of current relevance in local, domestic and international politics. Each individually themed seminar provides an introduction to the systematic analysis of power relations in relevant local, national or global spheres of life. Students approach the seminar's theme in a way that develops an understanding of the major political ideologies, the behavior of relevant social actors and governmental institutions, and the capacity to engage as responsible citizens.

Offered: Every year, All

UC: Social Sciences

PO 101H. Issues in Politics-Honors. 3 Credits.

Students explore issues of current relevance in local, domestic and international politics. Each individually themed seminar provides an introduction to the systematic analysis of power relations in relevant local, national or global spheres of life. Students approach the seminar's theme in a way that develops an understanding of the major political ideologies, the behavior of relevant social actors and governmental institutions, and the capacity to engage as responsible citizens.

PO 131. Introduction to American Government and Politics. 3 Credits.

This course covers the development of the constitution, the nature of Federalism, the state and the national government. Students explore the duties and powers of the President, Congress, the Supreme Court and administrative agencies. Political parties, the nominating process, elections and electoral behavior as well as political interest groups and public opinion are considered.

Offered: Every year, Fall and Spring

UC: Social Sciences

PO 131H. Introduction to American Government. 3 Credits.

This course covers the development of the constitution, the nature of Federalism, the state and the national government. Students explore the duties and powers of the President, Congress, the Supreme Court and administrative agencies. Political parties, the nominating process, elections and electoral behavior as well as political interest groups and public opinion are considered.

Offered: Every year, Fall and Spring

UC: Social Sciences

PO 200. Special Topics. 3 Credits.

Prerequisites: Take PO 131 or FYS 101.

Offered: As needed

PO 205. Public Policy and Administration. 3 Credits.

Students in this introductory course develop not only an ability to understand, evaluate and design public policy, but also a capacity for ethical and effective leadership, particularly in the public sector. Students explore questions such as: What is the role of government in our lives? How is public policy made, and what are the forces that shape public policy? What public policies should government implement? How can public policies be implemented and evaluated?

Prerequisites: Take PO 101, PO 131 or FYS 101.

Offered: Every year, Fall

UC: Social Sciences

PO 206. Ethics and Public Policy. 3 Credits.

In this seminar, students grapple with ethical dilemmas and tradeoffs in public policy and politics. The seminar focuses primarily on leadership issues in the public policy realm, as distinct from those found in public administration or business management. Topics include lying and secrecy by public officials, health care, the use of violence, treatment of minorities, poverty, gender equity, whistleblowers, conflict of interest and governmental codes of ethical conduct. Students with background interests in political science, journalism, business and the sciences are welcome. Course readings emphasize classic works on ethics and political theory, as well as detailed ethically challenging cases from past and present. Students explore these cases through role playing, papers and classroom discussion.

Prerequisites: Take PO 131 or FYS 101.

Offered: Every year, Spring

UC: Social Sciences

PO 208. Career Readiness in Washington DC. 3 Credits.

A combination of one-on-one career advising, workshops, career research, events, and networking opportunities in Washington DC, designed to complement what students learn while interning in Quinnipiac's Washington Semester program ("QU in DC"). The course helps students in any major at the University to reflect on their personal and professional goals and talents, and how to take the next steps in their careers. By the end of the semester, students will have a stronger professional network and an online professional portfolio to showcase their work and thinking to future employers and graduate programs. Every year; Fall, Spring, and Summer Semesters. Only students in the Quinnipiac Washington Semester Program may take this course.

Offered: Every year, Fall and Spring

PO 209. Environmental Politics and Policy (ENV 209). 3 Credits.

Perhaps no other issue area is as potentially disruptive to stability as that which is defined by the crises in our environment. From the local, to the national and global levels, the exhaustion of natural resources, population growth and threats presented by climate change and the accumulation of toxins and trash in the atmosphere, on land and in the world's oceans, demand the attention of government at every level. In this course, students engage with policy debate around these and other issues, such as the ways environmental issues overlap with issues of local and global justice. They explore the political factors that have influenced environmental policy debates historically and currently, in the U.S. and on comparative and international bases.

Prerequisites: Take PO 101 or FYS 101.

Offered: Every other year, Fall

UC: Social Sciences

PO 211. Introduction to International Relations. 3 Credits.

Students are introduced to the study of politics on the global level. The course focuses on the nature of the international system of nation-states, including the importance of state sovereignty, the political interactions between states, and the causes of war and peace. Additional topics include understanding the domestic bases for foreign policy decisions, the different tools available for state action in the international realm (diplomacy, espionage, military intervention), the increasing importance of international economic relations, and the function and evolution of international law and organizations.

Prerequisites: Take PO 101, PO 131 or FYS 101.

Offered: Every year, Fall and Spring

UC: Social Sciences

PO 215. Political Theory. 3 Credits.

In this course, students survey political philosophy, from Aristotle and Plato through Mill and Marx. Students use these thinkers as a way to explore both the enduring and contemporary issues such as the nature of society, the nature of government, and the nature of freedom, justice and the law.

Prerequisites: Take PO 101 or PO 131 or PL 101.

Offered: Every year, Fall and Spring

UC: Social Sciences

PO 215H. Honors Political Theory. 3 Credits.

This seminar is for students in the university Honors Program. Readings, papers and discussions in the history of political thought touch on contemporary issues such as the nature of justice, gender, the meaning of rights and responsibilities, the scope of government, democracy, the relationship between society and human nature. Prerequisites: PO 101 or consent of instructor.

Offered: As needed, All

PO 216. American Political Thought. 3 Credits.

Students are introduced to major ideas of social justice and political power in America from colonial New England to the modern American state. Special emphasis is on major debates on social issues in American history, including Constitutional structure and reform, slavery, race and building an immigrant society, church and state, industrialism and technology, civil rights and citizenship, and democracy and reform. Major authors and readings include Winthrop, Jefferson, Paine, the Federalist Papers, Lincoln, Dewey, Roosevelt and M.L. King.

Prerequisites: Take PO 131 or FYS 101.

Offered: Every other year, Spring

UC: Social Sciences

PO 219. Feminist Political Thought (WGS 219). 3 Credits.

Students explore different approaches to explain the status of women. Theoretical perspectives that students consider may include: liberal feminism, radical feminism, Marxist/socialist feminism, feminism of care, conservative feminism and global feminism, among others. Students critically evaluate political concepts such as freedom, equality, rights and oppression, as well as learn about how different thinkers have conceptualized gender, politics, power and the role of the state. The course requires careful reading, intensive class discussion and multiple writing assignments.

Prerequisites: Take PO 101, PO 131, PL 101, PS 101, SO 101 or WGS 101.

Offered: Every other year, Spring

UC: Social Sciences

- PO 221. Introduction to Latin America. 3 Credits.**
This is the transdisciplinary introductory course for the minor in Latin American studies. Various disciplines, including history, anthropology, economics and languages, are interwoven in an exploration of concepts, behaviors and traditions associated with Latin America. A survey of Latin American regions spanning the Revolutionary period to the present, with a focus on the past 50 years, is utilized to focus the content.
Prerequisites: Take PO 101 or FYS 101.
Offered: Every other year, Fall
UC: Social Sciences
- PO 225. American Political Movements. 3 Credits.**
In this class, students explore key movements in American political society over the past 150 years, and analyze how social groups have organized to demand political change in the U.S. Students study political movements organized around race, gender, social class and sexual identity/orientation.
Prerequisites: Take PO 101, PO 131 or FYS 101.
Offered: Every year, Fall
- PO 227. The Politics of Intimacy. 3 Credits.**
How do our thoughts about inclusion and citizenship shape our ideas about sexual and political freedom? In what ways has the democratic process sought to affirm American values by limiting individual choices? In this course, students explore the ways that intimacy has been regulated, through a thematic investigation of legal and political challenges in areas such as trans/interracial adoption, same-sex marriage, interracial marriage, sex and race in the American South, statutory rape, sexual violence, sex education and reproductive rights.
Prerequisites: Take PO 131 or FYS 101.
Offered: Every other year, Fall
UC: Social Sciences
- PO 231. Elections and Political Parties (SL: Service Learning). 3 Credits.**
This course offers an intensive analysis of elections and parties in the U.S. and other nations. Special emphasis is placed on the development of competitive political party systems as vital to the success of democracy. Topics include the history of elections and campaigns, the role of gender, ethnicity and class in modern political parties, voting behavior, party strategies, campaign advertising, fundraising, and media coverage of elections. The course includes classroom visits by party leaders and candidates, and requires students to participate in direct observation as participants in an election campaign.
Prerequisites: Take PO 131.
Offered: Every other year, Fall
UC: Social Sciences
- PO 245. Politics of Global Capitalism. 3 Credits.**
This introduction to the analysis and understanding of the international economy from a political perspective centers on the increasing internationalization, or globalization, of the capitalist market economy. This is analyzed from three perspectives, each of which raises different political issues and strategies: neoliberalism, economic nationalism (neomercantilism) and Marxism. Current issues dealing with international trade and finance, the environment, Third World development and marginalization, and gender/race issues in the international economy are discussed.
Prerequisites: Take PO 211 or EC 111.
Offered: Every Third Year, Spring
UC: Social Sciences
- PO 247. Actors and Processes in U.S. Foreign Policy. 3 Credits.**
This introduction to U.S. foreign policy and how it is made combines a study of world politics, American political processes and current events. The course focuses on actors and policy processes, including the role of Congress, the President, interest groups, the mass media and public opinion (among others), and the influence of ideology on U.S. foreign policy. The course examines several 20th-century international crises, asking: what lessons were learned by these experiences, and how do these episodes illuminate the formation of foreign policy in the United States? The post-Cold War world is examined as a context of current challenges to American foreign policy.
Prerequisites: Take PO 211 or PO 131.
Offered: Every other year, Spring
UC: Social Sciences
- PO 280. Congress and the President. 3 Credits.**
This course surveys the historical development of the executive and legislative branches of the U.S. government. The course surveys the Constitutional foundations, evolutionary growth and contemporary research on the U.S. presidency and Congress. The goal of the course is to highlight how many of the current conflicts between the President and Congress have deep historical roots.
Prerequisites: Take PO 131.
Offered: Every other year, Fall
UC: Social Sciences
- PO 295. Internship in Political Science. 1-3 Credits.**
This internship requires students to complete a minimum of between 50 and 100 hours of on-site work, keep a field journal and complete a 5-8 page final report that summarizes activities and documents what the internship contributed to student learning in political science.
Prerequisites: Take PO 131.
Offered: As needed
- PO 297. Simulating International Organizations. 1 Credit.**
Students prepare to participate in various external simulations of the activities of the United Nations, African Union, North Atlantic Treaty Organization, European Union and other international organizations. Students are trained in the preparation of mock resolutions and they learn the essentials of international diplomacy and proper protocol at international meetings to enable them to successfully compete in model meetings across the U.S. and elsewhere.
Offered: Every year, Fall
- PO 299. Independent Study in Political Science. 1-3 Credits.**
This course is directed by a faculty member with background in the student's area of research. Participants are required to write a series of papers (minimum of three to five pages) during the semester or a single research paper (8 to 15 pages long).
Offered: Every year, All
- PO 300. Special Topics. 3 Credits.**
Prerequisites: Take PO 101 or FYS 101.
Offered: As needed, All

PO 302. The Global Civic Dilemma.**4 Credits.**

In this course, students explore what constitutes an ethical civic life by working from philosophical principles through an understanding of the basis of government on the local, national and international levels, to civic participation. The course is structured around several tensions, as well as the many key concepts in the age-old quest for understanding what makes for the ideal social order: self and other, individual and community, public and private, human agency and social structure; governance, state, society; the political and economic; liberalism and conservatism (and their variants); three main approaches to ethics; and how to arbitrate between ethical standards when they come into disagreement.

Prerequisites: Admission into Online Degree Completion program.**Offered:** Every year, Spring Online**PO 303. Political Inquiry.****3 Credits.**

This course, designed for political science majors in their sophomore year, examines the culture of inquiry in political science as a problem-solving or a critical discipline and contributes toward political understanding through multiple reading, thinking and writing exercises. Course material focuses on current issues in politics and government and asks how political scientists might respond. The course emphasizes theory development and hypothesis formation; various methodological approaches; and several sub-disciplinary perspectives within political science. For political science majors only. Sophomore status is required.

Prerequisites: Take PO 211 PO 215 or PO 225.**Offered:** Every year, Fall**PO 307. Introduction to Nonprofit Mana.****3 Credits.**

This course connects theory and practice by examining a variety of management techniques utilized in running nonprofit organizations. Course readings, discussions and videos cover strategic planning, writing and fulfilling mission statements, facilitating governance, designing effective fundraising tactics, evaluating programs, managing finances, and legal responsibilities. The course also covers the formation of the nonprofit sector and its differences from the public and for-profit sectors. The class format consists of interactive discussions and applied projects/group work designed to help students understand the nonprofit sector and nonprofit management. Students are strongly encouraged to undertake a volunteer experience with a nonprofit during the semester.

Offered: As needed**PO 309. Public Diplomacy.****3 Credits.**

This course examines concepts, issues and practices in public diplomacy, or the management of a nation's communications and relationships with foreign publics who have the ability to affect national and international interests. The course focuses on U.S. public diplomacy's past, present, and future. Students examine & apply theoretical and practical aspects of public diplomacy, looking closely at the purpose and value of public diplomacy in governments and other institutions, the roles and responsibilities of public diplomacy specialists, and principles of strategic practices.

Offered: As needed**UC:** Breadth Elective**PO 311. Topics in International Relations.****3 Credits.**

This advanced seminar focuses on in-depth critical analysis of current issues and themes in international relations. It may deal with topics from issues of war, peace and security, to the politics of the international economy, emerging international cultural norms, and international law. The course requires careful reading, intensive class discussion and multiple writing assignments.

Prerequisites: Take PO 211 or Department approval.**Offered:** As needed**PO 312. Philosophy of War and Peace (PL 312).****3 Credits.**

This course draws on what philosophers, legal scholars and political scientists have written about the nature, limits and morality of warfare. Students study the general frameworks for evaluating warfare in the theories of realism, pacifism and just war, and then turn to the evaluation of historical case studies concerning when it is just to initiate war, how war is to be conducted justly once it is initiated, and the obligations of combatants following war. Readings include both historical authors, such as Thucydides and Thomas Aquinas, and contemporary theorists, such as Michael Walzer and Jeff McMahan.

Prerequisites: Take PL 101; or one 200 or 300-level philosophy course; or PO 211; or PO 215.**Offered:** Every other year, Spring**PO 313. Development, Globalization and Colonialism.****3 Credits.**

An introduction to settled approaches of development, globalization and order. This course discusses theories that have attempted to justify European colonialism, and theories that are critical of those colonial legacies. Students analyze and criticize various liberal civilization theories; Keynesian economics, Marxism, neoliberalism and sustainable development. Students discuss the ways in which previously accepted knowledges and approaches from different disciplines have contributed in the construction and institutionalization of perspectives that continue to shape the lives of peoples throughout the world. Additionally, students are encouraged to examine their own experiences in the world and their proximities to the perspectives discussed.

Prerequisites: Take PO 101 FYS 101 or EN 101.**Offered:** Every other year, Spring**UC:** Social Sciences, Intercultural Understand**PO 315. Democratic Theory and Practice.****3 Credits.**

This course examines the relationship between democratic ideas and practices in the foundation of democratic regimes and the formulation of public policy. Topics include the nature of obligations between the citizen and the community, diversity, feminism, identity politics, equal rights and powers and the role of groups in policy making. Major policy issues covered include election reforms, racial and gender-based inequalities, the environment, and welfare and human rights in foreign policy. Students are expected to participate in group projects and discussions and do extensive analytical writing.

Prerequisites: Take PO 215 or PO 216**Offered:** Every Third Year, Fall**PO 317. International Law (LE 317).****3 Credits.**

Students are introduced to the nature and development of international law as part of the global political system. Students explore sources of international law from treaties, custom, general principles, judicial decisions and scholarly writing. Other topics include the connection between international law and national law; the role of states and individuals; dispute resolution using arbitration and national and international court cases; use of law to manage international conflict; negotiation; and legal issues concerning shared resources.

Prerequisites: Take PO 211 or LE 101.**Offered:** Every year, Fall

PO 319. International Interventions.**3 Credits.**

Why does the international community intervene in some countries and not in others during periods of civil crisis? What do these variations in the patterns of interventions tell us about the foreign policies of countries and the relations between states in the international system? Students explore answers to these and related questions by investigating the politics, history and dynamics of international interventions to address civil crises since World War II. Students examine select case studies of intervention and nonintervention to understand more fully why and when the world community responds in the context of international law, national interest and the emerging consensus around the protection and promotion of human rights.

Prerequisites: Take PO 211.**Offered:** Every other year, Spring**PO 321. Comparative Government.****3 Credits.**

This course presents a comparative study of political institutions, forms of government, leaders, socioeconomic processes, development strategies, cultures and traditions in diverse political systems across time and space. Students learn about governing and political processes that explain important differences or similarities in political outcomes among countries, such as: why some countries are democracies and others are not, why some countries provide universal health care for their citizens while others do not, and why some countries experience war or economic depressions while others do not. Students examine the major theoretical, conceptual and methodological approaches that scholars have employed within the subfield of comparative politics and are trained to employ some of those skills in their own analysis and research.

Prerequisites: Take PO 211 or PO 215.**Offered:** Every other year, Spring**PO 325. Political Psychology and Public Opinion.****3 Credits.**

Students are introduced to the basics of polling, the social and psychological foundations of political thoughts and attitudes, and elementary techniques in data analysis. Students explore beyond descriptions of what people believe and what ideas they act upon to the psychological processes that explain why they think as they do: How susceptible are people to marketing and political persuasion? Why do people obey or disobey authorities? What are the sources of prejudice and the triggers that explain political behavior? Students learn to be wise consumers of survey information, gaining skills in distinguishing legitimate public opinion research from pseudo-polls, fundraising and soliciting under the guise of survey research.

Prerequisites: Take PO 211, PO 215 or PO 225;**Offered:** Every other year, Spring**PO 326. Polling and Opinion a Quinnipiac Signature Seminar.****3 Credits.**

An opportunity for students to experience an exciting one-of-a-kind partnership with the nationally recognized Quinnipiac University Poll. The goal of the seminar is for students to see how polling works from inside the Quinnipiac University Poll and become critical consumers of polls. The Course will emphasize basic civic skills for evaluating and analyzing survey data. Topics include elections, partisanship, health policy, racial attitudes, gender and political toleration. ?No prior coursework in statistics is necessary. This course satisfies the "political inquiry" requirement in the political science major.

Prerequisites: Any 200-level Political Science Course**Offered:** As needed**PO 326H. Polling and Opinion a Quinnipiac Signature Seminar.****3 Credits.**

An opportunity for students to experience an exciting one-of-a-kind partnership with the nationally recognized Quinnipiac University Poll. The goal of the seminar is for students to see how polling works from inside the Quinnipiac University Poll and become critical consumers of polls. The Course will emphasize basic civic skills for evaluating and analyzing survey data. Topics include elections, partisanship, health policy, racial attitudes, gender and political toleration. ?No prior coursework in statistics is necessary. This course satisfies the "political inquiry" requirement in the political science major.

Prerequisites: Any 200-level Political Science Course**Offered:** As needed**PO 328. Politics and Governance in Africa.****3 Credits.**

This course introduces students to the study of politics in Africa by examining changes and continuities in the political and socio-economic development of the 48 sub-Saharan African countries from the pre-independence period through the contemporary era. Students are introduced to important issues in the study of African politics as well as the various methodological and theoretical concepts employed in the study of these issues by scholars and analysts.

Prerequisites: Take PO 211.**Offered:** Every other year, Fall**PO 331. Topics in Comparative Government.****3 Credits.**

This course provides an in-depth examination of government institutions and practices, social and political forces and movements, and cultural traditions in particular regions of the world, such as Asia, Africa, Middle East, Latin America and Europe.

Prerequisites: Take PO 211.**Offered:** As needed, All**PO 332. European Politics.****3 Credits.**

This course is designed to provide a general introduction to European politics by exploring the dynamics of integration in Europe. The issues discussed relate to the general theoretical treatment of integration phenomena, the political economy of integration of Europe and its membership expansion, and the structural and behavioral implication of the open market. Of particular relevance to course discussions are the changing notions of security, economics, trade, market regulations and cooperation on the global scene. Special attention is paid to the single currency (the Euro) and how it impacts the process of integration in Europe.

Prerequisites: Take PO 211**Offered:** Every other year, Fall**PO 333. Middle Eastern History and Politics.****3 Credits.**

This course is designed to explore both historical and contemporary political and socioeconomic developments in the Middle Eastern region. The course begins with a historical review of the demise of the Ottoman Empire, the anti-colonialist revolt, the emergence of Israel, secular nationalism, the rise of Islamism and the post-Islamist era. The focus of the course then shifts to an examination of such issues as geopolitics, oil, the Palestinian-Israeli conflict, peace process, Persian Gulf wars, the great-powers' involvement and interests in this area, terrorism, and globalization and its impact in the region.

Prerequisites: Take PO 211.**Offered:** Every Third Year, Spring

PO 334. Topics in African Politics.**3 Credits.**

Students study the broad scope of politics taking place on the African continent, while investigating the unique cultural and historical heritage of African societies including colonialism and the challenges of creating independent states, and the more recent history of conflict that has inhibited development in so many countries. Students also study post-conflict reconciliation and development in the African context, including economic growth and the bright future that is possible if African countries can solve their most serious problems and remain free of conflict.

Prerequisites: Take PO 211.**Offered:** Every Third Year, Fall**PO 335. Politics of Race and Ethnicity.****3 Credits.**

What lessons can be drawn from recent political events such as the election of the first Indian-American governor, the first African-American president and the appointment of the first Latina to the Supreme Court? The story of American political development has been one of constant invention and reinvention. Central to the story has been the role of individual and collective identities in shaping what it means to be an American citizen. With political history as a context, students examine the political presence of major ethnic and racial communities in the U.S.—Irish, Italian, Asian, Jewish, Native, African-American and Latino. Key policy issues such as immigration, education and affirmative action provide the focal point for exploring the processes of group formation, identity and political mobilization as expressed through protest, pop culture, economic development, political participation and the building of community institutions and networks.

Prerequisites: Take PO 101 or PO 131.**Offered:** Every other year, Spring**PO 336. Contemporary Social and Political Philosophy (PL 335).****3 Credits.**

Students explore diverse responses to political, social and ethical issues from dynamic movements in 19th, 20th, and 21st-century philosophy and political theory. Potential topics may include Marxism, existentialism, phenomenology, feminism, poststructuralism, postcolonialism, and philosophy of race and gender. Potential material includes work by Hegel, Marx, Nietzsche, Du Bois, Sartre, de Beauvoir, Lorde, Merleau-Ponty, Arendt, Young, Foucault, Fanon, Biko, Derrida, and Butler.

Prerequisites: Take one 100 or 200 or 300-level philosophy course; or PO 215; or PO 219; or PO 315.**Offered:** Every other year, Spring**PO 337. Human Rights: Theory and Practice (PL 337).****3 Credits.**

Students address the philosophical fundamentals of human rights while emphasizing the practical aspects of human rights work, the purpose being to understand the ways in which human rights scholars, activists and international and governmental officials argue about human rights and their implementation.

Prerequisites: Take PL 101; or one 100 or 200 or 300-level philosophy course; or PO 211; or PO 215.**Offered:** Every other year, Fall**PO 342. Comparative Constitutional Law (LE 342).****3 Credits.**

Students compare the legal structures and fundamental principles typically found in constitutions by studying the constitutions of several different countries. The course explores the structure of government; the distinction between legislative, executive and judicial authority; the incorporation of fundamental human rights; the relationship between church and state, free speech and the press, and social welfare rights. Participants analyze the distinction between constitutional law and domestic law and assess the role of various constitutional frameworks in a global society.

Prerequisites: Take PO 131 or PO 211 or LE 101.**Offered:** Every other year, Spring**PO 349. Political Communication (MSS 349).****3 Credits.**

Students investigate the politics of communication in America and the uses of communication in politics. Topics include the technological nature of the mass media in the global and U.S. political economy, implications for democracy of the new communication technologies, the agenda setting function of mass media, political rhetoric and persuasion in the information age, and the role of propaganda in peace and war. Students learn critical analysis of media messages, how to deal with communication from different cultures, and skills in the use of information technology. Students write analytical papers and complete a substantial research project.

Prerequisites: Take PO 131.**Offered:** Every other year, Fall**PO 353. American Constitutional Law (LE340).****3 Credits.**

This course presents an intensive study of the development of constitutional law through the analysis of significant Supreme Court decisions. Topics include: the judicial process and the Supreme Court; Federalism, the states and the division of powers; the basis of national power, taxation, commerce and sovereignty; the separation of powers; the Judiciary, Congress and the Presidency; interstate relations and national supremacy; the electorate; citizenship and the right to vote.

Prerequisites: Take PO 131 or 6 credits from subject LE.**Offered:** Every year, Fall and Spring**PO 354. Civil Rights and Civil Liberties.****3 Credits.**

This course considers the Bill of Rights and its ratification, the Fourteenth Amendment, and competing theories for interpreting and applying these texts. Topics to be discussed as a class include: freedom of expression, freedom of speech, the press, religion, and assembly; the establishment clause and the separation of church and state; fundamental rights, substantive due process and the right to privacy; the Fifth, Ninth and Fourteenth Amendments; the equal protection clause and three standards of Supreme Court review; the incorporation doctrine; suspect classifications, race discrimination and discrimination against women, sexual minorities, and the poor; the power to protect individuals and affirmative action.

Prerequisites: Take PO 131 or LE 101.**Offered:** Every other year, Spring**PO 360. Topics in American Politics.****3 Credits.**

This advanced course on a specially selected topic in American politics or public policy examines the relationships between public issues and political institutions. Topics may focus on policy analysis, political parties, interest groups, public opinion, Congress, the Presidency and the courts. Course requires class participation and numerous research or writing assignments.

Prerequisites: Take PO 131.**Offered:** Every other year, Spring

PO 362. Presidential Election Campaigns (SL: Service Learning). 3 Credits.

This advanced seminar combines intensive campaigning fieldwork and academic study of presidential campaigns and electoral processes. Students evaluate the emerging efforts to reform the electoral process and the campaign financing system, analyze new techniques of communication and persuasion, explore the history of the current presidential nomination and election process, voter behavior and psychology, research new campaign management techniques, and the practical essentials of grassroots activism. As part of the course requirements, students participate in an intensive internship for approximately 15 days in residence at the New Hampshire primary. Students must pay a course fee to cover the cost of the class residency in New Hampshire. Two field trips occur during the semester from Friday to Sunday, and some of the residency occurs during the January term.

Prerequisites: Take PO 131 or PO 231.

Corequisites: Take PO 362L.

Offered: Every Third Year, Fall

PO 362L. Presidential Election Campaign Lab. 1 Credit.

Lab to accompany PO 362.

Corequisites: Take PO 362.

Offered: As needed

PO 365. Inside Washington, D.C.. 3 Credits.

In this intensive, two-week seminar in Washington, D.C., students interact with well-known speakers from government, the media and academia to discuss the current major issues confronting Congress and the President. In the second week, students confront dilemmas regarding how the media covers national politics and policy. Students participate in daily site visits, tours and special events. They engage with topics such as the impact of national elections, the nature of conflict and bargaining in political institutions, foreign policy dilemmas, the gatekeeper function of the media, "spin" and media control, media bias and the rise of new media. Eight-hour days are the minimum expectation during the two-week program. Students must apply for the course through the QU in DC program and meet university academic achievement standards to be admitted to the seminar.

Prerequisites: Departmental approval of application through QU in DC program.

Offered: Every year, Spring

PO 370. State and Local Government. 3 Credits.

The role of states in the federal system is analyzed. Structure and problems of state and local governments are examined. Special attention is paid to challenges of local, regional and state governance in Connecticut and the New England states.

Prerequisites: Take PO 131.

Offered: Every year, Spring

PO 387. Women and Public Policy (WGS 387). 3 Credits.

Students examine the major public policy issues affecting gender relations in the United States today, including: reproductive rights and abortion, labor policy, welfare policy, sexual and domestic violence. Students discover the process by which issues of importance to gender equality have historically emerged on the public agenda, the ways in which policy debate is shaped once an issue becomes a public problem and the competing policy paradigms surrounding these controversial policy issues. Given the possible trauma associated with the topics of the class, students need to use their discretion in signing up to take this class.

Prerequisites: Take PO 131 or WGS 101.

Offered: Every other year, Spring

PO 390. Urban Public Policy. 3 Credits.

The course introduces students to the public policy and governance processes in urban areas. Students analyze and evaluate how government has responded to, and struggled with, urban social, economic and technological changes. How and why have urban leaders sometimes succeeded, and sometimes failed, to master these challenges? Can past successes and failures reliably guide citizens and leaders in the future? Policy areas covered may include transportation, housing, education, crime, environmental sustainability and immigration. Particular attention is paid to case studies of urban policy in Connecticut, in comparison to other urbanized regions around the US and in cities around the world.

Prerequisites: Take PO 131.

Offered: Every Third Year, Spring

PO 395. Advanced Internship. 1-9 Credits.

This advanced internship requires students to complete more than 100 hours of on-site work; keep a field journal; complete a final report that summarizes activities and documents what the internship contributed to student learning in political science; and complete a research paper at least 10 pages in length, based on research relevant to the internship duties and done during the semester of the internship. With permission of instructor.

Prerequisites: Take PO 131.

Offered: Every year, All

PO 399. Independent Study in Political Science. 1-10 Credits.

This independent study is directed by a faculty member with background in the student's area of research. Participants are required to write a series of papers (minimum of three to five pages) during the course of a semester, or a single research paper (15 to 20 pages).

Offered: Every year, All

PO 408. Senior Seminar. 3 Credits.

This is a capstone course for senior political science majors. Students integrate prior learning with a seminar topic announced each year, and prepare and present original research to their peers in the form of a senior thesis, related to a common seminar theme announced each year. The seminar allows students to apply the knowledge and methodology they have learned in previous courses to a particular project.

Prerequisites: Take PO 303; Political Science majors with senior status.

Offered: Every year, Spring

PO 496. Independent Study in Political Science. 3 Credits.

This independent study is directed by a faculty member with background in the student's area of research. This advanced independent study requires a major research paper of at least 20 pages in length that makes an original contribution to knowledge in political science.

PO 497. TWC QU in DC Semester. 6-16 Credits.

Students are registered by arrangement for credits during their QU in DC semester program at Quinnipiac's institutional partner, The Washington Center (TWC). Fall and Spring QU in DC students earn 16 credits; Summer students earn 6 to 9 credits. Upon successful completion of the program in Washington, D.C., credit for specific courses and internships is recorded in the student's academic transcript.

Prerequisites: Approval for participation by Director of QU in DC.

Offered: Every year, All

PO 498. WMI QU in DC Semester. 6-16 Credits.

Students are registered by arrangement for credits during their QU in DC semester program at Quinnipiac's institutional partner, The Washington Media Institute (WMI). Fall and Spring QU in DC students earn 16 credits; Summer students earn 6 to 9 credits. Upon successful completion of the program in Washington, D.C., credit for specific courses and internships is recorded in the student's academic transcript.

Prerequisites: Approval for participation by Director of QU in DC.

Offered: Every year, All

PO 499. AU QU in DC Semester. 3-16 Credits.

Students are registered by arrangement for credits during their QU in DC semester program at Quinnipiac's institutional partner, American University (AU). Fall and Spring QU in DC students earn 16 credits; Summer students earn 6 to 9 credits. Upon successful completion of the program in Washington, D.C., credit for specific courses and internships is recorded in the student's academic transcript.

Prerequisites: Approval for participation by Director of QU in DC.

Offered: Every year, All

Bachelor of Arts in Philosophy

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

Philosophy is an ancient project, but one that continues to evolve as humans respond ethically to challenges in the coming century: peace, environmental sustainability, globalization, technology, the needs for health and security, and the yearning for love and justice. The philosophy major is structured to equip students with the conceptual tools and techniques of inquiry necessary to arrive at thoughtful responses to the world's challenges through their knowledge of different eras, themes and figures in the history of philosophy, both inside and outside the Western tradition.

Students learn to reflect critically, ethically and holistically on the significance of these tools and techniques to their own lives and to the world they are about to inherit. Students develop analytical and research skills in philosophical inquiry as they explore the history of philosophy and the current status of the main problems in epistemology, metaphysics and ethics.

Students who major in philosophy develop competence in reasoning techniques, and will appraise the validity (and invalidity) of arguments, expose hidden assumptions, recognize fallacies and make a precise and coherent case in support of their own views. Philosophy graduates will be skilled in combining and synthesizing information from a wide range of sources, and in reflecting on their own thinking and experience. Students complete the major with a senior seminar in which they isolate and define a specific philosophical question that they explore in a senior thesis.

BA in Philosophy Curriculum

Students must obtain a minimum grade of C in all philosophy courses. No more than 6 credits of independent study (PL 299, PL 399) may count toward completion of the major. Students majoring in philosophy must meet the following requirements:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Philosophy Core Requirements		
PL 101	Introduction to Philosophy	3

PL 102	Introduction to Ethics	3
PL 103	Logical Reasoning	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 401	Senior Seminar	3

Electives

Select six philosophy or cognate courses: 18

Philosophy courses:		
PL 214	Ancient Greek History (HS 214)	
PL 222	Bioethics	
PL 235	Philosophy of Science and Technology	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 266	Global Philosophies	
PL 267	Philosophy of Religion	
PL 299	Independent Study in Philosophy	
PL 312	Philosophy of War and Peace (PO 312)	
PL 320	Thought and Work of Albert Schweitzer (SL: Service Learning)	
PL 330	Philosophy and Gender (WGS 330)	
PL 331	Philosophy of Humor	
PL 334	Medieval Philosophy	
PL 335	Contemporary Philosophy (PO 336)	
PL 337	Human Rights: Theory and Practice (PO 337)	
PL 338	Paradoxes	
PL 340	Philosophy of Sex and Love	
PL 368	Philosophy of Death and Dying	
PL 395	Critical Game Studies (GDD 395)	
PL 399	Directed Research in Philosophy	
Cognate courses: ²		
CSC 350	Intelligent Systems	
HS 312	The Age of Pericles	
PO 215	Political Theory	
PO 216	American Political Thought	
PO 315	Democratic Theory and Practice	
SO 201	Sociological Theory	

Free Electives 17-20

Total Credits 102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

² In addition to philosophy courses, a student may count up to two of the cognate courses toward completion of the philosophy major.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the

modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- a. **Knowledge:** Demonstrate understanding of the major traditions, themes and figures in metaphysics, epistemology and ethics across global history and as they emerge in specific cultures, regions or nations of the world.
- b. **Reflection:** Ability to reflect critically, ethically and holistically on human problems affecting their lives (e.g., peace, environmental sustainability, globalization, technology, health, death, social and political justice), and to isolate and define specific philosophical questions for further inquiry.
- c. **Critical Thinking:** Ability to use inquiry and critical thinking techniques for detecting fallacies and for appraising the validity of arguments.
- d. **Synthesis:** Skills of creatively synthesizing new ideas, based on knowledge from a diverse range of historical, regional and cultural perspectives.
- e. **Communication:** Ability to communicate effectively one's own views and judgments in precise, reasoned, coherent and persuasive writing and speaking.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Arts in Political Science

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

The Bachelor of Arts in Political Science program provides courses that balance social scientific analysis of power relations with a focus on the politics and values of community. Through their coursework and activities, students develop foundational knowledge regarding the causes and consequences of socioeconomic inequalities in the U.S. and around the world; the rise of the U.S. as a global power and how that power is used; the major environmental, political and socioeconomic threats facing the global community; and the historical development of American democracy and its application to contemporary political challenges.

Political science majors also develop the ability to engage in normative and empirical forms of inquiry: they can explain how different subfields in the discipline approach the study of politics scientifically, and they can critically analyze the justifications for individual political actions and

governmental policies using normative and ethical reasoning. Students complete the major with a senior seminar in which they engage major questions in political science and develop a sustained, independently conceived contribution to these questions in the form of a senior thesis. Upon graduation, political science majors have the tools necessary for active, informed and sustained engagement with the political process.

In addition to the core requirements common to all political science majors, students may choose to concentrate their studies either in the politics track, the public policy and leadership track, or the global affairs track. For more information about these three tracks, see the Tracks tab (p. 255). The department strongly advises students as they design their academic and professional development outside the political science major. Extracurricular leadership activities, courses in diversity, and a background in statistics and economics are encouraged as ways to support learning in the public policy and leadership track.

Because experiences in government or politics are key to learning how to apply and transfer knowledge gained in the classroom to the professional or civic realm, political science majors at Quinnipiac are required to have a for-credit experiential learning course or internship. Students may choose between an advanced internship, a course in the QU in DC (p. 258) program, a political science course taken as part of a Study Abroad (p. 50) semester, or a course where academic learning is integrated with a community service learning project. More information about the experiential learning requirement can be found on the Curriculum tab (p. 253).

BA in Political Science Curriculum

The BA in Political Science requires the completion of courses in the University Curriculum, the CAS curriculum and the political science core curriculum, with a minimum grade of C in all courses. No more than 6 credits of internship (PO 295, PO 395) may count toward the completion of the major. Students majoring in political science must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Political Science Core Courses		
PO 131	Introduction to American Government and Politics	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 225	American Political Movements	3
PO 303	Political Inquiry	3
PO 408	Senior Seminar	3
PO 395 or PO 365 or PO 326 or a Service Learning course or QU in DC course or Study Abroad course in politics or other course approved by the department.		3-6
Political Science Track electives or cognate courses (choose a track from the list below)		15
Free Electives		17
Total Credits		102-108

Experiential Requirement

At Quinnipiac, political science majors are required to have a for-credit experiential learning course or internship. Students may choose between an advanced internship, a course in the QU in DC (p. 258) program, a political science course taken as part of a Study Abroad (p. 50) semester, or a course where academic learning is integrated with a community service learning project. Students should plan with their academic advisers early to complete this requirement before the start of their senior year. With department approval, this requirement may be completed with one of the following:

- A political science advanced internship PO 395 of 3 or more credits;
- A political science course taken in a study abroad (p. 50) program;
- A political science course taken in the QU in DC program (p. 258) or PO 365;
- A service learning course in any discipline (must have "SL" designation).

Electives: Tracks in Political Science

Students choosing to focus their studies in the politics track, the public policy and leadership track, or the global affairs track, may choose from among the following electives beyond the core required courses:

Politics Track

Code	Title	Credits
Select 15 credits of the following political science or cognate courses		15

Political Science courses:

PO 101	Issues in Politics
PO 205	Public Policy and Administration
PO 206	Ethics and Public Policy
PO 208	Career Readiness in Washington DC
PO 209	Environmental Politics and Policy (ENV 209)
PO 216	American Political Thought
PO 219	Feminist Political Thought (WGS 219)
PO 221	Introduction to Latin America
PO 227	The Politics of Intimacy
PO 231	Elections and Political Parties (SL: Service Learning)
PO 245	Politics of Global Capitalism
PO 247	Actors and Processes in U.S. Foreign Policy
PO 280	Congress and the President
PO 295	Internship in Political Science
PO 297	Simulating International Organizations
PO 299	Independent Study in Political Science
PO 300	Special Topics
PO 302	The Global Civic Dilemma
PO 311	Topics in International Relations
PO 312	Philosophy of War and Peace (PL 312)
PO 313	Development, Globalization and Colonialism

PO 315	Democratic Theory and Practice
PO 317	International Law (LE 317)
PO 319	International Interventions
PO 321	Comparative Government
PO 325	Political Psychology and Public Opinion
PO 326	Polling and Opinion a Quinnipiac Signature Seminar
PO 328	Politics and Governance in Africa
PO 331	Topics in Comparative Government
PO 332	European Politics
PO 334	Topics in African Politics
PO 335	Politics of Race and Ethnicity
PO 336	Contemporary Social and Political Philosophy (PL 335)
PO 337	Human Rights: Theory and Practice (PL 337)
PO 342	Comparative Constitutional Law (LE 342)
PO 349	Political Communication (MSS 349)
PO 353	American Constitutional Law (LE340)
PO 354	Civil Rights and Civil Liberties
PO 360	Topics in American Politics
PO 362	Presidential Election Campaigns (SL: Service Learning)
PO 365	Inside Washington, D.C.
PO 370	State and Local Government
PO 387	Women and Public Policy (WGS 387)
PO 390	Urban Public Policy
PO 399	Independent Study in Political Science
Cognate courses: ²	
IB 201	Globalization and International Business
PS 261	Social Psychology

Total Credits 15

Public Policy and Leadership Track

Code	Title	Credits
Select 15 credits of the following:		15
PO 205	Public Policy and Administration	
PO 206	Ethics and Public Policy	
PO 208	Career Readiness in Washington DC	
PO 209	Environmental Politics and Policy (ENV 209)	
PO 216	American Political Thought	
PO 227	The Politics of Intimacy	
PO 231	Elections and Political Parties (SL: Service Learning)	
PO 247	Actors and Processes in U.S. Foreign Policy	
PO 280	Congress and the President	
PO 315	Democratic Theory and Practice	

PO 325	Political Psychology and Public Opinion
PO 326	Polling and Opinion a Quinnipiac Signature Seminar
PO 335	Politics of Race and Ethnicity
PO 349	Political Communication (MSS 349)
PO 353	American Constitutional Law (LE340)
PO 354	Civil Rights and Civil Liberties
PO 360	Topics in American Politics
PO 362	Presidential Election Campaigns (SL: Service Learning)
PO 365	Inside Washington, D.C.
PO 370	State and Local Government
PO 387	Women and Public Policy (WGS 387)
Cognate courses: ²	
PS 261	Social Psychology

Total Credits 15

Global Affairs Track

Code	Title	Credits
Select 15 credits of the following political science or cognate courses: 15		
PO 101	Issues in Politics	
PO 209	Environmental Politics and Policy (ENV 209)	
PO 221	Introduction to Latin America	
PO 245	Politics of Global Capitalism	
PO 247	Actors and Processes in U.S. Foreign Policy	
PO 311	Topics in International Relations	
PO 312	Philosophy of War and Peace (PL 312)	
PO 313	Development, Globalization and Colonialism	
PO 317	International Law (LE 317)	
PO 319	International Interventions	
PO 321	Comparative Government	
PO 333	Middle Eastern History and Politics	
PO 334	Topics in African Politics	
PO 335	Politics of Race and Ethnicity	
PO 337	Human Rights: Theory and Practice (PL 337)	
PO 342	Comparative Constitutional Law (LE 342)	
Cognate courses: ²		
IB 201	Globalization and International Business	

Total Credits 15

¹ All students must complete the University Curriculum (p. 51) requirements.

² In addition to political science courses, a student may count up to two of the cognate courses toward completion of the political science major.

Modern Language Curriculum

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Understanding:** Knowledge and understanding of the scope of political theory, history, diverse human interests and cultures, and a wide range of political phenomena (e.g., intercultural relations, institutions, systems of power, electoral systems, political behavior, policy issues, forms of political action, and rival accounts of political stability and change).
- Empirical Inquiry:** Ability to assess diverse theories and empirical evidence in the political science field, to independently frame a research question with a research design, and to then carry out a basic exploratory investigation.
- Normative Inquiry:** Capacity for normative analysis of politics, founded on knowledge of the core concepts and history of political theory. Major texts, multiple schools of thought, and diverse cultural theoretical perspectives.
- Responsible Engagement:** Capability for reflection on one's own experiences of action in civic or political engagement, in a way which synthesizes empirical inquiry, normative inquiry, ethical responsibility, and respect for diverse perspectives in the political world.
- Communication:** Verbal and written ability to communicate one's political judgments in clear, organized, concise and reasoned persuasive arguments, supported by analysis of moral norms, empirical evidence.

Politics Track

The politics track provides students with a general background in political issues, policies and topics according to the interests of the student. Students may select any of the electives offered in the department to complete this track. The politics track is ideal for students interested in experiencing a wide variety of topics and exploring diverse forms of political phenomena—from local government to national policy to global issues.

Public Policy and Leadership Track

The public policy and leadership track provides students with the opportunity to undertake an academic and experiential program that will develop the intellectual tools for leadership and public service in government and nongovernmental organizations. Courses and experiential programs within this concentration emphasize the study of civic engagement, leadership skills, institutional design, the policymaking process and the ethical responsibilities of leadership within an increasingly diverse community. This track is distinctive in how it

combines the study of public policy with analysis of the increasingly important ethical dilemmas of public leadership in issues of gender, race and ethnicity.

Global Affairs Track

The global affairs track provides students with the experience and intellectual tools for service and leadership in governmental and nongovernmental organizations that operate in the international/global realm. The program of study emphasizes an interdisciplinary approach to the study of politics and organization at the international level; in addition to work in political science, a student following this track is encouraged to pursue upper-level courses in anthropology, sociology, history, economics, language and management. Students may choose to further specialize with a geographic region of focus based around the study of comparative politics or an institutional focus based around the study of international law and organizations.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Political Science

A minimum of 60 credits is required for transfer into the BA in Political Science program. Students are recommended to take either Introduction

to Political Science or Introduction to International Relations (or both), as well as a data analysis or statistics course. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
American Government		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
Political Science Elective		3
Elective		3-4
Elective		3
Elective		3
Credits		15-16
Second Year		
Fall Semester		
Political Science Elective		3
Elective		3-4
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Elective		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60-62

Minor in Philosophy

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

A basic understanding of philosophy complements virtually every subject, from science to the humanities. With a minor in philosophy, students discover how the wisdom of ancient philosophers applies to our modern world and study a vast array of global philosophies, cultures and religions. You will examine some of the most pressing moral and ethical questions facing the world today. You'll learn not only how to think independently and logically, but also how to effectively communicate your thoughts—essential and transferable professional skills, particularly in the fields of medicine, politics, law and teaching.

Students have the flexibility to design your minor by choosing from a wide selection of courses that explore areas such as philosophy of art, human rights, bioethics, war and technology.

Quinnipiac's minor in philosophy offers an adventure in thinking and talking about our own ideas as well as those of great philosophers, past and present, with reference to the moral life, power and wealth, and humanity's relation to nature and to the future of the planet.

Philosophy Minor Curriculum

Code	Title	Credits
PL 101	Introduction to Philosophy	3
Select five courses in philosophy		15
PL 102	Introduction to Ethics	
PL 103	Logical Reasoning	
PL 214	Ancient Greek History (HS 214)	
PL 222	Bioethics	
PL 235	Philosophy of Science and Technology	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 266	Global Philosophies	
PL 267	Philosophy of Religion	
PL 299	Independent Study in Philosophy	
PL 312	Philosophy of War and Peace (PO 312)	
PL 320	Thought and Work of Albert Schweitzer (SL: Service Learning)	
PL 330	Philosophy and Gender (WGS 330)	
PL 331	Philosophy of Humor	
PL 332	Ancient Philosophy	
PL 333	Modern Philosophy	
PL 334	Medieval Philosophy	
PL 335	Contemporary Philosophy (PO 336)	
PL 337	Human Rights: Theory and Practice (PO 337)	
PL 338	Paradoxes	
PL 340	Philosophy of Sex and Love	
PL 368	Philosophy of Death and Dying	
PL 395	Critical Game Studies (GDD 395)	
Total Credits		18

Minor in Political Science

Program Contact: Jennifer Sacco (jennifer.sacco@quinnipiac.edu)
203-582-8972

Political science is profoundly relevant in fields beyond government, such as medicine, business, technology, economics and law. This minor examines the history, theory and science behind how governments operate and how they relate to the people they serve. In your classes, you will discuss politics in local, national and international contexts and explore the ways in which politics influences society.

You will have the flexibility to design a program based on your interests and that complements your major. You can choose from courses that focus on international relations, political communication, public opinion, political movements, constitutional principles, colonialism, and

presidential politics, to name a few. You are also free to experience the political arena first-hand through an internship with the Connecticut Legislature in Hartford or a local campaign. Or, you can learn about political journalism by working at a media outlet. Whatever your career ambitions, a basic foundation in political science will be an effective launching pad.

A minor in political science is awarded upon completion of 18 credits in political science with a grade of C or better. At least 6 credits must be earned at the 300 level or above. No more than 3 credits of internship in political science (PO 295 or PO 395) may count toward completion of the minor.

Political Science Minor Curriculum

A minor in political science is awarded upon completion of 18 credits in political science with a grade of C or better. At least 6 credits must be earned at the 300 level or above. No more than 3 credits of internship in political science (PO 295 or PO 395) may count toward completion of the minor.

Code	Title	Credits
Possible courses include:		
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 200	Special Topics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Policy	3
PO 208	Career Readiness in Washington DC	3
PO 209	Environmental Politics and Policy (ENV 209)	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 219	Feminist Political Thought (WGS 219)	3
PO 221	Introduction to Latin America	3
PO 225	American Political Movements	3
PO 227	The Politics of Intimacy	3
PO 231	Elections and Political Parties (SL: Service Learning)	3
PO 245	Politics of Global Capitalism	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PO 280	Congress and the President	3
PO 295	Internship in Political Science	1-3
PO 297	Simulating International Organizations	1
PO 299	Independent Study in Political Science	1-3
PO 300	Special Topics	3
PO 302	The Global Civic Dilemma	4
PO 303	Political Inquiry	3
PO 311	Topics in International Relations	3
PO 312	Philosophy of War and Peace (PL 312)	3

PO 313	Development, Globalization and Colonialism	3
PO 315	Democratic Theory and Practice	3
PO 317	International Law (LE 317)	3
PO 319	International Interventions	3
PO 321	Comparative Government	3
PO 325	Political Psychology and Public Opinion	3
PO 326	Polling and Opinion a Quinnipiac Signature Seminar	3
PO 328	Politics and Governance in Africa	3
PO 331	Topics in Comparative Government	3
PO 332	European Politics	3
PO 333	Middle Eastern History and Politics	3
PO 334	Topics in African Politics	3
PO 335	Politics of Race and Ethnicity	3
PO 336	Contemporary Social and Political Philosophy (PL 335)	3
PO 337	Human Rights: Theory and Practice (PL 337)	3
PO 342	Comparative Constitutional Law (LE 342)	3
PO 349	Political Communication (MSS 349)	3
PO 353	American Constitutional Law (LE340)	3
PO 354	Civil Rights and Civil Liberties	3
PO 360	Topics in American Politics	3
PO 362	Presidential Election Campaigns (SL: Service Learning)	3
PO 365	Inside Washington, D.C.	3
PO 370	State and Local Government	3
PO 387	Women and Public Policy (WGS 387)	3
PO 390	Urban Public Policy	3
PO 395	Advanced Internship	1-9
PO 399	Independent Study in Political Science	1-10
PO 408	Senior Seminar	3

QU in DC

Program Director: Scott McLean (scott.mclean@qu.edu) 203-582-8686

Quinnipiac in Washington, D.C. ("QU in DC") encompasses both individual seminars in D.C., as well as semester-long programs combining a seminar with a semester-long internship in the student's field of choice. The program is open to students in any major. Grades earned in the program automatically apply to completion of the BA degree. With major department approval, courses and internships may be counted toward completion of a major or minor. Quinnipiac financial aid applies, and Quinnipiac students are eligible for additional merit-based scholarships. Costs may vary depending on the type of D.C. internship selected, but in most cases, the net cost to the student for a semester in D.C. is equal to, or less than, the cost of a semester on the Quinnipiac campus. Internships and courses are available for students who are interested in advocacy, business, media, journalism, national security, diplomacy and public policy. Students who are interested in pursuing this program

are urged to begin the planning and consultation process with their academic advisers a year prior to the projected start of a semester in D.C. Quinnipiac students must have a 3.0 GPA or better to be eligible, and they should not be under any judicial sanctions. Students may have the GPA requirement waived by application to the QU in DC program director. For details about the programs and application deadlines, please go to the QU in DC webpage (<https://www.qu.edu/schools/arts-and-sciences/facilities-and-resources/quinnipiac-university-in-washington-dc/>) and contact the director of the program by email or at 203-582-8686.

Department of Psychology

Psychologists study phenomena such as behavior, emotions, cognitions and interactions from many perspectives. Given the diversity of ways of investigating psychological phenomena, students in both psychology and behavioral neuroscience study the discipline from several vantage points, including the biological, cognitive, social, developmental and scientist-practitioner perspectives. In this way, students come to appreciate the complexity of the field.

In both majors, the BS in Psychology and the BS in Behavioral Neuroscience, the department offers preparation for admission to graduate and professional schools and employment after graduation. Students are encouraged to engage with their learning in various ways, both in the classroom and in co-curricular activities, such as internships, independent study and/or by concentrating their studies in a particular area of psychology. They learn to design and conduct research, analyze data using statistical software and use academic search engines. Students learn the importance of first impressions and how to behave professionally. They also learn how to be self-disciplined; all seniors complete a substantial piece of scholarly work in which they demonstrate their understanding of the science of psychology or behavioral neuroscience and how these areas are connected with other areas of inquiry.

The mission of the Department of Psychology is to introduce students to the broad field of scientific psychology while offering them an education in the true liberal arts tradition. The psychology faculty members are committed to helping students become more sophisticated readers of scientific texts, more effective writers and more articulate speakers. These skills are linked to the development of critical thinking, a primary goal of the faculty. Courses require students to read primary research publications, to write in expository style and to speak their minds. Students engage in these activities as a way to learn about different kinds of research and about competing theories. The psychology program is designed to produce independent thinkers and lifelong learners.

- Bachelor of Science in Psychology (p. 263)
- Bachelor of Science in Behavioral Neuroscience (p. 266)
 - Pre-Medical Studies (p. 47)
- Minor in Psychology (p. 268)

Psychology (PS)

PS 101. Introduction to Psychology. 3 Credits.

Students are introduced to the background and breadth of contemporary psychological science. Five perspectives on the study of psychology form the basis for topics within the course, these include the biological, cognitive, social, developmental and scientist-practitioner perspectives. The course emphasizes psychology's philosophical origins, its research methods, and the relationship of the discipline of psychology with other areas of inquiry. A minimum grade of C- is required in this course to advance to any 200-level PS course.

Offered: Every year, All

UC: Social Sciences

PS 101H. Honors Introduction to Psychology. 3 Credits.

Students are introduced to the background and breadth of contemporary psychological science. Natural science, social science and applied science form the basis for topics within the course such as psychology's philosophical origins, its research methods, the study of learning, neuroscience, issues in mental illness, child development and the application of psychology to contemporary social issues. A minimum grade of C- is required in this course to advance to any 200-level PS course.

Offered: As needed

PS 199. Independent Study. 1 Credit.

PS 200. Special Topics in Psychology. 3 Credits.

Offered in response to special demands and conditions. See current announcements at time of registration (available on request at psychology department office).

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 206. Introduction to Statistics in Psychology. 3 Credits.

This course covers statistical concepts and procedures as they apply to psychology. Students learn to perform statistical tests using both calculators and SPSS. Topics include: descriptive statistics, Z scores, t-tests, chi-square, correlation and analysis of variance. For Psychology and Behavioral Neuroscience majors only. Minimum grade of C- is required to pass.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit; and MA 110, MA 140, MA 141, MA 151 or MA 170.

Offered: Every year, Fall and Spring

PS 210. Human Sexuality (WGS 210). 3 Credits.

This course focuses on human sexuality, including the physiological, psychological and social aspects of sexuality. Students are encouraged to consider diverse perspectives, e.g., in sexual orientation, experiences, beliefs and behaviors. Additional course topics include: domestic violence, abuse, sexual assault and harassment.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

PS 232. The Concept of Personality and Its Development. 3 Credits.

Personality is viewed from a variety of perspectives, including theories of its formation, social functioning and human evolution. Certain theories are examined, as are philosophical implications underlying diverse models of the nature of personality.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, All

UC: Social Sciences

PS 233. Cognitive Psychology. 3 Credits.

Cognition is studied from a multi-method perspective with an emphasis on information-processing. Topics include models of memory, memory distortion, perception, expertise, cognitive neuroscience, imagery, problem solving, language and cognitive development. The interrelationship between applied and basic research is emphasized.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall and Spring

PS 234. Adult Development & Aging (GT 234). 3 Credits.

Facts, theory and current issues in adult development and aging are covered in this course, which focuses on physical, cognitive and psychosocial development as well as family and career patterns.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall and Spring

UC: Social Sciences

PS 235. Communicating Effectively: A Cognitive Perspective. 3 Credits.

What do turn signals, lions' roars, and this paragraph have in common?

They're all forms of communication. Not only is communication everywhere, but employers consistently list effective communication as a skill that they look for in new hires. What is communication? How can we learn to communicate more effectively? We will explore these questions using traditional topics (e.g., attention, memory, judgment and decision-making) and methods from Cognitive Psychology.

Prerequisites: Take PS 101; Minimum grade C-,TR;

Offered: As needed

PS 236. Child and Adolescent Development. 3 Credits.

Prenatal period, infancy, early childhood, middle childhood and adolescence are surveyed in terms of an individual's physical, cognitive and social/emotional development. Students learn about the major theories and research methods used by developmental psychologists. Results of research studies are used to think about real-world applications.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall and Spring

UC: Social Sciences

PS 242. School Psychology. 3 Credits.

Theoretical and pragmatic concerns of the school psychologist are considered. Topics include child development, psychoeducational assessment, applied behavior analysis, special education legislation, and the role of the public schools as a social institution. Identification and treatments of various school-related exceptionalities such as learning and intellectual disabilities, speech and language disorders, autism, ADHD and giftedness are investigated.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 244. Psychology of Prejudice. 3 Credits.

This course presents an analysis of intergroup discrimination and prejudice. The focus is on group and individual determinants of factors that produce this social phenomenon. Insights from disciplines of history, economics and sociology are included, as well as an overview of the successes and failures of the theories and programs to reduce prejudice.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

UC: Social Sciences, Intercultural Understand

PS 245. Exploring Psychological Perspectives through Film. 3 Credits.

This course adopts a real-world approach to psychology by focusing on how the classic and contemporary films we watch and enjoy influence our identity, our behaviors, and our attitudes. The course also demonstrates how five psychological perspectives (developmental, cognitive, physiological, scientist-practitioner, and social) are incorporated into popular films.

Prerequisites: Take PS 101;

Offered: As needed

PS 250. Parenting Science. 3 Credits.

This course surveys research topics that pertain to effective parenting, such as parental discipline practices, and the effects of media on development. Research is drawn from fields such as developmental psychology, cognitive psychology, abnormal psychology and anthropology.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 251. Introduction to Conditioning and Learning. 3 Credits.

This course introduces students to the history, philosophical bases and contemporary issues in respondent and operant conditioning in particular and in learning in general. It surveys current applications of basic theory and research including behavior modification, and examines the social controversy generated by applications.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 252. Physiological Psychology. 3 Credits.

This course is an introduction to the interactions between biological and psychological processing that are the basis for emotion, cognition and behavior. Topics include research methods, brain structure and function, neural plasticity, sleep, learning, memory, reproduction, drug action, sensation, perception and psychological disorders.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, All

PS 261. Social Psychology. 3 Credits.

This course examines the effect of social forces on the individual, and the role of the situational context in human behavior. Topics include attitudes and behavior, issues in social cognition, attributions, helping behavior, interpersonal relationships, group dynamics, aggression, stereotypes, cross-cultural psychology, and aspects of social psychology and law.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall and Spring

UC: Social Sciences

PS 262. Psychology of Women and Gender (WGS 262). 3 Credits.

In this course, students examine the complexity of gendered experiences from a psychological science perspective and explore the research regarding gender differences and gender relations. Many approaches are taken to understand gender, including biological, social, evolutionary, cognitive and cultural points of view. The goal is for students to appreciate the complexities of gender and to challenge one's assumptions and judgments about gender.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, Fall

UC: Social Sciences, Intercultural Understand

PS 265. Psychology in the Workplace. 3 Credits.

This course takes a scientist-practitioner perspective in psychology to examine the application of psychological principles and practices to business, industrial and organizational settings. The course explores the ways Industrial-Organizational (I-O) psychologists study and develop evidence-based interventions for such issues as job analysis, personnel selection, training, performance appraisal, employee attitudes, worker motivation, occupational stress and health, leadership, teams and organizational development.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, All

UC: Social Sciences

PS 272. Abnormal Psychology. 3 Credits.

Causes, description and classifications of abnormal behavior and "mental illness" are explored, along with theories of psychopathology. Both historical and contemporary approaches to understanding mental health problems and their treatment are examined, with an emphasis on evidence-based approaches to mental health care.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: Every year, All

UC: Social Sciences

PS 272H. Honors Abnormal Psychology. 3 Credits.

Causes, description and classifications of abnormal behavior and "mental illness" are explored, along with theories of psychopathology. Both historical and contemporary approaches to understanding mental health problems and their treatment are examined, with an emphasis on evidence-based approaches to mental health care.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 283. Introduction to Forensic Psychology. 3 Credits.

Students learn about both the theoretical and applied components to the field of forensic psychology. The theoretical aspect of the course addresses criminality from a psychological perspective by examining theories of aggression, for example. Applied sections of the course explore the intersection of psychology and the legal system as well as crime scene behavioral analysis and offender profiling.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 284. LGBTQ Identities and Communities (SO/WGS 284). 3 Credits.

This course explores the social, socioeconomic, historical, psychological, and political factors that have contributed to our understanding of what it means to be gay, lesbian, bisexual, transgender, or queer (LGBTQ). Psychological research on identity development, the social construction of identity, and the psychological, social, and political benefits associated with "identifying" as LGBTQ, are discussed. The course explores historical events that led to the development of LGBTQ communities and the benefits of being involved in these communities, including the positive impact of allies. Finally, the course explores the positive and negative effects of the LGBTQ community becoming more mainstream.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

UC: Social Sciences, Intercultural Understand

PS 290. The Psychology of Self-Improvement: Popular and Scientific Perspectives. 3 Credits.

This course provides an introduction to the popular and scientific psychological literature related to self-improvement. Students learn about important concepts such as mindset, grit, goal-setting, procrastination, as well aspects of health psychology (e.g., sleep, nutrition, and exercise) and the importance of social relationships. Students also gain a greater facility with reading and critically evaluating different types of literature and navigating conflicting claims of self-improvement.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 299. Independent Study in Psychology. 1-6 Credits.

Prerequisites: Take PS 101; Minimum grade C- or transfer credit.

Offered: As needed

PS 300. Special Topics in Psychology. 3 Credits.

Offered in response to special demands and conditions. See current announcements at time of registration (available on request at psychology department office).

Prerequisites: Take two courses from psychology.

Offered: As needed

PS 307. Introduction to Research Methods in Psychology with Lab. 4 Credits.

This course provides an introduction to the tools, methods and findings of classic and contemporary experimental and non-experimental psychology. Topics include logical reasoning, statistical inference, research ethics, research design and APA style report writing. Course includes both lecture and lab components. For Psychology and Behavioral Neuroscience majors. Minimum grade of C- is required to pass.

Prerequisites: Take PS 206; Minimum grade C-.

Offered: Every year, Fall and Spring

PS 308. Advanced Research Methods in Psychology with Lab. 4 Credits.

This course builds on the statistical analyses, experimental methods and nonexperimental methods learned in PS 206 and PS 307. Each section focuses on a different area of study in psychology or neuroscience. Students design, conduct and formally present a major piece of psychological research, including statistical analysis, on a topic in that research area. Course includes both lecture and lab components. For Psychology and Behavioral Neuroscience majors only. Minimum grade of C- is required to pass.

Prerequisites: Take PS 307; Minimum grade C-.

Offered: Every year, Fall and Spring

PS 309. History of Psychology. 3 Credits.

This is a course for advanced psychology majors. It covers philosophies dating back to ancient Greece. Participants review the history of scientific thought and of brain science. They trace the emergence of the science of psychology and the development of different systems of thought or theoretical perspectives within psychology. Students compare and contrast psychological perspectives in terms of how they have both deepened and limited our understanding. This course is taken in the senior year.

Prerequisites: Take PS 307.

Offered: As needed

PS 320. Psychology of Sport and Exercise (SPS 320). 3 Credits.

This course provides an overview of psychological research related to sport and exercise. Topics from a variety of perspectives within psychology are covered, including personality, motivation, group dynamics, concentration and health and well-being. The course emphasizes the importance of a thorough understanding of underlying theoretical concepts as well as practical applications to teaching, coaching and one's personal exercise regimen.

Prerequisites: Take two courses from psychology.

Offered: Every other year, Fall

PS 325. Health Psychology. 3 Credits.

The application and contribution of psychological research and practice to the promotion and maintenance of health and the prevention and treatment of illness are explored. Topics covered include stress and illness, psychological aspects of pain, management of chronic and terminal illness, obesity, smoking and other addictive behaviors, sleep disturbances, personality factors in illness and patient-practitioner interaction.

Prerequisites: Take one 200-level psychology course.

Offered: As needed

PS 333. Applied Cognition. 3 Credits.

Through hands-on projects and active engagement, students learn how principles of cognitive psychology are applied in the modern workforce. Some of the topics explored include consumer psychology and behavioral design, human factors and ergonomics, and data science. By applying cognitive principles to real-world problems, students gain a deeper understanding of cognitive findings and theories and learn about the opportunities and necessary skills for pursuing a career related to cognitive psychology.

Prerequisites: Take PS 233.

Offered: As needed

PS 353. Research Methods in Behavioral Neuroscience. 3 Credits.

This course provides a comprehensive view of biological and physiological psychology and the methods utilized in behavioral neuroscience research. Topics may include measurement and techniques of animal behavior, ethics and guidelines associated with neuroscience research, logic of experimental design, immunohistochemistry, ELISA, neurophysiology, gross anatomy and scientific presentation skills. This is a recommended course for behavioral neuroscience majors and gives students a background to succeed in research endeavors. A minimum grade of C- is required to pass this course.

Prerequisites: Take PS 252; and PS 307 or BIO 298.

Offered: Every year, Fall

PS 354. Sensation and Perception. 3 Credits.

This course considers the sensory systems as gateways to the mind. Psychological mechanisms of vision, audition, taste, smell, pain and other senses are explored, as well as the psychophysics, anatomy and physiology of these sensory systems.

Prerequisites: Take PS 233 or PS 252.

Offered: Every year, Fall

PS 355. Advanced Psychology of Learning. 4 Credits.

This course presents an advanced study of the history, philosophical bases and contemporary issues in respondent and operant conditioning in particular, and in learning in general; a survey of current applications of basic theory and research including behavior modification; and examination of the social controversy generated by such applications. Lab accompanies the course.

Prerequisites: Take one 200-level psychology course.

Offered: As needed

- PS 355L. Psychology of Learning Lab.** **0 Credits.**
Lab to accompany PS 355.
Offered: As needed
- PS 357. Drugs, Brain and Behavior.** **3 Credits.**
This course introduces students to the effects and mechanisms of action of psychoactive drugs. Drugs used in the treatment of psychological disorders as well as drugs of abuse are covered. In addition to describing basic principles of neuropharmacology, the course covers theories of tolerance, dependence and abuse in depth. Pharmacotherapy for substance abuse and major mental disorders is described from both a biological and clinical perspective. A minimum grade of C- in PS 252 is required to take this course.
Prerequisites: Take PS 252; Minimum grade C-.
Offered: Every year, Spring
- PS 359. Psychology Elective.** **3 Credits.**
- PS 360. Psychology of Meditation.** **3 Credits.**
This course investigates the similarities and differences in meditation made by Western scientific approaches and the Buddhist traditions from which they primarily derive and hold them both up to experiential and scientific scrutiny. We will consider modern Western psychological evidence for the benefits of meditation associated with physical, emotional, and mental health. We will spend a lot of time "meditating" or more precisely, observing, becoming familiar with, and transforming, the only mind we can have any direct, first-person experience of; our own. Topics will include mindfulness-based approaches to physical and psychological well-being, cultivation of positive emotions and various ways of dealing with negative emotions.
Prerequisites: Take two 200-level psychology courses
Offered: As needed
- PS 366. Advanced Personnel Psychology.** **3 Credits.**
This course presents an in-depth exploration of the traditional ideas and innovations of industrial psychology. Topics include, but are not limited to: recruitment and selection of employees, development and implementation of performance appraisal systems, issues involved in training employees, employment law and labor-management relations.
Prerequisites: Take PS 265.
Offered: As needed
- PS 367. Advanced Organizational Psychology.** **3 Credits.**
The history and new developments within organizational psychology are examined closely. Topics include, but are not limited to: organizational theory, research and theories of leadership, leadership development, motivating employees, job attitudes, teamwork, work-family balance and workplace stress.
Prerequisites: Take PS 265.
Offered: As needed
- PS 368. Occupational Health Psychology.** **3 Credits.**
This course explores the history and development of research and practice in the field of occupational health psychology. Topics include, but are not limited to, stress theories and models, specific stressors and strains, safety, employee health and well-being, work schedules, the work/non-work interface and occupational health interventions.
Prerequisites: Take PS 265.
Offered: As needed
- PS 371. Clinical Psychology.** **3 Credits.**
The principles and practices of clinical psychology are introduced. The course includes a review of legal-ethical issues and the training of clinical psychologists. The course focuses on methods of clinical assessment and the practice of psychotherapy, including extensive use of case studies.
Prerequisites: Take PS 272.
Offered: Every year, Spring
- PS 372. Child Psychopathology.** **3 Credits.**
This course provides students with an understanding of child and adolescent problems within the framework of developmental and child clinical psychology. Theoretical and methodological issues are addressed early in the course. Thereafter, the nature, etiology and treatment of a wide range of psychological disorders affecting children from infancy through adolescence is examined.
Prerequisites: Take PS 272.
Offered: As needed
- PS 373. Positive Psychology.** **3 Credits.**
This course reviews and evaluates recent developments in positive psychology. Historical foundations are discussed, including the work of William James and Abraham Maslow. Research on resilience, positive coping and post-traumatic growth are covered, as well as topics such as gratitude, forgiveness, compassion, happiness and mindful meditation.
Prerequisites: Take PS 272.
Offered: As needed
- PS 383. Psychology and the Law.** **3 Credits.**
Psychological science offers much in understanding and reforming our legal system with empirical research regarding criminal investigations, trials, and the punishment and rehabilitation of adults and adolescents. The course explores police interrogations; the myth of deception detection; false confessions; eyewitness identifications and testimony; pseudoscientific and scientific forensic testing; judicial and jury decision making; and adolescent experiences in facilities.
Prerequisites: Take two psychology courses.
Offered: As needed
- PS 391. Applied Clinical Science Seminar (SL: Service Learning).** **3 Credits.**
For psychology majors in the applied clinical science concentration only. Professional, theoretical, clinical and ethical issues related to each student's fieldwork experience represent the content of the course. Students are simultaneously registered in PS 393.
Prerequisites: Take PS 371.
Offered: Every year, Fall
- PS 393. Fieldwork in Applied Clinical Science (SL: Service Learning).** **3 Credits.**
For Psychology majors in the applied clinical science concentration only. Students are placed in a community service agency to gain supervised experience in applied clinical programs. Placements total a minimum of 120 hours during the semester, and may include youth counseling agencies, rehabilitation services, mental health clinics, research sites, centers for people with mental retardation, psychiatric hospitals, schools for special populations and others. Due to a commitment of services to clients or patients, particularly strict standards of attendance and responsibility are maintained. PS 393 is taken in conjunction with PS 391. All students in PS 393 must plan to take PS 394 in the spring semester. This course is graded pass/fail.
Prerequisites: Take PS 371.
Offered: Every year, Fall

PS 394. Fieldwork in Applied Clinical Science (SL: Service Learning). 3 Credits.

For psychology majors in the applied clinical science concentration only. Students are placed in a community service agency to gain supervised experience in applied clinical programs. Placements total a minimum of 120 hours during the semester, may include youth counseling agencies, rehabilitation services, mental health clinics, research sites, centers for people with mental retardation, psychiatric hospitals, schools for special populations and others. Due to a service commitment to clients or patients, particularly strict standards of attendance and responsibility are maintained. This course is graded pass/fail.

Prerequisites: Take PS 391, PS 393.

Offered: Every year, Spring

PS 397. Fieldwork in Industrial/Organizational Psychology. 3 Credits.

For psychology majors in the industrial-organizational concentration only. Students are placed in a corporation or consulting firm under the supervision of an industrial-organizational psychologist or HR manager. A minimum of 120 hours of work is required. Due to a commitment to professionalism, particularly strict standards of attendance and responsibility are maintained. This course is graded on a pass/fail basis.

Offered: As needed

PS 399. Independent Study in Psychology. 1-6 Credits.

Pursuit in depth of a specific topic or area. Topics and expected outcome must be specified in advance, groups interested in the same topic may meet together.

Offered: As needed

PS 401. Integrative Capstone for Psychology and Behavioral Neuroscience Majors. 3 Credits.

This seminar is the capstone course for Psychology and Behavioral Neuroscience seniors only. It consists of extensive readings of original research, theory and history on a topic selected by the student under the guidance of the professor. A senior thesis, written according to departmental standards, is a central part of the requirement. As a capstone course, this course must be taken as a seminar during the academic year and cannot be taken as a tutorial. Most sections are offered in the spring. Senior standing required. This course counts as the university's Integrative Capstone requirement for PS and BNS majors.

Prerequisites: Take PS 308 or PS 353; Minimum grade C-.

Offered: Every year, Fall and Spring

PS 409. Senior Seminar in Psychology. 3 Credits.

This seminar is the capstone course for psychology seniors only. It consists of extensive readings of original research and theory on a topic selected by the student under the guidance of the professor. A senior thesis, written according to departmental standards, is a central part of the requirement. As a capstone course, this course must be taken as a seminar during the academic year and cannot be taken as a tutorial. Most sections are offered in the spring. Senior standing required.

Prerequisites: Take PS 308 or PS 353.

Offered: As needed

PS 499. Independent Study in Psychology. 1-6 Credits.

Same as PS 399 but on the senior level. Topic and objective must be specified in advance. Students limited to a maximum of six hours of independent study per year, unless warranted by exceptional circumstances.

Prerequisites: Take PS 307, PS 308.

Offered: As needed, All

Bachelor of Science in Psychology

Program Contact: Paul LoCasto (Paul.LoCasto@qu.com) 203-582-3725

Psychology explores phenomena from multiple perspectives and is an ideal starting point for many careers. Our students go on to graduate level work in psychology and pursue careers in a wide range of fields including school psychology, industrial-organizational psychology, and many mental health fields. This degree also prepares students for success in fields such as law, education and business, which require strong critical-thinking skills and a solid understanding of interpersonal relationships. In this program, students work with experienced faculty members who research intriguing topics, such as how we read stories, workplace relationships, aggressive behaviors, and mindfulness.

Academic studies will be augmented by lab courses that involve designing psychological studies and collecting data. Students can participate in supervised fieldwork in one of our concentrations to gain experience applying their knowledge of psychology to a real-world setting. Quinnipiac provides real-world experience based on students' interests. In addition to participating in summer research projects at institutions across the country, our students have interned at a battered women's center, psychiatric in-patient clinics and national corporations. Our psychology majors graduate well prepared to enter the workforce or to pursue an advanced degree.

BS in Psychology Curriculum

In addition to the lab-based science required by the University Curriculum, psychology majors are required to complete one additional lab-based science course outside of psychology, one additional social science outside of psychology, one course that explores issues of multiculturalism and/or diversity, and a foreign language up to the 102 level. *NOTE:* The department strongly encourages psychology majors to take courses in biology.

Students majoring in psychology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Psychology Requirements		
Psychological Science Core		
PS 101	Introduction to Psychology ²	3
PS 206	Introduction to Statistics in Psychology ²	3
PS 307	Introduction to Research Methods in Psychology with Lab ²	4
PS 308	Advanced Research Methods in Psychology with Lab ²	4
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors ³	3
Psychology Perspectives		
Biological Perspective (select one) ⁴		3
PS 252	Physiological Psychology	
Cognitive Perspective (select one) ⁴		3
PS 233	Cognitive Psychology	

PS 235	Communicating Effectively: A Cognitive Perspective	
Developmental Perspective (select one) ⁴		3
PS 236	Child and Adolescent Development	
Social Perspective (select one) ⁴		3
PS 261	Social Psychology	
Scientist-Practitioner Perspective (select one)		3
PS 272	Abnormal Psychology	
PS 265	Psychology in the Workplace	
Psychology Electives		
Select one psychology course at the 200 level or higher		3
Select one psychology course at the 300 level		3
Additional Degree Requirements		
Select one additional Natural Science course with a Lab		4
Select one Diversity/Multicultural course		3
Select one Social Science course outside of Psychology		3
Free Electives		23
Total Credits		120-123

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Students must earn a grade of C- or higher before moving on to the next course.

³ Senior standing required. Must be taken as a seminar during the regular academic year.

⁴ Additional courses may be designated to fulfill this requirement.

Psychology majors also have the opportunity to engage in supervised fieldwork and intensive study within one of three concentrations.

Applied Clinical Science Concentration

Students may apply to enroll in the applied clinical science (ACS) concentration within the psychology major. The program prepares students for careers related to clinical psychology and provides the basis for graduate work in fields such as social work, counseling and school psychology. A minimum 3.0 overall GPA is required to participate in the ACS concentration fieldwork courses. Space is limited in the fieldwork courses and, therefore, in some years enrollment in the concentration may be awarded on a competitive basis.

ACS students must take:

Code	Title	Credits
PS 272	Abnormal Psychology	3
PS 371	Clinical Psychology	3
PS 391	Applied Clinical Science Seminar (SL: Service Learning)	3
PS 393	Fieldwork in Applied Clinical Science (SL: Service Learning)	3
PS 394	Fieldwork in Applied Clinical Science (SL: Service Learning)	3
Total Credits		15

The ACS program emphasizes:

- Mental health fields as possible careers.
- Conceptions of mental illness, both past and present.
- Evidence-based treatment techniques in clinical psychology and related fields.

Applied Cognition Concentration

The applied cognition concentration focuses on providing students with the opportunity to gain job-relevant skills while exploring cognition. Students are exposed to major theories and methods in cognitive psychology, along with applications of cognitive psychology to the workplace (e.g., design thinking, task analysis, survey design) and careers that use insights and methods from cognitive psychology (e.g., behavioral engineering). Because cognitive psychology draws on a range of disciplines, students will also have the opportunity to explore cognition from a different field.

Applied Cognition students must take:

Code	Title	Credits
PS 233	Cognitive Psychology	3
PS 333	Applied Cognition	3
Elective ¹		3
Skill-Building ²		3

¹ Elective from a related discipline (e.g. computer science, philosophy, industrial or software engineering) to be decided upon by student in consultation with a faculty member in the cognitive perspective.

² Skill-building through internship, independent research, or relevant training (e.g. certification of technical skill) to be decided upon by student in consultation with a faculty member in the cognitive perspective.

The Applied Cognition program emphasizes:

- Applying theories and methods from cognitive psychology to real-world contexts
- Exploring and experiencing multidisciplinary careers in cognitive psychology
- Building marketable skills that are relevant for a range of careers (e.g., public speaking, collaboration), as well as specific skills that are relevant for jobs in cognitive psychology (e.g., task analysis, survey design)

Applied Work and Organizational Psychology Concentration

Students may elect to enroll in the applied work and organizational psychology program within the psychology major. The program exposes students to career possibilities in industrial-organizational (I-O) psychology areas and provides the basis for further study related to fields such as I-O psychology and management. Applied work and organizational psychology students must take:

Code	Title	Credits
PS 265	Psychology in the Workplace	3
PS 397	Fieldwork in Industrial/Organizational Psychology	3
Select one of the following:		3
PS 366	Advanced Personnel Psychology	

PS 367 Advanced Organizational Psychology

PS 368 Occupational Health Psychology

Total Credits 9

The applied work and organizational psychology program emphasizes:

- Using psychological principles to study and improve working conditions.
- Developing and practicing marketable skills that are relevant for a range of careers (e.g., public speaking, collaboration), as well as specific skills that are relevant for jobs in industrial-organizational psychology or human resource management (e.g., job analysis, test validation, training design).
- Gaining relevant, hands-on experience in careers related to industrial-organizational psychology and human resource management.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes ¹

- Breadth of Knowledge of Psychology:** Use and evaluate various psychological perspectives to evaluate and predict complexities in affect, behavior and cognition; understand the history of the field and how psychology fits with other disciplines.
- Scientific Reasoning:** Conduct, interpret and evaluate scientific studies in terms of the reliability, validity and generalizability of the research designs; develop open-mindedness, curiosity and amiable skepticism toward claims.
- Ethical Responsibility:** Apply ethical standards to research and practice situations; demonstrate interpersonal sensitivity in work and communities.
- Communication Skills:** Demonstrate flexibility and clarity of argument in both written and oral communication.
- Personal Development:** Apply psychological thinking to issues encountered in work and personal life, such as using evidence to solve problems; engage in teamwork as well as self-reflection and self-management.

¹ *Note, our discussion draws upon APA Guidelines for the Undergraduate Psychology Major.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Psychology

A minimum of 60 credits is required for transfer into the BS in Psychology program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Statistics		3
General Psychology I		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
Psychology Elective		3
Elective		3-4
Elective		3
Elective		3
Credits		15-16
Second Year		
Fall Semester		
Abnormal Psychology		3
Elective		3-4
Elective		3
Elective		3

Elective	3
Credits	15-16
Spring Semester	
Psychology Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Credits	15
Total Credits	60-62

Please note: The BS in Psychology program at Quinnipiac University requires at least 50% (24 credits) of the psychology major requirements to be taken at Quinnipiac.

Bachelor of Science in Behavioral Neuroscience

Program Contact: Todd Ahern (Todd.Ahern@quinnipiac.edu)
203-582-6402

Behavioral neuroscience is an interdisciplinary field that studies brain and behavior in a multifaceted and integrative way. The behavioral neuroscience major is a course of study that emphasizes the interaction between the psychological and biological foundations of behavior. Behavioral neuroscience majors choose one of two tracks (Natural Science track or Psychological Science track) based on their individual goals and interests. Students can participate in supervised concentrations offered in our department to gain experience in applying their knowledge of psychology to a real-world setting.

The Natural Science track is a science-intensive program that provides training to students who have primary interests in the biological sciences as applied to psychology and behavior. The curriculum in this track can fulfill the science prerequisites for most professional schools such as medical school and students may fully participate in the Pre-Medical Studies program. Students are eligible for participating in the Master of Science in Molecular and Cell Biology program (p. 168) or the Master of Health Sciences in Biomedical Sciences (p. 792) and their respective dual-degree programs (p. 153).

The Psychological Science track includes a core set of courses in biology, chemistry and physics, but is more psychology-intensive than the Natural Science Track. This track would be appropriate for those who are most interested in aspects of psychology that are most directly related to physiology and brain function, and how they relate to behavior. The curriculum in this track prepares students for entry to graduate programs or employment in behavioral neuroscience and related fields.

Students seeking a BS in Behavioral Neuroscience must complete requirements for the University Curriculum and a foreign language up to the 102 level. Initial placement in English and mathematics scores is determined by examination and evaluation of high school units presented. Within the major, behavioral neuroscience students take a set of courses that emphasize scientific reasoning. After taking PS 101, all majors take PS 206, PS 307, PS 308 or PS 353, and PS 401 in separate semesters. The capstone course, PS 401, must be taken in the senior year, taken as a seminar during the regular academic year, and following completion of PS 308 or PS 353. In each of the following sequence courses, students must earn a grade of C- or higher before moving on to

the next course: PS 206, PS 307, PS 308 or PS 353. **Students must earn a grade of C- or higher** in PS 101 before moving on to any 200-level PS courses and in PS 252 before moving on to the PS 357 course. All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

BS in Behavioral Neuroscience: Natural Science Track

Students on the natural science track must complete a biological and physical science core, and a psychology core.

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Biological and Physical Science Core		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
or		
PHY 121	University Physics	
PHY 122	University Physics II	
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
Psychology Core		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307	Introduction to Research Methods in Psychology with Lab	4
PS 308	Advanced Research Methods in Psychology with Lab	4

or		
PS 353	Research Methods in Behavioral Neuroscience	3
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors	3

Psychology Content Courses

PS 233	Cognitive Psychology	3
PS 252	Physiological Psychology	3
PS 272	Abnormal Psychology	3
PS 354	Sensation and Perception	3
PS 357	Drugs, Brain and Behavior	3

All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

BS in Behavioral Neuroscience: Psychological Science Track

All students majoring in Behavioral Neuroscience: psychological science track must complete a biological and physical science core and a psychology core.

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Biological and Physical Science Core		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 240	Cellular Communication	3
BIO 329	Neurobiology	3
Psychology Core		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307	Introduction to Research Methods in Psychology with Lab	4
PS 308	Advanced Research Methods in Psychology with Lab	4
or		

PS 353	Research Methods in Behavioral Neuroscience	3
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors	3

Psychology Content Courses

PS 233	Cognitive Psychology	3
PS 252	Physiological Psychology	3
PS 272	Abnormal Psychology	3
PS 354	Sensation and Perception	3
PS 357	Drugs, Brain and Behavior	3
Three 200 or above PS electives		9

Code	Title	Credits
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Behavioral Neuroscience majors, on either track, normally complete the following courses in their first year²

FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable ³	3
or MA 151	Calculus I	
BIO 150	General Biology for Majors	4
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 110	General Chemistry I	3
CHE 111	General Chemistry II	3
PS 101	Introduction to Psychology	3

¹ All students must complete the 46 credits of the University Curriculum (p. 51).

² Some of these courses can fulfill the University Curriculum requirements.

³ Students who do not directly place into MA 141 should take MA 140.

All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes¹

- Breadth of Knowledge of Psychology:** Use and evaluate various psychological perspectives to evaluate and predict complexities in affect, behavior and cognition; understand the history of the field and how psychology fits with other disciplines.
- Scientific Reasoning:** Conduct, interpret and evaluate scientific studies in terms of the reliability, validity and generalizability of the research designs; develop open-mindedness, curiosity and amiable skepticism toward claims.

- c. **Ethical Responsibility:** Apply ethical standards to research and practice situations; demonstrate interpersonal sensitivity in work and communities.
- d. **Communication Skills:** Demonstrate flexibility and clarity of argument in both written and oral communication.
- e. **Personal Development:** Apply psychological thinking to issues encountered in work and personal life, such as using evidence to solve problems; engage in teamwork as well as self-reflection and self-management.

¹ Note, our discussion draws upon American Psychological Association's (APA) Guidelines for the Undergraduate Psychology Major.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Minor in Psychology

Program Contact: William Jellison (William.Jellison@qu.edu)
203-582-3724

Psychology is a fascinating and complex discipline with a rich history and a range of subfields that intersect in some capacity with nearly every other field of academic study. The minor allows you to select topics that most complement your academic and career goals. Courses offered focus on the major perspectives in the field (namely, the biological, cognitive, social, developmental and scientist-practitioner) as well as other specialized areas of interest (e.g., clinical psychology, school psychology, forensic psychology and health psychology).

The minor requires 18 credits of psychology courses, no more than 6 of which can be at the 100 level. Course selection should be based on the student's interest and goals; however the following courses are reserved for majors only: PS 206, PS 307, PS 308, PS 353, PS 391, PS 393, PS 394 and PS 401.

Psychology Minor Curriculum

Students wishing to minor in psychology take 18 credits in psychology. No more than two courses (6 credits) may be at the 100 level. Course selection should be based on the student's interest and goals.

Code	Title	Credits
Possible courses include:		
PS 101	Introduction to Psychology	3
PS 200	Special Topics in Psychology	3
PS 210	Human Sexuality (WGS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 233	Cognitive Psychology	3
PS 234	Adult Development & Aging (GT 234)	3
PS 235	Communicating Effectively: A Cognitive Perspective	3
PS 236	Child and Adolescent Development	3
PS 242	School Psychology	3
PS 244	Psychology of Prejudice	3
PS 245	Exploring Psychological Perspectives through Film	3
PS 250	Parenting Science	3
PS 251	Introduction to Conditioning and Learning	3
PS 252	Physiological Psychology	3
PS 261	Social Psychology	3
PS 262	Psychology of Women and Gender (WGS 262)	3
PS 265	Psychology in the Workplace	3
PS 272	Abnormal Psychology	3
PS 283	Introduction to Forensic Psychology	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3
PS 290	The Psychology of Self-Improvement: Popular and Scientific Perspectives	3
PS 300	Special Topics in Psychology	3
PS 320	Psychology of Sport and Exercise (SPS 320)	3
PS 325	Health Psychology	3
PS 333	Applied Cognition	3
PS 354	Sensation and Perception	3
PS 355	Advanced Psychology of Learning	4
PS 357	Drugs, Brain and Behavior	3
PS 360	Psychology of Meditation	3
PS 366	Advanced Personnel Psychology	3
PS 367	Advanced Organizational Psychology	3
PS 368	Occupational Health Psychology	3
PS 371	Clinical Psychology	3
PS 372	Child Psychopathology	3
PS 373	Positive Psychology	3
PS 383	Psychology and the Law	3

The following courses are reserved for majors only:

Code	Title	Credits
PS 206	Introduction to Statistics in Psychology	3
PS 307	Introduction to Research Methods in Psychology with Lab	4
PS 308	Advanced Research Methods in Psychology with Lab	4
All Psychology Internship Courses		
PS 353	Research Methods in Behavioral Neuroscience	3
PS 401	Integrative Capstone for Psychology and Behavioral Neuroscience Majors	3

Department of Sociology and Anthropology

The Department of Sociology and Anthropology embraces a range of disciplines and their related subfields: anthropology, gerontology and sociology. Our graduates are represented in careers such as social work, teaching, healthcare, politics, law, nonprofits, public administration and social policy. In addition to course content, students who choose one of these majors or minors acquire a valuable set of skills useful in their future professions or in graduate education, including:

Diversity Awareness. Students go outside their comfort zone to not only witness but identify with and appreciate the perspective of diverse groups.

Social Scientific Literacy. Students learn the logic of research methodology and are able to understand and critique the results of scientific research generated by scholars in the discipline.

Critical Thinking. Students apply disciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.

Sociological Understanding of Society. Students discuss the theories, critical concepts and ideas that form the basis of disciplinary knowledge and understand how social structure affects the distribution of cultural and material resources across social groups.

The department offers majors in Sociology and Gerontology. More information about the different options is available on the Majors tab (p. 269). Coursework in the department provides students with skills that make them invaluable as workers, as community leaders and as citizens of a diverse, interconnected nation and world. Our majors graduate with the ability to appreciate diversity, to facilitate discussions across diverse viewpoints, to gather and assess evidence, and to evaluate programs and then “think outside the box” to act as leaders of innovation and change in the workplace.

The core of the Sociology and Gerontology majors is our internship program. As one of the first departments at Quinnipiac to have centered our majors around an applied internship, we have 35 years of experience in helping students translate their classroom knowledge into real-world, in-demand job skills. In addition to rigorous academic preparation, the department stresses the applicability and usefulness of this training

through an upper-division experience in any number of internships at professional settings.

Anthropology, Gerontology and Sociology are united by a core set of classes designed to cultivate an appreciation for social and cultural diversity as well as to give students applied data analysis skills relevant to a career in any field. Students are taught to observe the ways that social and cultural forces shape both groups and individuals, and are provided with the skills of scientific inquiry that will enable them to be critical thinkers who can analyze the causes and consequences of social interaction in a wide range of settings.

Majors in the Department Sociology

Sociology is the discipline of understanding society and social groups. Quinnipiac University offers a sociology degree, in which students can choose all their elective coursework from courses within the program, or students may choose a concentration in social services or in medicine and health to focus their course of study. Through their study, students learn how groups interact and the social reasons for individual and group behaviors. Coursework is enriched by a required internship. Internships let students apply their classroom experiences in professional settings. Our internship program is unique as we meet with each student to assess their professional interests before recommending appropriate internship sites. In addition to 120 hours at the internship site, students participate in a weekly seminar to connect skills they take from the internship to their coursework and to form a community among their peers. Sociology majors also have the option to complete two different internships that teach them about working in diverse settings. Our major equips students with the applied skills, capabilities and work experience to enable them to begin careers immediately upon graduation or to pursue graduate education in related areas. As such, sociology is applicable to a wide range of fields for which understanding groups, social interactions and diversity are essential: social work, teaching, healthcare, politics, law, nonprofits, public administration and social policy among others. Our program requirements incorporate the skills needed for the 21st-century workforce: diversity awareness, critical thinking, quantitative social scientific reasoning and a sociological understanding of society.

Gerontology

Older Americans comprise the fastest growing age group in the country and careers in aging are growing right along with the elderly population. Our state-licensed interdisciplinary program in gerontology focuses on the diverse needs and characteristics of America’s rapidly growing senior population. This program builds the foundation for you to enter a rewarding profession in a field with incredible demand—among the highest of all occupational fields. Our program is intentionally designed to blend the academic and the professional from your first year through your senior year. You will build your knowledge of aging and older people with diverse topical courses in gerontology, sociology, psychology and biology. You’ll also develop skills with courses on research methods and statistics, which provide valuable tools for any career. During your junior year and under the direction of our dedicated internship coordinator, you’ll continue to incorporate professional skills, build ties to the community, and connect with potential employers in our required year-long internship. In your senior year, you will have the opportunity to synthesize your knowledge and skills by writing a grant proposal in our senior seminar. This course integrates content, skills, and professional connections in the community to prepare you for excellence in any career you may choose in the field of gerontology.

- Bachelor of Arts in Gerontology (p. 278)
- Bachelor of Arts in Sociology (p. 279)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 281)
- Minor in Anthropology (p. 283)
- Minor in Gerontology (p. 284)
- Minor in Sociology (p. 284)

Anthropology (AN)

AN 101. Local Cultures, Global Issues. 3 Credits.

This introductory course provides a broad overview of cultural anthropology, giving students the tools to understand, speak and write about human diversities and similarities cross-culturally. Course materials emphasize issues of race, ethnicity, class and gender, making visible for students the inequalities and power dimensions embedded in societies throughout the globe.

Offered: Every year, All

UC: Social Sciences, Intercultural Understand

AN 103. Dirt, Artifacts and Ideas. 3 Credits.

This course introduces students to the social science of archaeology, one of the four subdisciplines within anthropology. Students explore the history and methodology of archaeology, human evolution and adaptation. They learn to interpret archaeological data and study the relationship between humans and the natural environment. The ethics of doing archaeological fieldwork and the contemporary debates within the discipline also are discussed.

Offered: Every year, All

UC: Social Sciences, Intercultural Understand

AN 104. Bones, Genes and Everything In Between. 3 Credits.

In this course, students explore human origins and modern human diversity from a holistic, biocultural evolutionary perspective. Participants begin with the processes of evolution and natural selection, along with the mechanisms of genetic inheritance at the molecular level and its role in modern human diversity. Next they focus on our closest living relatives, the non-human primates, and then discuss the evidence for primate and human evolution found in the fossil record. The course concludes by exploring the origins of modern humans and their dispersal across the globe.

Corequisites: Take AN 104L.

Offered: Every year, Fall

UC: Natural Sciences

AN 104L. Bones, Genes and Everything In Between. 1 Credit.

Lab to accompany AN 104.

Corequisites: Take AN 104.

Offered: Every year, Fall

UC: Natural Sciences

AN 200. Special Topics. 3 Credits.

Subject varies each semester according to student and faculty interest.

Offered: As needed, All

AN 210. Gender/Sex/Sexuality (WGS 211). 3 Credits.

This course introduces students to the social and cultural constructions of gender, sex and sexuality around the world. Students discover the way anthropologists approach these topics. They explore the constructions as they relate to notions of biology, family, households, work, migration, inequality/inequity, economics and class status, violence, and race and ethnicity. Discussions focus on what gender, sex and sexuality are, what they mean and how they theoretically and practically matter as categories.

Offered: Every other year

UC: Social Sciences, Intercultural Understand

AN 215. Introduction to Language Studies. 3 Credits.

Human language involves much more than vocabulary and grammar. It is a dynamic, complex system for conveying meaning via sound, images/text, and gestures. In this interdisciplinary course, students will explore the structural components of language, including sound patterns, word formation, syntax, and semantics, and understand how these phenomena evolve over time. Regional, social, and cultural impact on language development will also be covered. Based on this foundation, students will pursue individual projects on linguistic topics of their choice, such as language acquisition, neurolinguistics, computational linguistics, or forensic linguistics. This course assumes no prior study of linguistics or foreign languages. All reading and discussion will be in English. This course does not fulfill a foreign language requirement.

Prerequisites: Take FYS 101

Offered: As needed

AN 227. Rites of Passage. 3 Credits.

In this course, students examine the study abroad experience as a life turning point, looking through the lens of traditional Rites of Passage Theory, as put forth by anthropologist Arnold van Gennep. They connect each of the traditional Rites of Passage phases to the study abroad experience (i.e., separation, liminality and reincorporation) and begin to develop an understanding of why rites of passage were/are formulated, and how to apply the concepts and elements presented in traditional Rites of Passage Theory not only to the study abroad experience, but also to personal, academic and professional turning points throughout one's life.

Offered: Every year, All

UC: Breadth Elective, University Curriculum Ele

AN 230. Sustainable Development (ENV 230). 3 Credits.

This course introduces students to the concept and practice of "development" from an anthropological perspective. Students learn how to assess and critique the ideological threads in development discourses, and are able to identify how anthropological approaches to development differ from other social sciences and allied disciplines. Students also learn how classical social theory continues to influence policy makers and international aid bureaucrats.

Offered: As needed

UC: Social Sciences, Intercultural Understand

AN 233. Practicing Archaeology. 3 Credits.

Archaeology is an exciting multidisciplinary field that combines approaches from the social and natural sciences to reconstruct human behavior. In this course, students explore the theories and methods that guide archaeological inquiry through lectures, class discussions and interactive laboratory and field exercises. Guest lectures will highlight various specializations and applications in the field, including geographic information systems, archaeological chemistry, bioarchaeology, museum curation, public archaeology and cultural resource management. Archaeological case studies will focus on the Indigenous history and prehistory of southern New England including the Quinipiac land and people.

Offered: Every year, Fall

UC: Social Sciences

AN 237. Health and Medicine Around the World. 3 Credits.

This course takes a comparative study approach by looking at the diverse ways in which societies throughout the world both define and respond to disease and illness. Special attention is paid to how differently people understand the body and its relation to illness, and the importance of cross-cultural understanding for treating and curing illness in pluralistic societies.

Offered: Every other year

UC: Social Sciences, Intercultural Understand

AN 240. Ethnography: Learning from Others. 3 Credits.

This course introduces students to ethnographic theory, method, practice and application within the discipline of anthropology. The goals are: 1) to provide students with a background of the history of ethnography; 2) to introduce students to the range of ethnographic writings in the contemporary era; 3) to encourage students to think about what ethnographic writings teach us and why they matter; 4) to compare ethnography to other forms of academic and popular writings; and 5) to consider the ethical dimensions and dilemmas of conducting ethnographic research.

Offered: As needed

UC: Social Sciences

AN 242. Anthropology of Cannabis. 3 Credits.

The Anthropology of Cannabis explores the archaeological, cross-cultural, and contemporary political, symbolic, linguistic, and sociobehavioral influence of cannabis on human existence. In this class students will explore the long history of the cannabis plant and other "drugs" in human life; the war on drugs; the racialized and gendered implication of criminalization; and what the legalization of cannabis in multiple states in the US and around the world means for the plant's future.

Offered: As needed

UC: Social Sciences

AN 243. Ancient Food For Thought (ENV 243). 3 Credits.

In this course, students explore the origins (and consequences) of food production and consumption from an anthropological perspective. Participants examine evidence for ancient diets in a variety of different societies (hunter-gatherer, pastoral and agricultural). They analyze the relationship between our diet and other aspects of culture and explore how these types of societies have changed over the past several thousand years. Students then review contemporary environmental and health problems related to food production and consumption and draw from the past to understand and potentially address these issues.

Offered: Every year, Spring

UC: Social Sciences, Intercultural Understand

AN 250. Forensic Anthropology. 3 Credits.

This course provides a general introduction to forensic anthropology, an applied subfield of biological anthropology, wherein human remains of medico-legal significance are analyzed. Students review the history of the field, basic skeletal anatomy and human biological variation, recovery of human remains and how time since death can be established. The course also covers the identification of trauma and disease in both modern and prehistoric skeletons, as well as markers of individualization that may lead to positive identification.

Offered: Every other year

UC: Breadth Elective, University Curriculum Ele

AN 252. The Science of Human Diversity (WGS 252). 3 Credits.

This course surveys human phenotypic variation through an evolutionary and biocultural perspective. The role of genetics and environment (including culture) is discussed in relation to the heritability of human differences. Participants also consider how culture and society shape an understanding of human biology. Topics as diverse as environmental adaptations, "race," sex differences, aging, growth, nutrition, demography and genetic disorders are addressed from this biocultural perspective.

Offered: As needed

UC: Breadth Elective, University Curriculum Ele, Intercultural Understand

AN 272. Sh t Happens: a Natural History of Human Waste (ENV 282). 3 Credits.

This course explores the natural history of human excrement. Human waste is something that we are all intimately familiar with, yet rarely discuss (or at least, we rarely admit to discussing it). But, it tells an incredible story about our lives and our interactions with the environment. We study ancient feces to learn about diet and health in the past; we look at cross-cultural studies to understand different types of contemporary waste disposal and cultural understanding of human waste; we learn about the gut microbiome, which may influence our emotions; we study our closest living relatives and their relationship with bodily waste.

Offered: Every year, Spring

UC: Breadth Elective

AN 299. Independent Study. 1-6 Credits.

Pursuit in depth of a specific topic. The topic and credit are to be arranged with an instructor.

Offered: As needed, All

AN 300. Special Topics. 3 Credits.

Subject varies each semester according to student and faculty interest.

Offered: As needed, All

Gerontology (GT)

GT 200. Biology of Aging (BMS 200). 3 Credits.

The aim of the course is to study the specific and primary changes in physiological mechanisms that result in the process of aging. See description for BMS 200.

Prerequisites: Take BIO 101 BIO 102 or BIO 150 BIO 151 or BMS 117 BMS 162.

Offered: Every year, All

GT 202. Gender and Aging (SO/WGS 202). 3 Credits.

The purpose of this advanced seminar is to study older women's and men's experiences with aging. The focus is on the complex interplay between age and gender as we examine the social, economic and policy issues surrounding the needs of older women and men.

Offered: As needed, Summer

- GT 205. From College to Career (SO/CJ 205).** **1 Credit.**
 This course introduces sociology, gerontology and criminal justice majors to the preprofessional skills and knowledge they need to practice prior to obtaining their internship. Students also are introduced to practical skills that will benefit them throughout their professional careers ranging from self-reflection to resume writing and email etiquette. Students meet regularly to discuss the breadth of potential careers in sociology, criminal justice and gerontology through interaction with departmental faculty and practitioners in the field. For gerontology majors only. This course is graded on a pass/fail basis.
Offered: Every year, Fall and Spring
- GT 211. Introduction to Social Work (SO 211).** **3 Credits.**
 This course provides students with an introduction to social work profession, including its historical roots, its fundamental principles and its areas of practice. The course provides an overview of social work methods, skills, values, ethics and the social service delivery system. Students develop an introductory understanding of how psychological and social theories influence social work practice with individuals, groups and communities.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244
Offered: Every year, Fall and Spring
- GT 220. Special Topics in Gerontology.** **3 Credits.**
Offered: As needed
- GT 234. Adult Developmental Psychology (PS 234).** **3 Credits.**
 This course considers facts, theory and speculation about adult development and aging. Focus is on physical, cognitive and social development as well as family and career patterns for periods of young, middle and late adulthood.
Prerequisites: Take PS 101.
Offered: Every other year
UC: Social Sciences
- GT 263. Aging in Society Aging (SO 263).** **3 Credits.**
 This introduction to gerontology focuses on the myths and realities of aging explored through historic, demographic and sociological analyses of the conditions of elderly people in our society. Students critically examine the diversity of aging experiences in the U.S. The ways in which social and cultural factors enter into the aging process are also considered.
Prerequisites: Take SO 101 or SO 101H.
Offered: Every year, Fall and Spring
UC: Social Sciences, Intercultural Understand
- GT 270. Community Program Development (SO 270).** **3 Credits.**
 This course addresses the creation of community-based programs and services especially within the nonprofit and public sectors. Topics covered include: approaches to leadership, community engagement, needs identification, problem analysis, models of intervention, and elements of grant proposal writing.
Prerequisites: Take SO 101 SO 101H SO 225 OR SO 244
Offered: As needed
- GT 290. Research Methods (SO 290).** **3 Credits.**
 This course introduces students to social science research methods. Students examine how qualitative and quantitative research methods apply to social science research. The course places particular emphasis on the importance of scientific methods in reaching informed conclusions. Students examine a number of methods commonly used in social science disciplines and learn how to interpret the results of research conducted using these methods. Understanding how social scientists investigate social phenomena allows students to accurately interpret and apply findings from social science research. Students should complete the course by the end of their sophomore year or second year in the major.
Prerequisites: Take SO 101 SO 101H SO 225 OR SO 244
Offered: Every year, All
- GT 300. Special Topics in Gerontology.** **3 Credits.**
Offered: As needed
- GT 305. Sociology of Death and Dying (SO 305).** **3 Credits.**
 Death is studied from the perspective of social interaction between the dying person, professional caregivers and family members and loved ones. Attitudes and values about death, cultural components of grief, and the function of bereavement are examined. Particular attention is paid to the social organization of "death work" and dying in bureaucratic settings, such as hospitals and nursing homes, as opposed to the non-bureaucratic structure of hospice care.
Offered: Every year, Fall and Spring
- GT 315. Case Management (SO 315).** **3 Credits.**
 Case management is a process used widely throughout health and social services as a means of assessing, planning, coordinating, monitoring and evaluating the services needed to respond to an individual's health and/or service needs to attain the dual goals of quality and cost effective care. Students in gerontology, sociology, psychology, and criminal justice are likely to encounter the various roles or models of case management practice as they pursue careers in human services. This course provides a foundation for case management practice in various social service settings.
Prerequisites: Take SO 101 SO 101H SO 225 OR SO 244
Offered: As needed
- GT 365. Aging and Social Problems (SO 365).** **3 Credits.**
 This course considers the social policies associated with aging, particularly in the areas of health, housing, financing and family life and the governmental policies, past, present and future, that deal with these problems.
Prerequisites: Take SO 101 or SO 101H.
Offered: Every year, Summer
UC: Breadth Elective, Intercultural Understand
- GT 382. Studying Social Issues with Statistics (SO 382).** **3 Credits.**
 In this course, students learn basic introductory-level statistics and quantitative reasoning skills necessary for careers in gerontology. Through hands-on application, students learn research design, basic statistical data collection and data analysis. For gerontology majors only, junior or above.
Prerequisites: Take GT 290.
Offered: Every year, Spring

GT 392. Internship in the Community (SO 392). 3 Credits.

For gerontology majors in their junior or senior year only. Students each complete 120 hours of supervised fieldwork in an agency that serves the elderly, along with one hour per week in a seminar. Coursework and seminar content include written and oral reflection focusing on the student's experience. Professional issues, along with academic concepts and theory, are explored in relation to the agency and the community it serves. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to beginning the placement process.

Prerequisites: Take GT 205, GT 263.

Offered: Every year, Fall and Spring

GT 394. Advanced Internship in the Community. 3 Credits.

This is a required second internship for gerontology majors in their junior or senior year only. Students complete 135 hours of supervised fieldwork in a community agency that serves the elderly along with one hour per week in the advanced internship class. Students build upon the knowledge gained from their first internship experience to deepen their understanding of concepts and theory through extended written and oral reflection. Students also assess their interpersonal strengths and weaknesses in preparation for graduate school and/or future employment. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

Prerequisites: Take GT 392.

Offered: Every year, Spring

GT 400. Senior Seminar (SO 400). 3 Credits.

This senior seminar is designed as the capstone course for students majoring in sociology and gerontology. Students research a sociological or aging-related topic of their choosing and write a thesis based on their work. All senior theses represent a culmination of majors' academic experiences in the department. For gerontology majors only in the senior year.

Prerequisites: Take GT 290.

Offered: Every year, Fall and Spring

Sociology (SO)

SO 101. Introduction to Sociology. 3 Credits.

Our society and culture influence who we are, how we feel about ourselves, and how we interact with others. This course investigates the ways in which our social institutions such as the family, the government, politics, religion, health care and others shape our experience. Students also look at the ways in which gender, sexuality, race/ethnicity and social class affect their life. The differences that characterize a stratified society in opportunity, reward, achievement and social class are discussed.

Offered: Every year, All

UC: Social Sciences

SO 101H. Honors Introduction to Sociology. 3 Credits.

Our society and culture influence who we are, how we feel about ourselves, and how we interact with others. This course investigates the ways in which our social institutions such as the family, the government, politics, religion, health care and others shape our experience. Students also look at the ways in which gender, sexuality, race/ethnicity and social class affect their life. The differences that characterize a stratified society in opportunity, reward, achievement and social class are discussed.

Offered: As needed

UC: Social Sciences

SO 200. Special Topics. 3 Credits.

A variety of special topics courses are offered every year.

Offered: As needed

SO 201. Sociological Theory. 3 Credits.

This course helps students develop a working knowledge of theory and understand its relevance in other sociological courses they take. In part, it examines Freud's depiction of the human condition as an epic battle between our individual selfish drives and society's overbearing shame, Marx's claim that revolution is inevitable, Weber's belief that we have sacrificed the human spirit at the altar of efficiency, Mills' claim that we have become cheerful robots in a machine-like society, and Baudrillard's thesis that truth has been murdered in the perfect crime.

Prerequisites: Take SO 101 or SO 101H or SO 225 or SO 244;

Offered: As needed

UC: Social Sciences

SO 202. Gender and Aging (GT/WGS 202). 3 Credits.

The purpose of this advanced seminar is to study older women's and men's experiences with aging. The focus is on the complex interplay between age and gender as we examine the social, economic and policy issues surrounding the needs of older women and men.

Offered: As needed, Summer

SO 203. How to Get Rich:Sociology in Action. 3 Credits.

Designed for the general student interested in how to increase their likelihood of getting rich after college, this course teaches the basic skills needed to achieve financial success: budgeting, investing, and debt management. Most importantly, you will also learn how you can make money work for you, rather than you working for money. These basic lessons will be approached through sociological literature that will teach you the ways that advertisements, culture, your socialization with money and your positionality impact your ability to financially excel in the world outside of college. By learning the tricks of what can keep you down, you also learn invaluable skills that will help you potentially save money to invest for your future.

Offered: As needed

UC: Social Sciences

SO 205. From College to Career (CJ/GT 205). 1 Credit.

This course introduces sociology, gerontology and criminal justice majors to the preprofessional skills and knowledge they need to practice prior to obtaining their internship. Students also are introduced to practical skills that benefit them throughout their professional careers ranging from self-reflection to resume writing and email etiquette. Students meet regularly to discuss the breadth of potential careers in sociology, criminal justice and gerontology through interaction with departmental faculty and practitioners in the field. For sociology majors only. This course is graded on a pass/fail basis.

Offered: Every year, Fall and Spring

SO 211. Introduction to Social Work (GT 211). 3 Credits.

This course provides students with an introduction to social work profession, including its historical roots, its fundamental principles and its areas of practice. The course provides an overview of social work methods, skills, values, ethics and the social service delivery system. Students develop an introductory understanding of how psychological and social theories influence social work practice with individuals, groups and communities.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244

Offered: Every year, Fall and Spring

SO 225. Social Problems.**3 Credits.**

What is a social problem? How does something become defined and recognized as a social problem? In this course, students examine the social systems, relationships, benefits and duties that shape our lives, both locally and globally. What are the major problems facing society today? What are their consequences? How can we effectively address social problems? Students explore these questions and more through examining topics such as racism, economic inequality, sexualities, families, immigration and the environment. In discussing these and other issues, students develop their sociological imaginations, learning how to see their individual lives as connected to patterns and systems in the larger social world.

Offered: As needed**UC:** Social Sciences**SO 232. Women in the Criminal Justice System (CJ/WGS 232). 3 Credits.**

This course examines the changing patterns of women's criminality, the experiences of women who are processed as crime victims, and the evolution of women's role in law, law enforcement and corrections.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Spring**UC:** Social Sciences**SO 235. American Culture and Society.****3 Credits.**

The course examines what it means to be an American. Students explore the structure of American culture and discuss more specific American cultural manifestations in areas such as love, consumerism, childrearing and sport. These topics are covered via an assessment of the health versus pathology of American culture. Course material is rooted in sociological literature within the field of culture and personality.

Offered: As needed**SO 238. Sociology Through Film.****3 Credits.**

This course is an examination of American society through film viewing, academic reading and discussion. Historically, film has been used to depict American culture as distinct from other cultures, socialize American children, represent the individual in American family life, religion and education, and to create cultural representations of gender and race. Each of these themes is examined, and the course concludes with an analysis of the concepts of social class and corporate power and as conveyed through film.

Offered: As needed**SO 241. Sociology of Race and Ethnicity.****3 Credits.**

The impact of ethnic and racial identity in the United States is examined with particular consideration of the processes of prejudice and discrimination, social class identity and mobility, and the distribution and exercise of social, economic and political power.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Fall and Spring**UC:** Social Sciences, Intercultural Understand**SO 241H. Honors Sociology of Race and Ethnicity.****3 Credits.**

The impact of ethnic and racial identity in the United States is examined with particular consideration of the processes of prejudice and discrimination, social class identity and mobility, and the distribution and exercise of social, economic and political power.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Fall and Spring**UC:** Social Sciences**SO 244. Social Inequalities.****3 Credits.**

This course examines systems of inequality and how they grow out of, and are reinforced by, both structural and cultural factors. Topics include: social class, race, ethnicity, gender, sexuality, the interrelationships of all of these as forces of stratification, and how they are manifested in societal institutions such as the economy, the educational system and the criminal justice system.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every year, Fall and Spring**UC:** Social Sciences, Intercultural Understand**SO 244H. Honors the Invisible Ladder. Social Inequalities Inequalities.****3 Credits.**

This course examines systems of inequality and how they grow out of, and are reinforced by, both structural and cultural factors. Topics include: social class, race, ethnicity, gender, sexuality, the interrelationships of all of these as forces of stratification, and how they are manifested in societal institutions such as the economy, the educational system and the criminal justice system.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every year, Fall and Spring**UC:** Social Sciences, Intercultural Understand**SO 250. Youth Crime (CJ 250).****3 Credits.**

This course deals with youth crime as distinct from adult offending. Students examine the development of the juvenile delinquency concept and justification for classifying juvenile offenders as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also are examined. The course considers development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily. A range of widely used treatment strategies for dealing with juvenile offenders is examined.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Fall**UC:** Social Sciences, Intercultural Understand**SO 255. Sociology of Families (WGS 255).****3 Credits.**

In this introductory course, students critically examine families in the U.S., both historically and in the current day. Topics include the ways in which families have evolved over time and the effect of economic and social factors (such as race, class and gender) on family life. Students learn about the diversity of families in other cultures and current issues facing families.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Spring**UC:** Social Sciences**SO 260. Social Control and Deviance.****3 Credits.**

This course covers classical and contemporary sociological theories of deviance as well as a discussion on the ways in which sociologists define the concepts of deviance and stigma. Course material covers a variety of social issues, which are situated within the intersection of deviance and race, social class, sexuality and religion. Topics include: privileged/underprivileged deviance, substance abuse and physical violence. Participants also look at the ways in which social behavior is formally and informally controlled through various sanctions and the implementation of public policies.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every other year**UC:** Social Sciences, Intercultural Understand

SO 263. Aging in Society of Aging (GT 263).**3 Credits.**

This introduction to gerontology focuses on the myths and realities of aging explored through historic, demographic and sociological analyses of the conditions of elderly people in our society. Students critically examine the diversity of aging experiences in the U.S. The ways in which social and cultural factors enter into the aging process are also considered.

Prerequisites: Take SO 101 or SO 101H.**Offered:** Every year, Fall and Spring**UC:** Social Sciences, Intercultural Understand**SO 265. Work and Occupations (WGS 265).****3 Credits.**

This course considers the meaning and experiences of work and occupations in the U.S. States during the 20th and 21st centuries. Students examine how work gives meaning to and shapes our lives in profound ways. Topics explored are trends in the current labor market-the types of occupations and jobs that are available, what those occupations and jobs are like, and what these characteristics mean for the lives of the people who hold them. Also considered is how work and social inequality are related and how work shapes and is shaped by our social identities.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** As needed**UC:** Social Sciences**SO 266. Population and Society.****3 Credits.**

This course is designed to provide a basic understanding of demographic structures and processes of different types of societies. Students learn about the basic components used in demographic inquiry -population growth, mortality (deaths), fertility (births), and migration (population movement) - and gain knowledge necessary to use those concepts to evaluate societal issues such as marriage trends, jobs, lifestyles, and choices about having children. Students learn the importance of demographic factors in their personal lives and their social world.

Offered: Every year, Fall and Spring**UC:** Social Sciences, Intercultural Understand**SO 270. Community Program Development (GT 270).****3 Credits.**

This course addresses the creation of community-based programs and services especially within the nonprofit and public sectors. Topics covered include: approaches to leadership, community engagement, needs identification, problem analysis, models of intervention, and elements of grant proposal writing.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** As needed**SO 271. Public Order Crimes (CJ 271).****3 Credits.**

Approximately two-thirds of the inmates in U.S. correctional institutions have been found guilty of public order crimes, "moral crimes," or crimes not likely to have a self-identified victim. This course concentrates on crimes associated with such activities as illegitimate gambling, consensual sex, and the criminal use and sale of both legal and illegal substances.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** As needed**SO 272. Education and Society.****3 Credits.**

Schools from kindergarten to the university as they relate to the community and the economic and political systems are considered. Also explored are the historical development of education; values imparted through education; the social process in the classroom; contemporary conflicts centering in the schools.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** As needed**UC:** Social Sciences, Intercultural Understand**SO 280. Sociology of Health and Illness.****3 Credits.**

This course explores the social model to studying health and illness. Meaning(s) and experience(s) of health and illness are socially produced, and are shaped by the interaction of external social environments in which people live (culture and community), and the internal environment (human body). Experiences of health and illness are also influenced by socio-demographic variables (race, class, gender, age, etc.), highlighting disparities in health and health care delivery. The course examines a number of topics of interest to medical sociologists and health care professionals in the field, such as the medicalization of society, determinants of health, social construction of illness, and the social organization of health care.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Fall**UC:** Social Sciences, Intercultural Understand**SO 284. LGBTQ Identities and Communities (PS/WGS 284).****3 Credits.**

This course explores the social, socioeconomic, historical, psychological and political factors that have contributed to our understanding of what it means to be gay, lesbian, bisexual, transgender, or queer (LGBTQ). Psychological research on identity development, the social construction of identity, and the psychological, social, and political benefits associated with "identifying" as LGBTQ, are discussed. The course explores historical events that led to the development of LGBTQ communities and the benefits of being involved in these communities, including the positive impact of allies. Finally, the course explores the positive and negative effects of the LGBTQ community becoming more mainstream.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** As needed**SO 285. Protest and Social Change (WGS 285).****3 Credits.**

This course explores past and present social movements and other forms of resistance in the U.S. and around the world, focusing on the factors that influence their emergence, the shapes they take, and their outcomes. The course also includes discussion of how to organize one's own community to create social change. Students examine movements such as the Black Lives Matter movement, the #MeToo movement, the LGBTQ+ rights movement, the anti-war movement, and the climate justice movement.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** As needed**UC:** Social Sciences, Intercultural Understand**SO 290. Research Methods (GT 290).****3 Credits.**

This course introduces students to social science research methods. Students examine how qualitative and quantitative research methods apply to social science research. The course places particular emphasis on the importance of scientific methods in reaching informed conclusions. Students examine a number of methods commonly used in social science disciplines and learn how to interpret the results of research conducted using these methods. Understanding how social scientists investigate social phenomena allows students to accurately interpret and apply findings from social science research. Students should complete the course by the end of their sophomore year or second year in the major.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;**Offered:** Every year, Fall

SO 302. Sociology of Sexualities (WGS 302). 3 Credits.

This course explores the social construction and social control of sexualities with a particular focus on the intersection of sexualities, gender, race, and class. We examine the socially constructed meanings of sexual practices and sexual identities. Specifically, we begin by looking at the ways in which sexuality is historically and socially positioned, and we discuss how sexuality is regulated (formally and informally). We also examine cultural expectations, understandings, and expressions of sexualities.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: Every year

SO 303. Popular Culture and the Media (WGS 303). 3 Credits.

The course explores popular culture with the purpose of learning about current American life in the context of change. It focuses on the relationship between popular culture, the media, and the broader social, economic and political environment. Popular media, leisure pursuits, news, sports, entertainment, and material consumption are considered. Attention is paid to the accumulated research from a wide variety of sources and visions.

Prerequisites: Take SO 101 SO 101H SO 225 SO 244;

Offered: Every year, January Term

SO 304. Sociology of Gender (WGS 304). 3 Credits.

This course focuses on how society constructs notions/images of femininity and masculinity and how these influence our lives. Participants look at cultural views of language, body and the media, as well as theoretical approaches to understanding the complexities of gender distinctions in our society.

Prerequisites: Take SO 101 SO 101H SO 225 SO 244;

Offered: Every year, Spring

UC: Breadth Elective, University Curriculum Ele

SO 305. Sociology of Death and Dying (GT 305). 3 Credits.

Death is studied from the perspective of social interaction between the dying person, professional caregivers and family members and loved ones. Attitudes and values about death, cultural components of grief, and the function of bereavement are examined. Particular attention is paid to the social organization of "death work" and dying in bureaucratic settings, such as hospitals and nursing homes, as opposed to the non-bureaucratic structure of hospice care.

Offered: Every year, Fall and Spring

SO 306. Masculinities (WGS 306). 3 Credits.

In this course, students examine the organization, maintenance and understandings of popular and historical conceptions of masculinities within the United States. The class explores the norms, values and beliefs that circulate within the realm of masculinities. Additional topics include media, boyhood, work, health, relationships, sexualities, bodies, families and violence. Students develop an understanding of the ways in which gender is a relational concept that takes on meaning through personal relationships and societal constructs.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: Every other year

UC: Breadth Elective, University Curriculum Ele

SO 307. Sociology of Sport (SPS 307). 3 Credits.

This course includes the analysis of sport as a social and cultural institution and the interrelations between sport and societal subsystems. Students explore selected sociocultural aspects of sport and exercise, and analyze contemporary problems associated with sport, including race relations, the tradition and emergent role of females, leisure behaviors, aggression and violence, as well as political and economic concerns.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: Every year, All

SO 308. The Immigrant Experience. 3 Credits.

For much of its history, people have come to the U.S. from other countries seeking economic opportunities, family reunification, or asylum. While many Americans welcome immigrants and the strengths they bring, others fear immigrants' influence on society and want to restrict migration. In this course, students explore questions such as: Why do people migrate? How has immigration shaped the U.S. throughout its history? How does immigration impact the American economy and culture? How has immigration policy changed over time, and what role has racism played in immigration policies? Why is immigration such a divisive issue, and what role do politicians and the media play in sowing that division? Using a sociological perspective, students learn about the decisions and experiences of immigrants as well as the impact of immigration on society.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: Every year, Fall

UC: Breadth Elective, University Curriculum Ele

SO 310. Sociology of Childhood. 3 Credits.

This course presents an overview of the social, economic and political factors that have influenced the historical and contemporary experiences of children and the child rearing process. Students examine the intersection of childhood with things like the changing shape of families, educational institutions, peer groups and the media. The diversity of the childhood experience is considered as well as the impact of experiences like poverty, divorce, community violence, and the juvenile justice system on the lives of children, both inside and outside of the U.S.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: Every year, Fall

SO 315. Case Management (GT 315). 3 Credits.

Case management is a process used widely throughout health and social services as a means of assessing, planning, coordinating, monitoring and evaluating the services needed to respond to an individual's health and/or service needs to attain the dual goals of quality and cost effective care. Students in gerontology, sociology, psychology, and criminal justice are likely to encounter the various roles or models of case management practice as they pursue careers in human services. This course provides a foundation for case management practice in various social service settings.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: As needed

- SO 317. Religion and Society. 3 Credits.**
 This course begins with an introduction to Buddhism, Christianity, Hinduism, Islam and Judaism. The remainder of the course examines the relationship between religion and society. Students explore questions such as: Are young Americans becoming less religious? What role does religion play in politics, and why? What is religious inequality, and how does it produce religious discrimination? How does religion intersect with other social positions like race, gender, and sexuality? Does religion cause violence, or is it merely used by violent groups to justify their actions? Can religion be a source for protest and social change? Using a sociological perspective, students learn about why religion continues to have a strong influence on social life in the modern world.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: Every other year
UC: Breadth Elective, University Curriculum Ele
- SO 320. Sociology of Hip-Hop Culture. 3 Credits.**
 This course examines the formation, growth and current state of hip-hop culture through a sociological lens. Through a rigorous analysis of hip-hop, students are challenged to think critically and sociologically about the culture and its place in society and develop a clearer understanding of the history and social significance of the culture. Participants cover topics such as race, capitalism, misogyny, cultural appropriation, urban policy and feminism. This course serves as a space for students to analyze the societal structures and forces that influence the culture, as well as how hip-hop influences the world.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: As needed
UC: Breadth Elective, University Curriculum Ele, Intercultural Understand
- SO 330. Perspectives on Violence (CJ 330). 3 Credits.**
 This course explores the many ways that violence is viewed in our society. Topics include types of violence, empirical evidence of incidence, characteristics of violent crimes, offender motivation, victim profiles, and sociological and theoretical explanations.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: Every year, Fall
- SO 333. Drugs, Alcohol and Society (CJ 333). 3 Credits.**
 This analytical discussion-based course explores the use of drugs and alcohol in U.S. society. The emphasis is on drug and alcohol use and abuse as a social phenomenon. Students explore issues such as the relationship of drug use to particular groups in society (age, sex, race/ethnicity); patterns of drug use and abuse; the promotion of drugs by the media; and drug and alcohol abuse in historical perspective. Students also learn about drug categories, drug education, prevention and treatment and about drug laws.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: Every year, Summer
UC: Breadth Elective, Intercultural Understand
- SO 355. Crime and Media (CJ 355). 3 Credits.**
 Despite little direct contact with offenders or the criminal justice system, people typically hold strong opinions about crime-related issues. The goal of this course is to understand how media sources shape our attitudes and beliefs about crime and how we "should" respond to it. To this end, participants examine media involvement in constructing the reality of crime and justice and its implications for the justice process.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244 or CJ 101;
Offered: Every year, Spring
UC: Breadth Elective, University Curriculum Ele, Intercultural Understand
- SO 360. Sociology of Mental Health. 3 Credits.**
 This course explores the social model to studying mental health and illness. Meaning(s) and experience(s) of mental health and illness are socially produced. Experiences of mental health and illness are also influenced by socio-demographic variables (race, class, gender, age, etc.), highlighting disparities in mental health and mental health care delivery. The course examines core areas of the sociological study of mental health & illness, including theory, methods, and policy. The course also explores a variety of topical areas of interest to sociologists and mental health care professionals in the field, such as social stress, stigmatization, medicalization of mental illness, social construction of mental illness, and the social organization of mental health care.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: Every year, Spring
- SO 365. Aging and Social Problems (GT 365). 3 Credits.**
 This course considers social policies associated with aging, particularly in the areas of health, housing, financing and family life and the governmental policies past, present and future that deal with these problems.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: Every year, January Term
UC: Breadth Elective, University Curriculum Ele, Intercultural Understand
- SO 370. Adoption and Society. 3 Credits.**
 This course provides an overview of adoption, past and present, including the major changes in adoption practice and public perception of adoption over the years. Course material includes issues pertaining to the adoption of children born in the U.S. and those born overseas, children adopted as newborn infants and those adopted past infancy from the foster care system. Discussion and readings address unplanned pregnancy considerations, trans-racial and transcultural adoption, children with special medical and emotional needs, open adoption and birth-family contact search and reunion, and adoption-related issues across the lifecycle.
Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;
Offered: Every year, Spring
- SO 375. Sociology of the Everyday. 3 Credits.**
 The course examines how everyday interactions both create and shape social reality. Through an examination of humor, embarrassment, street behavior, family behavior and work behavior, as well as interaction between acquaintances, friends and intimate partners, the course examines how we make up everyday reality as we go. Emphasis is placed on micro-level theoretical perspectives drawing from social psychology and symbolic interactionism.
Offered: As needed
UC: Breadth Elective, University Curriculum Ele
- SO 382. Studying Social Issues with Statistics (GT 382). 3 Credits.**
 In this course, students learn basic introductory-level statistics and quantitative reasoning skills necessary for careers in sociology, including social services and health-related fields. Through hands-on application, students learn research design, basic statistical data collection and data analysis. For sociology majors only, junior or above.
Prerequisites: Take SO 290.
Offered: Every year, Spring

SO 392. Internship in the Community (CJ 392/GT 392). 3 Credits.

For sociology or social services majors in their junior or senior year only. Students each complete 120 hours of supervised fieldwork in a community organization along with one hour per week in a seminar. Coursework and seminar content include written and oral reflection focusing on the student's experience. Professional issues, along with academic concepts and theory, are explored in relation to the organization and the community it serves. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator at least one semester prior to begin the placement process.

Prerequisites: Take SO 101 SO 101H SO 225 or SO 244;

Offered: Every year, Fall and Spring

SO 394. Advanced Internship in the Community (CJ/GT 394). 3 Credits.

A second internship for sociology majors in their junior or senior year only. Students complete 135 hours of supervised fieldwork in a community agency along with one hour per week in the advanced internship seminar. Students build upon the knowledge gained from their first internship experience to deepen their understanding of concepts and theory through extended written and oral reflection. Students also assess their interpersonal strengths and weaknesses in preparation for graduate school and/or future employment. Successful completion of the course requires adherence to a high standard of professionalism. Students are required to meet with the internship coordinator one semester prior to begin the placement process.

Prerequisites: Take SO 392.

Offered: As needed

SO 400. Senior Seminar (GT 400). 3 Credits.

This senior seminar is designed as the capstone course for students majoring in sociology and gerontology. Students research a sociological or aging-related topic of their choosing and write a thesis based on their work. All senior theses represent a culmination of majors' academic experiences in the department. For gerontology majors only in the senior year.

Prerequisites: Take GT 290 or SO 290

Offered: Every year

SO 500. Social Science Research Methods. 3 Credits.

In this course, students not only learn about what social scientists know, but also focus on how they know what they know. Students learn about the ways social scientists gather information in the study of our social world, how to do sociological research and how to evaluate the research of others. This is an active learning class in which participants learn by doing. In the beginning of the course, students focus on the fundamentals of research including the scientific method, the complexity of social research, ethics in research, value-free research and research design. This course is restricted to medical students only.

Offered: As needed

Bachelor of Arts in Gerontology

Program Contact: Catherine Richards Solomon
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

Quinnipiac is one of the few universities to offer an undergraduate major that anticipates one of the growing realities in our society: the rise in the number of older Americans. Every aspect of our society will be affected by the rapidly growing number of people over age 65. Gerontology prepares students to have careers that can address these societal changes. Jobs related to gerontology are among the fastest growing in the U.S. right now, and can be found in a range of professions, from health and business to policy and social programs. Nearly every

profession entails working with clients over 65. Our curriculum is unique in that it provides students with a broad understanding of the various issues older individuals and their families face in later life: how our families and social networks changes as we age, the effects of aging on our minds and bodies, and which social programs and policies exist to help older people and families. Because the effects of an aging population are so far-reaching, the program is interdisciplinary, including courses from sociology, psychology, biology, health sciences, philosophy and law.

Gerontology majors also complete two semester-long internships in public or private agencies involved directly with the elderly, such as senior centers, retirement complexes, hospitals, rehabilitation facilities, community aging services, case management agencies and nursing homes. Students are prepared to continue their education or assume careers in aging-related areas such as social work, law, public health, medicine, health administration and public policy.

Gerontology Curriculum

Students majoring in gerontology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Gerontology Core Requirements		
SO 101	Introduction to Sociology ²	3
PS 101	Introduction to Psychology ²	3
GT 205	From College to Career (SO/CJ 205)	1
GT 263	Aging in Society Aging (SO 263)	3
PS 234	Adult Development & Aging (GT 234)	3
GT 290	Research Methods (SO 290)	3
BMS 200	Biomedical Basis and Experience of Human Aging ²	3
GT 382	Studying Social Issues with Statistics (SO 382)	3
GT 400	Senior Seminar (SO 400)	3
Two internships in the community:		
GT 392	Internship in the Community (SO 392)	3
GT 394	Advanced Internship in the Community	3
Select two of the following:		6
SO 241	Sociology of Race and Ethnicity ²	
SO 244	Social Inequalities	
SO 255	Sociology of Families (WGS 255) ²	
SO 266	Population and Society ²	
SO 280	Sociology of Health and Illness ²	
SO 305	Sociology of Death and Dying (GT 305)	
SO 360	Sociology of Mental Health	
PL 368	Philosophy of Death and Dying	
PS 325	Health Psychology	
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	
HSC 262	Nutrition in Health and Illness	

Select one of the following:	3
GT 211 Introduction to Social Work (SO 211)	
GT 270 Community Program Development (SO 270)	
GT 315 Case Management (SO 315)	
GT 365 Aging and Social Problems (SO 365)	
LE 322 Health Care Law (HSC 322)	
Free Electives	13-16
Total Credits	102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

² These courses also satisfy University Curriculum requirements.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Diversity Awareness:** Students learn to identify the perspectives of diverse groups among the older population and the effect of group membership on the aging processes and later life experiences.
- Social Scientific Literacy:** Students learn the logic of research methodology and be able to understand and critique the results of scientific research generated by scholars in the discipline.
- Critical Thinking:** Students apply interdisciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.
- Critical Understanding of Aging Society:** Students are able to discuss the theories, critical concepts and ideas that form the basis of gerontology's interdisciplinary knowledge and will understand how social structure affects the distribution of cultural and material resources among older Americans as well as how it shapes the aging experience.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Arts in Sociology

Program Contact: Xi Chen (Xi.Chen@qu.edu) 203-582-6408

Students interested in careers in therapy, social work and social justice, as well as those interested in law and politics, are often attracted to sociology. American society is in the midst of rapid social change, which affects families, schools, the economy, healthcare systems and social institutions. Students in the Sociology major graduate with marketable skills equipping them to analyze social change and address a wide range of social issues.

Sociology majors examine invisible structural forces and learn how these affect organizations and individuals. They analyze broader social trends, including trends in illness and wellness, changes in marriage and family formations, rates of educational attainment or patterns of hiring in organizations. These valuable sociological skills can be used to study nearly any aspect of social life—schooling, health and well-being, religious devotion, immigration patterns and more. Sociology majors find a place to explore and develop their own unique interests and talents with thoughtful mentorship and guidance from faculty in the department.

The required internship course, which is one of the program's capstone experiences, allows students to apply their sociological skills in real world situations. Through the close mentorship of our departmental internship coordinator, students gain valuable insight into how their acquired knowledge and capabilities translate into marketable job skills. The program retains a long list of possible placement sites—from work in schools, hospitals and foster care settings to providing assistance with newly arrived immigrants to mentoring disadvantaged youth—to ensure that students can match their internship experience to their interests. Graduating seniors in Sociology are well prepared to continue their education or assume careers in teaching, social work, public administration, healthcare, law and criminal justice.

Social Services Concentration

A sociology degree with a concentration in social services integrates a traditional liberal arts education with the specialized training and field background for students who intend to pursue a career in social services or pursue graduate education in social work, health-related fields or public administration. Society is increasingly faced with challenges in delivery of social services to a growing set of underserved populations. For students who want to work for a social service agency, for nonprofits who help disadvantaged individuals or families, for mental health and counseling services, in social work or for local and state government, this concentration provides a perfect background. Students focus their coursework in the areas of social institutions, social inequalities and social issues. They also complete an advanced internship in the field, providing them with the experience and expertise to work with a wide range of client needs. For those wishing to pursue graduate education in social work, the concentration provides necessary background coursework helpful for success in graduate programs as well as work experience that will help distinguish students in the application process.

Medicine and Health Concentration

In our increasingly diverse nation, there is a growing need for medical professionals who understand how cultural and social factors affect individuals' health statuses, behaviors and interactions with the medical community. This concentration is well suited for students who wish to pursue careers and/or graduate work in any health-related field: medicine, mental health, drug and alcohol abuse prevention/treatment or nonprofits

addressing the mental and physical health of their clients. Students focus their coursework in such areas as sociology or anthropology of medicine, death and dying, disability, illness and mental health. Through this coursework, students learn about the varying medical and health needs of diverse populations, including the causes and consequences of health disparities, that will enable them to improve the health of groups with different cultural and social needs. Students in this concentration may complete their internships in hospitals, hospices or other health-related settings.

BA in Sociology Curriculum

Students majoring in sociology must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Sociology Core Requirements		
SO 101	Introduction to Sociology	3
	or SO 225 Social Problems	
	or SO 244 Social Inequalities	
SO 205	From College to Career (CJ/GT 205)	1
SO 244	Social Inequalities	3
SO 290	Research Methods (GT 290)	3
SO 392	Internship in the Community (CJ 392/GT 392)	3
SO 382	Studying Social Issues with Statistics (GT 382) ²	3
SO 400	Senior Seminar (GT 400)	3
Select 6 electives ³		18
Free Electives		16-20
Total Credits		102-109

¹ All students must complete the University Curriculum (p. 51) requirements.

² If students take MA 206 to fulfill the university quantitative literacy requirement, MA 206 can be used to fulfill the sociology statistics requirement. The sociology statistics course (SO 382) cannot be used for the university quantitative literacy requirement.

³ One of the electives could include AN 101 or AN 103; and one could be a criminal justice (CJ) course that is not cross-listed with sociology.

If students wish to focus their electives, they may take three classes (9 credits) of their 6 electives in either a social services concentration or a medicine and health concentration.

Social Services Concentration

For this applied concentration, students must take:

Code	Title	Credits
SO 394	Advanced Internship in the Community (CJ/GT 394)	3
Select three of the following:		9
SO 225	Social Problems	
SO 232	Women in the Criminal Justice System (CJ/WGS 232)	
SO 250	Youth Crime (CJ 250)	

SO 260	Social Control and Deviance
SO 270	Community Program Development (GT 270)
SO 211	Introduction to Social Work (GT 211)
SO 315	Case Management (GT 315)

Total Credits 12

Medicine and Health Concentration

For this concentration, students choose three classes (9 credits) from this list (one course may be from anthropology):

Code	Title	Credits
Select three of the following:		
AN 250	Forensic Anthropology	9
SO 263	Aging in Society of Aging (GT 263)	
SO 266	Population and Society	
SO 280	Sociology of Health and Illness	
SO 305	Sociology of Death and Dying (GT 305)	
SO 315	Case Management (GT 315)	
SO 333	Drugs, Alcohol and Society (CJ 333)	
SO 360	Sociology of Mental Health	

Total Credits 9

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Diversity Awareness:** Students learn to identify the perspectives of diverse groups and the effect of group membership on life experiences and life chances.
- Social Scientific Literacy:** Students learn the logic of research methodology and to be able to understand and critique the results of scientific research generated by scholars in the discipline.
- Critical Thinking:** Students apply disciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.
- Sociological Understanding of Society:** Students are able to discuss the theories, critical concepts and ideas that form the basis of disciplinary knowledge and will understand how social structure affects the distribution of cultural and material resources across social groups.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Sociology

A minimum of 60 credits is required for transfer into the BA in Sociology program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Principles of Sociology		3
Elective		3
Elective		3
Elective		3
Credits		15
Spring Semester		
English II		3
Sociology Elective		3
Elective		3-4
Elective		3

Elective	3
Credits	
15-16	
Second Year	
Fall Semester	
Sociology Elective	3
Elective	3-4
Elective	3
Elective	3
Elective	3
Credits	
15-16	
Spring Semester	
Sociology Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Credits	
15	
Total Credits	
60-62	

Please note: The BA in Sociology program at Quinnipiac University requires the completion of an internship. Students transferring in their junior year should expect to take the pre-internship course (SO 205) in the fall of their junior year, then can complete their internship in any subsequent semester.

Accelerated Dual-Degree Bachelor's/MSW (3+2)

Program Contact: Catherine Solomon (catherine.solomon@qu.edu) 203-582-5264 Stephanie Jacobson (stephanie.jacobson@quinnipiac.edu) 203-582-8907

This direct-entry Accelerated Dual-Degree Bachelor's to Master of Social Work (3+2) program is an excellent choice for students seeking a rewarding and successful career as a clinical social worker and mental health professional. Through this accelerated dual-degree program, students complete both their bachelor's degree and their Master of Social Work (p. 810) degree in just 5 years. Incoming first-year students in the College of Arts and Sciences majoring in psychology, sociology, criminal justice and gerontology are eligible to be assessed for admittance to this program.

Quinnipiac University's MSW program prepares social workers for specialized practice in health and mental health. The curriculum emphasizes interprofessional education to familiarize students with a team-based approach to health and mental health care. The MSW program equips students with clinical social work skills, including counseling, crisis intervention and trauma-informed treatments, as well as the ability to access social welfare and community resources. Students are prepared for social work licensure as part of MSW coursework. Graduates of this MSW program meet eligibility requirements for both the LMSW and the LCSW.

Social work is the major provider of mental health care and one of the fastest-growing occupations in the United States. Graduates of this MSW program enter a broad range of high-demand fields. Hospitals, rehabilitation facilities, mental health clinics, schools, health departments, social welfare, criminal justice and community organizations rely on social workers to provide health and mental

health care to a wide variety of clients. This includes treating persons with trauma, such as veterans with PTSD; people with chronic mental illnesses; and many others. Social workers are also a crucial link between clients and other professionals, ensuring that people receive critical mental health care, advocacy and access to resources.

Communicate with the program contacts listed above for further information on this Accelerated Dual-Degree Bachelor's to Master of Social Work (3+2) program.

Accelerated Dual-Degree Bachelor's/MSW (3+2) Curriculum Requirements

The most common majors for students who are anticipating graduate study in social work are Sociology, Criminal Justice, Gerontology and Psychology¹; however this accelerated dual-degree program is open to students in any Arts and Sciences major. Students are advised that this accelerated degree will require overloads and summer coursework to complete the bachelor's degree in three years.

Students must work with their advisers to carefully plan their course of study to ensure completion of the BA or BS degree in three years. Students admitted to the program take 9 credits of graduate coursework in their third year. Suggested curriculum is as follows:

Course	Title	Credits
First Year		
Fall Semester		
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
	UC Science with lab (Disciplinary Inquiry)	4
	UC Humanities (Disciplinary Inquiry)	3
	UC Fine Arts (Disciplinary Inquiry)	3
	Course determined by major	3
	CJ 101 Crime and Society	
	PS 101 Introduction to Psychology	
	SO 101 Introduction to Sociology	
Credits		19
Spring Semester		
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
	UC Personal Inquiry course ²	3
	UC Personal Inquiry course	3
	Course determined by major	3-4
	UC Personal Inquiry	
	Take one of the following (determined by major):	1
	CJ 205 From College to Career (SO/GT 205)	
	GT 205 From College to Career (SO/CJ 205)	
	SO 205 From College to Career (CJ/GT 205)	
	Course determined by major	3
	GT 263 Aging in Society Aging (SO 263)	
	SO 244 Social Inequalities	
	SO 101 Introduction to Sociology	
Credits		19-20
Summer Semester		
	UC Personal Inquiry course	3
	Course determined by major	3

	UC Personal Inquiry course	
	CAS Humanities	
Credits		6
Second Year		
Fall Semester		
	Course determined by major	3
	UC Fine Arts (Disciplinary Inquiry)	
	UC Personal Inquiry course	
	Language 102 course	3
	CAS Social Sciences	3
	Course determined by major	3
	BMS 200 Biomedical Basis and Experience of Human Aging	
	CAS Fine Arts	
	Course determined by major	3
	PS 234 Adult Development & Aging (GT 234)	
	CAS elective	
	CJ 241 Police and Policing	
	Elective in the major	3
Credits		18
Spring Semester		
	CAS elective	3
	Course determined by major	3
	CAS Humanities	
	CAS elective	
	Course determined by major	3
	CAS Fine Arts	
	Open elective	
	SO 241 Sociology of Race and Ethnicity	
	Course determined by major	3
	CJ 290 Criminal Justice Research Methods	
	GT 290 Research Methods (SO 290)	
	SO 290 Research Methods (GT 290)	
	Elective in the major	3
	Course determined by major	3
	Elective in the major	
	CJ 261 Prisons and Jails	
Credits		18
Summer Semester		
	Course determined by major	3
	UC Personal Inquiry course	
	Open elective	
	Course determined by major	3
	CAS elective	
	Open elective	
Credits		6
Third Year		
Fall Semester		
	Course determined by major	3
	UC Capstone ⁴	
	Open Elective	
	Course determined by major	3

CAS elective		
CJ elective		
SO elective		
Course determined by major		3
CJ 392	Internship in the Community (SO 392/GT 392)	
SO 392	Internship in the Community (CJ 392/GT 392)	
GT 392	Internship in the Community (SO 392)	
Elective in the major		3
SW 504	Social Welfare and Social Policy	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		18
Spring Semester		
Open elective		3
Open elective		3
Course determined by major		4
CAS elective + one FLW course		
GT 394	Advanced Internship in the Community	
Major elective + one FLW course		
Course determined by major		3
CJ 385	Senior Seminar in Criminal Justice Policy	
GT 400	Senior Seminar (SO 400) ³	
SO 400	Senior Seminar (GT 400) ³	
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		16
Total Credits		120-121

Once admitted to the program, students must maintain an undergraduate GPA of 3.0, complete 20 credits in liberal arts, and a statistics course with a grade of C or higher. Additionally, students must achieve a grade of B or higher in their three graduate courses. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements. Students earn their Master of Social Work upon satisfactory completion of all of the graduate curriculum requirements.

¹ Psychology majors who are interested in the dual-degree program follow a different curriculum, and should consult with their adviser.

² Courses are chosen in consultation with an adviser to meet the requirements for Personal Inquiry I and Personal Inquiry II.

³ Course counts as UC Capstone

⁴ Criminal Justice majors must complete UC Capstone.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Please note: Students cannot be added to the Accelerated Dual-Degree Bachelor's to MSW (3+2) program after the add/drop period at Quinnipiac University.

Minor in Anthropology

Program Contact: Julia Giblin (Julia.Giblin@quinnipiac.edu) 203-582-8381

Anthropology is the study of humans in the broadest sense: through time and across geographical space, as social beings and as biological creatures. Anthropologists are interested in the big questions about what makes us human, and how living and past cultures are similar and different. Most importantly, anthropologists explore what we can learn from other people cross-culturally, from our ancestors in the past and from our primate relatives.

Studying anthropology allows students to understand the complexity of human diversity and to develop confidence in one's ability to work collaboratively with people from vastly different backgrounds and life experiences. Anthropology is a perfect area of study for anyone interested in learning about other cultures and ways of life, and offers excellent preparation for any career choice. Anthropology students find work in such fields as medicine, law, nongovernmental and nonprofit organizations, government, public health, sustainable development and international aid, and education. Anthropology offers students important training in persuasive writing, scientific research and data analysis, and critical thinking.

To complete the minor, students must take 18 credits of anthropology coursework.

Anthropology Minor Curriculum

Code	Title	Credits
Take six courses (18 credits) from the following:		
AN 101	Local Cultures, Global Issues	3
AN 103	Dirt, Artifacts and Ideas	3
AN 104 & 104L	Bones, Genes and Everything In Between and Bones, Genes and Everything In Between	4
AN 210	Gender/Sex/Sexuality (WGS 211)	3
AN 227	Rites of Passage	3
AN 230	Sustainable Development (ENV 230)	3
AN 233	Practicing Archaeology	3
AN 237	Health and Medicine Around the World	3
AN 240	Ethnography: Learning from Others	3
AN 243	Ancient Food For Thought (ENV 243)	3
AN 250	Forensic Anthropology	3
AN 252	The Science of Human Diversity (WGS 252)	3
AN 272	Sh t Happens: a Natural History of Human Waste (ENV 282)	3

AN 299	Independent Study	3
AN 300	Special Topics	3

Minor in Gerontology

Program Contact: Catherine Richards Solomon
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

The minor in gerontology familiarizes you with one of our society's most prevalent issues: the dramatic increase in its aging population. Interdisciplinary courses teach you about the many dimensions of the aging process, and help you to understand the range of social, psychological and physiological issues facing our country's advanced-age population. You'll gain the skills to interpret and perform statistical analysis and research, as well as learn about the variety of programs, products, services and other resources available to older adults.

The study of gerontology complements a range of majors, including law, sociology, psychology and public health. Whether your primary interest includes the direct care of seniors or the legislature that protects them, a variety of electives enable you to focus on an area most related to your goals. The gerontology minor opens the door to future volunteering opportunities, or to careers dedicated to making a direct, positive impact on the lives of the elderly and their families.

Gerontology Minor Curriculum

For the gerontology minor, students should work with the program director to select 18 credits of coursework in gerontology. A student majoring in criminal justice or sociology can minor in gerontology. Courses taken for a minor may not count toward a CJ or SO major. Courses taken for a CJ or SO major may not count toward a minor.

Code	Title	Credits
Select 18 credits from the following:		
GT 211	Introduction to Social Work (SO 211)	3
GT 234	Adult Developmental Psychology (PS 234)	3
GT 263	Aging in Society Aging (SO 263)	3
GT 270	Community Program Development (SO 270)	3
GT 300	Special Topics in Gerontology	3
GT 305	Sociology of Death and Dying (SO 305)	3
GT 315	Case Management (SO 315)	3
GT 365	Aging and Social Problems (SO 365)	3
Students may choose one of the following Sociology courses toward the minor:		3
SO 241	Sociology of Race and Ethnicity	
SO 244	Social Inequalities	
SO 255	Sociology of Families (WGS 255)	
SO 266	Population and Society	
SO 280	Sociology of Health and Illness	
SO 304	Sociology of Gender (WGS 304)	

Minor in Sociology

Program Contact: Xi Chen (Xi.Chen@qu.edu) 203-582-6408

Through a minor in sociology, you'll explore the diverse communities and social groups that make up our society, and also examine the many factors influencing their behaviors—from work opportunities and educational attainment to healthcare availability, law enforcement policies and pop-culture trends. You'll understand how factors such as these determine social relationships and organization and learn how various economic and political forces affect the creation of social legislation and the availability of resources.

You will choose from a variety of elective courses that enable you to focus the minor on topics that not only align with your academic interests and career goals but also broaden your perspective in your chosen field. Courses in family dynamics, gender, race, immigration and deviance complement many majors. The ability to examine broader social trends and apply observations in everyday interactions is a crucial skill for social workers, healthcare providers, members of law enforcement and educators at all levels.

For the sociology minor, students are welcome to work with the program director to select 18 credits of coursework that align with the student's interests in the field. A student majoring in gerontology can minor in sociology. Courses taken for a minor may not count toward a GT major. Courses for a GT major may not count toward an SO minor.

Sociology Minor Curriculum

Code	Title	Credits
Take six courses (18 credits) from the following:		
SO 101	Introduction to Sociology	3
SO 201	Sociological Theory	3
SO 225	Social Problems	3
SO 232	Women in the Criminal Justice System (CJ/WGS 232)	3
SO 235	American Culture and Society	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Inequalities	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WGS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Aging in Society of Aging (GT 263)	3
SO 266	Population and Society	3
SO 270	Community Program Development (GT 270)	3
SO 271	Public Order Crimes (CJ 271)	3
SO 272	Education and Society	3
SO 280	Sociology of Health and Illness	3
SO 284	LGBTQ Identities and Communities (PS/WGS 284)	3
SO 304	Sociology of Gender (WGS 304)	3
SO 305	Sociology of Death and Dying (GT 305)	3
SO 307	Sociology of Sport (SPS 307)	3
SO 308	The Immigrant Experience	3
SO 310	Sociology of Childhood	3
SO 211	Introduction to Social Work (GT 211)	3
SO 315	Case Management (GT 315)	3
SO 317	Religion and Society	3

SO 320	Sociology of Hip-Hop Culture	3
SO 330	Perspectives on Violence (CJ 330)	3
SO 333	Drugs, Alcohol and Society (CJ 333)	3
SO 355	Crime and Media (CJ 355)	3
SO 360	Sociology of Mental Health	3
SO 365	Aging and Social Problems (GT 365)	3
SO 370	Adoption and Society	3
SO 375	Sociology of the Everyday	3

Department of Visual and Performing Arts

The Department of Visual and Performing Arts is an interdisciplinary department that offers students the opportunity to study the history, theory and practice of art, design, theater, game design and music. The visual arts programs foster the development of creative processes for the creation of innovative works of art and design while situating the work in the broader contexts of history and culture. The performing arts programs include courses in the history of the disciplines and techniques of performance, which are enriched by an active theater production program and performing ensembles.

Programs in the Department of Visual and Performing Arts offer students a foundation in creative thinking that is recognized as critical to problem-solving and conceptualization, qualities increasingly valued by leaders and organizations in all areas of society.

The Department of Visual and Performing Arts at Quinnipiac University is committed to providing our students with the opportunity to develop creative thinking skills through experiential learning as a part of their general education and in pre-professional programs. Through study of the practice, theory and history of music, theater, visual art and game design, we provide an opportunity for students to explore their creative abilities in a hands-on environment.

Bachelor's Degrees

- Bachelor of Arts in Game Design and Development (p. 295)
- Bachelor of Arts in Theater (p. 296)

Dual-Degrees

- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 298)

Minors

- Minor in Fine Arts (p. 300)
- Minor in Game Design and Development (p. 300)
- Minor in Music (p. 301)
- Minor in Theater (p. 301)
- Performing Arts Workshop (p. 302)

Art (AR)

AR 101. Introduction to Art. 3 Credits.

This course is a study of major art forms and a probe into the nature of the creative process and public response. The course combines art history with hands-on activities. It is intended for students who plan to take only one art course.

Offered: As needed

UC: Fine Arts

AR 102. Art History: Ancient Through Medieval. 3 Credits.

This introductory course considers art as seen in its cultural and historical context from prehistory through the medieval period. Students explore the stylistic elements that make great works typical of their era.

Offered: Every year, All

UC: Fine Arts

AR 102H. Honors Art History I. 3 Credits.

This introductory course considers art as seen in its cultural and historical context from prehistory through the medieval period. Students explore the stylistic elements that make great works typical of their era.

Offered: As needed

UC: Fine Arts

AR 103. Art History: Renaissance Through Contemporary. 3 Credits.

This introductory course considers art as seen in its cultural and historical context from the Renaissance through the contemporary era. Students explore the stylistic elements that make great works typical of their era.

Offered: Every year, All

UC: Fine Arts

AR 103H. Art History: Renaissance Through Contemporary. 3 Credits.

Honors Course – This introductory course considers art as seen in its cultural and historical context from the Renaissance through the contemporary era. Students explore the stylistic elements that make great works typical of their era.

UC: Fine Arts

AR 104. Survey of Non-Western Art. 3 Credits.

Participants study the major themes and forms of non-Western arts from East Asia, South Asia, Africa, the Pre-Columbian Americas and Oceania, with emphasis on their cultural, philosophical and religious contexts. Students define works of art both formally and within the framework of their method of manufacture, audience and cultural value. They also explore aspects of various non-Western religions, cultural considerations and influences in relation to the works. Students with little experience of or no prior courses in art history learn the basic terminology and methodology of the field.

Offered: Every year, All

UC: Fine Arts

AR 105. American Art. 3 Credits.

This course serves as an introduction to the history of art in the United States from the pre-colonial period to the present. The curriculum includes a careful analysis of representative works reinforced by visits to area art galleries.

Offered: Every year, All

UC: Fine Arts

AR 115. Drawing for Anime, Games. 3 Credits.

Offered: Every year, All

AR 140. Basic Visual Design. 3 Credits.

This course exposes students to the basics of two-dimensional design. Topics include the elements of design, the principles of order and how these basics combine to create exceptional composition in various forms of art.

Offered: Every year, All

UC: Fine Arts

- AR 158. Photography I. 3 Credits.**
This beginning course in still photography is designed to teach basic photographic techniques. Additional topics include lighting, advertising, fashion and portrait photography. Students must provide a fully adjustable digital camera or Digital Single Lens Reflex (DSLR) camera.
Offered: Every year, All
UC: Fine Arts
- AR 165. Introduction to Digital Art. 3 Credits.**
This Introduction to Digital Art will explore the historical and contemporary discourse of digital art and introduce students to techniques to make their digital dreams a reality. In this course, students will learn the fundamentals of 2-dimensional image making using various digital applications. An emphasis will be placed on the formal, technical, and conceptual treatment of digital art, as well as each student's unique creative vision.
Offered: As needed
- AR 175. Special Topics in Art History. 3 Credits.**
This group of courses introduces art history by way of particular themes. Each covers at least three eras or movements in art history, exploring imagery, sculpture, architecture and decorative arts. Topics include: The Art and Architecture of Health and Medicine; Art and Propaganda; The Art and Imagery of Weaponry and War; Art and Love; Art and Death; and The Image of the Divine.
Offered: As needed
UC: Fine Arts
- AR 175H. Honors -Special Topics in Art History. 3 Credits.**
This group of courses introduces art history by way of particular themes. Each covers at least three eras or movements in art history, exploring imagery, sculpture, architecture and decorative arts. Topics include: The Art and Architecture of Health and Medicine; Art and Propaganda; The Art and Imagery of Weaponry and War; Art and Love; Art and Death; and The Image of the Divine.
Offered: As needed
UC: Fine Arts
- AR 200. Special Topics Course. 3 Credits.**
- AR 210. The Creative Process. 3 Credits.**
This course introduces students to the creative process in the visual arts. Students learn to evaluate and critique their personal artwork as well as the work of others to develop a working process that enables them to go from initial thought to final product. Topics include: how to expand on initial ideas, the proper use of a sketchbook, looking at and evaluating famous works of art, and how to know when a work of art is finished.
Offered: Every year, All
UC: Fine Arts
- AR 240. Graphic Design. 3 Credits.**
Students gain practical experience in the creation of pictorial devices used to disseminate product information, including drawing, painting, illustration and typography.
Prerequisites: Take AR 140.
Offered: As needed
UC: Fine Arts
- AR 241. Color Theory. 3 Credits.**
This course introduces students to the basics of color theory in design. Participants explore different topics through a series of short in-class projects and longer out of class assignments. Topics include the use of the grey scale, color mixing, color harmonies and discord, among others.
Offered: Every year, All
UC: Fine Arts
- AR 242. Cartooning. 3 Credits.**
This course provides an overview of the history of the comic and cartoon arts, and explores a variety of cartooning techniques. While studying the techniques of the masters, students plan, and eventually execute their own original cartoons. This class is open to absolute beginners as well as students with previous drawing, painting and cartooning experience.
Offered: As needed
UC: Fine Arts
- AR 250. Studio Art: Special Topic. 3 Credits.**
Students gain hands-on experience in creative art. The medium varies from year to year and from section to section.
Offered: As needed, All
UC: Fine Arts
- AR 251. Studio Art: Drawing. 3 Credits.**
This studio course serves as an introduction to basic drawing skills. Subjects may include still life, landscape and portraits. Work is done in pencil, ink and other media.
Offered: Every year, All
UC: Fine Arts
- AR 252. Studio Art: Painting. 3 Credits.**
This studio course serves as an introduction to basic painting skills. Coursework includes specialized painting techniques, color theory and assignments based on both traditional and contemporary styles. All work is completed in acrylic painting media with some mixed media components.
Offered: Every year, All
UC: Fine Arts
- AR 253. Studio Art: Sculpture. 3 Credits.**
This studio course introduces students to sculpture and three-dimensional design using a variety of materials. Students gain an understanding and appreciation of basic techniques and processes involved in creating sculpture and learn how a three-dimensional object impacts its environment.
Offered: Every year, All
UC: Fine Arts
- AR 254. Studio Art: Printmaking. 3 Credits.**
This studio course serves as an introduction to the many processes used in printmaking. Techniques studied include those used in woodcut and linoleum cut, etching and drypoint, monotype and monoprint, embossment and lithography.
Offered: Every year, All
UC: Fine Arts
- AR 257. Ap Studio Art Introduction to Studio Methods. 3 Credits.**
This eight-week accelerated course introduces students to basic studio methods. Both traditional and contemporary techniques are explored through a series of short in-class projects and longer out-of-class assignments. Coursework includes techniques and materials for a variety of media, including drawing, painting, watercolor, sculpture and printmaking.
Offered: As needed
UC: Fine Arts
- AR 258. Photography II. 3 Credits.**
This course is a continuation of Photography I (AR 158). From daguerreotypes to digital, photography's history and future are discussed through slide lectures and hands-on activities. Each student must provide an adjustable digital or film 35 mm. camera, and photo processing.
Prerequisites: Take AR 158.
Offered: Every year, All
UC: Fine Arts

- AR 262. Studio Art: Watercolor.** **3 Credits.**
This course introduces students to the basics of watercolor. Participants explore different topics through a series of short in-class projects and longer out-of-class assignments. Topics include specialized watercolor painting techniques, color theory and assignments based on both traditional and contemporary styles. All work is completed in watercolor with some mixed media components.
Offered: Every year, All
UC: Fine Arts
- AR 263. Studio Art: Collage.** **3 Credits.**
This hands-on studio course enables students to explore materials and techniques involved in the art of making a collage. This course looks at various ways to incorporate pre-made materials into more elaborate finished projects. Participants use a variety of materials including both manmade and natural objects as well as various painting, drawing and sculpture media.
Offered: Every year, All
UC: Fine Arts
- AR 299. Independent Study.** **3 Credits.**
Offered: As needed, All
- AR 300. Special Topics in Art History.** **3 Credits.**
Upper-level special topics courses in studio art or art history. Prerequisites vary by section.
Prerequisites: Take AR 102 or AR 103 or AR 104 or AR 105.
Offered: As needed, All
UC: Fine Arts
- AR 303. Studio Art: Advanced Drawing.** **3 Credits.**
This advanced drawing class expands on knowledge gained in an introductory level drawing course. Topics include both traditional and contemporary techniques and advanced composition. Work is completed in various drawing materials, including charcoal, pencil, conte and ink.
Prerequisites: Take AR 251.
Offered: Every year, All
UC: Fine Arts
- AR 304. Studio Art: Advanced Painting.** **3 Credits.**
This advanced painting class enhances knowledge gained in an introductory level painting course. Specialized painting techniques include expanded color theory as well as an introduction to contemporary techniques. All work is completed in acrylic paint with some mixed media components.
Prerequisites: Take AR 252.
Offered: Every year, All
UC: Fine Arts
- AR 305. Special Topics in Studio Art.** **3 Credits.**
Offered: As needed
UC: Fine Arts
- AR 317. Art of the Italian Renaissance.** **3 Credits.**
This course covers the period from c.1350-1600 in Italy. Participants study the painters, sculptors and architects of the period, including their artistic techniques, styles and use of symbolism. Topics include the writings by artists of the time as well as an examination of those artists and artistic movements that served as precursors to this compelling period of art history. Students further study the political, religious, economic and scientific advances of the period, including opportunities for women and the influence of regional geography on the arts.
Prerequisites: Take AR 102, AR 103, AR 104 or AR 105.
Offered: As needed
UC: Fine Arts
- AR 325. Women Artists (WGS 315).** **3 Credits.**
This art history course focuses on the lives and artwork of women such as Hildegard von Bingen, Mary Cassatt, Frida Kahlo and Georgia O'Keefe.
Prerequisites: Take one of the following: AR 102, AR 103, AR 104 or AR 105.
Offered: As needed
UC: Fine Arts
- AR 335. Digital Photography.** **3 Credits.**
This course is designed to help students learn digital camera operation, as well as computer-based image correction and manipulation through the use of Adobe Photoshop. Participants explore relevant topics through class lectures, demonstrations, in-class exercises and out-of-class assignments. Topics include the methods and techniques used to create, edit and critically judge digital images.
Prerequisites: Take one of the following: AR 140, AR 158.
Offered: As needed
UC: Fine Arts
- AR 360. Innovation in the Arts and Sciences.** **3 Credits.**
This course reviews science and art practices to explore how innovations occur. Because discovery and invention go hand in hand, students consider the ethics of constructing according to needs, imagination and a sense of what the world should be. Particular attention is paid to the values of diversity, from disciplines to cultures. Junior or senior status is required.
Offered: As needed
UC: Fine Arts
- AR 380. Interactive Art.** **3 Credits.**
This course presents an interdisciplinary examination of the functions in art, literature and theater through readings and discussions of selected creative and critical works. Topics include self-organization, open systems, emergence, complexity, pragmatism and play. Students use the final project to demonstrate a practical understanding of interactive processes. Junior or senior status is required.
Offered: As needed
UC: Fine Arts
- AR 499. Independent Study.** **3 Credits.**
Advanced independent studio work in painting, printmaking, graphic design, photography.
Offered: As needed, All
- ## Game Design and Development (GDD)
- GDD 101. Introduction to Game Design.** **3 Credits.**
This course introduces students to the practice of game design (board, card, dice, physical games, videogames), theories of game design and play, the study of the social effects of games, the role of serious games for teaching and learning and production practices in the game industry. Students learn critical analysis of games and the process of design documentation.
Offered: Every year, All
- GDD 102. Drawing for Games and Animation.** **3 Credits.**
In this course, students learn basics of proportion, anatomy, weight and balance to develop characters for video games and 2D and 3D animation. Topics include approaches to stylization such as animé and graphic novels. Students use traditional pencil and paper as well as Adobe Photoshop and other software.
Offered: Every year, Fall

GDD 110. Introduction to Visual Design for Games. 3 Credits.

This foundation course prepares students for upper-level coursework by introducing critical, analytical and problem-solving strategies for researching and developing graphics for games. Topics include layout, color theory, font management, logo design, and user interface design. Practical hands-on methods include visual research, design journals, thumbnail sketches, concept art, pixel art, storyboarding and 2D development tools. Completed artwork is then integrated into game engines.

Offered: Every year, Fall

GDD 140. Creativity and Computation. 3 Credits.

This course teaches software literacy within the visual arts and visual literacy within technology. Students develop basic coding expertise and the confidence necessary to create interactive artwork and games. The course teaches essential 21st-century skills including computational and systems thinking, along with quantitative reasoning coupled with creative problem solving and generative visual aesthetics. No previous experience with programming necessary.

Offered: Every year, Fall

UC: Fine Arts

GDD 175. Special Topics in Game Design. 3 Credits.

Courses of particular interest to game design students offered on an occasional basis. These courses have no prerequisite. See the Special Topics Bulletin on the Registrar's website for specific course descriptions.

Offered: As needed

GDD 200. Introduction to Game Development. 3 Credits.

This course provides a practical, hands-on overview of game development. Students learn how to make games from scratch by using a game engine to code behaviors and manipulate assets. Individual game development concepts are introduced incrementally. Students are required to demonstrate their understanding of these concepts through creative project work. Some programming experience is required.

Prerequisites: Take GDD 140 or CSC 110 or equivalent college level programming course.

Offered: Every year, Spring

GDD 201. Professionalism Practice for Game Design. 3 Credits.

In this course, students practice the skills necessary for professional work in game development. They develop a portfolio that showcases their skills and work using HTML, CSS, and Javascript and create polished game design process documentation. Topics include: researching and applying game analysis and theory to creative practice, brainstorming, prototyping, and playtesting game pitches.

Offered: Every year, Fall

GDD 202. Game Art I. 3 Credits.

This course introduces students to the basic skills and pipeline for creating 2D and 3D assets for games and animation. Topics include: lighting, modeling and textures. Artwork is integrated into 3D game engines and optimized for performance.

Prerequisites: Take GDD 102 or GDD 110 or permission of the program director.

Offered: Every year, Fall

GDD 207. Digital Music Composition for Games. 3 Credits.

This course covers the fundamentals of audio creation and implementation for games using a variety of software and digital tools. Readings on theory are integrated with group discussions and critique of student work. Classwork is project-based and students are encouraged to design audio for projects being developed in other classes.

Offered: As needed

GDD 210. Game Lab I: Team Projects. 3 Credits.

This is the first of a two-course sequence focusing on game production, coding, prototyping and playtesting. In Game Lab I, students work individually and in teams to define and develop game concepts, research content, develop game mechanics, create game assets and build working prototypes. Prerequisite may be waived with permission of the program director.

Prerequisites: Take GDD 200.

Offered: Every year, Fall

GDD 211. Game Lab II: Team Projects. 3 Credits.

This course is a continuation of GDD 210. Students continue to work in teams to build working prototypes while learning about the game development process, project management, play testing and usability testing. Prerequisite may be waived with permission of the program director.

Prerequisites: Take GDD 210.

Offered: Every year, Spring

GDD 215. eSports Management. 3 Credits.

This course is designed to teach students how to recruit, retain, develop and manage eSports teams. Students also explore the eSports industry, its rise and growth, trends in the space and where the field is likely to go. Finally, students discuss the business of eSports and look at possible opportunities that may arise from the growth of this new competitive space, including impacts on student athletes and colleges, professional teams, the world of sports (including the Olympics), and sponsorships. Prerequisite may be waived with permission of the program director.

Prerequisites: Take GDD 101.

Offered: As needed

GDD 250. Interactive Storytelling and Narrative (EN 207). 3 Credits.

This course draws from English and Game Development & Design to explore the craft and purpose of interactive storytelling. Course content will cover both the creation and analysis of various interactive texts. Students in this class will combine basic coding language with creative writing principles to produce a complex interactive narrative. The interactive narrative will serve as a semester-long project that emphasizes autonomous characters, a responsive setting, and meaningful story branches navigated by a user. Students will also develop a theoretical understanding of interactive media

Offered: As needed

GDD 290. Internship. 1-3 Credits.

Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of game design or related fields. For majors or minors in game design and development. Requires permission of the program director.

Offered: Every year, All

GDD 301. Game Design Tools and Processes. 3 Credits.

Students examine games from different perspectives and investigate how those perspectives affect the design process. Project work encourages students to consider the physical, cognitive and narrative potential in games. Students use a number of game-making tools that support these perspectives.

Prerequisites: Take GDD 210 or CSC 110.

Offered: Every year, Spring

- GDD 302. Game Art II. 3 Credits.**
Students continue working with software tools required for designing and building 2D and 3D assets such as characters, costumes, props, levels, environments and worlds.
Prerequisites: Take GDD 202.
Offered: Every year, Spring
- GDD 303. The Art of Audio Narrative (FTM 380 EN 303). 3 Credits.**
This course is about storytelling. Students learn the basics of multi-track audio recording and mixing. They write and produce fiction and nonfiction audio narratives. Each project is shared in a stimulating and mutually supportive workshop environment. Students read and listen widely to gain a sense of the history and theory of radio art. Participants also spend time identifying target audiences and looking at ways to distribute student work to the larger world of public and independent radio. Prerequisite may be waived with permission of program director.
Prerequisites: Take GDD 101.
Offered: Every other year, Fall
- GDD 310. Game Lab III: Team. 3 Credits.**
The topic of this Game Lab rotates to allow students to explore other game engines, modalities, and publishing formats for games. These include: Introduction to Unreal and Mobile Game Design, and Advanced AR/VR. Prerequisite may be waived with permission of the program director.
Prerequisites: Take GDD 211.
Offered: Every year, Fall
- GDD 311. Game Lab IV: Team Projects. 3 Credits.**
This Game Lab provides students with an experiential learning opportunity by building a game for a client or for publication. Students work in teams to build working prototypes and manage the life cycle of the game development process including troubleshooting, playtesting, usability testing and revisions. Prerequisite may be waived with permission of the program director.
Prerequisites: Permission of instructor.
Offered: Every year, Spring
- GDD 314. VR/AR Development for Games. 3 Credits.**
This course is an exploration into the potentials of Augmented and Virtual Reality in play and games. Students learn the skills to design and develop Virtual Reality applications for dedicated headsets and Augmented Reality applications for smartphones in Unity. Prerequisite may be waived with permission of the program director.
Prerequisites: Take GDD 200.
Offered: Every year, Spring
- GDD 316. Advanced Topics in Game Development. 3 Credits.**
Modern games rely on a range of algorithms and mathematical techniques to generate compelling dynamic game mechanics. This course develops advanced topics through mediated examples, playtesting and collaborative projects. Students build working prototypes that leverage applied math to generate complex game mechanics. The course will review basic mathematical tools for game physics, transforms, trajectory and mesh generation. More complex behaviors and movements are addressed through algorithms for procedural generation, agents, artificial intelligence, swarms and dynamic surfaces.
Prerequisites: Take GDD 200 or CSC 110
Offered: Every year, Spring
- GDD 320. Cross Collaboration. 1-2 Credits.**
This course enables students not enrolled in the course to collaborate with a game team in a GDD Game Lab. Students are responsible for defining course deliverables in consultation with their teammates and the faculty teaching the Game Lab. Permission of the program director needed.
Offered: As needed
- GDD 350. Board Game Design. 3 Credits.**
This course provides an introduction to the design of table-top and board games. Board games share many ideas with digital games but utilize different game mechanics. Designing for board games explores the practice of alternate approaches to game design, and the skills learned in this class can be applied to both. Topics include design, history, manufacturing and different genres such as classic board games, deck-building games and card-based strategy games.
Offered: As needed
- GDD 370. Acting and Directing for Game Design. 3 Credits.**
This course provides an introduction to the craft of directing and acting for game production. Topics include story analysis and interpretation, director's concept, and the history and theories of directing. Students learn the basic principles of acting, including scene analysis, motivation, intention and character work. They perform exercises, monologues and scenes. Additional topics include methods of actor coaching, rehearsal techniques and working with the creative game design team.
Offered: As needed
- GDD 380. The Business of Games. 3 Credits.**
This course helps students gain an understanding of how to develop and run a successful video game business. Students look at existing businesses and new businesses as models and cautionary tales. Topics include developing financials, how to market a business, building a strong company culture, how to crowdfund and how to incorporate.
Offered: As needed
- GDD 390. Internship. 1-3 Credits.**
Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of game design or related fields. For majors or minors in game design and development. Requires permission of the program director.
Offered: Every year, All
- GDD 394. History of Video Games. 3 Credits.**
Video games are an interactive medium grounded in step-by-step innovation in console and computer systems combined with parallel development in software capabilities. This course examines the cultural, social and educational aspects of games and considers how they changed over time in response to market pressures, societal concerns about content and technological development. Students play and analyze historical games, learn how to write game reviews and research new phenomenon in game development.
Prerequisites: Take GDD 101 or permission of the program director.
Offered: Every year, Spring
- GDD 395. Critical Game Studies Seminar (PL 395). 3 Credits.**
In this course, students address topics in game studies, ludology or play theory to develop critical, conceptual and cultural understandings of narrative, meaning and identity in games. The course also addresses the design and development of serious and meaningful games and the aesthetic, social and technological implications of new emerging forms. Prerequisite may be waived with permission of the program director.
Prerequisites: Take GDD 101 or PL 101.
Offered: Fall

GDD 396. Games, Learning & Society. 3 Credits.

This course addresses the design, use, and assessment of serious and meaningful games in education. The class has both theoretical and applied components. Students will conduct literature reviews to understand current practice in a specific area of applied games, i.e. outcomes assessment, data collection, games for physical therapy, games for diabetes management, games to train surgeons, etc. and then produce a research paper on their area of focus. Students will then design, prototype, and test an applied game that addresses an actual societal need. Partnership with outside individuals and institutions is encouraged and supported.

Offered: As needed

GDD 399. Independent Study. 1-6 Credits.

Under the supervision of a faculty member, students pursue self-directed research and in-depth study in a subject that is not covered by the existing curriculum.

Offered: As needed

GDD 402. Game Art III. 3 Credits.

Students continue with more advanced work using software tools required for designing and building art assets. Topics include techniques of advanced 3D modeling, rigging, texturing, lighting, motion capture and animation, scene planning, virtual camera angles, rendering, editing and compositing.

Prerequisites: Take GDD 302.

Offered: Every year, Fall

GDD 403. Professional Apprenticeship. 1-2 Credits.

This course provides students with the opportunity to work one-on-one with a game industry professional to advance and refine their skills. Students are responsible for defining course deliverables in consultation with their professional mentor. Permission of the Program Director necessary.

Offered: As needed

GDD 405. Game Audio Design. 3 Credits.

This course covers sound design for games while exploring techniques of digital sound synthesis, recording, sampling and editing. Prerequisite may be waived with permission of program director.

Prerequisites: Take GDD 200.

Offered: As needed

GDD 410. Game Lab V: Team Projects. 3 Credits.

Game Lab V and VI form a two-course sequence that builds upon the knowledge and skills of prior courses. With a focus on the process of iteration, this course extends the experience of game production, coding, prototyping and playtesting gained in previous Game Labs. Students learn the basics of agile development and how to put it into practice. For game design and development majors.

Prerequisites: Take GDD 211 and senior status or permission of the program director.

Offered: Every year, Fall

GDD 411. Game Lab VI: Team Projects. 3 Credits.

This course is a continuation of Game Lab V. At the end of the semester, teams present a working game and provide documentation of their design and development process. Prerequisite: For game design and development majors.

Prerequisites: Take GDD 410 and senior status or permission of the program director.

Offered: Every year, Spring

GDD 490. Internship. 1-3 Credits.

Under the supervision of a faculty member and a participating private company, corporation, institution or community organization, students gain real-world experience working in the field of game design or related fields. For majors or minors in game design and development. Requires permission of the program director.

Offered: Every year, All

GDD 495. Senior Project and Seminar I. 3 Credits.

This course is the senior capstone in the major. Students reflect on how their academic experience and extracurricular activities during their undergraduate years have shaped their personal goals and aspirations. Students refine and polish their portfolio, produce a resume and other professional materials and prepare for their careers after graduation.

Prerequisites: Requires senior status and a major or minor in game design and development.

Offered: Every year, Spring

GDD 499. Independent Study. 1-6 Credits.

Under the supervision of a faculty member, students pursue self-directed research and in-depth study in a subject that is not covered by the existing curriculum. Prerequisite: Junior or senior standing.

Prerequisites: GDD tutorial courses required for graduation are offered as needed.

Offered: As needed

GDD 520. Games Learning & Society. 3 Credits.

This course addresses the design, use, and assessm

Offered: Every year, Fall and Spring

Music (MU)

MU 110. Private Music Lessons. 1 Credit.

Music lessons give Quinnipiac students the opportunity to study the piano, guitar, voice, violin, viola or woodwind instruments with a highly skilled professional artist. In private music lessons, students develop an understanding of the fundamental elements of playing a musical instrument including: musical notation, proper technique, music theory and performance. No prior musical training is required as lessons are tailored by the instructor to be appropriate for any level of study. Students may choose to perform in program recitals that are held each semester, if they choose to do so.

Offered: Every year, All

UC: Fine Arts

MU 130. Understanding Music. 3 Credits.

Students study elements of musical form and style in an effort to discover how music works. This course investigates the most important figures from the history of Western music as well as some world music and contemporary composers.

Offered: Every year, All

UC: Fine Arts

MU 130H. Honors Understanding Music. 3 Credits.

Students study elements of musical form and style in an effort to discover how music works. This course investigates the most important figures from the history of Western music as well as some world music and contemporary composers.

Offered: Every year, All

UC: Fine Arts

- MU 150. American Popular Music: From the Blues to Hip Hop. 3 Credits.**
This course investigates the musical and cultural history of American popular music. The course looks at many different styles of music including Jazz, Blues, Rock n Roll, Country and Hip-Hop. The course studies the musical style and the social, cultural, political and historical contexts from which American popular music emerged.
Offered: Every year, Fall and Spring
UC: Fine Arts
- MU 150H. Honors: American Popular Music: From the Blues to Hip Hop. 3 Credits.**
This course investigates the musical and cultural history of American popular music. The course looks at many different styles of music including Jazz, Blues, Rock n Roll, Country and Hip-Hop. The course studies the musical style and the social, cultural, political and historical contexts from which American popular music emerged.
Offered: Every year, Fall and Spring
UC: Fine Arts
- MU 175. Special Topics in Music. 3 Credits.**
Offered: As needed
UC: Fine Arts
- MU 190. Quinipiac University Singers. 1 Credit.**
This workshop in music is devoted to the study, singing and presentation of choral music from a variety of periods. The course focuses on specific vocal and ensemble techniques. Students of every experience and ability level are encouraged to attend.
Offered: Every year, All
UC: Fine Arts
- MU 191. Quinipiac Chamber Orchestra. 1 Credit.**
Students perform chamber music and orchestral compositions. A wide variety of styles including classical, film and popular music are performed. All instruments are used and students of every experience and ability level are encouraged to attend.
Offered: Every year, All
UC: Fine Arts
- MU 194. Jazz Ensemble. 1 Credit.**
Students explore and perform literature written for big band and smaller ensembles. A wide variety of styles, composers and arrangers are covered. Students of every experience and ability level are encouraged to attend.
Offered: Every year, All
UC: Fine Arts
- MU 200. Special Topics. 3 Credits.**
Offered: As needed, All
UC: Fine Arts
- MU 211. History of Jazz. 3 Credits.**
This course investigates the origins and history of Jazz from its beginning in the early twentieth century through present avant-garde forms. Jazz literature is surveyed with an analysis of important soloists, small jazz groups and large ensembles.
Offered: Every year, All
UC: Fine Arts
- MU 211H. Honors History of Jazz. 3 Credits.**
This course covers the origins and history of the jazz idiom from its beginning in the early twentieth century through present avant-garde forms. Jazz literature is surveyed with an analysis of important soloists, small jazz groups and large ensembles.
Offered: Every year, All
UC: Fine Arts
- MU 213. Music of the 20th Century. 3 Credits.**
This course examines the transformations that took place in art music from the late romantic era to the end of the twentieth century. The course presents a diverse spectrum of musical styles and explores how popular forms of music, world music, and changes in society have impacted musical culture here and abroad.
Prerequisites: Take 3 credits from subject MU.
Offered: As needed
UC: Fine Arts
- MU 230. Music Theory I. 3 Credits.**
This course is designed to give students a solid and practical basis for appreciation or participation of musical experiences. Emphasis is placed on study of the basic elements of music theory including rhythm, melody, harmony, modes, scales, key signature, and intervals.
Offered: Every year, Fall
UC: Fine Arts
- MU 250. Music and Human Identity. 3 Credits.**
This course explores how specific disabilities contributed to the formation of a composer or performer's musical identity. This course places special emphasis on how disabilities influence creative and performance standards within a culture. Students discuss musicians from many different genres, including classical, jazz and pop music.
Offered: Every year, Fall and Spring
UC: Fine Arts
- MU 280. Music and Our Life's Work. 4 Credits.**
The objective of this course is to empower students with information to help them understand and appreciate various genres of music and their connection to our life's work. Utilizing a group cooperative learning approach, students engage in directed listening activities and investigation of select Western Art Music examples. They explore the societal and historical influences that have contributed to the development of music, as well as the effect of music on our daily lives. For their culminating project, "Music and Your Major," students articulate the relationship of music to the work that they do.
Offered: As needed
UC: Fine Arts
- MU 299. Independent Study. 1-3 Credits.**
By special arrangement with instructor and with approval of department chair.
Offered: Every year, All
- MU 300. Music Directed Study. 1-3 Credits.**
Offered: As needed
- MU 330. Music Theory II. 3 Credits.**
This course studies the range, timbre, transposition and uses of various instruments in consort. Fundamental techniques of arranging, vocal and instrumental are considered.
Prerequisites: Take MU 230.
Offered: Every year, Spring
UC: Fine Arts
- MU 399. Independent Study. 3 Credits.**
By special arrangement with instructor and with approval of department chair.
Offered: Every year, All

Theater (DR)

DR 101. Understanding Theater. 3 Credits.

This course presents an introduction to the practices and purposes of theater through attending plays, readings in theater history, dramatic theory and stage production work.

Offered: Every year, All

UC: Fine Arts

DR 140. Stagecraft. 3 Credits.

Stagecraft is a practical, semester-long workshop on the process of transforming a design concept into a workable end. This course provides an introduction to the theory, techniques, materials and equipment of theater technology with an emphasis on the ways in which practical considerations inform the process and product of theater making. Areas of study include set and costume construction, scene painting, lighting, projection and sound. The course incorporates extensive practical work both in and outside of class; and students are required to complete 28 hours of technical production work for the mainstage production season.

Offered: Every year, Fall and Spring

UC: Fine Arts

DR 150. Performance Fundamentals. 3 Credits.

This course provides an introduction to the basic vocal, physical and improvisational skills necessary for successful performance in a variety of areas. Skills to be emphasized include vocal support and projection, physical relaxation and focus, diction, articulation and improvisational techniques. Students interested in broadcast journalism, newscasting, public relations and advocacy, as well as more theatrical areas of public performance, learn to work effectively in front of an audience while maintaining focus and energy.

Offered: As needed

UC: Fine Arts

DR 160. Acting I. 3 Credits.

Students are introduced to the basic principles of acting, including scene analysis, motivation, intention and character work. Students perform exercises, monologues and scenes.

Offered: Every year, Fall and Spring

UC: Fine Arts

DR 181. Improvisational Acting. 3 Credits.

This course introduces students to long-form improvisational theater. In this form, actors build scenes from scratch with only a one-word suggestion from the audience. This course is an introductory course and is suitable for students with or without prior performance experience. The semester culminates with a class performance for an invited audience.

Offered: Every year, Fall and Spring

UC: Fine Arts

DR 191. Theater Practice I. 1 Credit.

Students complete a minimum 40 hours of production work or related professional experience. Students must obtain approval from the theater program director before beginning their work. Approval is not automatic. Students are expected to articulate how the proposed experiential learning aligns with their post-graduation goals.

Offered: As needed

DR 199. Independent Study. 1-3 Credits.

A student may, in collaboration with an instructor, create course which focuses on specific area of dramatic study. Internships and work on university theater program productions are possible areas of focus.

Offered: As needed

DR 200. Special Topics. 3 Credits.

This course focuses on a specialized area of theater study. Past topics have included unique performance approaches, scenic and lighting design and special topics in theater history and dramatic literature. Course may be repeated for credit.

Offered: As needed

UC: Fine Arts

DR 220. Voice and Movement. 3 Credits.

This course covers practical laboratory work in vocal production and movement, utilizing developmental techniques of Kristen Linklater, Alexander Feldenkrais, Jerzy Grotowski, Michael Chekhov, with special emphasis on individual coaching and problem solving. Studio work also may include techniques of characterization, including neutral and character mask exploration, work with classical texts, and acquisition of dialect skills.

Offered: Every year, Fall

UC: Fine Arts

DR 221. Voice and Diction. 3 Credits.

Speaking clearly is a valuable skill that serves the individual in any facet of her/his post-university life. A dynamic speaking voice can convey emotion, captivate an audience and propel a career forward regardless of whether your goal is to become an actor, an on-air personality, a businessperson, a doctor, a social worker, a teacher or a lawyer. Perfecting the skills offered by Voice & Diction helps the student excel in all areas of life in and beyond university. No prior performance experience is necessary. Students who would like to improve their public speaking and communication skills find great benefits from this course.

Offered: As needed

UC: Fine Arts

DR 230. Directing I. 3 Credits.

This course serves as an introduction to the craft of the theatrical director. Topics include play analysis and interpretation, director's concept, visual composition and the history and theories of directing. Also included: methods of actor coaching, rehearsal techniques and working with the creative team of designers, dramaturges and production staff. As a final project, each student directs a scene that is presented in a student workshop performance at the end of the semester.

Offered: Every year, All

UC: Fine Arts

DR 250. Stage Management. 3 Credits.

This course introduces current stage management theory and practices. Students will learn about the role of the stage manager; read first and second-hand accounts of current practicing stage managers; discover how a stage manager is responsible for the atmosphere of a production; apply theory to assignments and projects; engage in hands on activities to learn the technical aspects of the position, and reflect and evaluate on their personal process. These topics will be presented through readings, lectures, activities, demonstrations, and discussions, and applied through assignments and projects. Classwork will be evaluated through discussion participation, assignments, and projects

Offered: As needed

UC: Fine Arts

DR 257. Design for the Theater. 3 Credits.

This course provides an introduction to theatrical design history, process and implementation. Students explore the concept of design and what it is in the theater. They read first- and second-hand accounts of historic designers and movements in theatrical design. They examine the design process and apply it to class projects. They also reflect and evaluate on their personal process. These topics are presented through readings, lectures and discussions, and applied through group and individual assignments. Although the main focus is scenic, lighting and costume design, all aspects of theater are explored. This course is suitable for students with or without prior theater experience.

Offered: Every year, All

UC: Fine Arts

DR 260. Acting for Film/Tv. 3 Credits.

This is an intermediate studio course in which students gain experience in the specialized performance skills demanded by the film and television mediums. Students work on monologues and scenes that emphasize truth and emotional reality and receive training in the techniques of Stanislavski, Lee Strasberg and Sanford Meisner. When scheduling permits, students collaborate with a mass communications video production class in filming/taping acting scenes.

Offered: Every year, Fall and Spring

UC: Fine Arts

DR 261. Auditioning for the Actor. 3 Credits.

In this course, students learn how to excel at all aspects of the audition process. From how to select and perform audition appropriate monologues, to mock interviews and self-presentation tips, students learn how to succeed. All students are required to complete the course with a headshot and resume as well as two audition-ready monologues. This course is open to all students regardless of major. No prior acting experience is necessary. Students who would like to improve their public speaking, interview and interpersonal skills find great benefits from this course.

Offered: As needed

UC: Fine Arts

DR 270. World Theater History and Dramatic Literature I. 3 Credits.

In this course, students integrate a multicultural history of world theater with the study of performance traditions and dramatic literature. Participants study the ritual foundations of theater through the theater of the early Renaissance period, emphasizing the importance of historical and literary research in devising actual production concepts for period plays. Students apply their knowledge in active and creative projects. Does not have to be taken in sequence with DR 275.

Offered: Every year, Fall

UC: Fine Arts

DR 270H. Honors World Theater History and Dramatic Literature I. 3 Credits.

This course covers the historical development of European theater covering the Classical, Medieval and Early Modern periods. It also examines various types of non-Western performance traditions with a focus on India, Africa, Japan and China. Plays from each time period are read and placed within their historical, political and cultural contexts. The historical development of theater architecture, stage craft, acting theory, and the changing status of the theater artist also is explored. Students apply their knowledge in scholarly and creative projects. Does not have to be taken in sequence with DR 275.

DR 275. World Theater History and Dramatic Literature II. 3 Credits.

This course traces the development of European theater from the Renaissance through the late 19th century and the beginning of modern drama. It also examines non-Western performance traditions in India, China, Japan and Africa. Students learn the importance of locating dramatic literature within its cultural, political and historical contexts. The historical development of theater architecture, stage craft, acting theory, and the changing status of the theater artist also is explored. Students apply their knowledge in scholarly and creative projects. Does not have to be taken in sequence with DR 270.

Offered: Every year, Spring

UC: Fine Arts

DR 282. Landscapes and Lenses. 3 Credits.

This course will teach critical engagement with the field of theatre through application of social justice theory. Topics will include critical race and gender theory and its application to the American theatre of yesterday and today. This course is ideal for anybody interested in making theatre a more egalitarian and restorative industry. No prerequisites are required.

Offered: Every year, Spring

UC: Fine Arts

DR 286. Script Analysis. 3 Credits.

Students learn methods of script analysis that can be used to successfully interpret dramatic texts for performance & production. This skill is essential for all theater practitioners and can be useful to any student who wishes to sharpen his or her analytical and interpretive skills.

Offered: Every year, Fall and Spring

UC: Fine Arts

DR 288. From Script to Stage (WGS 288). 3 Credits.

In this course, students study four scripts of plays being produced in nearby professional theatres, such as Long Wharf Theatre, Yale Repertory Theatre, TheaterWorks, and Hartford Stage. Through writing and discussion, students develop their own ideas about how these scripts might be presented onstage most effectively. Then the students and their instructor travel by bus to see each production. Upon returning, students discuss how each production compared with their own visions. Finally, students write reviews of each production they have seen, thereby learning not only how to analyze a theater production, but also how to write a strongly persuasive essay.

Offered: Every year, Spring

UC: Fine Arts

DR 290. Acting for Classical Stage. 3 Credits.

This intermediate studio course emphasizes the performance skills necessary to execute a classical role. Students work on monologues and scenes drawn from the plays of the Greek tragedians, Shakespeare, Moliere and the writers of the English Restoration. Students acquire the techniques necessary to speak verse and to physically embody a classical character.

Offered: As needed

UC: Fine Arts

DR 291. Theater Practice II. 3 Credits.

Students complete a minimum 120 hours of production work or related professional experience. Students must obtain approval from the theater program director before beginning their work. Approval is not automatic. Students are expected to articulate how the proposed experiential learning aligns with their post-graduation goals.

Offered: As needed

- DR 299. Independent Study.** **1-6 Credits.**
This intermediate level tutorial course stresses independent investigation of a topic in theater/drama selected in consultation with the instructor. One conference weekly; oral and written reports. Course may be repeated for credit.
Offered: As needed
- DR 305. Theater for Young Audiences.** **3 Credits.**
This seminar course allows students to explore various aspects of creating theater for young audiences. Performance skills in improvisation and creative dramatics, adaptation of fairy tales, folklore and other children's literature for plays, and the integration of drama into classroom curriculum are emphasized. Students conduct enrichment workshops at participating area schools and/or perform for young audiences in staged readings, workshops and/or fully mounted productions. Community outreach and service learning are emphasized. Requires permission of instructor. This course may be repeated for credit.
Offered: Every year, Spring
UC: Fine Arts
- DR 307. Drafting and Rendering for Theater.** **3 Credits.**
This studio course explores hand drafting and color rendering for the theater. Students learn to generate hand drafting of ground plans and detail drawings and then interpret these plans into sketches and watercolor renderings. Students use pencils, acrylic paints, watercolor paints and an array of hand drafting tools to communicate their theatrical designs.
Offered: Every other year, Spring
UC: Fine Arts
- DR 335. Musical Theater Performance.** **3 Credits.**
In this studio course, students gain expertise in the special skills and techniques necessary to perform in the musical theater style. Each student performs solo, duet and trio musical theater selections with CD accompaniment. (Music is provided; however, students may choose a different solo piece, provided they have the accompaniment track or access to a pianist.) As a culminating exercise, students select pieces drawn from the semester's performance exercises, and these pieces are performed with appropriate costumes, props and choreography in a public cabaret setting.
Offered: Every year, Spring
UC: Fine Arts
- DR 340. Scenic Design.** **3 Credits.**
This class provides an introduction to the world of scenic design. Through discussion, reading, lecture and demonstration, participants explore the theory and practice of designing for the stage. Using this as a base, students research, sketch, paint and model designs for two plays. By investigating the design process in both an academic and hands-on manner, students gain knowledge in the area of scenic design as well as generally improving their problem-solving skills. Students are expected to purchase materials for sketching and model making.
Prerequisites: Take 1 DR course.
Offered: Every other year, Fall
UC: Fine Arts
- DR 341. Lighting Design for the Theater.** **3 Credits.**
This course provides hands-on experience with the technical and design elements of stage lighting. Students use equipment and techniques directly relating to the theatrical productions scheduled in a given semester, using an artistic and collaborative approach and working with lighting systems in a theater.
Prerequisites: Take DR 140 or DR 257.
Offered: Every other year, Spring
UC: Fine Arts
- DR 342. Costume Design.** **3 Credits.**
This course provides an introduction to the theory, techniques, materials and equipment of costuming. Participants focus on costume construction, fabric, fasteners, sewing machine use, dyeing techniques and costume design. Extensive practical work is completed on an individual student basis. Students participate in costume construction for two productions during the semester.
Offered: Every other year, Fall
UC: Fine Arts
- DR 345. Dance for the Musical Theater.** **3 Credits.**
Students learn musical theater dance styles and choreography through studio performance. As a culminating exercise, students select dance pieces to perform with appropriate costumes, props and choreography in a cabaret setting open to the public.
Offered: Every year, Fall
UC: Fine Arts
- DR 350. Playwriting: The Ten-Minute Play.** **3 Credits.**
This course centers on the 10-minute play. Students develop their own unique styles and strategies for writing short plays. In addition to writing their own plays, students complete a series of writing exercises designed to develop specific skills. The semester culminates with a public reading of each student's best work.
Offered: Every year, Fall
UC: Fine Arts
- DR 360. Acting II.** **3 Credits.**
In this studio course, student actors use exercises in acting technique to deepen and refine their ability to create reality on stage. Students explore the skills necessary to create a sense of truth on stage, beginning with scene analysis and enhanced by weekly in-class scene showings. Discussions on reading written by industry leaders focus on how to apply performance techniques to students' individual scenes and daily lives.
Prerequisites: Take DR 160.
Offered: As needed
UC: Fine Arts
- DR 370. Internship, Conservatory or Professional Experience.** **3 Credits.**
Senior theater majors are required to complete a minimum of 120 hours at an internship, conservatory or professional experience in theater or a related field. Students must obtain approval from the theater program director before beginning their work. Approval is not automatic. Students are expected to articulate how the proposed experiential learning aligns with their post-graduation goals.
Prerequisites: Senior status required.
Offered: Every year, Fall
- DR 375. History and Dramatic Literature of the Contemporary Theater.** **3 Credits.**
This advanced seminar class encompasses a socio-historical study of dramatic literature and theory from the beginnings of the modern era to the present with an emphasis on relevance to contemporary performance techniques. The course examines such movements as realism, naturalism, futurism, symbolism, expressionism, surrealism, constructivism and absurdism, studying the texts, artists and critics of the modernist and post-modernist movements in an attempt to locate contemporary theater within its social, historical and political contexts.
Offered: As needed
UC: Fine Arts

DR 380. Theater Administration.**3 Credits.**

Students explore the economic, legal and managerial aspects of professional theater. The course examines the roles of producers, managers, agents, house managers and box office managers as well as the responsibilities of marketing, programming, touring, public relations, strategic planning and fundraising.

Offered: Every other year, Fall**UC:** Fine Arts**DR 391. Playwriting: The Full-Length Play.****3 Credits.**

This course centers on the full-length play. Students develop their own unique styles and strategies for writing plays while exploring the diverse techniques employed by the playwrights who have already established a foundation for the craft. The semester culminates with a public reading of each student's best work.

Offered: Every year, Spring**DR 410. Senior Seminar.****3 Credits.**

This seminar is required for all senior theater majors. Students engage in a culminating project. During their junior year, students work with an adviser to prepare and submit a detailed proposal outlining their project. Approval is not automatic. Projects are reviewed by a faculty committee and students may be asked to submit revisions or alternative proposals.

Offered: Every year, Spring

Bachelor of Arts in Game Design and Development

Program Contact: Elena Bertozzi (elena.bertozzi@qu.edu) 203-582-7998

The Bachelor of Arts in Game Design and Development is a pre-professional program that prepares students for a variety of career options including online digital technology and its many applications, the highly competitive game design industry, or the pursuit of additional study at the graduate level. This is an applied, interdisciplinary major that focuses on the meaningful application of game technologies beyond commercial entertainment by addressing serious topics regarding the environment, health care and education including STEM and STEAM (science, technology, engineering, arts and math) initiatives. Students acquire a solid foundation in critical thinking and writing, foundations of design, user behavior, systems thinking, as well as an understanding of the cultural impacts of games. They develop specialized technical skills and competence in game design including coding, content development, outcomes assessment and quality assurance. The major provides students with skills that are readily applied to the real world and the curriculum supports and enables experiential learning opportunities such as internships, study abroad and collaborations with external partners.

There are a total of 42 credits in the major. The major has 11 required courses. Students build a core skill set and learn to collaborate with others in Game Labs where cross-disciplinary teams build complete polished games. Students choose which areas they wish to specialize in by taking two classes from any one of the concentrations and one elective from any other concentration. Concentrations include: Programming, Technology, Design Process, Art, Game Studies, Business, Writing, and Audio. In the senior year, the program culminates in a capstone experience when students take the Senior Project and Seminar.

A grade of C- or better is required in all game design and development courses and prerequisites. Students with a GPA of less than 2.0 will be put on probation. After two semesters on probation, students will be advised to change majors.

BA in Game Design and Development Curriculum

It is recommended that students majoring in Game Design and Development pursue a minor, or double major, or take courses in a complementary discipline such as graphic interactive design or computer science.

All majors are required to participate in some form of experiential learning: study abroad, internship or academic/professional product collaboration.

Students majoring in Game Design and Development must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Game Design & Development Core Requirements		33
GDD 101	Introduction to Game Design	
GDD 110	Introduction to Visual Design for Games	
GDD 140	Creativity and Computation	
GDD 200	Introduction to Game Development	
GDD 201	Professionalism Practice for Game Design	
GDD 210	Game Lab I: Team Projects	
GDD 211	Game Lab II: Team Projects	
GDD 311	Game Lab IV: Team Projects ² or GDD 390 Internship	
GDD 410	Game Lab V: Team Projects	
GDD 411	Game Lab VI: Team Projects	
GDD 495	Senior Project and Seminar I	
Concentrations ³		9
With the recommendation of the student's advisor and/or the program director, students select two courses from their primary concentration and one elective from any other concentration		
Technology		
GDD 301	Game Design Tools and Processes	
GDD 310	Game Lab III: Team	
GDD 314	VR/AR Development for Games	
GDD 316	Advanced Topics in Game Development	
Art		
GDD 102	Drawing for Games and Animation	
GDD 202	Game Art I	
GDD 302	Game Art II	
GDD 402	Game Art III	
Game Studies		
GDD 394	History of Video Games	
GDD 395	Critical Game Studies Seminar (PL 395)	
GDD 396	Games, Learning & Society	
MSS 231	Media and Society	

MSS 345	Media Users and Audiences (WGS 345)
Business	
GDD 215	eSports Management
GDD 380	The Business of Games
ENT 290	Creating Digital Businesses
ENT 310	Creativity and Innovation Management
Writing	
DR 350	Playwriting: The Ten-Minute Play
EN 201	Creative Writing
EN 202	Introduction to Creative Nonfiction
EN 205	Introduction to Fiction Writing
EN 301	Advanced Fiction-Writing Workshop
EN 302	Advanced Creative Nonfiction
EN 303	The Art of Audio Narrative (FTM 380 GDD 303)
FTM 372	Screenwriting
GDD 250	Interactive Storytelling and Narrative (EN 207)
Audio	
GDD 405	Game Audio Design
GDD 207	Digital Music Composition for Games
GDD 303	The Art of Audio Narrative (FTM 380 EN 303)
Design Process	
GDD 175	Special Topics in Game Design
GDD 301	Game Design Tools and Processes
GDD 350	Board Game Design
GDD 370	Acting and Directing for Game Design
IDD 110	Design Research and Methods
Programming	
CSC 111	Data Structures and Abstraction
GDD 316	Advanced Topics in Game Development
SER 120	Object-Oriented Design and Programming
SER 225	Introduction to Software Development
Free Electives	11-14
Total Credits	102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

² Participating in the QU in LA Program or study abroad can also fulfill this requirement.

³ Students wishing to take courses from the above list must complete any prerequisites required by individual departments/programs or schools.

Elective substitutions are permitted with prior approval of the program director.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Computational and Systems Thinking:** Be fluent in at least one programming language and associated game engine to construct fully functional working games.
- Critical/Analytical Thinking and Communication:** Play and analyze games using academic research methods, exhibit effective written and verbal communication skills and apply this analysis to the game design process.
- Design Process Thinking:** Prototype, reflect critically on workflow and process, incorporate feedback, and iterate.
- Creative Thinking and Problem Solving:** Generate inventive, novel and imaginative ideas for game design concepts and nimbly respond to design and implementation challenges.
- Multidisciplinary and Diverse Perspective Thinking:** Understand the issues surrounding topics of representation and diversity in game development and be able to discuss them and design games that address them.
- Teamwork and Experiential Learning Expertise:** Collaborate with teams of colleagues with different skill sets to produce work using established game development best practices with a clear definition of scope, responsibilities, progress and assessment of results.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Arts in Theater

Program Contact: Abigail Copeland (p. 7) 203-582-7301

The Bachelor of Arts in Theater at Quinnipiac University prepares students for meaningful careers and graduate studies in all areas of theater performance and production.

After completing the core requirements, upper-class students enroll in advanced electives and participate in a senior seminar where they engage in a culminating project. All theater majors are required to complete at

least one competitive internship, professional experience or conservatory semester. Students are strongly encouraged to take on portfolio building roles within our Main Stage season and at local professional theaters.

The Main Stage season includes contemporary and classical plays, popular musicals and original works. Professional artists are infused into our process to expose students to current practices and develop career-enhancing relationships that will serve them long after they graduate.

The BA in Theater is a great choice for students who enjoy collaboration and wish to explore creative careers within the theater arts and allied disciplines.

BA in Theater Curriculum

Students majoring in theater must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Modern Language Requirement		3-6
Theater Core Requirements		
DR 140	Stagecraft	3
DR 160	Acting I	3
DR 230	Directing I	3
Select two of:		6
DR 270	World Theater History and Dramatic Literature I	
DR 275	World Theater History and Dramatic Literature II	
DR 282	Landscapes and Lenses	
DR 375	History and Dramatic Literature of the Contemporary Theater	
DR 257	Design for the Theater	3
DR 286	Script Analysis	3
DR 350	Playwriting: The Ten-Minute Play	3
or DR 391	Playwriting: The Full-Length Play	
DR 370	Internship, Conservatory or Professional Experience	3
DR 410	Senior Seminar	3
Electives		
Select two DR electives:		6
Any DR Course		
Any DR Course 200-level or higher		
Free Electives		17-20
Total Credits		102-108

¹ All students must complete the University Curriculum (p. 51) requirements.

Modern Language Requirement

All CAS students (both bachelor of science and bachelor of arts) must complete one modern language through the 102 level. Modern language courses may also count toward the UC Personal Inquiry II requirement. Students who have taken a language in high school should take the modern language placement test for that language. Students with

placement scores at the 201 level or higher have demonstrated language competency and thus have passed out of the language requirement.

Student Learning Outcomes

Upon completion of the BA in Theater, students will demonstrate the following competencies:

- Understanding:** Students develop an understanding of the roles and responsibilities of theater artists: actor, director, scenic/lighting/costume designer, technical director and playwright.
- Conceptual and Critical Thinking:** Students develop skills to think conceptually and critically about text, performance and production.
- Self-Appraisal:** Students will develop the skills to self-assess, critique and revise their own work.
- Literacy:** Students will develop a fundamental knowledge of theatrical history as well as dramatic literature.
- Production Skills and Knowledge:** Students will develop the skills and techniques necessary for realizing a variety of theatrical styles.
- Collaboration Skills:** Students will develop skills in collective problem solving.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Theater

A minimum of 60 credits is required for transfer into the BA in Theater program. Below is a recommended plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Theater History I		3
Acting I		3
Elective		3-4
Elective		3
Credits		15-16
Spring Semester		
English II		3
Stagecraft		3
Elective		3
Elective		3
Elective		3
Credits		15
Second Year		
Fall Semester		
Voice and Diction		3
Elective		3-4
Elective		3
Elective		3
Elective		3
Credits		15-16
Spring Semester		
Acting 2		3
Elective		3
Elective		3
Elective		3
Elective		3
Credits		15
Total Credits		60-62

Students planning to transfer into the BA in Theater program at Quinnipiac University are highly encouraged to contact the Theater program director, Kevin Daly (Kevin.Daly@qu.edu), to discuss ways they can begin preparing for their senior project proposal during their first two years of college.

Accelerated Dual-Degree BA in Theater/MBA (3+1)

Program Contact: Abigail Copeland (p. 7) 203-582-7301

The Accelerated Dual-Degree BA/MBA (3+1) program offers highly motivated students an opportunity to earn a BA in Theater and an MBA from the School of Business in just 4 years. Both degrees are completed in full without compromise.

This program offers advantages to students who have a passion for theater and ambitions for a career in the global business landscape.

The study of theater sharpens self-confidence and public speaking skills while developing empathy. Theater students engage in hands-on problem solving, take on leadership roles, and become creative thinkers with intrinsic, "get the job done" work ethics. A student who wishes to have their resume stand out from the pack, while developing the above skills and earning a respected degree in business might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue leadership roles within the professional entertainment industry. There is a demand within the industry for skilled leaders who possess strong business administration skills paired with a core understanding of theater arts. Examples of high-paying jobs that 3+1 students would be uniquely qualified for include: executive director, producer, managing director, artistic director, director of development, business manager and operations manager. By pairing their passion for theater with the MBA degree, theater students substantially increase their employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

BA in Theater/MBA Program of Study

This rigorous program of study includes extra courses during the fall and spring sessions, as well as summer sessions to complete the degree requirements for both a BA and an MBA in just four years.

Course	Title	Credits
First Year		
Fall Semester		
DR 140	Stagecraft	3
DR 160	Acting I	3
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Humanities		3
Credits		18
Spring Semester		
DR 257	Design for the Theater	3
DR 270	World Theater History and Dramatic Literature I	3
EC 112	Principles of Macroeconomics	3
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
Free Elective		3
Credits		18
Summer Semester		
UC Breadth		3
UC Breadth		3
Credits		6

Second Year		
Fall Semester		
DR 286	Script Analysis	3
DR Elective (Theater Focus Track)		3
Foreign Language 101		3
Humanities Elective (UC)		3
Natural Science (UC)		3

Natural Science Lab (UC)	1
Free Elective	3
Credits	19
Spring Semester	
AC 211 Financial Accounting	3
DR 275 World Theater History and Dramatic Literature II	3
Foreign Language 102	3
Humanities	3
MU or AR Elective	3
Social Science	3
Credits	18
Summer Semester	
DR 370 Internship, Conservatory or Professional Experience	3
UC Breadth	3
Credits	6
Third Year	
Fall Semester	
DR 350 Playwriting: The Ten-Minute Play	3
DR Elective (Theater Focus Track)	3
FIN 201 Fundamentals of Financial Management	3
MBA 615 Skills for Contemporary Business Issues	3
Depth Elective	3
Depth Elective	3
Credits	18
Spring Semester	
DR 230 Directing I	3
DR Elective (Theater Focus Track)	3
MBA 620 Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625 Authentic Leadership within Organizations	3
Senior Capstone	3
Depth Elective	3
Credits	18
Summer Semester	
MBA Elective	3
MBA Elective	3
Credits	6
Fourth Year	
Fall Semester	
MBA Elective	3
MBA Elective	3
Take one of the following:	3
CIS 600 Information Systems Strategy	
EC 600 Managerial Economics	
MBA 610 Business Decision Analysis	
MBA 635 Supply Chain Management in a New Era	3
MBA 640 Financial Decision Making	3
Credits	15
Spring Semester	
MBA 645 Marketing Decision Making	3

MBA 660 Decision Making in a Global Economy	3
MBA 690 Strategic Management	3
MBA Elective	3
MBA Elective	3
Credits	15
Total Credits	157

Student Outcomes

Upon completion of the BA in Theater, students will demonstrate the following competencies:

- Understanding:** Develop an understanding of the roles and responsibilities of theater artists: actor, director, scenic/lighting/costume designer, technical director and playwright.
- Conceptual and Critical Thinking:** Develop skills to think conceptually and critically about text, performance and production.
- Self-Appraisal:** Develop the skills to self-assess, critique and revise their own work.
- Literacy:** Develop a fundamental knowledge of theatrical history as well as dramatic literature.
- Production Skills and Knowledge:** Develop the skills and techniques necessary for realizing a variety of theatrical styles.
- Collaboration Skills:** Develop skills in collective problem-solving.

Upon completion of the MBA program, students will develop and emphasize skills in the following areas:

- Business Analytics:** Demonstrate facility with quantitative methods and tools and an ability to interpret financial metrics.
- Managing People:** Demonstrate an ability to understand models and applications of leadership and social intelligence.
- Managing Organizations:** Demonstrate an ability to understand organizational behavior and structures and the importance of effective communication.
- Strategic Integration:** Assess and diagnose a situation and to formulate and implement effective decisions and responses to business problems.
- Ethics:** Identify ethical issues related to business situations and to develop appropriate situational responses consistent with organizational and societal values.
- Knowledge of Business Disciplines:** Demonstrate knowledge of business disciplines (marketing, management, finance and managerial accounting) and the connection between disciplines.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Minor in Fine Arts

Program Contact: Stephen Henderson
(Stephen.Henderson@quinnipiac.edu) 203-582-3751

The Department of Visual and Performing Arts offers a minor for students interested in exploring the fine arts. The different tracks in fine arts are designed to advance each student's unique abilities in creative thinking and artistic processes, in addition to developing a basic foundation in visual literacy.

A Minor in Fine Arts not only expands your knowledge of artists and their work, but also refines the lens through which you view, understand and critique works of art—from the medieval period to the present day. Whether your interest is focused exclusively in the history and interpretation of art, or whether you are seeking a more hands-on approach to develop your artistic skills, three separate tracks enable you to engage with subject matter on terms that match your personal goals.

The art history track traces the development of aesthetic movements and the artists associated with them. It also enriches your understanding of how the visual arts shape various cultural and social contexts. The studio art track enables you to experiment with materials, artistic strategies, composition and form. Regardless of your level of skill, courses in visual design, drawing, photography and other disciplines give you the opportunity to express your own concepts. The interdisciplinary track blends art history with courses in music, drama and film to illustrate the degree to which the visual arts have inspired and informed other expressive mediums.

Fine Arts Minor Curriculum

Students electing this minor must complete the courses under one of the following three tracks (18 credits).

Fine Arts: Studio Art Track

Code	Title	Credits
AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
AR 140	Basic Visual Design	3
AR 251	Studio Art: Drawing	3
Select three additional courses from the following:		9
AR 158	Photography I	
AR 210	The Creative Process	
AR 241	Color Theory	
AR 250	Studio Art: Special Topic	
AR 252	Studio Art: Painting	
AR 254	Studio Art: Printmaking	
AR 258	Photography II	
AR 262	Studio Art: Watercolor	
AR 263	Studio Art: Collage	
Total Credits		18

Fine Arts: Art History Track

Code	Title	Credits
AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
Select four additional courses from the following:		12
AR 102	Art History: Ancient Through Medieval	
AR 103	Art History: Renaissance Through Contemporary	
AR 104	Survey of Non-Western Art	
AR 105	American Art	
AR 165	Introduction to Digital Art	
AR 175	Special Topics in Art History	
Select a sixth course in consultation with the program director or department chair		3
Total Credits		18

Fine Arts: Interdisciplinary Track

Code	Title	Credits
AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
Select five courses in art, music and/or drama ¹		15
Total Credits		18

¹ In consultation with the chair, certain film courses may be applicable. At least two courses must be at the 200 level or higher. Due to the interdisciplinary nature of this minor, courses from at least two disciplines must be taken with a maximum of four courses from any single discipline.

Minor in Game Design and Development

Program Contact: Elena Bertozzi (Elena.Bertozzi@qu.edu) 203-582-7998

The Game Design and Development minor provides students with a solid foundation in fundamental principles and concepts in game design, and the opportunity to develop some specialized technical skills and competence. A minor may be combined with any major inside or outside the College of Arts and Sciences, complementing majors or minors in other disciplines on campus (18 credits).

Game Design and Development Minor Curriculum

Code	Title	Credits
Minor Core Requirements		9
GDD 101	Introduction to Game Design	
GDD 140	Creativity and Computation	
GDD 200	Introduction to Game Development	
Minor Electives		9

Select any three courses from the following list in consultation with your adviser. Minors are encouraged to take additional courses as free electives outside their major at the 300-400 level. ¹

GDD 102	Drawing for Games and Animation
GDD 175	Special Topics in Game Design
GDD 201	Professionalism Practice for Game Design
GDD 202	Game Art I
GDD 210	Game Lab I: Team Projects
GDD 211	Game Lab II: Team Projects
GDD 250	Interactive Storytelling and Narrative (EN 207)
GDD 301	Game Design Tools and Processes
GDD 302	Game Art II
GDD 303	The Art of Audio Narrative (FTM 380 EN 303)
GDD 310	Game Lab III: Team
GDD 311	Game Lab IV: Team Projects
GDD 314	VR/AR Development for Games
GDD 316	Advanced Topics in Game Development
GDD 350	Board Game Design
GDD 380	The Business of Games
GDD 394	History of Video Games
GDD 395	Critical Game Studies Seminar (PL 395)
GDD 396	Games, Learning & Society
GDD 402	Game Art III
GDD 405	Game Audio Design
Total Credits	18

¹ Substitutions to this list are permitted with prior approval of the program director.

Minor in Music

Program Contact: George Sprenghelmeyer
(George.Sprenghelmeyer@quinnipiac.edu) 203-582-6426

The music minor offers students a broad spectrum of the subject both as an art form and as a global "language." Students are required to master the rudiments of musical theory and to emerge with a comprehensive view of music history as well as the fundamentals of informed listening. Students also study an instrument of their choosing and participate in one of the university's performing ensembles. Given the prominence music continues to hold culturally, its interdisciplinary relationships make it well-suited to the interests of students majoring in a variety of fields and also offers students an outlet for artistic expression. The music minor is 18 credits.

Music Minor Curriculum

Code	Title	Credits
Required Courses		
Take three semesters of MU 110 (Private Music Lessons) 1 credit per semester		3

MU 110	Private Music Lessons	
MU 230	Music Theory I	3
MU 330	Music Theory II	3
Select three semesters of a performing ensemble (1 credit each):		3
MU 190	Quinnipiac University Singers	
MU 191	Quinnipiac Chamber Orchestra	
MU 194	Jazz Ensemble	
MU 200	Special Topics	
Elective MU courses		6
Total Credits		18

Minor in Theater

Program Contact: A (Kevin.Daly@quinnipiac.edu)bigail Copeland
(p. 7) 203-582-7301

The theater minor provides students with a background in the primary areas of theater study and production while allowing them the flexibility to explore their particular interests.

Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater administration and theater history. Students also may earn theater practicum credit by working on the Main Stage productions. A total of 18 credits is required to complete the minor.

Theater Minor Curriculum

Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater administration and theater history. Students also may earn theater practicum credit by working on the Main Stage productions (18 credits).

Code	Title	Credits
Theater Minor Required Courses		
DR 140	Stagecraft	3
or DR 257	Design for the Theater	
DR 160	Acting I	3
DR 230	Directing I	3
or DR 350	Playwriting: The Ten-Minute Play	
or DR 391	Playwriting: The Full-Length Play	
Take one of the following courses:		
DR 270	World Theater History and Dramatic Literature I	3
DR 275	World Theater History and Dramatic Literature II	3
DR 282	Landscapes and Lenses	3
DR 375	History and Dramatic Literature of the Contemporary Theater	3
Electives		
Select any DR course		3
Select any 200-400 level DR course		3
Total Credits		18

Performing Arts Workshop

Program Contact: George Sprengelmeyer
(George.Sprengelmeyer@quinnipiac.edu) 203-582-6426

The department invites participation in musical performance workshops, which carry an optional 1 academic credit and which can be repeated up to a maximum of 6 credits, the equivalent of two electives in liberal arts. These workshops include:

Code	Title	Credits
MU 110	Private Music Lessons	1
MU 190	Quinnipiac University Singers	1
MU 191	Quinnipiac Chamber Orchestra	1
MU 194	Jazz Ensemble	1

Minors in the College of Arts and Sciences

- Minor in Anthropology (p. 283)
- Minor in Applied Statistics and Data Science (p. 230)
- Minor in Asian Studies (p. 144)
- Minor in Biology (p. 164)
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- Minor in History (p. 209)
- Minor in History and Philosophy of Science (p. 146)
- Minor - Independent (p. 144)
- Minor in International Studies (p. 146)
- Minor in Irish Studies (p. 147)
- Minor in Italian (p. 240)
- Minor in Law in Society (p. 221)
- Minor in Legal Studies (p. 221)
- Minor in Mathematics (p. 229)
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- Minor in Music (p. 301)
- Minor in Philosophy (p. 256)
- Minor in Political Science (p. 257)
- Minor in Psychology (p. 268)
- Minor in Sociology (p. 284)
- Minor in Spanish (p. 241)
- Minor in Sports Studies (p. 148)
- Minor in Theater (p. 301)
- Minor in Women's and Gender Studies (p. 148)

SCHOOL OF BUSINESS

Lender School of Business Center

203-582-8720 (central office)

Administrative Officers

Title	Name	Phone	Email
Dean	Holly Raider	203-582-7620	holly.raider@qu.edu
Faculty Director of Undergraduate Programs	Richard McCarthy	203-582-8468	richard.mccarthy@qu.edu
Associate Dean for Faculty	Poonam Arora	203-582-7866	poonam.arora@qu.edu
Associate Dean for Career Development	Jill Koehler	203-582-3655	jill.koehler@qu.edu
Assistant Dean of Graduate Programs	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
Director of Student Services	Kristen Hohmann	203-582-7673	Kristen.Hohmann@qu.edu
Assistant Director of Career Development	David Bouton	203-582-7719	david.bouton@qu.edu

Departments

Department	Chairperson	Phone	Email
Accounting	Nelson Alino	203-582-3827	nelson.alino@qu.edu
Computer Information Systems	Kiku Jones	203-582-5040	kiku.jones@qu.edu
Entrepreneurship, International Business and Strategy	Robert Yawson	203-582-5023	robert.yawson@qu.edu
Finance	Surya Chelikani	203-582-3826	surya.chelikani@qu.edu
Management	Julia Fulllick-Jagiela	203-582-5034	julia.fulllick-jagiela@qu.edu
Marketing and Biomedical Marketing	Charles Brooks	203-582-8333	charles.brooks@qu.edu

Career Development

In the School of Business, members of the Office of Career Development work with students to plan the academic and professional components of each student's education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

Internship Programs

Undergraduate business students are encouraged to gain valuable career experience by participating in an internship program. Both paid and unpaid internships in a range of industries are available on QUCC; however, students may find their internships by other means such as LinkedIn and other professional networking.

To register for an Internship for Credit course:

The Internship for Credit course requires advanced approval from the School of Business Career Development Office. Once a student has

secured an internship, they must apply for an Internship for Credit on QUCC under the Experiential Learning tab. Upon application approval, students are automatically enrolled in the General Business Internship course, SB 488. SB 488 is the academic course that must be taken during the same semester (or summer term) in which the student completes their internship. To assure flexibility in managing internships and coursework, SB 488 is an online course. There is no retroactive credit for prior internships.

Determination of credit hours:

One academic credit is awarded for every 50 hours of internship work, with a maximum up to 3 credits per semester or term, and unless a student is completing a double major, only 3 credits can be earned in a given semester for an internship experience. If an internship extends beyond the length of one semester, students may apply for SB 188 in the following semester to receive up to an additional 3 credits for the internship. A maximum 6 academic credits may be earned for internship experiences. Students who are completing a double major can earn up to 3 credits in each major (a total of 6 credits) for internship experiences.

For more information:

For more information please contact the Assistant Director of Career Development: David.Bouton@qu.edu

Mission Statement

The School of Business is a student-centered educational community focused on preparing students for achievement and leadership in their professional careers.

Values

The development of our students as passionate learners and emerging professionals.

The impact of alumni, students and faculty in business and in the community.

Applied learning that integrates the classroom with meaningful and impactful activities such as internships, student competitions, faculty-student research, student consulting, international opportunities (study abroad, student exchange, immersion experiences, internships).

The active support of faculty scholarship that emphasizes contributions to practice and pedagogy.

Mutually beneficial collaborations with the business community that advances the education of our students and the research of our faculty.

A collegial, respectful and responsible environment where members of the community act with integrity, honesty, fairness and tolerance.

Diversity in people and in ideas.

Learning Goals

Business Knowledge: Apply the basic business theories and concepts to understand and solve business problems.

Business Analytics: Effectively gather, assess and utilize data to understand, improve and communicate business decisions.

Communication: Communicate business ideas effectively through written communications, oral communications and presentations, and digital media.

Critical Thinking: Utilize information or research findings to analyze problems and determine appropriate solutions.

Business Ethics: Apply ethical frameworks to evaluate situations and determine appropriate solutions.

Cultural Adaptability: Recognize and apply knowledge and diversity within and across individual and groups.

Professionalism: Exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Bachelor's Degrees

- Accounting (p. 313)
- Applied Business (p. 342)
- Biomedical Marketing (p. 352)
- Business Analytics (p. 318)
- Computer Information Systems (p. 319)
- Computer Information Systems and Accounting (p. 321)
- Entrepreneurship and Innovation (p. 327)
- Finance (p. 336)
- Human Resource Management (p. 344)
- International Business (p. 329)
- Marketing (p. 353)
- Supply Chain Management (p. 345)
- Talent Management (p. 347)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (p. 702)
- Accelerated Dual-Degree BS/MS in Accounting (3+1) (p. 706)
- Accelerated Dual-Degree BS/MSBA (3+1) (p. 710)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS/MBA (4+1) (p. 704)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (p. 708)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (p. 710)

Bachelor's Degree Completion Program

- Business Administration (p. 309) (online only)

Minors

- Accounting (p. 314)
- Business (p. 356)
- Business Analytics (p. 322)
- Computer Information Systems (p. 322)
- Entrepreneurship and Innovation (p. 332)
- Health Care Management (p. 357)
- Finance (p. 338)
- International Business (p. 332)
- Management (p. 349)
- Marketing (p. 356)

Certificate Programs

- Global Business Affairs Polish Certificate Program (p. 356)
- Global Supply Chain (p. 331)
- Entrepreneurship and Innovation Interdisciplinary Certificate (p. 331)

Master of Business Administration

- Full-Time Master of Business Administration (p. 701)
- Professional Master of Business Administration (online) (p. 712)

Master of Science

- Master of Science in Accounting (p. 705)
- Master of Science in Business Analytics (p. 708) (online or on campus)
- Master of Science in Organizational Leadership (p. 711) (online)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-administration-mba/accelerated-four-year-bsm-ba/>)
- Accelerated Dual-Degree BS/MS in Accounting (3+1) (p. 706)
- Accelerated Dual-Degree BS/MSBA (3+1) (p. 710)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS/MBA (4+1) (p. 704)
- Dual-Degree BS/MS or BA/MS in Accounting (4+1) (p. 708)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (p. 710)
- JD/MBA (Juris Doctor) (p. 705)

For specific information about the mission and learning goals for each of the graduate programs, please visit the university website at qu.edu (<http://www.qu.edu>).

Business Core Curriculum

The common requirements for graduation with the bachelor of science degree for all business majors include completion of the University Curriculum (that covers fundamental areas such as English, mathematics, science, social sciences, the humanities and the arts), the business core curriculum and the major requirements. The business core challenges each student to develop a knowledge and skill base for further study within the business disciplines, and the major requirements provide students with specialized knowledge within a field of business.

In addition to the traditional business core coursework in accounting, business law, economics, finance, international business, management and marketing, the school also offers a seminar designed to begin the professional development process required to be successful in today's competitive business world.

Code	Title	Credits
AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
BLW 221	Business Law and Society	3
CIS 101	Introduction to Information Systems	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3

EC 272	Advanced Applied Statistics	3
FIN 201	Fundamentals of Financial Management	3
IB 201	Globalization and International Business	3
MG 205	Organizational Management	3
MG 211	Operations and Supply Chain Management	3
MK 201	Marketing Principles	3
SB 101	The Business Environment	3
SB 250	Career Planning and Development	1
SB 420	Strategic Management Integrated Seminar	3

Total Credits 43

University Curriculum for School of Business

Foundations of Inquiry (four classes = 12 credits)

Code	Title	Credits
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 170	Probability and Data Analysis	3

Total Credits 12

Disciplinary Inquiry (four classes = 13 credits)

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

Students select EC 111 and one course from each of the remaining disciplinary areas as follows:

- Natural Sciences: any 4-credit UC science course
- Humanities: any 3-credit UC humanities course
- Social Sciences: EC 111
- Fine Arts: any 3-credit UC fine arts course

Personal Inquiry (six classes = minimum 18 credits)

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

Part 1 (three courses): In addition to those selected under Disciplinary Inquiry above, students select EC 112 from the Social Sciences and a course from two of the remaining disciplinary areas: Natural Sciences, Humanities and Fine Arts.

Part 2 (three courses): The remaining courses are IB 201 and any two other UC courses from the disciplinary areas in Part 1 and/or UC Breadth Electives. Students can combine Disciplinary Inquiry areas and UC Breadth Electives in any pattern that totals 9 to 12 credits. [Note: natural science courses that are treated by the Registrar as two separate courses (lecture and lab) shall be treated as *one course* for the purposes of the PI requirement. Students could thus take up to four lecture-lab pairings in the PI.]

Integrative Capstone Experience (one course = 3 credits)

The Integrative Capstone is offered in the School of Business. Students select an additional unrestricted course in the University Curriculum.

Intercultural Understanding (one course = minimum 3 credits)

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

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

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

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

Natural Sciences

Code	Title	Credits
AN 104	Bones, Genes and Everything In Between	3
AN 104L	Bones, Genes and Everything In Between	1
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 101H	Honors General Biology I	3
BIO 101HL	Honors General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 102H	Honors General Biology II	3
BIO 106	Science and Society: Concepts and Current Issues	3
BIO 106L	Science and Society: Concepts and Current Issues Lab	1
BIO 107	Everyday Biology	3
BIO 107L	Everyday Biology Lab	1
BIO 120	The Biology of Beer	3

BIO 125	Cross My Heart: An Introduction to the Human Cardiovascular System	3	PHY 122	University Physics II	4
BIO 128L	Global Health Challenges Lab	1	SCI 102	Earth Sciences	3
BIO 128	Global Health Challenges: a Human Perspective	3	SCI 102L	Earth Sciences Lab	1
BIO 150	General Biology for Majors	4	SCI 105	Chemistry and Nutrition	3
BIO 150L	General Biology for Majors Laboratory		SCI 105L	Chemistry and Nutrition Lab	1
BIO 151	Molecular and Cell Biology and Genetics	4	SCI 161	Nutrition: an Investigative Experience	3
BIO 151L	Molecular and Cell Biology and Genetics Lab		SCI 261	Natural Disasters	3
BIO 161	Introduction to the Biological Aspects of Science and Society	3	Social Sciences		
BIO 202	Inside Out: An Introduction to Human Form and Function	3	Code	Title	Credits
BIO 205	Bioethics	3	AN 101	Local Cultures, Global Issues	3
BIO 208	Introduction to Forensic Science	3	AN 103	Dirt, Artifacts and Ideas	3
BIO 208L	Introduction to Forensic Science Laboratory	1	AN 210	Gender/Sex/Sexuality (WGS 211)	3
BIO 282	Genetics	3	AN 230	Sustainable Development (ENV 230)	3
BIO 282L	Genetics Lab	1	AN 233	Practicing Archaeology	3
BMS 117	The Human Organism	3	AN 237	Health and Medicine Around the World	3
BMS 117L	The Human Organism Lab	1	AN 240	Ethnography: Learning from Others	3
BMS 162	Human Health and Disease	3	AN 242	Anthropology of Cannabis	3
BMS 200	Biomedical Basis and Experience of Human Aging	3	AN 243	Ancient Food For Thought (ENV 243)	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3	CJ 101	Crime and Society	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1	CJ 232	Women in the Criminal Justice System (SO/WGS 232)	3
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3	CJ 241	Police and Policing	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1	CJ 250	Youth Crime (SO 250)	3
CHE 110	General Chemistry I	3	CJ 261	Prisons and Jails	3
CHE 110L	General Chemistry I Lab	1	EC 101	Chocolate, Cheating and Climate Change - Everyday Economics	3
CHE 111	General Chemistry II	3	EC 111	Principles of Microeconomics	3
CHE 111L	General Chemistry II Lab	1	EC 112	Principles of Macroeconomics	3
ENV 120	Foundations of Biology and Chemistry, Exploring Your Environment	3	EC 112H	Honors Principles of Macroeconomics	3
ENV 120L	Foundations of Biology and Chemistry Lab, Exploring Your Environment Lab	1	EC 206	Urban Economics	3
PHY 101	Elements of Physics	3	ED 250	Diversity, Dispositions and Multiculturalism	3
PHY 101L	Elements of Physics Lab	1	ED 253	Higher Education in Prison: Teaching and Learning in the Carceral Setting	3
PHY 105	Physics of Music	3	ENV 209	Environmental Politics and Policy (PO 209)	3
PHY 105L	Physics of Music Lab	1	ENV 230	Sustainable Development (AN 230)	3
PHY 107	Introduction to Astronomy	3	ENV 243	Ancient Food For Thought (AN 243)	3
PHY 110	General Physics I	3	GP 101	Introduction to Geography (ENV 150)	3
PHY 110L	General Physics I Lab	1	GP 222	Environmental Geography and Culture (ENV 222)	3
PHY 111	General Physics II	3	GT 234	Adult Developmental Psychology (PS 234)	3
PHY 111L	General Physics II Lab	1	GT 263	Aging in Society Aging (SO 263)	3
PHY 121	University Physics	4	IB 105	International Business Environment	3
			IB 201	Globalization and International Business	3
			PO 101	Issues in Politics	3

PO 131H	Introduction to American Government	3	SO 260	Social Control and Deviance	3
PO 131	Introduction to American Government and Politics	3	SO 263	Aging in Society of Aging (GT 263)	3
PO 205	Public Policy and Administration	3	SO 265	Work and Occupations (WGS 265)	3
PO 206	Ethics and Public Policy	3	SO 266	Population and Society	3
PO 209	Environmental Politics and Policy (ENV 209)	3	SO 272	Education and Society	3
PO 211	Introduction to International Relations	3	SO 280	Sociology of Health and Illness	3
PO 215	Political Theory	3	SO 285	Protest and Social Change (WGS 285)	3
PO 216	American Political Thought	3	WGS 210	Human Sexuality (PS 210)	3
PO 219	Feminist Political Thought (WGS 219)	3	WGS 219	Feminist Political Thought (PO 219)	3
PO 221	Introduction to Latin America	3	WGS 232	Women in the Criminal Justice System (CJ/SO 232)	3
PO 227	The Politics of Intimacy	3	WGS 255	Sociology of Families (SO 255)	3
PO 231	Elections and Political Parties (SL: Service Learning)	3	WGS 262	Psychology of Women and Gender(PS 262)	3
PO 245	Politics of Global Capitalism	3	WGS 265	Work and Occupations (SO265)	3
PO 247	Actors and Processes in U.S. Foreign Policy	3	WGS 285	Protest and Change (SO 285)	3
PO 280	Congress and the President	3	Humanities		
PO 313	Development, Globalization and Colonialism	3	Code	Title	Credits
PS 101	Introduction to Psychology	3	ARB 210	Arab Culture and Society	3
PS 210	Human Sexuality (WGS 210)	3	CN 210	Chinese Culture and Civilization	3
PS 232	The Concept of Personality and Its Development	3	ED 252	Antiracism and Anti Bias Through the Lens of Empathy: Broadening Perspective Through Literature Written for Children and young Adults	3
PS 234	Adult Development & Aging (GT 234)	3	ED 260	Social and Philosophical Foundations of Education	3
PS 236	Child and Adolescent Development	3	EN 204	Reading Literature	3
PS 244	Psychology of Prejudice	3	EN 208	Greek Tragedy	3
PS 261	Social Psychology	3	EN 209	Love Stories	3
PS 262	Psychology of Women and Gender (WGS 262)	3	EN 210	The Art of Poetry	3
PS 265	Psychology in the Workplace	3	EN 212	The Personal Essay	3
PS 272	Abnormal Psychology	3	EN 213	The Nature Essay (ENV 213)	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3	EN 215	The Travel Essay	3
SO 101H	Honors Introduction to Sociology	3	EN 220	The Short Story As a Genre	3
SO 101	Introduction to Sociology	3	EN 222	Comics and Graphic Novels	3
SO 201	Sociological Theory	3	EN 223	Hippies, Punks and Rude Boys	3
SO 203	How to Get Rich:Sociology in Action	3	EN 230	Reading the Environment (ENV 235)	3
SO 225	Social Problems	3	EN 235	Literature by Women (WGS 235)	3
SO 232	Women in the Criminal Justice System (CJ/WGS 232)	3	EN 240	Survey of English Literature I	3
SO 241H	Honors Sociology of Race and Ethnicity	3	EN 241	Medieval Romances	3
SO 241	Sociology of Race and Ethnicity	3	EN 250	Survey of English Literature II	3
SO 244H	Honors the Invisible Ladder: Social Inequalities Inequalities	3	EN 260	Survey of American Literature I	3
SO 244	Social Inequalities	3	EN 265	Black Writers in and Beyond the US	3
SO 250	Youth Crime (CJ 250)	3	EN 270	Survey of American Literature II	3
SO 255	Sociology of Families (WGS 255)	3	EN 277	Literature of the Americas	3
			EN 280	The European Tradition in Literature I	3
			EN 281	The European Tradition in Literature II	3
			ENV 213	The Nature Essay (EN 213)	3

ENV 221	American Environmental History (HS 220)	3	HS 286	Introduction to Medieval Europe	3
ENV 235	Reading the Environment (EN 230)	3	IRST 101	Introduction to Irish Studies	3
ENV 238	Philosophy of Technology, Environment and Social Transformation (PL 238)	3	IRST 150	Irish Myths and Legends	3
ENV 282	Global Environmental History (HS 282)	3	IT 210	Italy: A Journey Through its Food, History and Culture (in Eng.)	3
GR 210	Introduction to German Culture	3	IT 212	Florence and the Making of the Renaissance (in Eng.)	3
HS 111	The Rise of the West	3	JP 210	Introduction to Japanese Culture	3
HS 112	The West in the World	3	LE 101	Introduction to the American Legal System	3
HS 122	Modern World History	3	LE 233	Law for Everyday Life	3
HS 131	U.S. History to 1877	3	MSS 220	Media, History and Memory	3
HS 132	U.S. History Since Reconstruction	3	PL 101	Introduction to Philosophy	3
HS 208	Twentieth-Century World History	3	PL 102	Introduction to Ethics	3
HS 209	Twentieth-Century Europe	3	PL 102H	Honors Introduction to Ethics	3
HS 210H	Honors Contemporary America	3	PL 103	Logical Reasoning	3
HS 210	Contemporary America	3	PL 236	Philosophy of Language	3
HS 211	Popular Culture in American History	3	PL 237	Philosophy of Mind	3
HS 213	The Roman World	3	PL 240	Philosophy of Sport (SPS 240)	3
HS 214	Ancient Greek History (PL 214)	3	PL 250	Philosophy of Art	3
HS 219	Colonial America and the Atlantic World	3	PL 266	Global Philosophies	3
HS 220	American Environmental History (ENV 221)	3	PL 267	Philosophy of Religion	3
HS 224	The Real Housewives of the Early Modern World	3	PL 332	Ancient Philosophy	3
HS 225	Scotland: Macbeth to Bonnie Prince Charlie	3	PL 333	Modern Philosophy	3
HS 227	Russian Cultural and Intellectual History	3	PL 334	Medieval Philosophy	3
HS 228	Twentieth-Century Russia	3	PL 335	Contemporary Philosophy (PO 336)	3
HS 229	Irish History	3	PL 338	Paradoxes	3
HS 230	The Rise of Modern Science	3	SP 205	Cultura Puertorriqueña	3
HS 231	The World of Tudor/Stuart Britain	3	SP 210	The Culture and Civilization of Spain	3
HS 232	The Rise and Fall of the British Empire	3	SP 343	Culture of Spain	3
HS 235	Blood and Revolution in China/Asian Studies	3	WGS 235	Literature by Women (EN 235)	3
HS 236	Japan's Modern Empire/Asian Studies	3			
HS 241	African-American Experiences to Reconstruction	3	Fine Arts		
HS 242	African-American Experience Since Reconstruction	3	Code	Title	Credits
HS 254	Colonial Latin America	3	AR 101	Introduction to Art	3
HS 270	The East Is Red: Communism in Asia	3	AR 102	Art History: Ancient Through Medieval	3
HS 271	Monks, Kings and Rebels: Mainland Southeast Asia	3	AR 102H	Honors Art History I	3
HS 272	Pirates and Matriarchs: Island Southeast Asia	3	AR 103H	Art History: Renaissance Through Contemporary	3
HS 274	Modern India	3	AR 103	Art History: Renaissance Through Contemporary	3
HS 282	Global Environmental History (ENV 282)	3	AR 104	Survey of Non-Western Art	3
			AR 105	American Art	3
			AR 140	Basic Visual Design	3
			AR 158	Photography I	3
			AR 175	Special Topics in Art History	3
			AR 175H	Honors -Special Topics in Art History	3
			AR 210	The Creative Process	3
			AR 240	Graphic Design	3
			AR 241	Color Theory	3
			AR 242	Cartooning	3

AR 250	Studio Art: Special Topic	3	FTM 320	History of Film I (to 1975)	3
AR 251	Studio Art: Drawing	3	FTM 322	History of Film (and Television) II	3
AR 252	Studio Art: Painting	3	GDD 140	Creativity and Computation	3
AR 253	Studio Art: Sculpture	3	IT 211	Italian Cinema (in Eng.)	3
AR 254	Studio Art: Printmaking	3	JRN 205	Photojournalism Fundamentals	3
AR 257	Ap Studio Art Introduction to Studio Methods	3	MU 110	Private Music Lessons	1
AR 258	Photography II	3	MU 130H	Honors Understanding Music	3
AR 262	Studio Art: Watercolor	3	MU 130	Understanding Music	3
AR 263	Studio Art: Collage	3	MU 150	American Popular Music: From the Blues to Hip Hop	3
AR 300	Special Topics in Art History	3	MU 150H	Honors: American Popular Music: From the Blues to Hip Hop	3
AR 303	Studio Art: Advanced Drawing	3	MU 175	Special Topics in Music	3
AR 304	Studio Art: Advanced Painting	3	MU 190	Quinnipiac University Singers	1
AR 305	Special Topics in Studio Art	3	MU 191	Quinnipiac Chamber Orchestra	1
AR 317	Art of the Italian Renaissance	3	MU 194	Jazz Ensemble	1
AR 325	Women Artists (WGS 315)	3	MU 200	Special Topics	3
AR 335	Digital Photography	3	MU 211H	Honors History of Jazz	3
AR 360	Innovation in the Arts and Sciences	3	MU 211	History of Jazz	3
AR 380	Interactive Art	3	MU 213	Music of the 20th Century	3
DR 101	Understanding Theater	3	MU 230	Music Theory I	3
DR 140	Stagecraft	3	MU 250	Music and Human Identity	3
DR 150	Performance Fundamentals	3	MU 280	Music and Our Life's Work	4
DR 160	Acting I	3	MU 330	Music Theory II	3
DR 181	Improvisational Acting	3	WGS 288	From Script to Stage (DR 288)	3
DR 200	Special Topics	3			
DR 220	Voice and Movement	3			
DR 221	Voice and Diction	3			
DR 230	Directing I	3			
DR 250	Stage Management	3			
DR 257	Design for the Theater	3			
DR 260	Acting for Film/Tv	3			
DR 261	Auditioning for the Actor	3			
DR 270	World Theater History and Dramatic Literature I	3			
DR 275	World Theater History and Dramatic Literature II	3			
DR 282	Landscapes and Lenses	3			
DR 286	Script Analysis	3			
DR 288	From Script to Stage (WGS 288)	3			
DR 290	Acting for Classical Stage	3			
DR 305	Theater for Young Audiences	3			
DR 307	Drafting and Rendering for Theater	3			
DR 335	Musical Theater Performance	3			
DR 340	Scenic Design	3			
DR 341	Lighting Design for the Theater	3			
DR 342	Costume Design	3			
DR 345	Dance for the Musical Theater	3			
DR 350	Playwriting: The Ten-Minute Play	3			
DR 360	Acting II	3			
DR 375	History and Dramatic Literature of the Contemporary Theater	3			
DR 380	Theater Administration	3			
FTM 102	Understanding Film	3			

Policy for Students Who Fail FYS 101

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

FYS 101 Policy for Transfer Students

A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in FYS 101 in their first semester at Quinnipiac. Students who transfer to Quinnipiac with 27 or more credits must substitute any UC-designated course for FYS 101, to count toward the general education credits needed to graduate. They also will complete a series of self-guided online modules by the start of their second semester at Quinnipiac, designed to ensure students successfully complete their remaining general education requirements and prepare for the integrative capstone experience.

Bachelor of Business Administration

Program Contact: Anthony Asare (Anthony.Asare@qu.edu) 203-582-3452

Degree Completion Program

This online program is designed for business professionals who have an associate's degree or a minimum of 30 transferrable credits and would like to pursue a four-year degree in business.

Nontraditional, adult professionals who are looking to change careers or increase their opportunities as well as recent associate degree graduates who wish to continue their studies may complete this program part-time via a distance education format through QU Online with a curriculum that builds on the individual's prior educational preparation.

Bachelor of Business Administration Degree Completion Program Curriculum

Code	Title	Credits
Degree Requirements		
BBA Core Curriculum (36 credits)		
BBA 205	Introduction to Information Systems	3
BBA 215	Financial Accounting	3
BBA 220	Managerial Accounting	3
BBA 225	Essentials of Management and Organizational Behavior	3
BBA 230	Business Law and Society	3
BBA 240	Fundamentals of Financial Management	3
BBA 245	Marketing Principles	3
BBA 310	Advanced Business Communications	3
BBA 320	Project Management	3
BBA 350	Applications of Business Analytics	3
BBA 490	Strategic Management	3
EC 272	Advanced Applied Statistics	3
University Curriculum (46 credits)		
BBA 210	Globalization and International Business	3
BBA 420	Corporate Sustainability	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 170	Probability and Data Analysis	3
UC Core and Advanced Core ¹		25
BBA Electives		9
Complete 9 credits of 300- or 400-level online business courses, including the following BBA courses:		
BBA 330	Digital and Social Media Marketing	
BBA 340	Negotiation and Persuasion	
BBA 410	Career Advancement and Organizational Presence	
BBA 440	Change Management	
Open Electives (30 credits)		30
Total Credits		121

¹ 3 credits of fine arts, 6 credits of humanities, 7 credits of science and 9 credits of UC electives. Students can complete this requirement in part with up to four 4-credit advanced core courses.

Student Learning Outcomes

Upon completion of the Bachelor of Business Administration program, students will demonstrate the following competencies:

- Effective Communication and Social Intelligence:** Capabilities with respect to effective written and oral communications, and the interpersonal skills required to work effectively as a member of a team.
- Business Strategy and Integration:** An understanding of the interdependence of the various functional areas of business, and the ability to make a well-reasoned recommendation concerning a business situation.
- Knowledge of Core Business Functions:** An understanding of core business functions and an ability to apply functional knowledge to practical business problems.
- Ethics, Diversity and Globalization:** Ability to identify ethical issues related to business practices, to recognize the complexity and ambiguity of those issues, to apply of an ethical decision-making framework, and to formulate an ethically justifiable solution; an awareness and appreciation of the diversity in the workplace; and an awareness of issues surrounding the globalization of both domestic and international business activities as well as the ability to develop strategies to address those issues.

Admission requirements include an associate degree from a regionally accredited college or university, or equivalent coursework totaling a minimum of 30 transferable credits, with a grade point average of at least 2.5; transcripts from all post-secondary institutions attended; and a resume.

The application process is managed through the Undergraduate Admissions Office (<https://www.qu.edu/admissions/undergraduate/apply/transfer/>).

Department of Accounting

Quinnipiac's accounting curriculum provides a blend of relevant expertise and rigor that will set a foundation for your career. The Bachelor of Science in Accounting program features a broad business education, designed to foster the technical competence and analytical skills required to maximize each student's potential as a business professional. Sometimes referred to as the language of business, accounting is used to communicate financial and other information to people, organizations and governments, and is integral to effective management.

An understanding of accounting is necessary to thrive in various accounting, finance and management settings. The accessibility of Quinnipiac's faculty and staff, the resources provided to students, and the school's contacts in the business world all contribute to the success of accounting majors.

Mission Statement

The mission of the Department of Accounting is to prepare students for successful careers in accounting and related fields. The department's

mission is guided by the missions of the university and the School of Business. To fulfill our mission, we strive to:

Create and support a learning environment that produces students who are inquisitive, thoughtful and engaged participants in the process of continuous learning and development, and who have:

- An understanding of business and accounting concepts and requisite technical skills
- Critical thinking skills required to identify problems, gather and interpret information with an appropriate level of professional skepticism, evaluate alternatives and formulate solutions
- An understanding of ethical issues in accounting, personal responsibility and integrity
- Skills for working in collaborative environments
- Respect for diverse opinions and cultural backgrounds
- Effective verbal and written communication skills

Recruit and retain faculty who, in collaboration with students, accounting professionals and the business community:

- Deliver current and engaging curricula informed by practice and research
- Foster an engaging learning environment that promotes an expectation of the highest ethical standards and practices
- Produce research that advances knowledge and informs their teaching, including contributions to practice, pedagogical, case and discipline-based scholarship
- Contribute to department service, school and university communities and the broader academic community
- Bachelor of Science in Accounting (p. 313)
- Bachelor of Science in Computer Information Systems and Accounting (p. 321)
Students who wish to specialize in computer information systems with applications in accounting may earn a dual-degree in computer information systems and accounting.
- Minor in Accounting (p. 314)
- Master of Science in Accounting (p. 705)
- Accelerated Dual-Degree BS/MSA (3+1) (p. 706)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 708)

Accounting (AC)

AC 110. Accounting: Tools for Everyday Life. 3 Credits.

This course provides an introduction to topics in accounting that everyone encounters in life regardless of their career choices. The course covers personal financial planning topics such as budgeting, debt and taxation as well as how accounting relates to data analysis, public policy, ethics and entrepreneurship. Throughout the semester, students develop skills in Excel and learn to critically examine current events related to the course's topics.

Offered: Every year, Summer

AC 211. Financial Accounting. 3 Credits.

This course introduces students to the purposes of financial statements and the recognition, measurement and disclosure concepts and methods underlying financial statements. Students begin to use and interpret financial statements and the related impact of elementary transactions and events on those statements.

Prerequisites: Take MA 107 or higher.

Offered: Every year, All

AC 212. Managerial Accounting. 3 Credits.

This course provides an introduction to the uses of accounting information by managers for internal reporting and decision making. Students begin to focus on classifying, measuring and analyzing product and service costs for decision making, budget preparation and performance evaluation.

Prerequisites: Take AC 211.

Offered: Every year, All

AC 305. Intermediate Accounting I. 3 Credits.

This course is the first of three intermediate-level courses. Students study the conceptual framework, standards, roles of standard-setting bodies and presentation of financial statements. Additional topics include the recognition, measurement and reporting of cash, receivables and inventories. In addition to U.S. Generally Accepted Accounting Principles (GAAP), students also are exposed to International Financial Reporting Standards (IFRS).

Prerequisites: Take AC 211.

Offered: Every year, Spring

AC 306. Intermediate Accounting II. 3 Credits.

This continuation of intermediate accounting covers such topics as property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, stockholders' equity and earnings per share. In addition to U.S. Generally Accepted Accounting Principles (GAAP), students also are exposed to the International Financial Reporting Standards (IFRS). AC 306 may be taken concurrently with AC 307.

Prerequisites: Take AC 305.

Offered: Every year, Fall

AC 307. Intermediate Accounting III. 3 Credits.

This continuation of intermediate accounting covers such topics as investments, revenue recognition, accounting for income taxes, pensions, leases, accounting changes and correction of errors, the statement of cash flows, and disclosure issues. In addition to U.S. Generally Accepted Accounting Principles (GAAP), students also are exposed to the International Financial Reporting Standards (IFRS). AC 307 may be taken concurrently with AC 306. Minimum grade for accounting majors B-. Accounting majors must have B- or better in the prerequisite course.

Prerequisites: Take AC 305.

Corequisites: Take AC 306.

Offered: Every year, Fall and Spring

AC 323. Cost Accounting. 3 Credits.

This class includes an in-depth treatment of accounting theories and practices used to control and manage costs. Topics include job-order, process, activity-based costing systems, cost variance analysis, budgeting, cost-volume-profit analysis and product mix decisions.

Prerequisites: Take AC 212.

Offered: Every year, Spring

- AC 335. Accounting Systems. 3 Credits.**
This class introduces the use of information technology in accounting systems. Topics include design, development, implementation, control and audit of information systems used to generate and manage accounting information.
Prerequisites: Take AC 212.
Offered: Every year, Spring
- AC 350. Advanced Excel Programming (CIS 350). 3 Credits.**
This course utilizes advanced topics in Excel to solve a range of complex business problems. Topics include: spreadsheet design, the use of complex formulas, functions, list and data management, macros and Visual Basic for Applications.
Offered: Every year, All
- AC 359. Accounting Elective. 3 Credits.**
- AC 402. Accounting Internship. 3 Credits.**
This internship is open to accounting majors. Students must complete the internship application form to receive credit. This course is graded on a pass/fail basis. A minimum of 150 hours is required.
Offered: Every year, All
- AC 405. Advanced Accounting. 3 Credits.**
This course provides an in-depth study of accounting principles and analysis of problems for business combinations (mergers and acquisitions), and an introduction to governmental and not-for profit accounting.
Prerequisites: Take AC 306.
Offered: Every year, Spring
- AC 411. Auditing Theory and Practice. 3 Credits.**
This course focuses on an introduction to auditing standards and to audit practice. It includes an examination of auditor independence and ethical responsibilities, audit risk, audit evidence, internal controls and development of an overall audit plan.
Prerequisites: Take AC 305.
Offered: Every year, Fall
- AC 412. Advanced Auditing. 3 Credits.**
This continuation of AC 411 includes coverage of the steps necessary to complete an audit engagement. These steps include the design and performance of appropriate tests of controls, substantive tests of transactions and tests of details of balances for an audit of a company's balance sheet and income statement accounts.
Prerequisites: Take AC 411.
Offered: Every year, Spring
- AC 431. Federal Income Taxation of Individuals. 3 Credits.**
This course introduces students to the research, analysis and planning of individual federal income tax with emphasis on the identification of the proper taxpayer, the concepts of income, characterization of income, timing of income (realization and recognition), deductions, deferral and non-recognition of income.
Prerequisites: Take AC 212.
Offered: Every year, Fall
- AC 432. Federal Income Taxation of Business Entities. 3 Credits.**
This course considers the tax effects of formation, operation and liquidation of business entities. Students identify and analyze data relevant to the taxation of different business entities. Emphasis is placed on issues and data identification, research and analysis of relevant tax information that affects entities' elections and alternative tax treatments.
Prerequisites: Take AC 431.
Offered: Every year, Spring
- AC 499. Independent Research. 3 Credits.**
Independent research supervised by a faculty member. Requires the approval of the faculty member, chair of the department and dean of the business school.
Offered: Every year, All
- AC 635. Advanced Topics in Financial Accounting and Reporting. 3 Credits.**
This course provides an in-depth study of advanced topics in financial accounting and reporting. The topics covered include the accounting for multinational entities, segment and interim reporting, SEC reporting, and the accounting for partnerships and corporations in financial difficulty. Students learn standard-related research skills and complete several research cases using the FASB codification database.
Prerequisites: Take one undergraduate intermediate accounting course.
Offered: Every year, Fall
- AC 640. Financial Statement Analysis. 3 Credits.**
In this course, students gain additional understanding of how firms communicate through financial statements. They learn how to use financial statement analysis in strategic decision making. Students learn to interpret financial statements, analyze cash flows and make judgments about the quality of earnings, assets and liabilities. Students cannot receive credit for both AC 613 and AC 640.
Prerequisites: Take one undergraduate intermediate accounting course.
Offered: Every year, Fall
- AC 645. Information Assurance. 3 Credits.**
This course is designed to broaden and deepen students' conceptual and technical understanding of the CPA's attest function, provide students with a framework for analyzing contemporary auditing and assurance issues, and help students understand the complete audit of a client. This course utilizes case studies to study current issues and practices associated with information assurance services.
Prerequisites: Take one undergraduate accounting auditing course.
Offered: Every year, Fall
- AC 650. Advanced Accounting Information Systems. 3 Credits.**
This course provides students with in-depth knowledge of the role accounting information systems play in a business environment. Using a combination of course delivery methods, this course emphasizes information, communication and networking technology--in the context of business processes, transaction cycles and internal control structures--that enhances the production of accurate and reliable accounting information.
Prerequisites: Take one undergraduate accounting information systems course.
Offered: Every year, Fall
- AC 660. Strategic Management Control Systems. 3 Credits.**
This course provides students with broad exposure to the ways in which management control systems and management accounting information are used to support various organizations' strategies. The course involves both textbook/problem-based and case-based learning methods to cover issues related to strategy selection, performance evaluation, organizational profitability, customer profitability, organizational structure, and employee compensation. Special emphasis is placed on ethical considerations, not-for-profit organizations and sustainability issues.
Offered: Every year, Spring

AC 665. Forensic Accounting and Fraud Examination. 3 Credits.

This course provides a survey of forensic accounting and fraud examination. Students gain an understanding of different types of fraud, sources of evidence and analysis of fraud schemes highlighting the skills needed to identify and investigate fraudulent accounting allegations. This course employs case studies to study current issues, practices and techniques related to fraud examination and forensic accounting services.

Offered: Every year, Spring

AC 670. Advanced Business Law, Regulation, Ethics and Reporting Environments. 3 Credits.

In this course, students learn to identify and resolve complex legal and ethical issues typically encountered by businesses. Emphasis is placed on business law topics relevant to the accounting profession. Topics may include agency law and worker classification, formation and performance of contracts, debtors, creditors, guarantors, secured transactions, bankruptcy, federal securities regulation, formation, operation, termination of business entities, and liability of accountants.

Prerequisites: Take one undergraduate business law course.

Offered: Every year, Spring

AC 675. Governmental and Not-For-Profit Accounting. 3 Credits.

This course provides an in-depth study of the financial reporting concepts and standards applicable to state and local governments, and not-for-profit entities such as colleges and universities, health care entities, and voluntary health and welfare organizations. It emphasizes the differences between governmental and private sector (for-profit) accounting. Particular attention is placed on the preparation and analysis of governmental financial reports.

Prerequisites: Take one undergraduate intermediate accounting course.

Offered: Every year, Spring

AC 680. Advanced Federal Income Taxation and Tax Research. 3 Credits.

In this course, students gain the knowledge and understanding of concepts and laws relating to federal income taxation of individuals and entities. In addition, students learn how to apply the knowledge and skills gained from this course in professional tax preparation and tax advisory positions. Some of the topics covered include federal tax process, procedures, accounting and planning, as well as federal taxation of individuals, entities (C corporations, S corporations, partnerships, trusts and estates and exempt organizations) and taxation of property transactions.

Offered: Every year, Spring

Bachelor of Science in Accounting

Program Contact: Nelson Alino (Nelson.Alino@qu.edu) 203-582-3827

The Bachelor of Science in Accounting program at Quinnipiac University provides a foundation in the principles, concepts and practices of accounting, and equips graduates with general business knowledge along with technical expertise that is necessary for success in early careers in accounting and related fields.

Quinnipiac accounting graduates often receive job offers in the summer before their senior year. They connect with potential employers early in their studies by participating in career fairs and accounting networking events on campus, which bring representatives from local, regional and international accounting firms, as well as representatives from industry and government. Accounting majors also use these opportunities to interact with alumni and other representatives from their future profession.

Through these contacts and through the support of career services staff, many students obtain internships. These on-the-job experiences provide opportunities to integrate classroom learning into a real-world environment to clarify career goals.

Upon graduation, many accounting majors join public accounting firms. These firms generally offer services including auditing, consulting, income tax planning and preparation, and the compilation and review of financial statements. Some graduates go into management and private industry accounting, where they prepare financial statements, develop budgets, perform cost analyses or conduct internal audits. An accounting background is highly valued in business; many CEOs and presidents come from accounting and finance departments.

BS in Accounting Curriculum

A total of 122 credits is required for graduation with the degree of BS in Accounting. The accounting curriculum provides students with the foundational accounting skills to take on accounting and financial leadership roles in organizations and provides the flexibility for students to take electives that best align with their career interests.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305)		34
Accounting Core		
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
AC 411	Auditing Theory and Practice	3
AC 431	Federal Income Taxation of Individuals	3
Accounting Electives (select one from the following list)		3
AC 350	Advanced Excel Programming (CIS 350)	
AC 405	Advanced Accounting *	
AC 412	Advanced Auditing *	
AC 432	Federal Income Taxation of Business Entities *	
Open Electives		
Select 21 credits		21
Total Credits		122

*CPA CONCENTRATION

Students may elect to enroll in the CPA concentration within the accounting major. The program exposes students to advanced technical accounting topics in preparation for the Uniform Certified Public Accountant Examination and careers in public accounting. (Students should verify their state's CPA requirements as part of their planning process.)

To earn the CPA concentration, students must complete all the following accounting electives: AC 405, AC 412, AC 432.

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Accounting

A minimum of 60 credits is required for transfer into the BS in Accounting program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3
Additional Elective (Business or other)		3
Credits		16
Total Credits		61

Minor in Accounting

Program Contact: Nelson Alino (Nelson.Alino@qu.edu) 203-582-3827

Students wishing to augment their field of study with the perspective and tools of accounting are encouraged to consider a minor in accounting.

You don't have to work in business or finance to reap the benefits of accounting. The tools and broad perspective the accounting minor offers can prove useful in virtually every profession, as well as in your personal life. If you're interested in augmenting your major and broadening your professional skills, this is a great way to gain a familiarity with the central tenets of accounting.

This six-course program examines managerial and financial accounting and offers a number of electives such as Auditing Theory and Practice and Advanced Federal Income Tax Procedure. Our faculty members bring a wealth of experience to the classroom, having worked as certified public accountants, business professionals and lawyers.

Accounting Minor Curriculum

The minor in accounting requires six courses. Students wishing to minor in accounting must complete:

Code	Title	Credits
AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
AC 305	Intermediate Accounting I	3
Select three of the following:		9
AC 306	Intermediate Accounting II	
AC 307	Intermediate Accounting III	
AC 323	Cost Accounting	
AC 335	Accounting Systems	
AC/CIS 350	Advanced Excel Programming (CIS 350)	
AC 405	Advanced Accounting	
AC 411	Auditing Theory and Practice	
AC 412	Advanced Auditing	
AC 431	Federal Income Taxation of Individuals	
AC 432	Federal Income Taxation of Business Entities	
Total Credits		18

Department of Computer Information Systems

Graduates of the Computer Information Systems program are business problem solvers who assist firms to be more competitive via the use of technology. Those who choose the Computer Information Systems major enjoy technology and also enjoy working with people.

The department prides itself on excellence in teaching, and fosters a supportive learning environment that provides students with the opportunity to develop the expertise required to distinguish themselves both academically and professionally. Career tracks of program graduates include high-demand positions in data management, network management, information systems security administration, systems analysis, web development and mobile applications support.

The demand for CIS graduates over the next decade is outstanding with job growth projected to increase rapidly. Currently there are more career openings for CIS majors than there are graduates available to fill the positions; consequently, starting salaries are among the highest of all undergraduate business majors. All CIS students who qualify complete internships, many resulting in offers of full-time employment upon graduation.

- Bachelor of Science in Computer Information Systems (p. 319)

- Bachelor of Science in Computer Information Systems and Accounting (p. 321)

- Bachelor of Science in Business Analytics (p. 318)

- Master of Science in Business Analytics (p. 708)

- Minor in Business Analytics (p. 322)

- Minor in Computer Information Systems (p. 322)

- Accelerated Dual-Degree BS/MSBA (3+1) (p. 710)

- Dual-Degree BS/MSBA or BA/MSBA (4+1) (p. 710)

Computer Information Systems (CIS)

CIS 101. Introduction to Information Systems. 3 Credits.

This course introduces students to the analysis, design and development of information systems using the example of a mobile application. In a semester-long, team-based project, students develop a prototype and business case for a mobile application that addresses a defined business need. Students learn how information systems are developed while simultaneously learning how to gather, analyze and present data for decision-making in a business environment.

Offered: Every year, All

CIS 225. Systems Analysis and Design. 3 Credits.

This course provides an introduction to the phased, problem-solving approach commonly used by organizations to examine and improve their information systems. Topics include analysis of a business problem or opportunity; determining what role, if any, computer-based technologies can play in addressing the business need; articulating the business requirements for the technology-based solution; specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements; and specifying the detailed requirements for the information systems solution.

Prerequisites: Take CIS 101.

Offered: Every year, Fall

CIS 245. Object-Oriented Programming. 3 Credits.

This course provides an introduction to object-oriented programming using a high-level programming language such as Python. The course covers the basics of how one constructs a program from a series of simple instructions. Basic features of functional and object-oriented programming are covered. Common programming techniques necessary to create simple but useful applications are explained.

Prerequisites: Take CIS 101.

Offered: Every year, Spring

CIS 255. Data Visualization. 3 Credits.

This course provides an introduction as well as hands-on experience in the field of data visualization. Students learn basic visualization design and evaluation principles to create meaningful displays of quantitative and qualitative data. They also learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical and network/graph-based data.

Offered: Every year, Spring

UC: Breadth Elective

CIS 265. Mobile Application Development. 3 Credits.

This project-based course covers the use of mobile applications in business and the issues involved in mobile application development. It also explores the principles and tools involved in the design and construction of applications for mobile devices.

Prerequisites: Take CIS 101.

Offered: As needed, Spring

CIS 267. HTML and CSS. 3 Credits.

This course introduces students to the fundamentals of HTML and CSS, which are two of the core technologies used to build websites. In this project-based course, students learn how to build modern websites using professional tools and workflows. Topics include design principles, responsive layouts, interactivity, video and audio, accessibility, performance optimization and version control systems.

Prerequisites: Take CIS 101.

Offered: Every other year, Fall

- CIS 299. Independent Study.** **1-6 Credits.**
- CIS 300. Special Topics.** **3 Credits.**
Offered: As needed
- CIS 301. Enterprise Systems.** **3 Credits.**
An Enterprise Resource Planning (ERP) system is software that runs all areas of an organization including accounting and finance, human resources (HR), sales and distribution, production, purchasing and inventory. ERP systems are cross-functional, process-centered, and based on industry best practices. This course covers both ERP theory and practice; the course content includes the evolution of ERP systems, business process reengineering, process mapping, the ERP life cycle, ERP functionality, ERP add-ons and security and risk management issues.
Prerequisites: Take CIS 101.
Offered: Every year, Spring
- CIS 350. Data Analysis with Excel (AC 350).** **3 Credits.**
This course utilizes advanced topics in Excel to solve a range of complex business problems. Topics include: spreadsheet design, the use of complex formulas, functions, list and data management, macros and Visual Basic for Applications.
Offered: Every year, All
UC: Breadth Elective
- CIS 351. Database Programming and Design.** **3 Credits.**
This course presents the use of database architecture and programming as a tool for developing integrated solutions for the information requirements of a modern business environment. Students work to identify business solutions by identifying the appropriate database design, and to understand how that design supports the business requirements. Students learn how to design, build and query databases using Microsoft SQL Server.
Offered: Every year, Fall
- CIS 360. Programming in Excel.** **3 Credits.**
This course teaches students how to create Excel macros in Visual Basic for Applications (VBA). In the course students will learn to create hotkeys, how to compile code, loops, and logic statements. No prior experience in coding is needed.
Prerequisites: Take CIS 245
Offered: As needed
- CIS 381. Web Development.** **3 Credits.**
This course introduces students to the development of modern web applications. In this project-based course, students learn how to develop web applications that adhere to industry best practices and leverage the latest tools and technologies. Equal emphasis is placed on front end and back end aspects of web development. Topics include architectural patterns, database integration, authentication and authorization, security and web services.
Prerequisites: Take CIS 101.
Offered: Every other year, Fall
- CIS 411. Information Systems Security.** **3 Credits.**
This course introduces students to the fundamental principles and topics of information technology security and risk management at the organizational level. Students learn critical security principles that enable them to plan, develop and perform security tasks. The course addresses hardware, software, processes, communications, applications and policies and procedures with respect to organizational IT security and risk management.
Prerequisites: Take CIS 101.
Offered: As needed
- CIS 440. IT Project Management.** **3 Credits.**
This course evaluates the principles of Agile Project Management, using the scrum framework. The roles, events, artifacts, gathering requirements, estimation, values, and theory from the scrum framework are evaluated. In addition, differences between agile and traditional project management methods of software development are described. Students work on a development project to get a hands-on experience of working on a scrum team.
Prerequisites: Take CIS 125 or CIS 225.
Offered: Every year, Fall
- CIS 484. Information Systems Internship.** **3 Credits.**
Students gain experience by employing their skills in a professional setting under practicing professionals. This internship involves in-depth work related to user-defined information needs and is usually completed in the summer between the student's junior and senior years. Students must obtain approval and register prior to starting the work experience. Permission of department chair required.
Prerequisites: Take CIS 245.
Offered: Every year, All
- CIS 488. Independent Study.** **1-6 Credits.**
- CIS 490. Computer Information Systems Capstone.** **3 Credits.**
Students employ skills learned in all other CIS coursework, and are required to deliver a project that may encompass project management, systems analysis and design, enterprise systems, database management systems and programming. Students are responsible for managing the entire project from conceptual design to final deliverable.
Prerequisites: Take CIS 245, CIS 351 CIS 440.
Offered: Every year, Spring
- CIS 600. Information Systems Strategy.** **3 Credits.**
Students develop the ability to analyze and identify opportunities to improve the effectiveness of organizations through the use of appropriate information technologies. Technologies that influence organizational strategies, structure, risks and processes are emphasized. Ethical, global and security issues also are covered.
Offered: As needed
- ## Business Analytics & Information Systems (BAN)
- BAN 220. Data Mining for Business Insights.** **3 Credits.**
This course focuses on analyzing data sets to find patterns and anomalies, with the goal of extracting valuable information. The course covers basic concepts, methods, and techniques used in data mining, including data exploration, dimension reduction and data preparation.
Prerequisites: Take CIS 245 or prior python programming course
Offered: Every year, Fall
- BAN 300. Business Data Analysis with R.** **3 Credits.**
This course introduces students to R, a widely used statistical programming language. Students learn to read data, write functions, analyze data and create visualizations in R.
Prerequisites: Take EC 271 or EC 272 or MA 170 or MA 176 or MA 206 or MA 275 or MA 275H or MA 285.
Offered: Every year, Fall

- BAN 310. Web Analytics.** **3 Credits.**
This course introduces students to the concept and use of web analytics. Topics covered include measurement planning, data collection, audience characteristics, traffic acquisition and user behavior. Students use Google Analytics to apply their learning and take the Google Analytics Individual Qualification exam to demonstrate their proficiency at the completion of this course.
Offered: Every year, Spring
- BAN 320. Big Data.** **3 Credits.**
The course focuses on the concept and techniques used for managing big data. The course explores how big data is used within organizations to support analytics. Emphasis is on the Hadoop platform and supplemental tools that are used within a Hadoop environment to design and maintain a big data infrastructure.
Prerequisites: Take CIS 351.
Offered: As needed
- BAN 410. Social Media Analytics.** **3 Credits.**
This course covers social media strategies and applications, implications for business, privacy issues associated with social media, and factors contributing to social change. Business cases evaluating the use and value of social media are examined and social network analysis and visualization are utilized.
Prerequisites: Take BAN 300 or CIS 245.
Offered: Every year, Spring
- BAN 420. Machine Learning and Artificial Intelligence for Business.** **3 Credits.**
The course introduces machine learning techniques for predictive modeling of business problems and opportunities. It covers the process of formulating a business analytics research hypothesis, developing business objectives, data selection, preparation and partitioning to successfully design, build and evaluate predictive models. Predictive modeling techniques such as classification and decision trees, neural networks, regression, random forests and other techniques are covered.
Prerequisites: Take BAN 220.
Offered: Every year, Spring
- BAN 484. Business Analytics Internship.** **3 Credits.**
Students gain experience by employing their skills in a professional setting under practicing professionals. This internship involves in-depth work related to analytics and is usually completed in the summer between the student's junior and senior years or during their senior year. Students must obtain approval to register for this course prior to starting the work experience. Permission of the department chair or internship coordinator is required.
Prerequisites: Take BAN 220.
Offered: Every year, All
- BAN 610. Introduction to Business Analytics.** **3 Credits.**
This course develops ideas for helping to make decisions based upon the examination of data. Topics include variability, data display and summary statistics, regression, and correlation, probability, probability distributions, sampling, the central limit theorem, confidence intervals and hypothesis testing. Attention is also given to the design of experiments and analysis of variance, frequency distributions, statistical inference and sampling theory.
Offered: Every year, Fall and Spring
- BAN 615. Predictive Business Analytics.** **3 Credits.**
The course introduces the techniques of predictive modeling and analytics in a data-rich business environment. It covers the process of formulating business objectives, data selection, preparation and partition to successfully design, build, evaluate and implement predictive models for a variety of practical business applications (such as marketing, customer retention, delinquency and collection analytics, fraud detection and insurance). Predictive models such as classification and decision trees, neural networks, regressions, pattern discovery analysis and other techniques are studied.
Prerequisites: Take BAN 610.
Offered: Every year, Fall
- BAN 621. Data Management.** **3 Credits.**
The concepts, principles, issues and techniques for managing corporate data resources are covered, including techniques for managing the design and development of large database systems. Data warehousing, data mining and database administration are emphasized. Students engage in hands-on-learning and work individually or in teams to complete a real-world project using contemporary data management tools and techniques.
Offered: Every year, Fall and Spring
- BAN 622. Data Warehousing.** **3 Credits.**
This course focuses on the design and implementation of data warehouses, identifying key architecture differences between data warehouses and transactional databases. It also focuses on the interface to data warehouses to better understand how large amounts of information are used to enable organizations to make better decisions.
Prerequisites: Take BAN 621.
Offered: Every year, Spring
- BAN 628. Data Mining for Competitive Advantage.** **3 Credits.**
This course focuses on the application of common data mining techniques. Students focus on developing business solutions by applying techniques such as market basket analysis, association rules, cluster analysis and time series.
Offered: Every year, Fall
- BAN 629. Text Analytics.** **3 Credits.**
This course builds upon previously introduced data mining methods, focusing specifically on techniques for text extraction and mining. Topics include efficient text indexing; document clustering and classification; information retrieval models; enhancement of structured data; scenario detection techniques; and using textual data in predictive models.
Offered: As needed
- BAN 650. Data Visualization for Managers.** **3 Credits.**
This course provides an introduction as well as hands-on experience to the field of data visualization. Students learn basic visualization design and evaluation principles to create meaningful displays of quantitative and qualitative data. They learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical and network/graph-based data.
Prerequisites: Can only take 1 from list: BAN 650 or PMBA 626.
Offered: Every year, Fall and Spring
- BAN 660. Optimization.** **3 Credits.**
This course focuses on developing computational methods to solve various business optimization problems. Students will formulate and solve a variety of optimization problems including linear, integer, mixed-integer, and non-linear. The course also covers understanding decision making under uncertainty
Offered: As needed

BAN 661. Web Analytics and Web Intelligence. 3 Credits.

This course focuses on the analysis of a variety of web metrics including tracking, traffic and visitor behavior, tactics and strategies to successfully market on the Web to make data-driven decisions. Business analytics tools and techniques are utilized to extract and analyze web-scale data to guide strategic decision making. Topics address solutions for measurably higher leads, sales, brand recognition, customer satisfaction or lower service costs.

Prerequisites: Take BAN 610.

Offered: As needed

BAN 663. Business Data Analytics with R. 3 Credits.

Students learn to program and use R for effective data analysis. Reading data, accessing R packages, writing functions, debugging, profiling code and organizing and commenting code also are covered. Working examples of topics in statistical data analysis are provided. The course also addresses installation and configuration of software as necessary for a statistical programming environment.

Offered: As needed

BAN 664. Health Care Analytics. 3 Credits.

This course provides a foundation on data analytics in health care and an understanding of the main concepts and issues. Contemporary tools and technologies are applied to develop an analytics solution to selected health care problems.

Offered: As needed

BAN 665. Big Data and Hadoop. 3 Credits.

The concept, principles, issues and techniques for managing Big Data information management resources are covered. The course explores how Big Data fits into an organization's information management strategy. Focus is on the Hadoop platform, emphasizing how it is used to design and maintain Big Data to support analytics.

Offered: As needed

BAN 667. Design and Analysis of Business Information Systems. 3 Credits.

This course considers systems-development methods, analysis and design techniques with a focus on object-oriented analysis and design. The application of systems analysis and design concepts using current tools, techniques and approaches is covered. Students engage in hands-on learning and work in teams to complete a real-world project using contemporary analysis and design methodologies and tools.

Offered: As needed

BAN 668. Python Programming for Data Analysis. 3 Credits.

After briefly covering the basics of Python programming, the course will show how students can use Python for simple text analysis. The course will then delve deeper and cover topics such as acquiring and cleaning data, and analyze the data using various statistical analysis modules that are available for Python. Students will work on independent short Python programming projects, as well as data analysis projects using Python.

Offered: Every year, Fall

BAN 669. Project Management. 3 Credits.

This course develops a foundation of concepts and solutions required for successful completion of a project. Topics include planning, scheduling, controlling, resource allocation and performance measurement.

Offered: As needed

BAN 675. Special Topics. 3 Credits.

Offered: As needed

BAN 688. Business Analytics Independent Study. 3 Credits.

Offered: Every year, All

BAN 689. Business Analytics Independent Study. 1-6 Credits.

Offered: Every year, All

BAN 690. Business Analytics Capstone. 3 Credits.

The capstone course in the MSBA program is designed to enable students to directly utilize what has been learned in the tools and applications courses to analyze and offer solutions for a major business challenge. A definition of the problem, analysis of options and a comprehensive presentation of findings and solutions are required components of the course.

Prerequisites: Take BAN 610, BAN 615, BAN 621, BAN 650, BAN 668.

Offered: Every year, Fall and Summer

Bachelor of Science in Business Analytics

Program Contact: Kiku Jones (kiku.jones@qu.edu) 203-582-5040

The BS in Business Analytics program teaches the skills needed to extract and manage data, as well as design and implement analytics-based solutions. Upon graduating, you'll be positioned for a rewarding career as an analyst in marketing research, finance, advertising, management and supply chain operations, to name just a few. Our multidisciplinary curriculum combines core business knowledge with a strong foundation in skills including data mining and analysis, database management, and predictive modeling. Courses utilize the same tools and software used by professional data analysts, including SQL programming language, Tableau and Python.

BS in Business Analytics Curriculum

As with all programs within the School of Business, students must meet the requirements of the University Curriculum (p. 51), the School of Business Core Curriculum, and the specific requirements of the major for a total of 122 credits:

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305)		34
Business Analytics Core		
CIS 245	Object-Oriented Programming	3
CIS 255	Data Visualization	3
CIS 350	Data Analysis with Excel (AC 350)	3
CIS 351	Database Programming and Design	3
BAN 220	Data Mining for Business Insights	3
BAN 300	Business Data Analysis with R	3
BAN 420	Machine Learning and Artificial Intelligence for Business	3
BAN Elective Courses		
Select 2 of the following BAN electives:		6
BAN 310	Web Analytics	
BAN 410	Social Media Analytics	
CIS 360	Programming in Excel	
FIN 325	Financial Analytics	
IB 362	Cross-Cultural Business Research Part I	

MK 321	Marketing Analytics	
MG 342	Supply Chain Analytics	
SB 488	Business Internship	
Open Electives		
Select 18 credits		18
Total Credits		122

Student Learning Outcomes

Students who graduate with this degree will demonstrate:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).

- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Business Analytics

A minimum of 60 credits is required for transfer into the BS in Business Analytics program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
	English I	3
	Introduction to Business	3
	Microeconomics	3
	Business Statistics	3
	History Elective	3
	Credits	15
Spring Semester		
	English II	3
	Macroeconomics	3
	Financial Accounting	3
	Information Systems	3
	Marketing	3
	Credits	15
Second Year		
Fall Semester		
	Managerial Accounting	3
	Finance	3
	International Business	3
	Management	3
	Art Elective	3
	Credits	15
Spring Semester		
	Operations Management	3
	Business Law	3
	Science Elective with Lab	4
	Social Science Elective	3
	Additional Elective (Business or other)	3
	Credits	16
	Total Credits	61

Bachelor of Science in Computer Information Systems

Program Contact: Kiku Jones (kiku.jones@qu.edu) 203-582-5040

Computer information systems is where business and technology meet. CIS graduates bridge the gap between IT and business needs. They possess the knowledge and skill to become effective managers, developers and users of information systems. The CIS program focuses on data analysis, teamwork, project management and system development using a "hands-on" learning approach with real-world applications and projects. Successful students have an interest in problem solving using technology, business and management.

Students who major in computer information systems are in high demand in the job market. They acquire advanced skills along with an understanding of the role information systems play in organizations. CIS graduates are prepared for careers as systems analysts, business analysts, database administrators, web designers, project managers or IT consultants.

BS in Computer Information Systems Curriculum

As with all programs within the School of Business, students must meet the requirements of the University Curriculum (p. 51), the School of Business Core Curriculum, and the specific requirements of the major for a total of 122 credits:

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305)		34
Computer Information Systems Core		
CIS 225	Systems Analysis and Design	3
CIS 245	Object-Oriented Programming	3
CIS 350	Data Analysis with Excel (AC 350)	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
CIS 484	Information Systems Internship	3
CIS 490	Computer Information Systems Capstone	3
CIS electives		
Select 9 credits		9
Open electives		
Select 15 credits		15
Total Credits		122

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Computer Information Systems

A minimum of 60 credits is required for transfer into the BS in Computer Information Systems program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3

International Business Management	3
Art Elective	3
Credits	15
Spring Semester	
Operations Management	3
Business Law	3
Science Elective with Lab	4
Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Bachelor of Science in Computer Information Systems and Accounting

Program Contact: Kiku Jones (kiku.jones@qu.edu) 203-582-5040

There is a great industry demand for students who wish to specialize in computer information systems with applications in accounting.

In the digital age, the languages of business and technology are mutually inclusive. Dual competency doubles your skill set, and positions you for success in a multitude of roles. We'll teach you to design and maintain financial databases, assess the cost of hardware and software, and manage teams of IT professionals. These skills are crucial to commercial businesses, hospitals, banks, law offices and nonprofit organizations.

As the architect of a company's technological infrastructure, you'll implement and secure its accounting information system. You'll ensure that financial information is accurate and accessible to managers, CFOs, auditors and others. These responsibilities prepare you for leadership roles as an information technology accountant, systems auditor, IT director and chief information officer.

BS in Computer Information Systems and Accounting Curriculum

Students may earn a Bachelor of Science in computer information systems and accounting by completing the requirements of the University Curriculum (p. 51), the Business Core Curriculum, and specific requirements outlined below for a total of 122 credits.

Code	Title	Credits
Business Core Curriculum		
	Complete the Business Core Curriculum (p. 304)	43
University Curriculum		
	Complete the University Curriculum for School of Business (p. 305)	34
Accounting Coursework		
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
	or CIS 301 Enterprise Systems	
AC 350	Advanced Excel Programming (CIS 350)	3

	or CIS 350 Data Analysis with Excel (AC 350)	
AC 402	Accounting Internship	3
	or CIS 484 Information Systems Internship	
AC 411	Auditing Theory and Practice	3
AC 431	Federal Income Taxation of Individuals	3
Computer Information Systems Coursework		
CIS 225	Systems Analysis and Design	3
CIS 245	Object-Oriented Programming	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
Open Electives		9
Total Credits		122

Student Learning Outcomes

Students who graduate with this degree will demonstrate:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Computer Information Systems and Accounting

A minimum of 60 credits is required for transfer into the BS in Computer Information Systems and Accounting program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3

Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Minor in Business Analytics

Program Contact: Kiku Jones (Kiku.Jones@qu.edu) 203-582-5040

Minor in Business Analytics

The minor in Business Analytics (BA) is designed to develop the skills to extract, analyze, interpret, and present data for business decision-making. The program emphasizes analytical and statistical tools that enable students to mine, analyze, evaluate and present data in a variety of environments.

Minor in Business Analytics Curriculum

Code	Title	Credits
The minor in business analytics requires the completion of 18 credits as follows:		
Required Courses (12 Credits)		
BAN 220	Data Mining for Business Insights	3
BAN 300	Business Data Analysis with R	3
CIS 255	Data Visualization	3
CIS 350	Data Analysis with Excel (AC 350)	3
Elective Courses (6 Credits)		
Any BAN course or		
FIN 325	Financial Analytics	
IB 362	Cross-Cultural Business Research Part 1	
MK 321	Marketing Analytics	
MG 342	Supply Chain Analytics	
Total Credits		18

Minor in Computer Information Systems

Program Contact: Kiku Jones (kiku.jones@qu.edu) 203-582-5040

Information systems are vital to businesses. They are used in problem solving, analysis and decision making at all levels of management. This minor provides you with a strong, functional background in information technology. Proficiency in web programming, data management, networking and data security help you to resolve a range of business issues for many different employers. The ability to track supply chains, and improve electronic business and e-commerce strategies gives you an additional advantage in administrative and managerial roles.

Courses not only make you a more effective user of information technology, but a more informed consumer as well. You'll be able to assess the strengths and weaknesses of various programs, hardware and software on the market, ensuring that the right ones are chosen and implemented. Whether you plan to work for yourself, or in fields as diverse as telecommunications, health care and law, you'll know that the technology you depend on functions effectively and reliably, and that important information is protected at all times.

The minor in computer information systems complements the major in a wide variety of disciplines. It provides the students with the skills to serve

as effective users of information technology within their respective major areas and allows them to become more savvy personal consumers of information technology. The minor is structured to provide each student with the opportunity to select courses that support their own interests.

Computer Information Systems Minor Curriculum

The minor in computer information systems requires the completion of 18 credits as follows:

Code	Title	Credits
CIS Minor Requirements:		
CIS 101	Introduction to Information Systems	3
CIS 225	Systems Analysis and Design	3
Choose four CIS electives from the following:		12
CIS 245	Object-Oriented Programming	
CIS 265	Mobile Application Development	
CIS 267	HTML and CSS	
CIS 301	Enterprise Systems	
CIS 350	Data Analysis with Excel (AC 350)	
CIS 351	Database Programming and Design	
CIS 381	Web Development	
CIS 411	Information Systems Security	
CIS 440	IT Project Management	
CIS 484	Information Systems Internship	
Total Credits		18

Department of Entrepreneurship, International Business and Strategy

The Department of Entrepreneurship, International Business and Strategy offers degree programs in Entrepreneurship and Innovation as well as International Business. Both include a rigorous and rounded academic curriculum complemented by extracurricular and service-learning involvement in the region's business activity. Our degree programs establish a foundation in sound business practices along with an appreciation and understanding of the arts and sciences.

Students hone the skills necessary for successful application of their cutting-edge knowledge in a business or other organizational setting. The majors offer specific functional courses that provide students with the theoretical foundations needed for critical thinking and solid business decision making; a focus on developing key conceptual, analytical and practical competencies, frequent interaction with the local business community as well as opportunities for internships and field projects. The programs educate students who are interested in starting their own business, working in a family business or working for an established business or startup.

The department provides many opportunities for experiential learning and direct contact with businesses, practitioners and entrepreneurs both within and outside of the classroom. Some examples of these opportunities include study abroad programs, international internships, business model competitions and student clubs. The Entrepreneurship Club is a Quinnipiac University chapter of the national Collegiate Entrepreneurs' Organization, dedicated to bolstering inventive students, their ideas and their entrepreneurial spirit. The club brings in entrepreneur

speakers and holds events promoting student entrepreneurs on campus. The International Business Society is a student organization that is active in establishing and strengthening ties with local companies through projects on export and foreign market entry for local business and entrepreneurs.

- Bachelor of Science in Entrepreneurship and Innovation (p. 327)
- Minor in Entrepreneurship and Innovation (p. 332)
- Bachelor of Science in International Business (p. 329)
- Minor in International Business (p. 332)
- Master of Science in Organizational Leadership (p. 711) (online)
- Global Supply Chain Certificate (p. 331)
- Entrepreneurship and Innovation Interdisciplinary Certificate (p. 331)

Entrepreneurship (ENT)

ENT 110. Entrepreneurship and Innovative Responses to the Coronavirus. 3 Credits.

This course introduces students to how entrepreneurs and organizations are responding to the coronavirus. In this most unprecedented moment, we examine how entrepreneurs and organizations are coming up with creative and innovative solutions to combat the effect of the virus on individuals, communities and our economy. The course helps students develop an understanding of entrepreneurial and innovative thinking and how they can use this perspective to solve important problems.

Offered: As needed

ENT 210. Introduction to Entrepreneurial Thinking and Practice. 3 Credits.

Entrepreneurship is much more than the process of starting a company. Entrepreneurship is a habit of mind and an attitude. It is a skill set applicable to pursuing innovation in organizations, personal and career contexts, and an approach to life built around innovative thinking, calculated daring and proactive behavior. This course introduces students to the entrepreneurial mindset, the context of entrepreneurship, and skills necessary to use the entrepreneurial mindset in the workplace, in starting a new venture and in one's personal life.

Offered: Every year, All

UC: Breadth Elective

ENT 220. The Business of Music. 3 Credits.

The business of music is an introductory course for students interested in the performing or non-performing aspects of the music industry especially the knowledge of business necessary for success. Topics include copyright law, music publishing, music licensing, record operations, and music marketing.

Offered: As needed

ENT 250. Idea Validation and Business Model Development. 3 Credits.

In this class, students work through a series of engagement exercises that represent the pre-launch activities of a growth-oriented startup. This class shows you how to thoughtfully take your idea from business concept through initial launch and culminates with the development of crowdfunding pitch or some other type of event like an Entrepreneurs Fair. This course applies to both domestic and global businesses.

Offered: Every year, Fall and Spring

ENT 290. Creating Digital Businesses. 3 Credits.

Students form their own teams to develop a digital business idea into a viable business and assisted to launch their business. Students learn about content creation, business concepts and presentation skills in preparation for a successful launch.

Offered: As needed

- ENT 299. Special Topics in Entrepreneurship.** 3 Credits.
Topics vary. Permission of department chair required.
Offered: As needed
- ENT 310. Creativity and Innovation Management.** 3 Credits.
This course enables students to gain an understanding of the theory and process of creative thinking as related to the entrepreneurial mindset for creative problem solving and develop skills in problem identification and solution. Topics include the creative process, exploring new ways of looking at problems, and developing novel yet feasible solutions. Students will learn the differences between innovation in startups and existing organizations. The creative process will be applied to both new ventures and to corporate innovation in both domestic and global businesses.
Offered: Every year, Fall
- ENT 320. Small Business Marketing.** 3 Credits.
This course applies the principles of marketing to the process of developing a marketing plan and strategy for the small business. Students explore how the marketing plan integrates into the overall business plan and how it applies to small business operations and strategy implementation. By reviewing case studies of successful contemporary entrepreneurs, participants develop a further understanding of what personal characteristics and insights the entrepreneur and small business owner must cultivate to be successful in marketing.
Prerequisites: Take ENT 210.
Offered: Every year, Fall
- ENT 330. Entrepreneurial Finance.** 3 Credits.
This course addresses the myriad financial problems faced by the entrepreneur and by new and emerging businesses. The sources of capital—bootstrap, debt and equity—each have their merits and caveats for ownership and management of the new company. Other topics include: crowdfunding, financial forecasting and developing key performance metrics.
Offered: Every year, Spring
- ENT 331. Family or Small Business Financing.** 3 Credits.
This course addresses the financial aspects of small business and family business companies. The core financial aspects of business problems encountered by those running a small or family business are covered through the discussion of financial topics including working capital management, forecasting, budgeting, financial statements, small business administration programs, succession planning, and alternative solutions to commonly encountered financial problems.
Offered: As needed
- ENT 340. Opportunity Recognition and Negotiation.** 3 Credits.
This course builds students' skills in negotiation using relevant theory and practical applications in the course. These skills may be applied to acquisition of resources for a business, for personal resources such as salary and benefits, and for any situation in which working with one or more individuals requires reaching agreement.
Offered: Every year, Spring
- ENT 350. Social Entrepreneurship.** 3 Credits.
Social entrepreneurship examines the practice of identifying, starting, and growing successful mission-driven for-profit and nonprofit ventures, that is, organizations that strive to advance social or environmental change through innovative solutions. This course provides a socially relevant academic experience that enables students to gain in-depth insights into economic, social, and environmental value creation across a number of sectors/areas including but not limited to poverty alleviation, energy, health, food security, environmental issues and education.
Offered: Every year, Spring
UC: Breadth Elective, Intercultural Understand
- ENT 360. Small and Family Business.** 3 Credits.
This course helps students understand how to successfully operate an existing family or small business. The course further covers the unique characteristics that distinguish a family or small business from other businesses including estate planning and succession planning.
Offered: As needed
- ENT 361. Managing the Family or Small Business.** 3 Credits.
This class is focused on leadership, hiring, growing/improving, motivating, and firing employees, and working with higher ups in an organization. It specifically addresses the challenges when those individuals have long tenure with the business or are family members.
Offered: As needed
- ENT 371. Business Plan Competition.** 3 Credits.
This course prepares students to compete in business competitions with their business ideas. These competitions might include the QU business model competition, the CT state competition, and other state and national competitions. Students work with a faculty mentor and also work as a group to refine, improve and deliver a successful pitch or business model presentation.
Offered: Every year, Spring
- ENT 410. Creating New Business Models.** 3 Credits.
Students ideate and explore the development of business models for a digital, product or service business.
Prerequisites: Take ENT 210.
Offered: Every year, Fall
- ENT 420. Business Launch.** 3 Credits.
In this course, students learn and apply the fundamentals of implementing a successful business. Any type of business may be implemented and may include technology, service, product, arts, social, etc. This course provides students with the knowledge and skills necessary to select the businesses that are right for them and to executive on their business plans and successfully launch their business. Students will systematically learn and do what is required for the successful launch of a new venture. In this course students may launch a real business or a practice business.
Prerequisites: Take ENT 210 ENT 250;
Offered: Every year, Fall
- ENT 430. Practicum in Entrepreneurship.** 3 Credits.
This course is specifically designed for students with the passion to create a new entrepreneurial venture. This course is for students who are ready to take their idea to an actual launch or to further grow an existing business. Students who take the course are given the unique opportunity to present a business plan and pitch to a panel of distinguished alumni including angel investors and venture capitalists. Registration by permission only.
Offered: As needed

ENT 488. Entrepreneurship Internship. 3 Credits.

Students gain work experience under the joint supervision of a faculty member and practicing manager or business owner. Students must meet School of Business internship requirements. This course is graded on a pass/fail basis.

Prerequisites: Take ENT 210.

Offered: Every year, All

ENT 490. Field Projects. 3 Credits.

Students work independently or as part of a team on a project or topic of their choice under the supervision of a faculty member. The project may involve researching a special entrepreneurship topic, working on an aspect of a new business startup or working with a business or organization.

Offered: As needed

ENT 499. Independent Research in Entrepreneurship. 1-6 Credits.

Approval of a sponsoring faculty, the department chair and the dean is required.

Offered: As needed

ENT 610. Entrepreneurship and Franchising. 3 Credits.

Franchising is a \$1 trillion direct sales business. To some financial analysts, franchising is the purest form of capitalism and entrepreneurship. This course looks at how entrepreneurs can expand their business model by adapting the franchise model. Students examine the benefits of franchising, and the hurdles and pitfalls to avoid. Participants use actual cases of entrepreneurs, develop a franchise model and make a final presentation to a panel of entrepreneurs and successful franchisors.

Offered: As needed

ENT 620. Corporate Entrepreneurship. 3 Credits.

This course is designed for intrapreneurs who want to apply their entrepreneurial spirit to innovate within established organizations, as well as for managers whose goal is to build and manage innovation processes in the organization. Students learn techniques and best practices that combine innovation strategies, start-up thinking and entrepreneurial methods to accomplish organizational innovation in its many forms, from product/service innovation and business model innovation, to innovation for social and environmental purposes. The course uses case studies, readings and projects.

Offered: As needed

ENT 625. Entrepreneurship. 3 Credits.

The course deals with the creation and management of new businesses and the institutionalization of innovation in existing businesses. Students are introduced to a body of knowledge on the successful planning, implementation, and management of entrepreneurial ventures. The objective of the course is to provide the knowledge and the ability to identify and assess business opportunity and estimate the resource requirements necessary to success. Production of a business plan is required.

Offered: As needed

ENT 688. Entrepreneurship Independent Study. 3 Credits.**International Business (IB)****IB 105. International Business Environment. 3 Credits.**

This course provides an introduction to the worldwide business environment in which we live and work. The course reviews the cultural, social, political, geographical and economic factors that shape economic institutions and activities in the U.S. and other countries. Global business interactions also are studied. This course is geared primarily toward non-business majors.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

IB 120. Introduction to Doing Business in the European Union. 3 Credits.

This course focuses on the fundamentals of business practice and business culture in Europe. Poland is used as a case study. The course introduces European business practices and principles in the context of the modern global economy. It includes topics of the European financial market, European regulation, Polish industrial structure, Polish political and economic systems, and history with a focus on the economic transformation and Poland's growing position of economic powerhouse in Europe today. The overarching objective of this course is to provide students with the basic but comprehensive skills and knowledge they need to get involved in international business with focus on EU/Poland. IB 120 is one of the courses that enable students to work toward the Global Business Affairs Polish Certificate or may be taken as a stand alone course.

Offered: As needed

IB 201. Globalization and International Business. 3 Credits.

This course introduces students to issues concerning globalization and international business. Students examine the critical role of international trade and investment as well as the impact of multinational corporations on the globalization process. The challenges and opportunities of international business are covered in detail. Global issues such as poverty, economic development and education, and the formulation of sustainable, environmentally-friendly development strategies are addressed. Insights are drawn from social sciences disciplines such as economics, political science, sociology and cultural geography

Offered: Every year, All

UC: Social Sciences, Intercultural Understand

IB 201H. Honors International Business. 3 Credits.

This course advances students' understanding of international business interactions and the global marketplace. Topics include: theories of international trade; theories of foreign direct investment and multinational corporations; globalization and the nature of international business; international organizations, international monetary systems and global financial market; foreign business environments; and management of international business opportunities and operations. The insights are drawn from economics, political science, psychology and other sources.

Prerequisites: Take FYS 101 or FYS 150.

Offered: As needed

IB 300. Special Topics in International Business. 3 Credits.

Prerequisites: Take IB 201.

Offered: As needed

- IB 311. International Marketing. 3 Credits.**
The course addresses environmental components of international marketing that affect business. Students learn about product, price, place and promotion in a global context. Additional topics include regional integration, emerging markets, global marketing strategies and research methods.
Prerequisites: Take IB 201.
Offered: Every year, All
- IB 313. International Marketing Research. 3 Credits.**
Students learn to understand and satisfy marketing managers' information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. Research design, quantitative and qualitative data collection, questionnaire design, data analysis, implications of results and written/oral reports are included. This methodological course assumes basic understanding of marketing in a global/multi-cultural environment. MA 170 prerequisite waived with Math Placement score of 4.0 or higher.
Prerequisites: Take IB 201; and MA 170 or MA 206 or equivalent.
Offered: Every year, Spring
- IB 320. Introduction to Global Entrepreneurship. 3 Credits.**
This course introduces students to the major topics in global entrepreneurship, including: 1) the critical roles of national governments, multilateral institutions and international agreements in shaping the rules and conditions that shaped global opportunities and challenges; 2) the role of international entrepreneurship in this complex global environment; and 3) issues concerning how to identify opportunities, build a start-up, manage its growth and resources in a global environment. The course introduces some important skills, such as country risk analysis, business model building and valuation of an international business opportunity. The course is taught by lecture, case analysis and experiential projects.
Prerequisites: Take IB 201.
Offered: Every year, Spring
- IB 324. Negotiating Internationally. 3 Credits.**
The course focuses on analyzing the international context of different dimensions of negotiations and related topics, such as communication, conflict, conflict resolution, group, power, influence, persuasion and mediation. Special emphasis is placed on understanding how culture influences the processes as well as styles of negotiation behavior of different nationalities.
Prerequisites: Take IB 201 or LE 225 or LE 370.
Offered: Every year, Fall
- IB 335. International Finance. 3 Credits.**
This course focuses on the financial management of multinational corporations. It includes topics of the global financial market, foreign exchange risk management, financing decisions, investment decisions and funds remittance/transfer decisions when firms operate in a competitive global economy and face currency risks, political and regulatory risks.
Prerequisites: Take IB 201, FIN 201.
Offered: Every year, Fall and Spring
- IB 345. Global Supply Chain. 3 Credits.**
This course covers issues related to the global procurement decision-making process from multiple perspectives, including strategy, tactical and operational. Topics may include, but are not limited to: order processing, quality control, value analysis, warehousing, inventory control, reverse logistics, green supply chain, offshoring and outsourcing, and international transportation, financing, risk, customs and incoterms.
Prerequisites: Take IB 201.
Offered: Every year, Spring
- IB 352. International Management. 3 Credits.**
This course addresses the theory and practice of strategic management and organizational behavior in a global environment with a specific emphasis on international human resource management. Additional topics include: cross-cultural communication, selection and management of expatriates, and global leadership skills. Students read and interpret international management research articles.
Prerequisites: Take IB 105 or IB 201.
Offered: Every year, Fall
- IB 362. Cross-Cultural Business Research Part 1. 3 Credits.**
This is the first of a two-part sequence (the second being IB 363). The objective of the IB 362- IB 363 series is to produce a hypotheses driven academic research poster which empirically addresses a cross-cultural/international business issue. Due to the high intensity of interaction with the instructor, these courses allow limited enrollment and require an instructor interview and permission to register. IB 352 is recommended as a prerequisite.
Prerequisites: Take IB 201.
Offered: As needed
- IB 363. Cross-Cultural Business Research Part 2. 3 Credits.**
This course is the second of a two-part sequence. Building directly on IB 362, this course aims to complete an academic research paper that could be submitted to an international academic research conference. Working closely with the instructor, the student completes appropriate statistical analyses of the data collected and develop and write a literature review leading to research hypotheses, and methodology, a description of results, as well as a discussion section interpreting these results and including research limitations and suggestions for future research.
Prerequisites: Take IB 362.
Offered: As needed
- IB 399. International Business Independent Study. 1-6 Credits.**
Offered: As needed
- IB 401. International Strategy and Business Plan. 3 Credits.**
Students develop a comprehensive business model for a country market-entry project. This macro-environmental/country assessment includes current events, industry analysis, marketing strategy, management strategy, corporate social responsibility decisions, global supply chain strategy, financial considerations, and critical success factors for implementation.
Prerequisites: Take IB 313, IB 335, IB 352, IB 345.
Offered: Every year, Spring
- IB 488. International Business Internship. 3 Credits.**
This internship in international business must be approved by the department chair and the dean in accordance with school regulations. This course is graded on a pass/fail basis.
Prerequisites: Take IB 201.
Offered: Every year, All
- IB 611. International Corporate Finance. 3 Credits.**
Students gain an understanding and appreciation of the additional risks and opportunities that occur once a firm goes international. They develop a working knowledge of tools used by international firms to deal with those risks and opportunities. The topics include international financial markets, foreign exchange risk measurement and management, political risk, financial engineering, investment project evaluation, managing short-term funds, etc.
Prerequisites: Take MBA 640, MBA 660.
Offered: As needed

IB 623. International Business Negotiation. 3 Credits.

This course analyzes different forms of negotiations and related themes in an international context. Topics include the negotiation process, communication, conflict resolution, value creation, value claiming, influence strategies, closing and renegotiation. Special emphasis is placed on examining how culture affects negotiation. Negotiation behavior and styles of a few selected nationalities also are discussed.

Offered: As needed

IB 688. Independent Study-International Business. 3 Credits.

Permission of the MBA director and School of Business Associate Dean is required.

Offered: As needed

IB 689. Independent Study-International Business. 3 Credits.

Permission of the MBA director and School of Business Associate Dean is required.

Offered: As needed

Strategy (STR)

STR 210. Artificial Intelligence in the Business World: Disruptions, Trends, the Value of Humans. 3 Credits.

This course delves into Artificial Intelligence (AI) and how it is affecting the business world today and in the future. Students explore disruptions caused by AI, identify and discover new trends in AI, and investigate what it means to be human in a rapidly changing environment. Students identify potential issues, define the value of humans, evaluate various models of decision-making (human alone, AI alone, vs. human and AI together), and anticipate how they will strategically use this knowledge in their future.

Offered: As needed, Summer

STR 610. Business Sustainability. 3 Credits.

This course provides students with a comprehensive conceptual and applied understanding of the sustainability challenges and opportunities facing corporations on a global scale, with primary emphasis on environmental sustainability. Students are exposed to a variety of pressing sustainability issues and to frameworks, techniques and approaches for successfully dealing with them.

Offered: Every year

STR 620. Technology and Innovation Management. 3 Credits.

Technology and innovation have become key resources for corporate profitability and competitive advantage in firms. Managed properly, technological innovations are a primary source of competitive advantage for firms. This course explores the strategic role of technology and innovation in the success of firms. Classroom learning is facilitated primarily through case analyses.

Offered: Every year

STR 630. Corporate Governance and Strategy. 3 Credits.

Corporate governance deals with the complex set of relationships between the corporation and its stakeholders. This course emphasizes governance issues in publicly traded companies and addresses the roles and responsibilities of managers, the board of directors, shareholders and others. Governance best practices as well as governance legal and ethical violations are discussed. Important government regulations including Sarbanes-Oxley are covered.

Offered: As needed

Bachelor of Science in Entrepreneurship and Innovation

Program Contact: Robert Yawson (Robert.Yawson@qu.edu)
(Robert.Yawson@qu.edu) 203-582-5023

Entrepreneurship is an important driver of growth for both the national and international economy. Students are prepared to think innovatively, develop new ideas for existing businesses, and create new business ventures. However, entrepreneurship is even more than the creation of a new business venture. Entrepreneurship encompasses seeking opportunity, identifying and acknowledging risk and, most importantly, persisting until the idea becomes reality. Entrepreneurial thinking can be applied to all contexts and organizations. At Quinnipiac University, we facilitate the development of an entrepreneurial mindset and attitude in our students; this enables them to apply their unique attributes and skills to realize innovative ideas in a variety of settings including profit and not-for-profit organizations, new and existing ventures, and in business and non-business activities. The development of an entrepreneurial mindset creates career opportunities for students whether starting their own business or going to work in a large or small organization.

The Entrepreneurship and Innovation program includes a rigorous and rounded academic curriculum complemented by extracurricular and service learning involvement in the region's business activity. The program develops entrepreneurial thinking, establishes a foundation in sound business practices along with an appreciation and understanding of the arts and sciences, and hones the skills necessary for successful entrepreneurship and small business management. This is accomplished through a distinct and innovative curriculum.

The program is highly experiential, allowing students to work on team and individual projects to develop and improve businesses and business ideas. Students compete in regional and national business plan competitions and interact with various agencies and financial institutions supportive of entrepreneur and small business success. The program includes local, regional and national companies and small business owners sharing their expertise and experiences as an important element in the program's educational process.

BS in Entrepreneurship and Innovation Curriculum

Students majoring in Entrepreneurship and Innovation are required to complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
	Complete the Business Core Curriculum (p. 304)	43
University Curriculum		
	Complete the University Curriculum for School of Business (p. 305)	34
Entrepreneurship & Small Business Management Core		
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
ENT 250	Idea Validation and Business Model Development	3
ENT 310	Creativity and Innovation Management	3

ENT 340	Opportunity Recognition and Negotiation	3
or IB 324	Negotiating Internationally	
ENT 420	Business Launch	3
or IB 401	International Strategy and Business Plan	
Select three of the following electives (9 credits):		9
The department encourages students to consider a Global Entrepreneurship theme: IB 311, IB 335, IB 352		
ENT 110	Entrepreneurship and Innovative Responses to the Coronavirus	
ENT 220	The Business of Music	
ENT 290	Creating Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 331	Family or Small Business Financing	
ENT 350	Social Entrepreneurship	
ENT 360	Small and Family Business	
ENT 361	Managing the Family or Small Business	
ENT 371	Business Plan Competition	
ENT 430	Practicum in Entrepreneurship	
ENT 490	Field Projects	
ENT 499	Independent Research in Entrepreneurship	
IB 120	Introduction to Doing Business in the European Union	
IB 300	Special Topics in International Business	
IB 311	International Marketing	
IB 320	Introduction to Global Entrepreneurship	
IB 335	International Finance	
IB 352	International Management	
MG 340	Transportation and Logistics Management	
MG 341	Service Operations Management	
MG 342	Supply Chain Analytics	
MG 343	Procurement and Sourcing	
MK 320	Marketing Research	
PO 332	European Politics	
SB 360	International Business Immersion	
SB 488	Business Internship	
Others by approval of chair		
Open Electives		
Select 21 credits		21
Total Credits		122

For those students interested in an ENT/IB double major please consult with the department chair for information about course requirements.

Student Learning Outcomes

Students who graduate with this degree will demonstrate the following competencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Entrepreneurship and Innovation

A minimum of 60 credits is required for transfer into the BS in Entrepreneurship and Innovation program. Below is a sample plan

of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3
Additional Elective (Business or other)		3
Credits		16
Total Credits		61

Bachelor of Science in International Business

Program Contact: Robert Yawson (Robert.Yawson@qu.edu)
203-582-5023

Corporations, nonprofits and government agencies from around the world need talented professionals who have the ability to successfully work in culturally diverse environments and possess a knowledge of global markets and international business trends. International business students learn how to work with culturally diverse businesses and populations, and develop critical thinking and analytical skills. Students also develop a foundation in international finance, international marketing, global supply chain, and international management and strategy, and also learn how to work with international data and its sources. Graduates with this background are prepared for careers in global supply chain management, international marketing and marketing research, business development, financial analysis and business consulting.

Students in the IB major are encouraged to immerse in a foreign country with a study-abroad program to better understand its history, politics, business and culture. Students also may complete an internship while studying abroad. Alternatively, internships with local businesses or major firms in neighboring New York City enable students to apply their knowledge in a real-world setting. IB majors can also graduate with a certificate in Global Supply Chain (p. 331).

BS in International Business Curriculum

The BS in International Business requires the completion of 122 credits.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305)		34
International Business Core		
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
IB 311	International Marketing	3
IB 324	Negotiating Internationally	3
	or ENT 340 Opportunity Recognition and Negotiation	
IB 335	International Finance	3
IB 352	International Management	3
IB 401	International Strategy and Business Plan	3
	or ENT 420 Business Launch	
International Business Electives		
Select two of the following:		6
Students are strongly encouraged to take SB 488 Business Internship as one of these electives		
ENT 110	Entrepreneurship and Innovative Responses to the Coronavirus	
ENT 220	The Business of Music	
ENT 250	Idea Validation and Business Model Development	
ENT 290	Creating Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 331	Family or Small Business Financing	
ENT 350	Social Entrepreneurship	
ENT 360	Small and Family Business	
ENT 361	Managing the Family or Small Business	
ENT 371	Business Plan Competition	
ENT 499	Independent Research in Entrepreneurship	
IB 120	Introduction to Doing Business in the European Union	
IB 313	International Marketing Research	
	or MK 320 Marketing Research	
IB 320	Introduction to Global Entrepreneurship	

IB 345	Global Supply Chain	
MG 340	Transportation and Logistics Management	
MG 341	Service Operations Management	
MG 342	Supply Chain Analytics	
MG 343	Procurement and Sourcing	
MK 320	Marketing Research	
PO 332	European Politics	
SB 360	International Business Immersion (This is a short-term study abroad course)	
SB 488	Business Internship	
Open Electives		
Select 21 credits ¹		21
Total Credits		122

¹ Students are encouraged to choose elective courses that may be applied to a minor. Note: Students placed in MA 107 have 15 credits available under electives.

For those students interested in an ENT/IB double major please consult with the department chair for information about course requirements.

Study Abroad Requirement

Students are required to study abroad, ideally for a semester but in special circumstances a shorter program is possible (e.g., J-term, Summer etc.). Please see the department chair if you have further questions. Foreign students are exempt from this requirement.

Student Learning Outcomes

On completion of the BS in international business, students will demonstrate the following competencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge and diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

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- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in International Business

A minimum of 60 credits is required for transfer into the BS in International Business program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3

Business Law	3
Science Elective with Lab	4
Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Entrepreneurship and Innovation Interdisciplinary Certificate

Overview

This is a 12-credit certificate program designed for non-business majors at QU and non-QU students or external parties. The three required courses provide students with the fundamental language, knowledge, leadership and communication skills related to entrepreneurship and innovation. The option course provides students with discipline or industry-specific depth in areas relevant to entrepreneurship and innovation. They are offered through departments across the university.

Goals

To promote the growth of the entrepreneurial ecosystem at QU and to support the interdisciplinary initiatives that exist at the university. This certificate enables *non-business* students at QU to add an Entrepreneurship & Innovation certificate to their core program or a non-QU student or external party to take 3-4 courses in E&I.

Learning Objectives

- Learn the entrepreneurial process and mindset.
- Learn the process in evaluating whether their idea is desired by customers.
- Learn how to evaluate customer interest in their product or service.
- Learn the steps in how to take an idea to business creation.
- Learn how corporate innovation works and how to develop ideas within an organization or apply to oneself.

Business students who are interested in entrepreneurship & innovation should add a minor. Non-business students who want more depth of entrepreneurship & innovation can also add a minor.

The Entrepreneurship & Innovation certificate for *non-business* students includes three (3) required courses and a choice of one of three elective courses or the substitution of a course in the student's major area or other discipline of interest.

The certificate courses draw from a large set of interdisciplinary fields in the social sciences and scientific methods such as psychology, sociology, economics, creativity theory, experimental research, etc. In addition, the elective list from the other schools includes courses that address the culture or environment of decisions, types of problems, or other innovative or entrepreneurial topics. (See below for illustrative list, subject to changes and additions.) The fourth course will be approved by the certificate adviser or Chair of the Entrepreneurship, International Business and Strategy Department.

Entrepreneurship & Innovation Certificate Curriculum

Code	Title	Credits
Required Courses		
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3

ENT 250	Idea Validation and Business Model Development	3
ENT 310	Creativity and Innovation Management	3

Electives - Choose one from the following list: 3

ENT 340	Opportunity Recognition and Negotiation	
	or IB 324 Negotiating Internationally	
ENT 350	Social Entrepreneurship	
ENT 420	Business Launch	

A representational sampling of the types of courses from different areas that could count as the fourth course in the certificate. 3

AN 230	Sustainable Development (ENV 230)	
BIO 161	Introduction to the Biological Aspects of Science and Society	
BMS 162	Human Health and Disease	
CER 210	Infrastructure Engineering	
COM 130	Visual Design	
COM 140	Storytelling	
COM 150	Public Speaking: Principles and Practice	
COM 215	Social Media and Society	
CIS 255	Data Visualization	
CIS 265	Mobile Application Development	
CSC 106	Introduction to Programming for Engineers	
DR 181	Improvise Acting	

Total Credits 15

Global Supply Chain Certificate

Program Contact: Robert Yawson (Robert.Yawson@qu.edu)
(Robert.Yawson@qu.edu) 203-582-5023

Facing a growing demand for trained global supply chain personnel in virtually all industries today, this career-directed program is designed in response to the growing needs of companies to globally source their raw materials and components, as well as, export their products to foreign markets. This certificate addresses a range of knowledge and skills necessary for a strong foundation in global supply chain activities.

The five courses of the certificate program can be applied to the BS in International Business (p. 329).

Global Supply Chain Certificate Program of Study

Code	Title	Credits
Required		
IB 201	Globalization and International Business	3
IB 324	Negotiating Internationally	3
IB 335	International Finance	3
IB 345	Global Supply Chain	3
Choose one of the following courses:		3

IB 362	Cross-Cultural Business Research Part 1	
IB 488	International Business Internship ¹	
MG 340	Transportation and Logistics Management	
MG 342	Supply Chain Analytics	
MG 343	Procurement and Sourcing	
Total Credits		15

¹ Internship must be in Supply Chain area.

Minor in Entrepreneurship and Innovation

Program Contact: Robert Yawson
(Robert.Yawson@qu.edu) 203-582-5023

A minor in entrepreneurship and innovation gives you a strong foundation in sound business practices, sharpens your business management skills and teaches you how to think like an entrepreneur. This minor provides the expertise necessary for professionals in any field who must run their own business operation. You'll create business plans, engage in entrepreneurial activities and work on team and individual projects to develop and improve business ideas.

You'll learn from a rich network of faculty and staff that provides the guidance necessary to launch a business or join a burgeoning company. In the classroom, during internships and at networking events, you can tap into the expertise and experience of local and national company executives, as well as small business owners who have achieved success.

Both business and non-business school students are encouraged to minor in entrepreneurship and innovation. The minor enables students to supplement their main area of interest with the basic skills necessary to create a business plan and engage in the entrepreneurial activities and learning experiences offered by the university.

Entrepreneurship and Innovation Minor Curriculum

Code	Title	Credits
Required Courses		
ENT 210	Introduction to Entrepreneurial Thinking and Practice	3
ENT 250	Idea Validation and Business Model Development	3
ENT 310	Creativity and Innovation Management	3
ENT 340	Opportunity Recognition and Negotiation	3
or IB 324	Negotiating Internationally	
ENT 420	Business Launch	3
or IB 401	International Strategy and Business Plan	
Select one ENT elective from the following:		3
ENT 110	Entrepreneurship and Innovative Responses to the Coronavirus	
ENT 220	The Business of Music	

ENT 290	Creating Digital Businesses or JRN 3 Entrepreneurial Media (The MIC Project)	
ENT 299	Special Topics in Entrepreneurship	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 331	Family or Small Business Financing	
ENT 350	Social Entrepreneurship	
ENT 360	Small and Family Business	
ENT 361	Managing the Family or Small Business	
ENT 371	Business Plan Competition	
ENT 430	Practicum in Entrepreneurship	
ENT 499	Independent Research in Entrepreneurship	
IB 120	Introduction to Doing Business in the European Union	
IB 300	Special Topics in International Business	
IB 311	International Marketing	
IB 320	Introduction to Global Entrepreneurship	
IB 335	International Finance	
IB 352	International Management	
MG 340	Transportation and Logistics Management	
MG 341	Service Operations Management	
MG 342	Supply Chain Analytics	
MG 343	Procurement and Sourcing	
MK 320	Marketing Research	
PO 332	European Politics	
SB 360	International Business Immersion	
SB 488	Business Internship	
Total Credits		18

Minor in International Business

Program Contact: Robert Yawson
(Robert.Yawson@qu.edu) 203-582-5023

Multinational corporations and nonprofits alike look for talented professionals who have the core business skills and the technological competence to represent and grow their interests abroad. A minor in international business increases your knowledge of both the global marketplace and global business trends. You'll learn how traditional disciplines such as finance, marketing and sales vary in international settings, as well as how to adapt managerial and leadership techniques to the needs of foreign environments.

This program also helps develop vital communication skills as well as a sense of cultural awareness. Electives ground you in the social, economic and political context of international business. You'll learn to think globally, and how to effectively negotiate across many different cultures. Whatever your career goals entail, the international business minor contributes an important level of depth to your education, and can open doors to careers both at home and abroad.

International Business Minor Curriculum

Students wishing to minor in international business must complete 18 credits.

Code	Title	Credits
Required courses		
IB 201	Globalization and International Business (Business majors must take IB 201. Non business majors can take IB 105)	3
or IB 105	International Business Environment	
IB 311	International Marketing	3
IB 324	Negotiating Internationally	3
or ENT 340	Opportunity Recognition and Negotiation	
IB 352	International Management	3
Select two of the following:		6
ENT 110	Entrepreneurship and Innovative Responses to the Coronavirus	
ENT 210	Introduction to Entrepreneurial Thinking and Practice	
ENT 220	The Business of Music	
ENT 250	Idea Validation and Business Model Development	
ENT 290	Creating Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 331	Family or Small Business Financing	
ENT 350	Social Entrepreneurship	
ENT 360	Small and Family Business	
ENT 361	Managing the Family or Small Business	
ENT 371	Business Plan Competition	
ENT 499	Independent Research in Entrepreneurship	
IB 120	Introduction to Doing Business in the European Union	
IB 313	International Marketing Research	
or MK 32	Marketing Research	
IB 320	Introduction to Global Entrepreneurship	
IB 335	International Finance	
IB 345	Global Supply Chain	
IB 401	International Strategy and Business Plan	
or ENT 4:	Business Launch	
MG 340	Transportation and Logistics Management	
MG 342	Supply Chain Analytics	
MG 343	Procurement and Sourcing	
PO 332	European Politics	
SB 360	International Business Immersion (This is a short-term study abroad course)	

SB 488	Business Internship
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Total Credits 18

Department of Finance

The Department of Finance is committed to providing high-quality teaching and learning activities so that graduates are well prepared to compete in the global community.

The BS in Finance prepares graduates for career opportunities in both the financial services sector as well as in non-financial businesses. Students can focus on courses that include investment management, including equities and fixed income analysis, asset valuation and portfolio management; financial technology and innovation; and corporate finance. The program also prepares students for graduate work in finance, business administration, law and other related disciplines.

Mission Statement

The mission of the Department of Finance is to provide a high-quality educational experience for students, produce high-quality scholarly research, and contribute to the intellectual and cultural life of the university and community.

- Bachelor of Science in Finance (p. 336)
- Minor in Finance (p. 338)

Finance (FIN)

FIN 201. Fundamentals of Financial Management. 3 Credits.

This course introduces students to the theory and practice of financial management. Topics include the uses and valuation of securities, the structure and purpose of capital markets, financial risk, interest rates and yield curves, and corporate financial analysis and decision making.

Prerequisites: Take EC 111.

Offered: Every year, All

FIN 300. Special Topics. 3 Credits.

Prerequisites: Take FIN 310, FIN 320.

Offered: As needed

FIN 310. Investment Analysis. 3 Credits.

This course introduces students to the theory and practice of investment analysis. Emphasis is on the uses, characteristics and valuation of fixed income securities, equities and derivatives in the global financial marketplace. Students are exposed to both classical and modern theories of evaluating and quantifying financial risks and returns.

Prerequisites: Take FIN 201.

Offered: Every year, Fall

FIN 315. Financial Planning: A Service Learning Course. 3 Credits.

Students are introduced to financial planning, which includes budgeting, credit, insurance and risk management, investments, income tax planning and retirement planning as they apply to consumer decision-making. Students also explore the importance of financial education in reducing poverty and create financial awareness in the community through a service learning project. As part of the service learning project, students design and organize basic financial education workshops for local high school students.

Prerequisites: Take FIN 201.

Offered: As needed

- FIN 320. Financial Modeling. 3 Credits.**
 This course examines standard financial models and data analysis in the areas of capital budgeting, financial statement analysis, asset pricing, portfolio management and performance, hedging and option pricing. Students learn to extract, model and analyze data using computer spreadsheets.
Prerequisites: Take FIN 201.
Offered: Every year, Fall and Summer
- FIN 325. Financial Analytics. 3 Credits.**
 This course focuses on the further development of analytical skills used by investors, analysts and managers. Students learn methods of data acquisition and storage. Subsequently, they apply and analyze relevant statistical tools and methods analyze and interpret the results to aid appropriate decision making.
Prerequisites: Take FIN 201, CIS 245.
Offered: Every year, Fall
- FIN 345. Risk Management & Insurance. 3 Credits.**
 This course covers risk management principles and the nature of insurance as a risk-transferring device to reduce various loss exposures. Topics include insurance programs, financial aspects of insurance companies and markets, insurance industry structure, managerial aspects of underwriting and pricing, and public policy issues.
Prerequisites: Take FIN 201.
Offered: Every year, Fall
- FIN 350. Financial Markets and Institutions. 3 Credits.**
 This course presents a study of financial markets and intermediaries in a global setting with emphasis on how funds flow from investors in financial assets to investors in real assets. The types and functions of markets and institutions that exist today are discussed along with the differences between them. Topics include the role of monetary policy and the operations of central banks; the regulatory environment in which financial markets and institutions operate; and the financial instruments traded in the markets today.
Prerequisites: Take FIN 201.
Offered: Every year, Spring and Summer
- FIN 355. Retirement Planning and Employee Benefits. 3 Credits.**
 This course provides students with an understanding of the retirement planning process. The main objectives are to learn the usefulness of retirement plans and employment-based benefits, and to develop recommendations on important retirement and employee benefit decisions. Topics include: Social Security, qualified retirement plans, nonqualified retirement plans, self-employed plans, IRAs, group life insurance, group disability insurance and group health insurance.
Prerequisites: Take FIN 201.
Offered: As needed
- FIN 356. Real Estate Finance. 3 Credits.**
 This course examines the structure of real estate markets. Topics include principles of mortgage lending; property appraisal; the secondary mortgage market; mortgage securitization and valuation; residential and commercial real estate investment; leverage and capital structure for real estate project analysis; and real estate investment in the portfolio context.
Prerequisites: Take FIN 201.
Offered: Every year, Spring
- FIN 360. Financial Statement Analysis. 3 Credits.**
 This course focuses on the development of analytical skills used by investors and analysts in their evaluation of various financial statements. Topics include the review and analysis of balance sheets, income statements and statements of cash flow; ratio analysis and developing pro forma financial statements to support equity analysis and credit analysis.
Prerequisites: Take FIN 201.
Offered: Every year, Fall and Summer
- FIN 370. Commodities. 3 Credits.**
 This course introduces students to the fundamental and technical analysis of commodity markets with application to real market problems. Strategy development and risk management are studied with alternative market concepts and unconventional views.
Prerequisites: Take FIN 310.
Offered: Every year, Spring
- FIN 380. Intermediate Corporate Finance. 3 Credits.**
 Students gain an advanced understanding of corporate finance. The main objectives are to learn to apply financial concepts, construct and implement financial decision models, and relate various financial theories to one another. Topics include capital budgeting, the valuation of firms, capital structure, cost of capital, dividend policy and risk management.
Prerequisites: Take FIN 201.
Offered: Every year, Spring and Summer
- FIN 420. Bank Management and Loan Underwriting. 3 Credits.**
 This course focuses on the theory and techniques used to underwrite bank loans and manage a bank loan portfolio. Other fundamental bank processes such as management of liquidity, investment portfolios, funding costs and capital adequacy also are examined. Emphasis is placed on the application of real-world best practices.
Prerequisites: Take FIN 350.
Offered: Every year, Spring
- FIN 430. Portfolio Theory and Practice. 3 Credits.**
 This course offers a rigorous examination of the theory and practice of portfolio management. Topics include portfolio construction, valuation and performance measurement. Equity and fixed-income portfolio strategies are considered as well as the use of futures and options in portfolio management.
Prerequisites: Take FIN 310, FIN 320.
Offered: As needed
- FIN 440. Introduction to Fixed Income Analytics. 3 Credits.**
 This course introduces students to the analytical processes associated with fixed income investing. The course bridges the gap between valuing bonds based on a yield to maturity and valuing bonds as a package of zero-coupon instruments. The concepts of theoretical spot rates, par rates of the on-the-run treasury securities, duration and convexity are discussed. A binomial model is explained and used to value bonds that have built-in options.
Prerequisites: Take FIN 310, FIN 320.
Offered: Every year, Fall
- FIN 450. Applied Portfolio Management. 3 Credits.**
 Students apply investment and portfolio management techniques and strategies in a real-life environment by managing a portion of the Quinnipiac University Endowment fund—the Student-Managed Portfolio. Students are responsible for developing investment strategies, constructing, monitoring and rebalancing the portfolio, and reporting on actual portfolio performance. Permission of instructor required.
Prerequisites: Take FIN 310, FIN 320, FIN 360.
Offered: Every year, All

- FIN 451. Applied Portfolio Management II.** **3 Credits.**
 This course is a continuation of FIN 450 for students who have excelled in Applied Portfolio Management I and wish to take a leadership role in the management of the fund. Permission of instructor required.
Prerequisites: Take FIN 450.
Offered: Every year, All
- FIN 460. Mergers and Acquisitions.** **3 Credits.**
 This course presents the theory and evidence of corporate acquisitions and restructuring activities. Topics include the foundations of mergers and restructuring, the valuation of assets, various means of financing acquisitions, defensive strategies, as well as post-merger, acquisition, and takeover performance.
Prerequisites: Take FIN 380.
Offered: Every year, Spring
- FIN 465. Working Capital Management.** **3 Credits.**
 This course examines the theory and practice of cash and liquidity management. Topics include cash management, credit and accounts receivable management, collections and cash concentrations, short-term investments and borrowing, forecasting cash flows, and international cash management.
Prerequisites: Take FIN 201.
Offered: As needed
- FIN 470. Trading Strategies and Practices.** **3 Credits.**
 This course introduces financial market microstructure and trading strategies to students. The lectures focus on how trading on exchanges is organized and regulated as well as price formation, informational efficiency and liquidity. Various trading strategies are explored using the Rotman Interactive Trading simulation.
Prerequisites: Take FIN 370.
Offered: Every year, Fall
- FIN 480. Valuation of Privately Held Businesses.** **3 Credits.**
 This course involves the analysis of company and financial information as well as understanding the impact the economy and industry can have on the value of a private company. Fundamental analysis is examined in detail and applied to private and public corporations. Topics include valuation, forecasting growth and value generation in a firm, assessing the quality of and normalizing earnings, analyzing risk and determining pricing multiples and the cost of capital.
Prerequisites: Take FIN 380.
Offered: Every other year, Spring
- FIN 485. Derivative Securities.** **3 Credits.**
 This course introduces students to derivatives and the markets in which they are traded. Emphasis is on the techniques for the valuation of options, futures and related contracts as well as the use of derivative contracts in investments, corporate finance and risk management and engineering of structured products.
Prerequisites: Take FIN 310.
Offered: Every year, Spring
- FIN 488. Finance Internship.** **3 Credits.**
 This internship in finance must be approved by the department chair and the dean in accordance with school and departmental regulations. Junior/senior status is required. This course is graded on a pass/fail basis.
Prerequisites: Take FIN 201.
Offered: Every year, All
- FIN 498. Independent Study.** **3 Credits.**
 Students may make an individual in-depth study of a topic of current interest in the field of banking or investment management. Objectives and methods must be submitted in writing to supervising instructor prior to time of enrollment.
Offered: As needed
- FIN 499. Independent Study in Managerial Finance.** **3 Credits.**
 This course provides an opportunity for individual in-depth study of a topic of current interest in the field of managerial finance. Objectives and methods submitted in writing to supervising instructor prior to time of enrollment.
Offered: As needed
- FIN 604. Risk Management.** **3 Credits.**
 This course provides a broad perspective of risk management including traditional risk management and insurance practices as well as financial risk management and hedging with derivative contracts. Emphasis is on making risk-management decisions that maximize shareholder value.
Prerequisites: Take MBA 640.
Offered: As needed
- FIN 610. Global Investments Analysis.** **3 Credits.**
 This course focuses on the theory and practice of investment analysis in a global environment. Topics include relative, intrinsic and no-arbitrage valuation models, classical and modern theories of risk and return, introductory asset allocation and portfolio optimization techniques, market structure, and the role of institutions. The emphasis is on equity products, but fixed income and derivative securities also are covered. Prerequisite required except if you completed an undergraduate Finance degree.
Prerequisites: Take MBA 640.
Offered: Every year, Fall
- FIN 612. Fixed Income Investments.** **3 Credits.**
 This course rigorously evaluates fixed-income securities, including default-free bonds, floating-rate notes and corporate bonds. Closely related financial instruments, such as forwards and futures on fixed-income securities, bond options and interest rate swaps are strongly emphasized. In addition to analyzing specific types of fixed-income securities, students examine the tools used in bond portfolio management.
Prerequisites: Take MBA 640.
Offered: As needed
- FIN 615. Emerging Financial Markets.** **3 Credits.**
 This course is an introduction to emerging financial markets. Market instruments, regulations and players in these markets are thoroughly covered. The risk and return framework of investing in emerging markets also is explored.
Prerequisites: Take MBA 640.
Offered: As needed
- FIN 616. Derivatives.** **3 Credits.**
 This course provides an in-depth analysis of derivative securities (futures, options, swaps, and other contingent claims). Topics include valuation, hedging, market structure, trading strategies and the application of option pricing theory to agency problems, financial contracting and capital budgeting.
Prerequisites: Take FIN 610.
Offered: As needed

FIN 630. Portfolio Theory and Practice. 3 Credits.

This course provides a rigorous examination of modern portfolio theory and practice. Emphasis is on the design of portfolio objectives, advanced asset allocation and portfolio optimization techniques, and the use of futures and options in portfolio management. Legal and ethical obligations also are discussed.

Prerequisites: Take FIN 610.

Offered: As needed

FIN 660. Cases in Corporate Finance. 3 Credits.

This applications-oriented course deals with cases involving working capital, mergers, corporate valuation and capital budgeting analysis and planning. The course reinforces and applies concepts and techniques from accounting and financial economics in a practical setting.

Prerequisites: Take MBA 640.

Offered: As needed

FIN 665. Issues in Equity Compensation. 3 Credits.

This course is a seminar in the theory and practice of equity compensation. Students are introduced to the economic and managerial incentives for utilizing equity compensation as well as the agency, corporate governance, valuation and accounting issues that arise when firms utilize equity compensation.

Prerequisites: Take MBA 640.

Offered: As needed

FIN 670. Trading and Exchanges. 3 Credits.

This course introduces students to the market microstructure of equity markets. The impact of the design, organization and regulation of equity markets on trading is explored. Students utilize real-world trading simulations to learn and reinforce concepts.

Prerequisites: Take FIN 610.

Offered: As needed

FIN 680. Blockchain and Cryptocurrencies. 3 Credits.

This class is an overview of evolving area of blockchain technologies, with a focus on investing in cryptocurrencies. The architecture of cryptocurrencies will be studied as well as analyzing cryptocurrency pricing and Initial Coin Offerings (ICO). We will also analyze potential barriers to entry in cryptocurrencies, and how new product development may affect industry structure in economy and financial services industry. Regulations, consumer protection, privacy, and security issues will also be discussed.

Prerequisites: Take MBA 640;

Offered: As needed

FIN 688. Independent Study - Finance. 3 Credits.

Permission of the MBA director and School of Business dean is required.

Offered: As needed

FIN 689. Independent Study - Finance. 1-6 Credits.

Permission of the MBA director and School of Business dean is required.

Offered: As needed

FIN 697. Special Topics in Finance. 3 Credits.

Offered: As needed

Bachelor of Science in Finance

Program Contact: Surya Chelikani (Surya.Chelikani@quinnipiac.edu)
203-582-3826

Students majoring in Finance gain an understanding of key financial skills and concepts, and hone their analytical reasoning skills. They receive hands-on experience in money management, develop proficiency in data gathering and also learn the importance of ethical considerations in

financial decision making. Graduates are able to explain core financial terms and concepts and apply them to real business and financial problems. They understand modern financial theory and its application to corporate financial decision making, valuation, financial markets and institutions, and portfolio management.

Students may take an investment management focus to prepare them to pursue their interest in the financial services sector working in investment banking, portfolio management or investment analysis. Upon completion of the finance core and investment management courses, students will have the educational requirements to sit for the Chartered Financial Analyst (CFA) Level I examination.

Students may also study financial technology and innovation, focusing on the emergence of transformative technologies in the finance sector, including cryptocurrency, peer-to-peer lending, crowdfunding, blockchain and technology-driven disruptive financial strategies. In this focus area, students learn Fintech applications in wealth management, insurance, banking, risk management and portfolio optimization. The focus instills the necessary expertise to enable students to pursue careers in the newly emerging area of Fintech.

Students may focus in corporate finance and prepare for careers in the management and operations of large and small corporations. Upon completion of the finance core and select corporate finance courses, students will have the educational requirements to sit for the Certified Management Accountant (CMA) certification exam, which demonstrates knowledge and proficiency in corporate financial planning and analysis, decision support and ethics. Alternatively, students may prepare to sit for the Certified Treasury Professional (CTP) designation, which exhibits knowledge and skills needed of treasury professionals.

Student learning opportunities are enhanced by the resources available within the Terry W. Goodwin '67 Financial Technology Center (FTC). The center allows students to access real-time financial data, develop financial models, conduct trading simulations and analyze financial and economic data. Students earn Bloomberg Market Concepts (BMC) certifications using the resources available at the FTC. Students have the opportunity to participate in the Student Managed Portfolio, an extension of the University's endowment fund. Leadership and educational opportunities come from participating in the Global Asset Management Education (G.A.M.E.) Forum as well as CFA "Investment Research Challenge," Bloomberg Trading competition, and Rotman Trading competitions.

Extracurricular activities include the Investment Club. This student-led organization sponsors investment challenges, campus speakers and trips to financial markets and institutions. The club also provides students peer-centered opportunities to develop their networking, team building and leadership skills. Outstanding students are eligible to be inducted into the Financial Management Association (FMA) National Honor Society.

BS in Finance Curriculum

Graduation with a BS in finance requires that the student complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
	Complete the Business Core Curriculum (p. 304)	43
University Curriculum		

Complete the University Curriculum for School of Business (p. 305) 34

Finance Core

CIS 245	Object-Oriented Programming	3
FIN 310	Investment Analysis	3
FIN 320	Financial Modeling	3
FIN 325	Financial Analytics	3
FIN 350	Financial Markets and Institutions	3
FIN 360	Financial Statement Analysis	3
FIN 380	Intermediate Corporate Finance	3

Finance Electives

Students must complete 9 credits of finance electives. Of these 9 credits, students may apply up to 3 credits from the following courses toward their finance elective requirements:

AC 305	Intermediate Accounting I	9
IB 335	International Finance	
SB 360	International Business Immersion	

Open Electives

Select 15 credits 15

Total Credits 122

Student Learning Outcomes

Upon completion of this degree program, students will demonstrate:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge and diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Finance

A minimum of 60 credits is required for transfer into the BS in Finance program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
	English I	3
	Introduction to Business	3
	Microeconomics	3
	Business Statistics	3
	History Elective	3
Credits		15
Spring Semester		
	English II	3
	Macroeconomics	3
	Financial Accounting	3
	Information Systems	3
	Marketing	3
Credits		15
Second Year		
Fall Semester		
	Managerial Accounting	3
	Finance	3
	International Business	3
	Management	3
	Art Elective	3
Credits		15
Spring Semester		
	Operations Management	3
	Business Law	3
	Science Elective with Lab	4

Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Minor in Finance

Program Contact: Surya Chelikan (Surya.Chelikani@quinnipiac.edu)
203-582-3826

The tools you'll acquire as a finance minor can be applied in fields as varied as health care and technology, public policy and nonprofit work. A basic understanding of how to create budgets and analyze financial data is an appealing skill set—one that employers look for, and one that can help you in whichever career path you decide to pursue.

You'll examine issues of financial management, global investment, financial markets, financial technology and innovation, and corporate finance. And, while developing a foundation in these core areas, you'll have some flexibility to complement the program with one non-finance course. Our Terry W. Goodwin '67 Financial Technology Center is a great resource for exploring your interest in finance and offers opportunities to practice building financial models and analyzing real-time economic data.

Finance Minor Curriculum

Students wishing to minor in finance must complete 18 credits.

Code	Title	Credits
FIN 201	Fundamentals of Financial Management	3
Select five of the following six finance core courses:		15
FIN 310	Investment Analysis	
FIN 320	Financial Modeling	
FIN 325	Financial Analytics	
FIN 350	Financial Markets and Institutions	
FIN 360	Financial Statement Analysis	
FIN 380	Intermediate Corporate Finance	
Total Credits		18

Students may request permission to use one non-finance course to fulfill their minor requirements.

Department of Management

The mission of the Department of Management is to: 1) build students' core competencies in management through engaged learning and real-world application; 2) prepare students for successful careers in their chosen fields; and 3) empower students to use their knowledge, skills and abilities to positively contribute to their organizations and communities.

In particular, students completing a degree in Applied Business, Human Resource Management, Supply Chain Management, or Talent Management in Sports, eSports, or Entertainment are able to apply management systems to assess employee and organizational needs in different types of organizational environments; utilize qualitative and quantitative models, theories and concepts; communicate in written, oral and digital formats to management at any level; develop recommendations for improvement to organizational processes, practices or policies; demonstrate persuasion, empathy, fairness and an

ability to handle conflict when dealing with and responding to coworkers, supervisors, subordinates, customers or suppliers; and acquire advanced knowledge of theoretical underpinnings and current best practices in organizational processes. Students will be agents of change in the workplace by implementing modern, agile workplace strategies.

- Bachelor of Science in Applied Business (p. 342)
- Bachelor of Science in Human Resource Management (p. 344)
- Bachelor of Science in Supply Chain Management (p. 345)
- Bachelor of Science in Talent Management (p. 347)
- Minor in Management (p. 349)
- Minor in Health Care Management (p. 357)

Management (MG)

MG 110. Leadership Success Factors: Enhancing your Professionalism and Presence. 3 Credits.

As students graduate and enter the workforce, understanding professionalism helps them to navigate successfully in their career. This course is designed to help students to know their value and worth, both now and in the future. The course modules are developed to help students to increase their knowledge of human resource management best practices and gain confidence in knowing their negotiation position. Students gain awareness, skills and proficiency.

Offered: As needed

MG 112. A Cause and a Name: Building and Managing a Nonprofit. 3 Credits.

This course connects theory and practice by examining a variety of management strategies utilized in running nonprofit organizations. Course readings, discussions and videos cover strategic planning, writing and fulfilling mission statements, facilitating governance, designing effective fundraising tactics, evaluating programs, financial management, and legal responsibilities. The course also covers the formation of the nonprofit sector and its differences from the public and for-profit sectors. Students are strongly encouraged to undertake a volunteer experience with a nonprofit during the semester.

Offered: As needed

MG 120. Take Control of Your Life with Six Sigma. 3 Credits.

This course teaches the basic concepts of Six Sigma, which includes process and product improvement principals via minimizing variations and wastes. The methodology is often implemented in manufacturing and service companies, but can be applied to an individual's personal life as well. Through this course, students are able to explain the Six Sigma philosophy, use DMAIC (Define, Measure, Analyze, Improve and Control), define and mitigate variation in processes, and use root cause and Pareto analysis to take the control of a process.

Offered: As needed

MG 130. Art of Persuasion and Negotiation. 3 Credits.

Every day, people negotiate with friends, family members, merchants, co-workers, and potential or current employers about matters big and small such as household chores, work schedules, salaries and purchases of items like cars and homes. However, many people do not feel comfortable negotiating and therefore shy away from starting a negotiation even if it means losing an opportunity to better their lives. In this interactive course, students evaluate their personal strengths and weaknesses in negotiations, recognize commonly used manipulative negotiation tactics used by difficult negotiators, learn strategies to prepare for negotiations and to ethically influence and persuade people to move in their direction, and learn to effectively negotiate creative deals that are satisfying for all involved parties.

Offered: As needed

MG 202. Sports Leadership. 3 Credits.

This course offers an opportunity for students to explore leadership as a crucial component of success in several contexts, including sports business. Some of the questions this course examines include: How are good leaders developed? What makes a leader successful? How do organizational and situational factors influence leadership? Students explore various leadership theories and topics including leadership development, ethics, motivation, communication, diversity and gender within the context of sports business.

Offered: As needed

MG 205. Organizational Management. 3 Credits.

This course introduces the principles of management, covering concepts such as organizations, leadership, and operations. This course prepares students to better understand the management and operations of organizations by integrating management concepts with the student's professional and academic interests. Inspired focus on the importance of developing empathetic, balanced, and transparent leaders. Developing culturally competent, technically savvy individuals that contribute towards the greater good in any organization. Whether the focus is on increased efficiency through trained human capital or advances in organizational processes, the course will prepare students to effect change immediately. Students may not receive credit for MG 105, MG 210 and MG 205.

Offered: Every year, All

UC: Breadth Elective, University Curriculum Ele

MG 211. Operations and Supply Chain Management. 3 Credits.

The nature of competition is not between companies but rather between supply chains. This course focuses on the operations in a supply chain framework. Students develop a sophisticated understanding of supply chain perspectives and learn to analyze operational decisions using quantitative models. Topics may include, but are not limited to: purchasing, forecasting, inventory, capacity-planning and information technology.

Prerequisites: Take MA 170 or MA 176 or Take EC 272, MA 206, MA 275 MA 285 or PS 206.

Offered: Every year, All

MG 300. Special Topics. 3 Credits.

Offered: As needed

MG 301. Group and Virtual Team Processes. 3 Credits.

Students gain advanced knowledge of best practices related to effective group processes. This course provides a hands-on, experiential approach to the development of personal and interpersonal competencies that prepare students to excel at working in cross-functional as well as multicultural teams. Contemporary issues related to groups such as virtual teaming also are explored.

Offered: As needed

MG 302. Managing People, Projects and Change. 3 Credits.

The course provides a foundation of human resource management practices including: staffing, employment law, training and development, compensation and benefits. Understanding alternative approaches to managing people, strategic projects and organizational change. In addition, the course focuses on creating agile leaders that are mindful, flexible, resilient and cognitively ready to use project management methodologies in the workforce.

Prerequisites: Take MG 105 MG 205 or MG 210.

Offered: Every year, Fall and Spring

MG 303. Immersive Leadership Experience. 3 Credits.

You will work with a mentor in an immersive leadership experience on a hands-on project that matters to you as you enhance your creativity, critical thinking, and interpersonal skills while having high community impact. What experiences have helped you to grow as an individual? Do you have a passion project you'd like to lead? What impact would you like to make? This course helps you explore your personal and professional growth while at QU and enables you to express your achievements to others in meaningful ways. Through experiential learning opportunities, coupled with reflective faculty advising, you'll be empowered to transform what you've learned into something tangible that you can share with others to make employers and graduate schools sit up and take notice. Instructor consent required.

Prerequisites: Take EN 101;

Offered: As needed, Fall

UC: Breadth Elective

MG 304. Software Applications for Business. 3 Credits.

The course instructs students on the importance of using data to empower informed business decisions. Using Excel, Access and SQL, the course focuses on both the conceptual and technical aspects of designing systems to help managers turn raw data into information.

Prerequisites: Take MG 105 MG 205 or MG 210.

Offered: As needed

MG 305. Applied Design Thinking. 3 Credits.

This course uses experiential learning to introduce concepts of design thinking. Students gain hands-on knowledge by using a design thinking process to address real-world problems. Students develop creative thinking and design skills that can be used for both business and non-business organizations.

Prerequisites: Take MG 105 MG 205 or MG 210.

Offered: Every year, Fall

MG 306. Staffing: Recruitment, Selection and Placement. 3 Credits.

In this course, students learn how to design and carry out various staffing activities effectively within labor market and legal constraints. Staffing activities include recruitment (whom to recruit, where and when to recruit, and how to recruit); selection (whom to hire and why); and placement (in which jobs, at what time, and in what career progressions).

Prerequisites: Take MG 302.

Offered: Every year, Fall

MG 307. Introduction to Nonprofit Management. 3 Credits.

This course connects theory and practice by examining a variety of management techniques utilized in running nonprofit organizations. Course readings, discussions and videos cover strategic planning, writing and fulfilling mission statements, facilitating governance, designing effective fundraising tactics, evaluating programs, managing finances, and legal responsibilities. The course also covers the formation of the nonprofit sector and its differences from the public and for-profit sectors. The class format consists of interactive discussions and applied projects/group work designed to help students understand the nonprofit sector and nonprofit management. Students are strongly encouraged to undertake a volunteer experience with a nonprofit during the semester.

Offered: As needed

MG 308. Women in Leadership. 3 Credits.

This course examines challenges and opportunities related to women's leadership development. Topics addressed include research on gender and leadership styles, traits, and effectiveness; effects of stereotypes, prejudice, and discrimination on women's under-representation in leadership; identity and intersectionality of women's leadership; and strategies for systemic change. The course includes discussion, reflection, and guest speakers. This course provides students with an analytic framework to understand the mechanisms that generate gaps in gender equality in positions of power and leadership and explore interventions to close these gaps.

Offered: As needed

MG 311. Advancing Employment Relations. 3 Credits.

The objective of this course is to enable students to evaluate HR policies against principles of employment law and labor relations. Students learn about laws and policies designed to protect equal employment opportunities (e.g., civil rights, disabilities and family leave) and compensate employees for occupational injuries and illnesses. The impact of management on labor relations and the development of managerial approaches to achieve labor-management cooperation are discussed using an ethics and social responsibility lens.

Prerequisites: Take MG 302.

Offered: Every year, Spring

MG 312. Sports Management. 3 Credits.

This course offers an opportunity for students to gain information and understanding of the various practices and procedures associated with sport administration and management. Organizational structure, management decisions and challenges, as well as career opportunities at the professional, intercollegiate, interscholastic, youth and community sport levels are explored. The areas of sports tourism, sport management agencies and sport facility and event management are analyzed in terms of their impact on the management and business of sports.

Prerequisites: Take MG 105 MG 210 or MG 205.

Offered: Every year, Fall and Spring

MG 320. Emotional Intelligence in the Workplace. 3 Credits.

This course provides the student with an understanding of the role of emotional intelligence in everyday living and in the development of the leadership phenomenon. Topics include: anatomy of emotions; emotional intelligence and self-management; the role of emotional intelligence in business and in leadership development; education for emotional literacy; and assessing emotional intelligence.

Offered: Every year, Fall

MG 321. Data-Driven Decision Making. 3 Credits.

This course develops fundamental knowledge and skills for applying management science models to business decision making with applications in Human Resource Management and Operations across manufacturing, service, production, and other environments. Topics may include: optimization and simulation modeling, decision analysis, regression and risk models. In depth use of Excel and/or R.

Prerequisites: Take MG 105 or MG 210 or MG 205 and MG 211.

Offered: Every year, Fall and Spring

MG 325. Negotiations and Problem Solving. 3 Credits.

Negotiation is the art and science of securing agreements between two or more interdependent parties. Hence, the purpose of this course, which is grounded in the major concepts and theories of bargaining, negotiation, and mediation, is to develop an understanding of the decision making process in situations that require two or more people to jointly solve a problem that they can't solve on their own. The course covers both psychological and strategic dynamics of negotiation and utilizes a combination of simulations and analysis to help students build their own personal experience in the classroom and in the real world.

Offered: Every year, Fall and Spring

MG 330. Business and Society. 3 Credits.

This course aims to introduce students to how business ethics shapes the decision-making process. Students will review how for-profit, and non-profit organizations interact with society and how legal and political environments can impact business. In the course, students will review elements necessary to make ethical decisions by defining the key definitions, issues, and theories of business ethics. Through class discussions and case studies, students explore the theoretical foundations of business ethics and learn how to develop an ability to recognize and address ethical questions. This course helps students learn how to address complex problems and develop decision-making skills to help implement meaningful change and contributions.

Prerequisites: Take SB 101, BLW 221.

Offered: As needed

MG 335. Project Management. 3 Credits.

This course addresses the project management processes of initiation, planning, executing, monitoring, controlling, and closing. Topics include: integration, scope, schedule, cost, communications, risk, quality, human resources, procurement management, and stakeholder management. Project management competencies, skills, and tools are applied to more efficiently and effectively execute real world projects.

Prerequisites: Take MG 105 or MG 205 or MG 210; and MG 211.

Offered: Every year, Fall and Spring

MG 340. Transportation and Logistics Management. 3 Credits.

This course introduces the strategies, concepts, and techniques of logistics from a supply chain management perspective. Students examine the firm as a complete business operating within an integrated network of suppliers, customers, and logistics activities. Topics include transportation, distribution, supply chain networks, carrier selection, management of incoming supplies and services, storage, and sustainability.

Prerequisites: Take MG 211 or IER 360.

Offered: Every year, Spring

- MG 341. Service Operations Management. 3 Credits.**
This course examines the management of services, focusing on both the strategic and operational aspects of designing new services, assessing and improving service quality, improving the efficiency and effectiveness of service processes, and how new technologies can be integrated into service operations to help achieve these objectives.
Prerequisites: Take MG 211 or IER 360.
Offered: Every year, Fall
- MG 342. Supply Chain Analytics. 3 Credits.**
This course focuses on key supply chain functions and provides hands-on learning to help students understand and analyze data that may be available for the supply chain. The design aspect of supply chain is emphasized. Modeling and deriving insights are facilitated through extensive use of Excel.
Prerequisites: Take MG 211 or IER 360.
Offered: As needed
- MG 343. Procurement and Sourcing. 3 Credits.**
This course explores procurement and sourcing from a supply chain perspective. Students gain an understanding of the procurement process within a global context by applying tools and techniques involved in the purchasing process. Topics include (but are not limited to) the procurement process, strategic sourcing, strategic, tactical and operational issues in procurement decision making, ethics in procurement, buy vs. make decisions, supplier selection and evaluation, supplier development, e-procurement, etc.
Offered: Every year, Fall
- MG 345. Training and Development. 3 Credits.**
Today's ever-changing global marketplace is marked by continual advancements in technologies and associated management processes. In response, HR professionals must create learning environments to expand the knowledge-based capacities of organizations. In this course, students learn how to conduct needs assessments, how to design effective training and development programs to meet those needs and how to evaluate the returns to investments in training and development against organizational goals.
Prerequisites: Take MG 302.
Offered: Every year, Fall
- MG 355. Compensation and Benefits. 3 Credits.**
This course provides students with an understanding of compensation and salary administration in both private and public settings. Additional topics include performance management, pay for performance, employee benefits and overall employee satisfaction. This course provides students with the introduction to compensation analysis skills along with an understanding of best practices in implementing an effective total compensation program in an organization.
Prerequisites: Take MG 302.
Offered: Every year, Spring
- MG 360. Power and Politics of Leadership. 3 Credits.**
A fundamental component for success as a leader is developing a clear understanding of power and influence processes and knowing how to act on that knowledge. The central theories and strategies of leadership within an organizational context are reviewed. Individual expectations and values are considered in terms of their impact upon leading other organizational members. Recent leadership research, practice and experience are examined as a challenge for leaders of the 21st-century business organization.
Offered: As needed
- MG 399. Independent Study In Management. 3 Credits.**
Study designed jointly by student and sponsoring faculty. Permission of adviser and chair required.
Offered: As needed, All
- MG 402. Management Senior Seminar. 3 Credits.**
This course is the culminating course in the supply chain major and the human resource management major, which develops students as whole managers and leaders capable of applying and excelling at technical, human and conceptual skills. Students exhibit the skills needed to analyze, integrate and communicate information both in written and oral formats. Students apply concepts and theory relevant to organizational and individual management. Students think critically when solving organizational issues while being mindful of technology, relevant research and practical application.
Corequisites: Take MG 302, MG 321, MG 325.
Offered: Every year, Spring
- MG 488. Management Internship. 3 Credits.**
This student-in-residence program includes work experience under the joint supervision of a sponsoring faculty and practicing manager or business owner. Approval of a sponsoring faculty member, the department chair and the assistant dean is required. This course is graded on a pass/fail basis.
Prerequisites: Take MG 210 or MG 205 or MG 211.
Offered: Every year, All
- MG 603. Project Management. 3 Credits.**
This course goes beyond basic Project Management (PM) competencies for students to learn technology, tools, and techniques applicable in any industry and career. This course decomposes the technical and managerial challenges associated with the field of PM. Students learn how these skills can be applied to produce business/organizational results that require collaborative relationships, leadership, integration, and execution. Students can receive credit for only one of the following courses: MG 603, OL 640 and BAN 669.
Offered: As needed
- MG 611. Designing Mentoring and Coaching Programs. 3 Credits.**
This course explores the theories and applications of employee development, mentoring and coaching. Students gain experience in the design, development and operation of formal mentoring and coaching programs in organizations. Return on investment of mentoring and coaching programs and empirically supported best practices are discussed.
Offered: As needed
- MG 639. Special Topics. 3 Credits.**
Offered: As needed
- MG 641. Supply Chain Resilience. 3 Credits.**
This course offers an integrated view of analytical decision making in organizations considering supply chain resilient systems that include suppliers, manufacturers, warehouses, transportation, retailers, and services providers. Using current business issues and cases, the course emphasizes on students' analytical skills of evaluating a firm's supply chain resilience and students' problem-solving abilities to propose potential resolutions.
Prerequisites: Take MBA 635.
Offered: As needed

MG 642. Logistics Management.**3 Credits.**

Logistics ensures the flow of raw materials and finished products in a supply chain. Given the global commerce, the flow of materials has increased the size and complexity of logistical operations. In this course, students develop an understanding of functional areas of logistics: order processing, transportation, inventory, warehousing, materials handling and packaging and facility design. Within these functional areas, students learn to analyze the trade-offs involved with key decisions. The course strongly emphasizes the use of analytical models and methods for the decision-making process. Excel is the platform considered for decision-making purposes.

Offered: As needed**MG 643. Strategic Sourcing and Supply Management.****3 Credits.**

This course explores strategic sourcing and supply management in the industrial purchasing cycle for operating supplies, raw materials, components and services. The course includes the use of Excel-based analytical models and methods to enhance the decision-making process. Topics include strategic issues relating to the procurement decision process including supplier selection and evaluation, supplier development, make-versus-buy decision, JIT purchasing, e-purchasing and the interrelationships between purchasing and other areas of the organization and the supply chain.

Prerequisites: Take MBA 635.**Offered:** As needed**MG 688. Independent Study - Management.****3 Credits.**

Requires permission from a faculty sponsor and from the MBA director and School of Business dean.

Offered: As needed, All

Bachelor of Science in Applied Business

Program Contact: Julia Fullick-Jagiela (Julia.Fullick-Jagiela@qu.edu)
203-582-5034

The Bachelor of Science in Applied Business program aims to prepare industry-ready graduates to identify, describe, analyze and resolve business problems in the private and public sectors. Graduates of the program possess the capacity to apply interdisciplinary knowledge and skills to practical business situations to thrive in a dynamic and increasingly technology driven business environment. The program prepares students to transition into positions in diversified industries such as manufacturing, technology and services, advertising and sales, financial, investment and insurance services, supply chain and distribution and corporate services. Furthermore, the program integrates core business courses with major field coursework and emphasizes professional development, analytical skills, communication skills, critical thinking skills and cultural adaptability through internship opportunities.

BS in Applied Business Curriculum

Students majoring in applied business are required to complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
	Complete the Business Core Curriculum (p. 304)	43
University Curriculum		
	Complete the University Curriculum for School of Business (p. 305)	34

Applied Business Core

MG 302	Managing People, Projects and Change	3
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MG 305	Applied Design Thinking	3
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MG 335	Project Management	3
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Analytical Business Skills Course (Choose any 6 credits)

AC 305	Intermediate Accounting I	
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AC 323	Cost Accounting	
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AC 431	Federal Income Taxation of Individuals	
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BAN 220	Data Mining for Business Insights	
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BAN 300	Business Data Analysis with R	
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BAN 310	Web Analytics	
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CER 360	Construction Management	
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CIS 245	Object-Oriented Programming	
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CIS 255	Data Visualization	
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CIS 350	Data Analysis with Excel (AC 350)	
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CIS 351	Database Programming and Design	
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ENT 250	Idea Validation and Business Model Development	
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ENT 290	Creating Digital Businesses	
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ENT 310	Creativity and Innovation Management	
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ENT 320	Small Business Marketing	
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ENT 330	Entrepreneurial Finance	
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ENT 410	Creating New Business Models	
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FIN 355	Retirement Planning and Employee Benefits	
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FIN 356	Real Estate Finance	
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FIN 360	Financial Statement Analysis	
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HM 365	Health Care Analysis	
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IB 313	International Marketing Research	
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IB 335	International Finance	
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IB 362	Cross-Cultural Business Research Part 1	
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IB 363	Cross-Cultural Business Research Part 2	
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MG 321	Data-Driven Decision Making	
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MG 341	Service Operations Management	
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MK 320	Marketing Research	
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Leadership and Organizational Applications Course (Choose any 6 credits)

ENT 210	Introduction to Entrepreneurial Thinking and Practice	
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ENT 360	Small and Family Business	
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HM 201	Introduction to Healthcare Management	
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HM 404	Legal Aspects of Health Care Delivery	
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IB 352	International Management	
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IB 320	Introduction to Global Entrepreneurship	
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IB 324	Negotiating Internationally	
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MG 202	Sports Leadership
MG 301	Group and Virtual Team Processes
MG 307	Introduction to Nonprofit Management
MG 308	Women in Leadership
MG 312	Sports Management
MG 300	Special Topics <small>Based on course offering</small>
MG 320	Emotional Intelligence in the Workplace
MG 325	Negotiations and Problem Solving
MG 330	Business and Society
MG 360	Power and Politics of Leadership
MK 383	Professional Selling and Sales Management

Advanced Applied Business Elective Courses

Take any 9 credits in AC, BAN, BLW, CIS, ENT, FIN, IB, MG, MK, SB at the 300 or 400 level. 9

Open Electives

Select 15 credits 15

Total Credits **122**

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Applied Business will demonstrate the following proficiencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Applied Business

A minimum of 60 credits is required for transfer into the BS in Applied Business program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4
Social Science Elective		3

Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Bachelor of Science in Human Resource Management

Program Contact: Julia Fullick-Jagiela (Julia.Fullick-Jagiela@qu.edu)
203-582-5034

Driven by powerful changes in the business environment, organizations of all types—from start-ups to multinationals, not-for-profit to governmental, local to global—are demanding strategic leadership from human resource professionals. Today, the breadth and depth of business knowledge, as well as the mastery of management skills required of HR professionals, are unprecedented.

The Bachelor of Science in Human Resource Management teaches students to be agents of change in the workplace by implementing modern, agile workplace strategies. They also learn how to ensure the sustained positivity and productivity of an organization's most valuable component: people. Competent, culturally sensitive and highly organized, human resource specialists add significant value to any organization and display competence in an array of specialized areas, including employee and labor relations; compensation and benefits; training and development; HR analytics; and diversity, equity and inclusive excellence.

The degree program is fully aligned with the HR curriculum recognized by the Society for Human Resource Management (SHRM) and prepares students for positions such as HR generalist, as well as roles in training and development, staffing and recruitment, HR information systems (HRIS), diversity, equity and inclusion, compensation and benefits. The program integrates core business knowledge with major field coursework and emphasizes professional development, negotiation skills, analytical skills, communication skills, leadership development and legal understanding

BS in Human Resource Management Curriculum

Students majoring in human resource management are required to complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305)		34
Human Resource Management Core (24 credits)		
MG 302	Managing People, Projects and Change	3
MG 306	Staffing: Recruitment, Selection and Placement	3
MG 311	Advancing Employment Relations	3
MG 321	Data-Driven Decision Making	3
MG 325	Negotiations and Problem Solving	3
MG 345	Training and Development	3

MG 355	Compensation and Benefits	3
MG 402	Management Senior Seminar	3

Select two courses from the following list of Electives (6 credits) **6**

SB 488	Business Internship
BAN 220	Data Mining for Business Insights
BAN 300	Business Data Analysis with R
BAN 310	Web Analytics
FIN 310	Investment Analysis
FIN 355	Retirement Planning and Employee Benefits
HM 201	Introduction to Healthcare Management
IB 352	International Management
MG 300	Special Topics
MG 301	Group and Virtual Team Processes
MG 304	Software Applications for Business
MG 305	Applied Design Thinking
MG 307	Introduction to Nonprofit Management
MG 308	Women in Leadership
MG 312	Sports Management
MG 320	Emotional Intelligence in the Workplace
MG 330	Business and Society
MG 335	Project Management
MG 341	Service Operations Management
MG 360	Power and Politics of Leadership
MK 383	Professional Selling and Sales Management

Open Electives

Select 15 credits	15
Total Credits	122

Student Learning Outcomes

Students who graduate with a BS in Human Resource Management will demonstrate the following proficiencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.

- g. **Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

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- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Human Resource Management

A minimum of 60 credits is required for transfer into the BS in Human Resource Management program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15

Second Year

Fall Semester

Managerial Accounting	3	
Finance	3	
International Business	3	
Management	3	
Art Elective	3	
Credits		15

Spring Semester

Operations Management	3	
Business Law	3	
Science Elective with Lab	4	
Social Science Elective	3	
Additional Elective (Business or other)	3	
Credits		16
Total Credits		61

Bachelor of Science in Supply Chain Management

Program Contact: Julia Fullick-Jagiela (Julia.Fullick-Jagiela@qu.edu)
203-582-5034

This program prepares students for positions in purchasing, supply management, transportation and logistics management, operations management, inventory management, demand forecasting and supply chain planning. The program integrates core business courses with major field coursework and emphasizes professional development, analytical skills, communication skills and international components of modern supply chains.

BS in Supply Chain Management Curriculum

Students majoring in supply chain management are required to complete 122 credits.

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305)		34
Supply Chain Management Core		
MG 302	Managing People, Projects and Change	3
MG 321	Data-Driven Decision Making	3
MG 325	Negotiations and Problem Solving	3
MG 340	Transportation and Logistics Management	3
MG 341	Service Operations Management	3
MG 343	Procurement and Sourcing	3
MG 402	Management Senior Seminar	3
Supply Chain Management Electives		
Select three of the following:		9
AC 323	Cost Accounting	

BAN 220	Data Mining for Business Insights
CER 360	Construction Management
ENV 226	Environmental Ethics
ENV 230	Sustainable Development (AN 230)
HM 201	Introduction to Healthcare Management
IB 311	International Marketing
IB 320	Introduction to Global Entrepreneurship
IB 352	International Management
IER 220	Production Systems (MER 225)
IER 375	Statistical Process Control
IER 440	Simulation
MG 300	Special Topics
MG 304	Software Applications for Business
MG 312	Sports Management
MG 320	Emotional Intelligence in the Workplace
MG 335	Project Management
MG 342	Supply Chain Analytics
MK 320	Marketing Research
SB 488	Business Internship

Open Electives

Select 15 credits 15

Total Credits 122

Student Learning Outcomes

Students who graduate with a BS in Supply Chain Management will demonstrate the following proficiencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-

year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Supply Chain Management

A minimum of 60 credits is required for transfer into the BS in Supply Chain Management program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3
International Business		3
Management		3
Art Elective		3
Credits		15
Spring Semester		
Operations Management		3
Business Law		3
Science Elective with Lab		4

Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Bachelor of Science in Talent Management

Program Contact: Tuvana Rua (Tuvana.Rua@qu.edu) 203-582-7485

The Bachelor of Science in Talent Management aims to prepare industry-ready graduates in the fields of sports, eSports or entertainment. With three unique tracks designed to teach students the business side of sports, eSports or entertainment, the program equips students with the necessary skill set to successfully manage the behind-the-scenes functions, such as marketing, finance, facility management, and event management relying on data and technology. Furthermore, the program helps students develop management and leadership skills and apply them to professional and amateur sports, eSports or entertainment settings. Finally, the program provides opportunities for professional development, analytical skills, communication skills, critical thinking skills and cultural adaptability through applied course projects and internship opportunities.

BS in Talent Management Curriculum

Students majoring in talent management are required to complete 122 credits.

Code	Title	Credits
University Curriculum		12
Complete the University Curriculum for the Talent Management degree		
EN 101	Introduction to Academic Reading and Writing	
EN 102	Academic Writing and Research	
FYS 101	First-Year Seminar	
MA 170	Probability and Data Analysis	
Disciplinary Inquiry		13
Natural Sciences: any 4-credit UC science course		
Humanities: any 3-credit UC humanities course - recommend LE 101		
Social Science: EC 111		
Fine Arts: any 3-credit UC fine arts course		
Personal Inquiry		18
Part 1: In addition to those selected under Disciplinary Inquiry above, students select EC 112 from the Social Sciences and a course from two of the remaining disciplinary areas: Natural Sciences, Humanities and Fine Arts.		
Part 2: Three courses (9 credits)		
IB 201	Globalization and International Business	
Choose two from: ENT 210, STC 101, STC 102, CIS 350, LE 233		
Integrative Capstone		3
SB 420 or any integrative capstone		

Open Electives 15

Note: 9 credits from grad +1 or +3; If you are on the 3+3 track, discuss your open electives with your pre-law advisor. For example: LE 211 and LE 212 may be good options.

Complete Talent Management Business Core 19

AC 211 Financial Accounting

BLW 221 Business Law and Society

CIS 101 Introduction to Information Systems

FIN 201 Fundamentals of Financial Management

MG 205 Organizational Management

MK 201 Marketing Principles

SB 250 Career Planning and Development

Complete the Talent Management Major Core Curriculum 15

MG 325 Negotiations and Problem Solving

MK 383 Professional Selling and Sales Management

ENT 320 Small Business Marketing

or MK 33 Advertising and Integrated Brand Promotion

Select ONE of the three course options (6 credits total):

MG 211 Operations and Supply Chain & MG 321 Management and Data-Driven Decision Making

MG 211 Operations and Supply Chain & MG 335 Management and Project Management

MG 302 Managing People, Projects and & MG 355 Change and Compensation and Benefits

Select ONE of the following tracks listed below: 27

Sports Management Track

Entertainment Management Track

eSports Management Track

Total Credits 122

Talent Management Tracks

Sports Management Track

Code	Title	Credits
Sports Management Track Required Courses:		
SPS 101	Introduction to Sports Studies	3
MG 312	Sports Management	3
MK 364	Sports and Entertainment Marketing	3
SPS/LE 224	Sports Law (LE 224)	3
or SPS 311 Sports Public Relations (STC 311)		
Select five electives from this list: ¹		15
Any BAN Elective		
BAN 220	Data Mining for Business Insights	
or BAN 3 Business Data Analysis with R		
or BAN 3 Web Analytics		

COM 215	Social Media and Society	
MG 202	Sports Leadership	
MG 306	Staffing: Recruitment, Selection and Placement	
MG 308	Women in Leadership	
MG 341	Service Operations Management	
SB 488	Business Internship	
SPS/LE 224	Sports Law (LE 224) (If not completed above.)	
SPS/STC 311	Sports Public Relations (STC 311) (If not completed above.)	
SPS 320	Psychology of Sport and Exercise (PS 320)	
SPS/EC 325	Sports Economics (EC 325)	
SPS/MSS 420	Sports, Media and Society (MSS 420)	
STC 201	Writing for Strategic Communications	
Total Credits		27

¹ Note: Courses from other tracks may be counted as electives with program director's approval.

Entertainment Management Track

Code	Title	Credits
Entertainment Management Track Required Courses:		
COM 120	Media Industries and Trends	3
MSS 131	Media Innovators	3
MSS 332	Media Research Methods	3
MSS 340	Communications Law and Policy	3
MSS 495	Media Trend Forecasting and Strategy	3
Select four electives from this list: ¹		12
COM 215	Social Media and Society	
COM 490	Communications Career Internship	
MSS 311	Diversity in the Media (WGS 311)	
MSS 345	Media Users and Audiences (WGS 345)	
MSS 346	Global Communication	
MSS 441	Celebrity Culture	
MSS 442	Media Critics and Influencers	
MSS 444	Popular Music	
Total Credits		27

¹ Note: Courses from other tracks may be counted as electives with program director's approval.

eSports Management Track

Code	Title	Credits
eSports Management Track Required Courses:		
GDD 101	Introduction to Game Design	3

GDD 201	Professionalism Practice for Game Design	3
GDD 215	eSports Management	3
GDD 311	Game Lab IV: Team Projects	3
GDD 380	The Business of Games	3
Select four electives from this list: ¹		12

COM 215	Social Media and Society	
ENT 290	Creating Digital Businesses	
ENT 310	Creativity and Innovation Management	
Any GDD Game Lab		
GDD 210	Game Lab I: Team Projects or GDD 2 Game Lab II: Team Projects or GDD 4 Game Lab V: Team Projects or GDD 4 Game Lab VI: Team Projects	
GDD 314	VR/AR Development for Games	
GDD 396	Games, Learning & Society	
GDD 490	Internship	
MG/SPS 202	Sports Leadership	
MSS 131	Media Innovators	
MSS 345	Media Users and Audiences (WGS 345)	
SPS/STC 311	Sports Public Relations (STC 311)	

¹ Note: Courses from other tracks may be counted as electives with program director's approval.

Student Learning Outcomes

Students who graduate with a Bachelor of Science in Talent Management will demonstrate the following proficiencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes; in their interactions with faculty, staff and colleagues; and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Management

Program Contact: Julia Fullick-Jagiela (Julia.Fullick-Jagiela@qu.edu)
203-582-5034

Whether you plan to work at a startup, a large business or a nonprofit, having the skills to guide your staff through the challenges of a modern working environment will make you a valuable asset in any field. Our management minor gives you the foundational skills and knowledge to assess employee and organizational needs, develop effective communication practices and conflict resolution skills to ensure that employees are content and effective members of a team. You also will gain a broad perspective on how businesses operate efficiently.

This program can be largely customized. Of the six courses you'll take to complete the minor, only one—Essentials of Management & Organizational Behavior—is required. You are free to choose the remaining five from courses that explore key areas such as supply chain management, human resources and project management.

Management Minor Curriculum

The minor in management requires a total of 18 credits.

Code	Title	Credits
MG 205	Organizational Management	3
Select five additional courses		15
HM 201 or any 200-300 level MG course		
Total Credits		18

Department of Marketing

The Department of Marketing seeks to empower students with the knowledge and tools necessary to compete successfully in today's challenging global business environment. Ethical considerations, international aspects and cultural diversity topics are included throughout the department's programs of study. The department aims to offer high-quality teaching and a small-group learning environment. Through a variety of classroom and internship experiences, and global exchange programs, majors are prepared to apply academic concepts to business situations and also to use them as personal resources in planning their future. In addition, students are prepared to enhance their knowledge of the field through active pursuit of lifelong learning. In support of these objectives, the department offers resources to carry out and enhance faculty activities such as classroom teaching, supervision of internships and independent studies, individual and club advising,

professional development, research and the ongoing development of these majors.

- Bachelor of Science in Marketing (p. 353)
- Bachelor of Science in Biomedical Marketing (p. 352)
- Minor in Marketing (p. 356)

Marketing (MK)

MK 201. Marketing Principles. 3 Credits.

This course surveys marketing from the decision-making point of view, with emphasis on the conceptual and analytical components of the subject, and a synthesis of new marketing concepts with economics, behavioral sciences and mathematics.

Offered: Every year, All

MK 210. Consumer Behavior and Marketing Communications. 3 Credits.

Consumers play a central role in determining the fate of the firm's marketing efforts. This course draws on theories from psychology, sociology, anthropology and economics to understand consumption behaviors of individuals and groups. Current models of consumer behavior are surveyed, and students consider the strategic implications of marketing communications.

Prerequisites: Take MK 201.

Offered: Every year, Fall and Spring

MK 300. Special Topics in Marketing. 3 Credits.

Special Topics in Marketing

Offered: As needed

MK 301. Internet Marketing. 3 Credits.

This course explores the rapidly evolving world of Internet marketing and examines the strategies and tactics that firms can use to utilize the Internet as an effective marketing tool. Students discuss search engine marketing, social media tools, web site design and Internet advertising. The course also examines the role of the Internet as a channel of distribution

Prerequisites: Take MK 201.

Offered: Every year, Spring

MK 312. Advertising. 3 Credits.

Current practices in advertising including strategy and planning, copy and layout, media selection and scheduling, and budgeting are examined. Advertising is considered from the inception of researched ideas and concepts through the completed presentation. Students gain experience in creating advertisements for the major media.

Prerequisites: Take MK 201.

Offered: Every year, Fall

MK 315. Media Planning. 3 Credits.

This course considers strategic media planning and its role in advertising and marketing. Emphasis is on the strategic and creative selection, scheduling and evaluation of traditional and non-traditional media vehicles to effectively and efficiently deliver advertising messages to target audiences. Students examine the relative strengths of various media and scheduling options for advertising both goods and services, and learn tools and techniques used to analyze media opportunities (e.g., computerized allocation software and/or other modeling techniques). Students gain hands-on experience through development of a media plan.

Prerequisites: Take MK 201.

Offered: As needed

- MK 320. Marketing Research. 3 Credits.**
Students learn to understand and satisfy marketing managers' information needs: demand potential, competition, regulations and accepted procedures in relevant business/geographic areas. The course covers research design, quantitative and qualitative data collection, data analysis and implications of results. Written/oral reports are expected. This methodological course assumes a basic understanding of marketing in a global environment.
Prerequisites: Take MK 201 and one course from: MA 170, MA 206, MA 275 EC 272 or PS 206.
Offered: Every year, Fall and Spring
- MK 321. Marketing Analytics. 3 Credits.**
Topics covered in this course include market segmentation, marketing mix analysis, product bundle optimization and social network analysis. Students are introduced to the basics of effective visual presentation of quantitative information. Weekly assignments with real business data allow students to explore a variety of analytic techniques and answer actual problems. Students leave with a knowledge of a variety of advanced techniques, in-demand analytic reasoning skills and an understanding of methodological debates, trade-offs and resource allocation for data projects.
Prerequisites: Take MK 320
Offered: Every year, Fall and Spring
- MK 322. Advanced Research Methodologies and Analytical Techniques. 3 Credits.**
This course addresses advanced research methodologies and analytical techniques used in marketing and user experience research. Topics include experimental design and advanced data-analysis techniques. Students develop practical skills in the analysis of survey and experimental data and gain hands-on experience with state-of-the-art technologies.
Prerequisites: Take MK 320;
Offered: As needed
- MK 324. Business-To-Business Marketing. 3 Credits.**
This course examines the development of marketing strategies of firms that market to other firms or organizations. Integrating characteristics that distinguish business markets from consumer markets throughout the semester, topics include unique aspects of selecting target markets and elements of the marketing mix. Cases, projects, articles and exercises stress the problems facing actual business marketing firms today.
Prerequisites: Take MK 201.
Offered: Every other year, Spring
- MK 326. Fashion Marketing. 3 Credits.**
This course introduces students to many facets of the fashion industry from the design of a product through the consumer purchase. The class covers several fashion-related topics including design elements; fashion psychology and consumer behavior; social media marketing; sustainable and ethical sourcing and disposal; fashion financials and analytics; retail merchandising and global fashion supply chains. Students also get to participate in an experiential project designed to allow them to create a marketing plan for a fashion business idea.
Prerequisites: Take MK 201.
Offered: Every year, Fall
- MK 327. Fashion Buying and Merchandising. 3 Credits.**
This course provides students with an understanding of the core functions of buyers and merchandisers in the fashion and beauty industry. Contemporary practices in design, buying, merchandising, importing and exporting, global supply chain management, and retail management are examined. Students learn to forecast trends by applying the data-driven analytics techniques used by professionals in the industry. The course relies on experiential learning activities to help students develop expertise in buying and merchandising.
Prerequisites: Take MK 201;
Offered: As needed
- MK 332. Advertising and Integrated Brand Promotion. 3 Credits.**
This course focuses on theory, application and practice of strategic marketing communications. Current practices in integrated brand promotion are examined including the strategic application of advertising and other promotional tools. Strategy and planning, copy and layout, media selection and scheduling, and budgeting are examined. Students gain experience in traditional and digital media.
Prerequisites: Take MK 201.
Offered: Every year, Fall and Spring
- MK 333. Digital Marketing and Electronic Channels of Distribution. 3 Credits.**
Digital marketing is rapidly evolving, and technological advances are changing channels of distribution in fundamental ways. This course examines the strategies and tactics that firms utilize to engage customers through digital, mobile, and search engine marketing. The strategic use of social media is explored. The role of the Internet as a channel of distribution is considered including the roles of channel members, channel performance evaluation, and logistics.
Prerequisites: Take MK 201.
Offered: Every year, Fall
- MK 334. Product, Pricing and Distribution Strategy. 3 Credits.**
New product development and strategic product management are examined. The design, evaluation and management of distribution channels are considered. Students learn to integrate economic, financial, legal and marketing principles to develop pricing strategy and evaluate the behavioral implications of pricing decisions.
Prerequisites: Take MK 201.
Offered: Every year, Spring
- MK 350. Marketing History. 3 Credits.**
This seminar examines the development of modern marketing in America from the mid-19th century through the 20th century. The course focuses on how pioneering entrepreneurs such as Kellogg, Sears, Heinz, Hershey and others created brands that became household names and in the process revolutionized marketing practice. Students discuss assigned readings, films and field trips. Research assignments and a term paper also need to be completed.
Prerequisites: Take MK 201.
Offered: As needed
- MK 355. Services Marketing. 3 Credits.**
This course examines how marketing principles are applied to the management of service business, including health organizations. Topics include: definition of services, services as products, managing the service encounter, buyer behavior and customer relations, service quality, marketing and human resources management, service accessibility, pricing of services, promotion of services, and international marketing of services.
Prerequisites: Take MK 201.
Offered: As needed

MK 362. Sustainability, Marketing and Corporate Social Responsibility. 3 Credits.

Consumption and marketing are considered in the context of sustainability. Principles of sustainability marketing and corporate social responsibility are introduced. Core marketing concepts are leveraged to address sustainable development while supporting business growth and competitive advantage. Career opportunities in sustainability marketing are explored.

Prerequisites: Take MK 201.

Offered: As needed

MK 364. Sports and Entertainment Marketing. 3 Credits.

The multi-billion-dollar, global industries of sports and entertainment marketing are examined. Fundamental marketing concepts are applied to the ever-evolving landscape of sports and entertainment. Strategic brand partnerships, sponsorships, licensing, and talent marketing initiatives are developed to meet marketing objectives. Career opportunities in sports and entertainment marketing are explored.

Prerequisites: Take MK 201.

Offered: Every year, Fall

MK 383. Professional Selling and Sales Management. 3 Credits.

The study and application of skills required to sell products, services or ideas. Emphasis is on the development of an effective sales presentation focusing on the needs of the consumer or organization. The course stresses the importance of knowing the company and its products as well as the selling environment and customer. In addition, the issues involved in managing a sales force are addressed. These include sales planning and forecasting, selection, recruitment, training and compensation of salespeople and integration with other elements of the marketing mix.

Prerequisites: Take MK 201.

Offered: Every year, Fall

MK 401. Marketing Practicum. 3 Credits.

This course is the capstone experience for marketing majors and focuses on the integration of contemporary marketing practices to develop comprehensive marketing strategies. Students develop critical decision-making skills through the application of analytical tools in case studies, simulations, and hands-on learning opportunities. Critical thinking, teamwork, and effective communication are emphasized. Senior Standing is required.

Prerequisites: Take MK 210 MK 320.

Offered: Every year, Spring

MK 405. Seminar in Biomedical Marketing Strategy. 3 Credits.

This course explores the unique aspects of marketing strategy in the biomedical industry from the perspective of biomedical firms, hospitals and government agencies. Topics include the purchase decision process, marketing research, product development and pricing strategy. Students gain current biomedical industry knowledge through articles, cases and completion of a marketing plan project in partnership with a biomedical firm.

Corequisites: Take MK 334.

Offered: Every other year, Spring

MK 488. Marketing Internship. 3 Credits.

This internship in marketing must be approved by the department chair and the dean in accordance with school regulations. Junior/senior status is required. This course is graded on a pass/fail basis.

Prerequisites: Take MK 201.

Offered: Every year, All

MK 495. Biomedical Marketing Internship. 3 Credits.

This internship is required of biomedical marketing majors and must be done with a company or institution that is related to biomedical products or services.

Prerequisites: Take MK 201.

Offered: Every year, All

MK 610. Research for Marketing and Business Decisions. 3 Credits.

The course provides a managerial approach to market research activities. The goal is to enable students to evaluate market research projects and to interpret and apply research information toward marketing decisions. The research process is discussed and qualitative as well as quantitative methodologies are systematically reviewed. Attention is paid to how to analyze and present research findings.

Prerequisites: Take MBA 645.

Offered: As needed

MK 612. New Product Marketing. 3 Credits.

This course introduces students to the specialized areas, within marketing management, of product development, brand management and pricing strategy. The primary topic of the course is new product management. This includes strategic planning, idea generation, business analysis, design, testing and introduction of new products to market. Related topics are issues in brand management and pricing strategy and tactics.

Prerequisites: Take MBA 645.

Offered: As needed

MK 615. Managing Marketing Channels. 3 Credits.

This is an introduction to the design, evaluation and management of distribution channels. Topics include strategic issues in designing distribution channels, channel member roles, managing channel conflict, evaluation of channel performance, motivation of channel members, managing a hybrid mix of traditional and non-traditional channels, and channel logistics (transportation, inventory, materials handling and information management).

Prerequisites: Take MBA 645.

Offered: As needed

MK 616. Digital Marketing. 3 Credits.

This course introduces students to topics and issues employed by marketing managers as they develop and implement their digital marketing strategies. Topics include; marketing analytics, digital business models, digital marketing channels, search engine marketing, social media and mobile marketing. The class incorporates experiential learning opportunities which enable students to bridge the gap between marketing theory and managerial practice.

Prerequisites: Take MBA 645.

Offered: As needed

MK 619. Marketing Analytics. 3 Credits.

Topics covered in this course include market segmentation, marketing mix analysis, product bundle optimization and social network analysis. In addition, students are introduced to the basics of effective visual presentation of quantitative information. Weekly homework with real business data allows students to explore a variety of analytic techniques and answer actual problems. Students leave with a knowledge of a variety of advanced techniques, in-demand analytic reasoning skills, and an understanding of methodological debates, trade-offs, and resource allocation for data projects.

Prerequisites: Take MBA 645.

Offered: As needed

MK 620. Applied Consumer Behavior Research. 3 Credits.

This course provides a basic understanding of the major concepts and theories in consumer decision-making and behavior and how these can be used as the basis for empirical research on the way consumers process information, form preferences and make buying choices. This is a course in which theories from psychology, sociology and economics are applied to the study of consumer behavior.

Prerequisites: Take MBA 645.

Offered: As needed

MK 697. Special Topics in Marketing. 3 Credits.

This special topics course includes treatment level of one or more issues in marketing. Subject matter varies at each course offering depending upon the interest of students and faculty, and changes in the marketplace.

Offered: As needed

Bachelor of Science in Biomedical Marketing

Program Contact: Charles Brooks (charles.brooks@qu.edu)
203-582-8333

The marketing of biomedical products, including pharmaceuticals, is a fast growing industry, and a large number of companies specializing in biomedical sciences are located in the Northeast, many in Connecticut. The department offers a degree in biomedical marketing, aimed at satisfying the need for students with knowledge of the fundamentals of marketing as well as an understanding of the science behind the development of biomedical products. At completion of the program, a Quinnipiac graduate has a degree unique among colleges and universities in the Northeast. Our graduates find jobs in the marketing departments of pharmaceutical companies and biotechnology firms, as medical sales representatives, marketing diagnostic testing products to laboratories or medical equipment to hospitals and clinics, or marketing over-the-counter drugs for consumer product companies.

BS in Biomedical Marketing Curriculum

The Bachelor of Science in Biomedical Marketing requires the completion of 121 credits as outlined here:

Code	Title	Credits
Business Core Curriculum		
Complete the Business Core Curriculum (p. 304)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 305) ¹		21
Biomedical Science Core		
BMS 117	The Human Organism	3
BMS 117L	The Human Organism Lab	1
BMS 162	Human Health and Disease	3
BMS 276	Drug Development	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3

CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1
HM 201	Introduction to Healthcare Management	3
Biomedical Marketing Core		
MK 320	Marketing Research	3
MK 332	Advertising and Integrated Brand Promotion	3
MK 333	Digital Marketing and Electronic Channels of Distribution	3
MK 334	Product, Pricing and Distribution Strategy	3
MK 383	Professional Selling and Sales Management	3
MK 401	Marketing Practicum	3
MK 405	Seminar in Biomedical Marketing Strategy	3
SB 488	Business Internship	3
Select one biomedical marketing elective from the following list:		3
MK 210	Consumer Behavior and Marketing Communications	
MK 321	Marketing Analytics	
MK 324	Business-To-Business Marketing	
MK 355	Services Marketing	
Open Electives		
Complete 9 credits		9
Total Credits		121

¹ The science requirements in the biomedical marketing program also satisfy 13 credits within the University Curriculum.

Student Learning Outcomes

Upon completion of the program, students will achieve the following competencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.
- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
- Professionalism:** Students exhibit professional behavior, including a strong work ethic in their classes, in their interactions with faculty, staff and colleagues, and in their team assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the [Admissions](#) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Biomedical Marketing

A minimum of 60 credits is required for transfer into the BS in Biomedical Marketing program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Introduction to Business		3
Microeconomics		3
Business Statistics		3
History Elective		3
Credits		15
Spring Semester		
English II		3
Macroeconomics		3
Financial Accounting		3
Information Systems		3
Marketing		3
Credits		15
Second Year		
Fall Semester		
Managerial Accounting		3
Finance		3

International Business	3	
Management	3	
Art Elective	3	
Credits		
15		
Spring Semester		
Operations Management	3	
Business Law	3	
Science Elective with Lab	4	
Social Science Elective	3	
Additional Elective (Business or other)	3	
Credits		
16		
Total Credits		
61		

Bachelor of Science in Marketing

Program Contact: Charles Brooks (charles.brooks@qu.edu)
203-582-8333

The Bachelor of Science in Marketing is designed to provide students with a comprehensive understanding of marketing concepts and practices. The marketing major combines core business courses with specialized marketing concentrations that position students for careers across multiple industries.

Quinnipiac's student chapter of the American Marketing Association provides students with opportunities to network with business professionals and gain hands-on experience working on industry projects.

Students have access to a variety of state-of-the-art facilities including the Marketing Insights Lab, the Sales Center and Quinnipiac's Polling Institute. These facilities are integrated into the marketing curriculum to help students develop expertise that helps them stand out in the career market. Students are also encouraged to take advantage of internships and study abroad opportunities available to marketing students.

Marketing majors can generalize in marketing with the Marketing Management Concentration or specialize in:

- Digital, Mobile, and Social Media Marketing
- Fashion Marketing
- Sports and Entertainment Marketing
- Marketing Research and Analytics
- Sales and Negotiation

The Marketing Management Concentration is designed for students who want a broad-based coverage of marketing that can be applied to a wide range of career paths.

The Digital, Mobile, and Social Media Marketing Concentration is built on the foundation of the marketing core with specialized courses in digital marketing and marketing analytics. Within the concentration, students can take electives that align with their interests and career goals. Electives are available in mobile application development, web development, entrepreneurship and analytics.

The Fashion Marketing Concentration focuses on specialized courses in fashion marketing, fashion buying and fashion merchandising. Sustainability, brand promotion and digital marketing are important considerations in fashion. Electives in each of these areas are available

to students in the Fashion Marketing Concentration. Fashion electives can also be completed as part of a study abroad program.

The Sports and Entertainment Marketing Concentration is built on the marketing core with specialized courses in sports and entertainment marketing as well as brand promotion. Electives include selected courses from the Sports Studies minor such as Sports Law, Sports Management and Sports Economics.

The Marketing Research and Analytics Concentration is designed for students that want a marketing concentration with a heavier emphasis on quantitative methods. The concentration leverages the resources in the Marketing Insights Lab. Electives include Data Mining, Web Analytics, Social Media Analytics, Game Theory and Econometrics.

Sales is a common career path in marketing with many entry-level marketing positions in sales. The Sales and Negotiation Concentration includes courses in sales and business-to-business marketing, as well as electives in negotiations, communications, data visualization and leadership. The concentration leverages resources in the Sales Center.

BS in Marketing Curriculum

The BS in Marketing requires the completion of 122 credits as outlined below:

Code	Title	Credits
Business Core Curriculum		
	Complete the Business Core Curriculum (p. 304)	43
University Curriculum		
	Complete the University Curriculum for School of Business (p. 305)	34
Marketing Core		
MK 210	Consumer Behavior and Marketing Communications	3
MK 320	Marketing Research	3
MK 334	Product, Pricing and Distribution Strategy	3
MK 401	Marketing Practicum	3
Concentration Core ¹		6
Concentration Electives		6
Open Electives		
	Complete 21 credits	21
Total Credits		122

¹ Must complete Marketing Core and choose one of the six Concentrations

Marketing Management

Code	Title	Credits
Concentration Core		
MK 321	Marketing Analytics	
MK 332	Advertising and Integrated Brand Promotion	
Concentration Electives		

Take any two marketing courses

IB 311 may be used as marketing elective

Marketing Research and Analytics

Code	Title	Credits
Concentration Core		
MK 321	Marketing Analytics	
MK 322	Advanced Research Methodologies and Analytical Techniques	
Concentration Electives		
Take two of the following		
CIS 245	Object-Oriented Programming	
BAN 220	Data Mining for Business Insights	
BAN 310	Web Analytics	
BAN 410	Social Media Analytics	
EC 355	Game Theory	
EC 365	Econometrics	
EC 366	Advanced Econometrics	
SB 488	Business Internship	

Sales and Negotiation

Code	Title	Credits
Concentration Core		
MK 383	Professional Selling and Sales Management	
MK 324	Business-To-Business Marketing	
Concentration Electives		
Negotiation Electives - Take one of the following		
MG 325	Negotiations and Problem Solving	
IB 324	Negotiating Internationally	
Communication & Leadership Electives - Take one of the following		
COM 150	Public Speaking: Principles and Practice	
CIS 255	Data Visualization	
MG 302	Managing People, Projects and Change	
MG 360	Power and Politics of Leadership	
SB 488	Business Internship	

Digital, Mobile, and Social Media Marketing

Code	Title	Credits
Concentration Core		
MK 333	Digital Marketing and Electronic Channels of Distribution	
MK 321	Marketing Analytics	
Concentration Electives		
Complete one of the following groups of electives:		
Digital Media Group - Take two of the following		
CIS 265	Mobile Application Development	
CIS 267	HTML and CSS	
CIS 381	Web Development	
Analytics Group - Take two of the following		
SB 488	Business Internship	

BAN 310	Web Analytics
MK 322	Advanced Research Methodologies and Analytical Techniques
Entrepreneurship Group	
ENT 210	Introduction to Entrepreneurial Thinking and Practice
ENT 290	Creating Digital Businesses

Fashion Marketing

Code	Title	Credits
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Concentration Core

MK 326	Fashion Marketing
MK 327	Fashion Buying and Merchandising

Concentration Electives

Take two of the following

MK 332	Advertising and Integrated Brand Promotion
MK 333	Digital Marketing and Electronic Channels of Distribution
MK 362	Sustainability, Marketing and Corporate Social Responsibility
SB 125	ReFashion: Sustainable Fashion in an International Setting
SB 488	Business Internship

Sports and Entertainment Marketing

Code	Title	Credits
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Concentration Core

MK 364	Sports and Entertainment Marketing
MK 332	Advertising and Integrated Brand Promotion

Concentration Electives

Take two of the following

EC 325	Sports Economics (SPS 325)
ENT 220	The Business of Music
LE 224	Sports Law (SPS 224)
MG 202	Sports Leadership
MG 312	Sports Management
SB 488	Business Internship

Student Learning Outcomes

Students who graduate with this degree will demonstrate the following competencies:

- Business Knowledge:** Students apply basic business theories and concepts to understand and solve business problems.
- Business Analytics:** Students effectively gather, assess and utilize data to understand, improve and communicate business decisions using Excel and other analytical tools.
- Communication:** Students communicate business ideas effectively through written communications, oral communications and presentations, and digital media.
- Critical Thinking:** Students utilize information and research findings to analyze problems and determine appropriate solutions.

- Business Ethics:** Students apply ethical frameworks to evaluate situations and determine appropriate solutions.
- Cultural Adaptability:** Students recognize and apply knowledge of diversity within and across individual and groups.
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Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

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- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Suggested Transfer Curriculum for BS in Marketing

A minimum of 60 credits is required for transfer into the BS in Marketing program. Below is a sample plan of study for the first two years prior to matriculation at Quinnipiac University.

Course	Title	Credits
First Year		
Fall Semester		
	English I	3
	Introduction to Business	3
	Microeconomics	3
	Business Statistics	3
	History Elective	3
Credits		15
Spring Semester		
	English II	3
	Macroeconomics	3
	Financial Accounting	3

Information Systems	3
Marketing	3
Credits	15
Second Year	
Fall Semester	
Managerial Accounting	3
Finance	3
International Business	3
Management	3
Art Elective	3
Credits	15
Spring Semester	
Operations Management	3
Business Law	3
Science Elective with Lab	4
Social Science Elective	3
Additional Elective (Business or other)	3
Credits	16
Total Credits	61

Minor in Marketing

Program Contact: Charles Brooks (charles.brooks@qu.edu)
203-582-8333

Throughout modern history, the field of marketing has adapted and evolved with each new breakthrough in technology, from the printing press to radio to the Internet. And now with mobile technology and social media, marketing professionals can find an audience virtually anytime, anywhere, with some creative and innovative ideas. But the fundamentals of marketing aren't only useful for selling products. Those skills play a crucial role in politics, education and the nonprofit world as well.

This program will familiarize you with the essential concepts of marketing and consumer behavior, and you'll have the flexibility to tailor the minor to your interests by choosing half the courses you take from our diverse marketing curriculum. With the approval of the department chair, you can select classes that examine areas such as advertising, media planning, internet marketing and marketing history.

Marketing Minor Curriculum

The marketing minor requires the completion of 18 credits.

Code	Title	Credits
MK 201	Marketing Principles	3
MK 210	Consumer Behavior and Marketing Communications	3
MK 320	Marketing Research	3
Select 9 additional credits of marketing courses approved by the chair of the department		9
Total Credits		18

Global Business Affairs Polish Certificate Program

Program Contact: Gedeon Werner (gedeon.werner@qu.edu)
203-582-7343

This certificate program addresses a range of knowledge and skills necessary for a successful career in international business with the focus on the EU region, and Poland in particular.

Global Business Affairs Polish Certificate Program of Study

Students pursuing this certificate take a total of five courses (15 credits) as outlined below.

Code	Title	Credits
Required		
IB 120	Introduction to Doing Business in the European Union	3
SB 488	Business Internship *	3
or IB 399	International Business Independent Study	
SB 360	International Business Immersion **	3
Choose two electives from list below or from approved courses taken during semester abroad in Poland.		6
EC 350	International Economics	
HS 209	Twentieth-Century Europe	
IB 105	International Business Environment or IB 201 Globalization and International Business	
IB 320	Introduction to Global Entrepreneurship	
IB 324	Negotiating Internationally	
IB 335	International Finance	
IB 352	International Management	
LE 317	International Law (PO 317)	
LE 319	International Law and the Individual	
LE 329	European Union Law	
PO 211	Introduction to International Relations	
PO 321	Comparative Government	
POL 101	Elementary Polish I (Only one may be taken for credit toward the certificate)	
or POL 102	Elementary Polish II	
Total Credits		15

* Must be taken in Poland and could also fulfill the requirements of the SB 360 International Business Immersion.

** SB 360 (Travel to Poland) and IB 399 (Consulting with Polish Companies through the Central European Institute).

Minor in Business

Program Contact: TBD

Business acumen doesn't just apply to traditional business owners, marketing executives and financial planners. Sound judgment and the ability to make quick decisions are skills that translate to virtually every field and trade. The business minor gives you a broad understanding of the major disciplines at work daily in companies of all sizes and specialties. Whether you're an independent photographer, a website designer or a software engineer, you'll learn how to effectively market your services to stand out from the competition. Accounting skills enable you to better manage your own money and personal resources, while a working knowledge of finance and investment strategies may help you to one day turn a side passion into a viable business.

The business world is about more than just dollars and cents. Leadership qualities are universal, whether you're in a boardroom, classroom or operating room. Organizational skills, creative problem solving and an ability to assess strengths and weaknesses make you a valuable asset to a host of employers, and prepare you for future supervisory and management roles.

The minor in business is available to students outside of the School of Business who are enrolled in bachelor of arts or the bachelor of science programs. The intention of this minor is to provide students with a broad perspective of the disciplines that affect organizations.

Business Minor Curriculum

Students must complete the following four classes, in addition to any two business courses for which the student has completed the prerequisites.

Code	Title	Credits
AC 211	Financial Accounting	3
FIN 201	Fundamentals of Financial Management ¹	3
MG 205	Organizational Management	3
MK 201	Marketing Principles ¹	3
Select any two electives from business disciplines AC, BAN, BLW, CIS, ENT, FIN, HM, IB, MG, MK, SB		6
Total Credits		18

¹ Note: EC 111 is a prerequisite for FIN 201.

Minor in Health Care Management

Program Contact: Nitish Patidar (nitish.patidar@qu.edu) 203-582-7908

The minor in health care management provides students with a foundational understanding of healthcare systems and employment options in this exciting and growing field. The business of healthcare is everywhere: insurance companies, hospitals, clinical practices, branding firms, pharmaceuticals and medical devices. Regardless of the student's career focus, this minor expands their understanding of the language of healthcare systems and enhances job prospects in the healthcare industry. Students learn how healthcare systems are managed, the ways in which healthcare relies on analytics, and the influence of government policies on the business of healthcare. Additionally, students may customize their studies with coursework in finance, analytics, supply chain, or entrepreneurship and strategy.

Health Care Management Minor Curriculum

Students must complete the following four courses, in addition to any two business courses, for which the student has completed the prerequisites. A total of 18 credits are required.

Code	Title	Credits
Core		
HM 201	Introduction to Healthcare Management	3
HM 365	Health Care Analysis	3
HM 404	Legal Aspects of Health Care Delivery	3
MG 205	Organizational Management or MG 210	3

Code	Title	Credits
Students may choose any two electives ¹		6
BAN 220	Data Mining for Business Insights	
CIS 255	Data Visualization	
CIS 350	Data Analysis with Excel (AC 350)	
CIS 351	Database Programming and Design	
ENT 210	Introduction to Entrepreneurial Thinking and Practice	
ENT 250	Idea Validation and Business Model Development	
ENT 350	Social Entrepreneurship	
ENT 360	Small and Family Business	
FIN 201	Fundamentals of Financial Management	
FIN 345	Risk Management & Insurance	
HM 320	Introduction to Health Insurance	
MG 211	Operations and Supply Chain Management	
MG 301	Group and Virtual Team Processes	
MG 302	Managing People, Projects and Change	
MG 306	Staffing: Recruitment, Selection and Placement	
MG 311	Advancing Employment Relations	
MG 320	Emotional Intelligence in the Workplace	
MG 335	Project Management	
MG 340	Transportation and Logistics Management	
MG 341	Service Operations Management	
MK 355	Services Marketing	

¹ Electives may be selected based on areas of interest:

- Computer Information Systems - Choose two: CIS 255, CIS 350, CIS 351
- Entrepreneurship or Small Business - Choose two: ENT 210, ENT 250, ENT 350, ENT 360
- Human Resource Management - Take MG 302 and one of the following: MG 306, MG 311, MG 320, MG 301

- Supply Chain Management - Take MG 211 or IER 360 and one of the following: MG 340, MG 335, MG 341

SCHOOL OF COMMUNICATIONS

Center for Communications and Engineering

Ed McMahon Communications Center, Lender building

203-582-8492 (central office)

Administrative Offices

Title	Name	Phone	Email
Dean	Chris Roush	203-582-3641	christopher.roush@qu.edu
Associate Dean	Terry Bloom	203-582-8440	terry.bloom@qu.edu
Assistant Dean for Academic Advising	Danielle Reinhart	203-582-8501	danielle.reinhart@qu.edu
Director of Career Development	Lila Carney	203-582-8358	lila.carney@qu.edu
Assistant Director for Academic Advising	Rosa Nieves	203-582-3498	rosa.nieves@qu.edu
Director of Operations	Peter Sumbly	203-582-3413	peter.sumbly@qu.edu
Assistant Director of Operations	Michael Schleif	203-582-3120	michael.schleif@qu.edu
Director of Community Programming	David DesRoches	203-582-7539	david.desroches@qu.edu
Quinnipiac in Los Angeles Program Novo	Andres Rosende	203-582-8492	andres.rosendenovo@qu.edu

Departments

Department	Chairperson	Phone	Email
Film, Television and Media Arts	Frederick Staudmyer	203-582-6554	frederick.staudmyer@qu.edu
Interactive Media and Design	Pattie Belle Hastings	203-582-8450	pattiebelle.hastings@qu.edu
Interactive Media and Design, Co-Chair	Ewa Callahan	203-582-3470	ewa.callahan@qu.edu
Journalism	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Media Studies (BA in Communications)	Nancy Worthington	203-582-8059	nancy.worthington@qu.edu
Strategic Communication (BA in Advertising and Integrated Communications & BA in Public Relations)	Antoaneta Vanc	203-582-3836	antoaneta.vanc@qu.edu

Graduate Programs

Title	Name	Phone	Email
Graduate Program Director, Cinematic Production Management	Blythe Frank	203-582-7624	blythe.frank@qu.edu
Graduate Program Director, Interactive Media and Communications	John Powers	203-582-7939	john.powers@qu.edu
Graduate Program Director, Journalism and Sports Journalism	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Graduate Program Director, Public Relations	Laura Willis	203-582-7805	laura.willis@qu.edu

School Overview

The School of Communications offers bachelor's degrees in advertising and integrated communications; film, television and media arts; graphic and interactive design; journalism; media studies; and public relations, as well as master's degrees in cinematic production management, interactive media and communications, journalism, public relations and sports journalism. The school also has well-established relationships with more than 1,000 private and nonprofit communications organizations, offering advanced students internship opportunities in professional settings. Students are encouraged to explore and advance their educational and professional interests while gaining the critical practical experience and training to develop a portfolio of work before they graduate.

To assist in the twin goals of offering our faculty a high-level view of innovations in the media world as well as offering our students high-quality internships and post-graduation employment, the school has created the Alumni Advisory Board (<https://www.qu.edu/schools/communications/alumni-advisory-board.html>), consisting of media leaders and executives.

On campus, students work in one of the finest university media education facilities in the Northeast — the Ed McMahon Communications Center. The center features a spacious, professional-level, all-digital 4K television studio; a media innovation classroom; 4K collaborative editing suites; and a 7.1 surround sound screening theater. The center is equipped with state-of-the-art technology, including numerous iMac stations running the latest applications for post-production and animation. It includes an automated podcast studio, and is staffed with highly skilled media professionals to instruct and assist our students. Additional classrooms and labs, along with the Quinnipiac University Podcast Studio, the Open-Air Production Studio, "The Agency" (a student-run integrated communications agency offering design, advertising and public relations services to clients), a design studio, a Remote Equipment Depot, the "Hub" student computer center, and independent study facilities are located in the Center for Communications and Engineering, which also houses the school's faculty and administrative offices.

Undergraduate Studies

School Requirements

Beyond the University Curriculum requirements, students pursuing a bachelor of arts degree in the School of Communications must complete the following:

- 9 credits in the school-wide core
- all major requirements (outlined below)
- a minor (typically 18 credits) to be chosen in consultation with the student's adviser
- 2 credits in the Seminars for Success: COM 101 and COM 201
- 6 credits in the area of "global issues and cultures." The School of Communications maintains a list of acceptable courses to satisfy this requirement.
- two additional courses outside the School of Communications, one of which must be at the 200 level or higher.
- *Note:* The BA and BFA degrees in film, television and media arts requires DR 150, DR 160 or DR 220 and one additional course outside the School of Communications at the 200 level or higher. Students pursuing the BFA degree are not required to complete a minor.

Academic Expectations: Students are expected to achieve a B- (2.67 GPA) or better in School of Communications courses during their first semester in the School of Communications. Students who do not meet this standard will be notified and are required to meet with a representative from the dean's office to address their academic progress and develop a plan for improvement.

Transfer Credits: The School of Communications accepts up to 18 transfer credits toward major requirements. Additional courses may apply to UC or elective courses as appropriate.

Advising

Academic advising in the School of Communications fosters a collaborative relationship between student and adviser. Our academic advising program is dedicated to guiding undergraduates in achieving intellectual and personal growth and preparing them for professional success in a diverse and changing global community. Faculty and staff of the School of Communications advise all students. During each student's undergraduate career, he or she is paired with a faculty adviser who will serve as a guide and mentor. Although the primary responsibility for course selection rests with the student, the adviser assists in reviewing the student's program plan and discussing course selection during a mandatory advising meeting each semester prior to course registration. Students are required to schedule and attend a meeting with their assigned adviser each semester by their advising deadline.

Note: The primary responsibility for the completion of all prerequisites for courses belongs to the student. Students who take courses without the proper prerequisites, or who complete the prerequisites after taking the courses, may lose credits toward their degree requirements. Students may not repeat a course for credit except to remove an F grade or, under special circumstances, to remove a C- or D grade in a school requirement, a prerequisite, or within the major.

Career Development

In the School of Communications, career development staff work with students to explore communications career interests and assist with application materials unique to communications industries such as

portfolios and resume reels. There is a strong focus on networking, particularly with alumni of the School of Communications, to prepare students to land internships and launch careers in fields that require specific searching techniques and rely heavily on referrals. Students learn about a variety of job structures from traditional full-time roles to freelance work common in some areas of industry. Staff play an integral part in the career curriculum of the school and are the instructors of both the Media Career Development course, required for all Communications students to graduate, and all credit-bearing internship courses.

Mission

The mission of the School of Communications is to educate communications professionals. We prepare active citizens with the tools to be self-reflective critical thinkers, creative problem-solvers, and transformative storytellers.

Values

The School of Communications faculty and staff believe that the voices of all people should be heard, and that any ensuing debate be based on considered thought and evidence and without any dehumanizing words or actions.

We believe that educating communications professionals must happen in an environment that is grounded in respect for different cultures and experiences.

We believe in justice, equality and compassion as principles that guide our decisions and actions.

We believe in practicing an ethics of care that responds to the needs of each individual in our community.

We believe that our curricula and classrooms should be inclusive spaces where everyone should feel comfortable to bring their whole selves.

We believe that students, faculty and staff should reflect the diversity of our society and that they should see themselves represented in the materials that we teach.

We acknowledge the institutionalized inequalities that limit access to higher education and the ways in which the School has benefited from them, including the indigenous land on which Quinnipiac University stands.

Commitment

The School reaffirms its commitment to equalizing access to education for all students and will provide resources, recruitment tools and programs to mitigate the challenges that marginalized students face in higher education.

The School will engage in a continual process of self-examination and adaptation that recognizes the ways in which we participate in and benefit from the current system.

The School will educate students who will be active citizens, eager to join in the building of democracy and equipped to identify and fight against injustice.

The School will regularly evaluate and inspect our curriculum to ensure it is inclusive and designed to provide students with the concepts and vocabulary they need to effectively communicate in a multicultural society.

The School will participate in a continuing process of growth that is transparent and accountable to all members of our community.

Bachelor of Arts

- Bachelor of Arts in Advertising and Integrated Communications (p. 403)
- Bachelor of Arts in Communications (p. 397) (Media Studies)
- Bachelor of Arts in Film, Television and Media Arts (p. 382)
- Bachelor of Arts in Graphic and Interactive Design (p. 387)
- Bachelor of Arts in Journalism (p. 392)
- Bachelor of Arts in Public Relations (p. 404)

Bachelor of Fine Arts

- Bachelor of Fine Arts in Film, Television and Media Arts (p. 383)

Dual-Degree Programs

- Communications Accelerated Dual-Degree Bachelor's/Master's (3+1) (p. 407)
- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (p. 727)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 729)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 730)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 731)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 733)

Minors

- Minor in Advertising and Integrated Communications (p. 406)
- Minor in Film and Television (p. 385)
- Minor in Financial Communication and Business Journalism (p. 394)
- Minor in Journalism (p. 394)
- Minor in Media Studies (p. 398)
- Minor in Public Diplomacy (p. 406)
- Minor in Public Relations (p. 407)

Master's Degrees

- Master of Arts in Cinematic Production Management (p. 720)
- Master of Science in Interactive Media and Communications (p. 722)
- Master of Science in Journalism (p. 723)
- Master of Science in Public Relations (p. 724)
- Master of Science in Public Relations - Online/Professional Track (p. 725)
- Master of Science in Sports Journalism (p. 726)

Dual-Degree Programs

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- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 729)
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- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 733)

Communications (COM)

COM 101. Communications First-Year Seminar. 1 Credit.

This first-semester course is designed to ease the transition to college and to acquaint first-year School of Communications students with timely and important resources and information. Students hear from faculty members in each of the departments within the School of Communications to learn more about the majors offered. Students also learn how to create their own success in college and as lifelong learners through development of important skills. Topics include effective communication, time management, study skills and degree requirements. This class is required of all first-year and transfer students entering with 0-26 college credits.

Offered: Every year, Fall and Spring

COM 120. Media Industries and Trends. 3 Credits.

This course introduces students to the structure, function, uses and social implications of media industries. Students examine the ways individual industries inform, entertain and influence media consumers. Significant focus is placed on media literacy. The course also surveys issues related to ownership, regulation, ethics and globalization. The main objectives of COM 120 are to help students understand media professions, industries and technologies in relation to key trends, including the increasing commercialization of media products, the consolidation and convergence of media industries, and the implications these processes hold for society. The course fosters the development of skills including the ability to access, analyze and properly cite sources for research on the media.

Offered: Every year, Fall and Spring

COM 130. Visual Design. 3 Credits.

This course introduces students to the design process using professional-level software for digital image creation and editing, typesetting and typography, page layout and design in preparation for advanced course work. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence.

Offered: Every year, Fall and Spring

COM 140. Storytelling. 3 Credits.

This survey course has been designed to reinforce grammatical standards of the English language while introducing students to the basic tenets of dramatic, journalistic and strategic writing. Through the examination of a single theme, students learn to tell stories using these three writing styles as they identify and connect with specified audiences.

Offered: Every year, Fall and Spring

COM 150. Public Speaking: Principles and Practice. 3 Credits.

This course examines the principles of oral communication and presentation skills and puts those principles into practice. Through multiple assignments, students increase their confidence in delivering presentations and demonstrate effective research skills, speech development and preparation, and delivery. Additionally, critical thinking and listening skills are demonstrated through oral and written critiques.

Offered: Every year, Fall and Spring

UC: Breadth Elective

COM 159. Communications Elective. 3 Credits.

COM 201. Media Career Development.**1 Credit.**

This course introduces students to the career development process and covers the skills needed to create a personal career plan. It includes topics such as self-assessment, career research, resume and cover letter preparation, networking and interviewing practice, as well as strategies for internship/job searches. Course material is geared specifically toward media/communication careers. The course is graded on a pass/fail basis. Students majoring in communications cannot count COM 201 toward their major electives.

Offered: Every year, Fall and Spring**COM 215. Social Media and Society.****3 Credits.**

The focus of this course is to provide students the foundational skills necessary to become "influencers" in the social space. Students evaluate the relationship of social media with various communication industries. They examine the rise of social media and its effect on social interaction and audience behaviors, and analyze social media strategies and their effectiveness from a personal and organizational perspective. Projects require students to engage with a variety of social media platforms and tools.

Offered: Every year, All**UC:** Breadth Elective**COM 301. Communications Career Practicum.****1 Credit.**

This course offers practical training in a communications-related occupation. Students complete a minimum of 40 hours of supervised fieldwork (paid or unpaid) in a professional setting. Practicum placements must be approved by the internship program director in accordance with the school policies and prior to earning credit. At least sophomore status required. This course is graded on a pass/fail basis.

Offered: Every year, All**COM 302. Communications Career Practicum II.****1 Credit.**

This course continues practical training in a communications-related occupation. Students complete a minimum of 40 hours of supervised fieldwork (paid or unpaid) in a professional setting. Practicum placements must be approved by the internship program director in accordance with the school policies and prior to earning credit. At least sophomore status required. This course is graded on a pass/fail basis.

Prerequisites: Take COM 301 and permission of department chair.**Offered:** Every year, All**COM 303. Communications Career Practicum III.****1 Credit.**

This course fulfills the 40 hour experiential learning opportunity in a communications-related occupation. Students complete a minimum of 40 hours of supervised fieldwork (paid or unpaid) in a professional setting. Practicum placements must be approved by the internship program director in accordance with the school policies and prior to earning credit. At least sophomore status required. This course is graded on a pass/fail basis.

Prerequisites: Take COM 302 and permission of department chair.**Offered:** Every year, All**COM 340. Exploring Communications Abroad.****3 Credits.**

This multisection, global perspective course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments and specializations. Students conduct primary and secondary research on communications in a specific country or in a cross-cultural context. The topics can range from international cinema through storytelling and global branding to documentary filmmaking depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic.

Offered: Every year, Fall and Spring**UC:** Breadth Elective, Intercultural Understand**COM 350. Media Culture and Arts of Los Angeles.****3 Credits.**

This course introduces students to the diverse media companies based in Los Angeles as well as the influence of local history, art and culture on the past, present, and future of the city. The class examines industries including, but not limited to: journalism, film and television writing, video production, podcasting and web design. Students complete a final project focused on a Los Angeles media company.

Offered: Every year, Fall and Spring**UC:** Breadth Elective, University Curriculum Ele**COM 490. Communications Career Internship.****3 Credits.**

This course aims to promote professional growth and advancement through observation and participation in jointly supervised major-related fieldwork with a business or organization (paid or unpaid). The course also provides the opportunity for students to meet and work with active professionals in an industry directly aligned with their major while refining their own career goals. Students complete a minimum of 120-hours of supervised fieldwork in a professional setting evaluated by the internship supervisor and the school's internship coordinator. The internship placements must be approved via QUCC prior to student earning credit and in accordance with the school policies. A student must have completed a minimum of 57 credits as a prerequisite. This course is graded on a pass/fail basis. (Can be taken currently with COM 491 upon department chair approval.)

Prerequisites: Take COM 201 and a minimum of 57 credits completed.**Offered:** Every year, All**COM 491. Communications Career Internship II.****3 Credits.**

This course aims to promote professional growth and advancement through observation and participation in jointly supervised fieldwork with a cooperating communications-related business or organization (paid or unpaid). The course also provides the opportunity for students to meet and work with active communications professionals while refining their own career goals and maximizing opportunities. Students complete a minimum of 120-hours of supervised fieldwork in a professional setting evaluated by the internship supervisor and the school's internship coordinator. The internship placements must be approved in accordance with the school policies and prior to student earning credit. Junior/Senior status is required. This course is graded on a pass/fail basis. (Repeatable or concurrent with COM 490 upon department chair approval.)

Prerequisites: Take COM 201, COM 490 and permission of department chair.**Offered:** Every year, All

Cinematic Production Management (FTM)

FTM 501. Production Reconstruction.**3 Credits.**

: This class will teach and expand students' understanding of all aspects of prepping a feature film through lectures, experiential role-playing and weekly assignments. Students will analyze a produced film and will "recreate" all the steps to get into production including scheduling and budgeting through the use of industry standard software.

Offered: Every year, Fall**FTM 502. Advanced Production Management Workflow.****3 Credits.**

Students gain an overview of studio, independent, broadcast and streaming platforms content and management workflow needs. Contemporary practices in pre-production and production are stressed. Students pre-produce an episodic television show from the perspective of various production personnel and hold production meetings to gain an understanding of the pre-production and production process workflow for theatrical, TV episodic, TV situation comedy and documentary production including interactions with talent agencies and union signatory contracts.

FTM 503. Creative Development. 3 Credits.

Students learn to shape stories for the screen and gain a comprehensive understanding of concept development, dramatic structuring, character development and dialogue. They learn the mechanics involved in the development of new projects, including script coverage, sourcing material, script notes, creative meetings, packaging a project, and how to effectively navigate the development journey.

Offered: Every year, Spring

FTM 504. Production Scheduling and Introduction to Production Budgeting. 3 Credits.

Students are given a finished but unproduced short screenplay or television episode and learn to break down and fully schedule that project. Theory of scheduling and output of details from the program are stressed.

FTM 505. Entertainment Law and Deal Making Practice. 3 Credits.

Students gain an overview of contemporary entertainment law in regards to production including options, contracts, negotiations, copyright, IP, and licensing. Topics covers include how a producer protects themselves legally, find representation, and how to close deals.

FTM 506. Screenwriting II and Production Workshop. 3 Credits.

Students author a theatrical feature screenplay or a pilot for an episodic television series or the full production plan for a documentary television multi-part series. In addition, they will also author, pre-produce, shoot, edit and distribute a 5-minute micro film.

Offered: Every year, Spring

FTM 507. Production Budgeting. 3 Credits.

Using industry-standard software packages, students plan and budget an unproduced short film. Special attention is paid to: location(s) of shoot; union globals and fringes and non-union and union taxes; contemporary practice in completion bonds. Guild and DGA surety bonds and Insurance requirements are also stressed.

FTM 508. Domestic and Worldwide Distribution and Sales for Film and TV. 3 Credits.

Students gain an overview of contemporary domestic and international production management practices: office administration, paperwork and work flow; carnets, business visas, insurance and surety bond liability and management; industry national and international HR practices and payroll; international, state and local film, television and documentary production rules and regulations; tax incentives and responsibilities; national and international trade unions rules, rates, penalties, common regulations, compliances, visa requirements and international signatory practices.

FTM 509. Principles of Film, Television and Streaming Media Analytics, Sales and Distribution. 3 Credits.

Students gain an overview of film, television and streaming media analytics and their applications. The international sales marketplace is examined with special emphasis agreements for international advertising, distribution and marketing. Students will create a business plan for a production company.

FTM 510. Principles of Post-Production Management. 3 Credits.

Students gain an overview of post-production management including: staff roles and post production responsibilities, data storage and management, directors and authors rights and responsibilities to final cut, licensing, graphics and titling.

FTM 601. Production Management Thesis Production. 6 Credits.

Students polish their screenplay to final draft, schedule and budget their script, finalize their look book and produce a three to four scene sizzle reel of their script. Thesis Paper on topic of film required.,Students finalize their optioned (or authored) screenplay, schedule and budget their script, create a finance plan, pitch deck and look book, and produce a "proof of concept" or a rip reel. Pitch final project to professional producer(s) and financier(s).

Film, Television and Media Arts (FTM)

FTM 100. Special topics in Film, Television, and Media Arts. 3 Credits.

This course is only open to high school students in the QU Academy program. The content of this course is specialized and varies by semester and by section. A variety of topics in film, television, and media arts may be covered. Students should consult the course description in the schedule for details on specific offerings.

Offered: As needed

FTM 102. Understanding Film. 3 Credits.

This survey of the art, industry and techniques of global cinema introduces students to the significance of film as an international medium. By exposing students to the work of outstanding filmmakers and to the major elements of film language, the course helps students develop their critical faculties and visual literacy. The course includes some weekly 2 1/2-hour screenings of full-length theatrical feature films and other short clip screenings and lecture/discussion sessions.

Offered: Every year, All

UC: Fine Arts

FTM 110. Single Camera Production. 3 Credits.

This course gives students a thorough grounding in the basic techniques of audio and video storytelling. Students learn basic audio production, visual composition, field camera practice, lighting fundamentals and digital video editing. This is a hands-on course that requires students to produce a number of media projects throughout the semester.

Offered: Every year, All

FTM 112. Multicamera Production. 3 Credits.

This second course introduces students to the techniques of designing and producing creative and effective audiovisual communications primarily in a studio setting. Students learn to develop creative concepts and to take them from script to screen. Lighting, and principles of good composition, structure and program design are emphasized.

Prerequisites: Take FTM 110.

Offered: Every year, All

FTM 230. Animation and Mobile Media. 3 Credits.

This course introduces the concepts and production techniques that prepare students for creative work in mobile media. Students completing this course learn how to produce animated and interactive content for the web and mobile devices or kiosks. Projects may include simple animations, interactive stories, photo and video viewers, web interfaces, green screen, animations for video, and video projects optimized for the web.

Offered: As needed

FTM 240. Analysis of the Moving Image. 3 Credits.

How do we read images? This course explores the techniques used to create moving image media-including film, television and interactive media-from a formal and aesthetic perspective. Students learn to think and write critically about how the techniques of production work to communicate ideas and convey meaning and emotion to viewers. Sophomore status required.

Offered: Every year, All

- FTM 245. Intermediate Production. 3 Credits.**
Media messages are created to meet a variety of goals, which are tailored to appeal to defined audiences. Media can be designed to entertain, to inform, to educate, to persuade or to sell. In this course, students are challenged to discern what makes a good story or project idea for each of several different content objectives. Students work through all phases of preproduction and production including scriptwriting, scheduling and budgeting as they complete a series of projects during the semester, with special emphasis on creative conceptualization, message and writing.
Prerequisites: Take FTM 110, FTM 112 and Sophomore status required.
Offered: Every year, All
- FTM 280. Visual Effects (VFX) Techniques. 3 Credits.**
This is a foundational course in the field of visual effects, involving intensive hands-on production and post-production training. Topics include compositing, keying, rotoscoping, tracking, retouching, color manipulation, matching, mattes and cinematography and lighting for VFX. Preproduction concepts and techniques specific to VFX creation also are covered.
Prerequisites: Take FTM 110 and FTM 112.
Offered: As needed, All
- FTM 300. Special Topics. 3 Credits.**
New or experimental courses on a variety of topics in film, television and media arts that in the past have ranged from the impact of social media to visual effects.
Offered: As needed
- FTM 320. History of Film I (to 1975). 3 Credits.**
This course, the first in a two-semester sequence, provides a foundation in the history and aesthetics of moving image arts. Through individual films, clips, lectures and discussion, students analyze the major international film movements, their genres, directors and themes that have contributed to the development of narrative cinema. Organized thematically, films are chosen to showcase aesthetic, historical, technological and ideological concepts and their impact on the evolution of film from its inception to 1975. Sophomore status required.
Offered: Every year, Fall
UC: Fine Arts
- FTM 322. History of Film (and Television) II. 3 Credits.**
This course explores the history and aesthetics of moving image arts in film and also television from 1975 to the present. Through individual films, excerpts from films and television clips, lectures and discussion, students analyze the evolution of global television and major international film movements, their genres, directors and themes to understand how they have contributed to the development of television entertainment and narrative cinema. Organized thematically, works of film and television are chosen to showcase aesthetic, historical, technological and ideological concepts and their impact on the evolution of film and television. Sophomore status required.
Offered: Every year, Spring
UC: Fine Arts
- FTM 330. Emerging Cinematography Techniques. 3 Credits.**
This course is designed to engage students in the cutting edge of cinematography and lighting. Students undertake in-depth exploration of developing concepts and become familiar with emerging technologies, equipment and narrative techniques through lectures, demonstrations and hands-on exercises.
Prerequisites: Take FTM 110 and FTM 112.
Offered: As needed, All
- FTM 342. Directing Film and Television. 3 Credits.**
Students are introduced to the history, theory and basic concepts of narrative single camera field and multicamera studio direction for current and developing distribution platforms. This course emphasizes principles of dramatic structure, script breakdown and analysis, visualization and story boarding, preproduction scheduling and casting, working with actors to effectively shape performances and working with crew. Students prepare and direct a series of short scenes.
Prerequisites: Take FTM 110, FTM 112.
Offered: Every year, Spring
- FTM 355. Documentary Production. 3 Credits.**
This course challenges students to master the conceptual and technical skills of visual storytelling to produce more advanced, single-camera field projects on selected, specialized topics that may change from semester to semester. Past course content has included documentary production in South Africa and in Ireland, as well as in the United States. The course emphasizes professional production roles, including writing and directing, scheduling and production management, production, post-production, distribution and marketing. Sophomore status required.
Offered: Every year, Spring
- FTM 372. Screenwriting. 3 Credits.**
Students learn to shape stories for the screen. Emphasis is on dramatic structuring, character development, pacing and dialogue. Professional screenplays are analyzed and discussed, and final projects give students the opportunity to develop an original short screenplay.
Prerequisites: Take FTM 245 or permission of the department chair.
Offered: Every year, All
- FTM 375. Projects in Single Camera and Lighting. 3 Credits.**
This course covers such topics as the characteristics and qualities of light, lighting control, principles of visual composition and design, color, contrast, the properties of lenses, how film emulsions and image sensors react to light, filters, matte boxes and other image control devices, metering and exposure control, the effective use of various lighting instruments and accessories, electrical safety and the basics of gripping and gaffing on set and on location. Students learn in an active, hands-on workshop environment and produce a major project.
Prerequisites: Take FTM 110.
Offered: Every year, Fall
- FTM 380. Projects in Audio Production. 3 Credits.**
In this course, students learn the theory and technique behind audio capture, editing and mixing. With audio production, students learn how to record for voice, ambience and other film/radio/TV applications. In mixing, students learn how to combine disparate audio ideas in order to make meaningful expressions that can complicate and amplify visual media. Participants learn that audio storytelling goes beyond language and can be employed for emotional effect in surprising ways. Students learn the basics of working in a DAW (Digital Audio Workspace) and also learn how to "round trip" audio through the Adobe Creative Suite. Participants learn how to improve audio in their own projects while also learning about careers such as sound mixer and podcast producer. No previous musical or technical training is required to take this course.
Prerequisites: Take FTM 110.
Offered: As needed, All

FTM 390. Projects in Multicamera Production. 3 Credits.

Attracting and keeping the audience's attention is the first responsibility of the director. This course gives students the opportunity to explore the art and craft of directing in a multicamera, high-definition studio environment. Participants examine the roles and responsibilities of the director, including shot composition, crew motivation, calling a live production and ethics. Students are asked to visually design a television program from concept to completion in a number of genres, including news, sports, sitcoms, dramas and commercials.

Prerequisites: Take FTM 110, FTM 112.

Offered: Every year, Fall

FTM 392. Post-Production Techniques. 3 Credits.

In this course, students explore such topics as the expressive capability of the editing process; how editing functions to "create" time, tempo, and visual rhythm; the "building" of scenes in editing to achieve various dramatic goals; and telling the story through careful control of sound and image over time. Students gain experience in using the tools and techniques of modern digital post-production technology. Topics include post-production workflow, the art of the cut, the Rule of Six, audio mixing, sound design, foley, primary color grading, and secondary color grading. Software utilized includes the Adobe Creative Suite and DaVinci Resolve.

Prerequisites: Take FTM 110, FTM 112.

Offered: As needed

FTM 393. Animation Techniques. 3 Credits.

Students learn to create sophisticated 2D and 3D still and animated electronic graphics for video that are aesthetically pleasing, expressive and meaningful. Principles of good design, composition and color are stressed, as well as the ability to produce visual interest in support of communication goals.

Prerequisites: Take FTM 110, FTM 112.

Offered: Every year, All

FTM 397. Summer Production Project. 4 Credits.

This advanced production course is for juniors majoring in film, television and media arts. It takes place on campus or on the Nice, France, campus of a major French film and video institute (ESRA, Paris), and involves the writing, shooting and editing of a polished video project that is then presented to a professional jury.

Prerequisites: Take FTM 110, FTM 112.

Offered: As needed, Summer

FTM 399. Independent Study. 1-6 Credits.

Prerequisites: Take FTM 110, FTM 112.

Offered: As needed

FTM 450. Senior Seminar in Film and Television. 3 Credits.

This seminar entails an in-depth examination of issues and research perspectives in film and television. Seminar titles vary each term and may cover subject areas such as film history, reality television, political documentaries, docudrama and contemporary trends in the media industry. Students should consult the School of Communications course bulletin for information about each semester's offerings. Senior status is usually required.

Offered: Every year, All

FTM 493. Senior Project Colloquy: Preproduction. 3 Credits.

This required 3-credit discussion, development, preproduction and production course must be taken in the semester prior to the student's undertaking of the Senior Project. Meeting collectively and individually, all fourth-year FTM students must be enrolled in this course in order to conceptualize and prepare preproduction materials essential for the successful completion of the Senior Project, and to undertake a new short production project, retrospective of their previous work. Individual class sessions are devoted to each aspect of preproduction and assignments that relate to each aspect are completed during the term. Senior status in FTM is required.

Offered: Every year, Fall

FTM 495. Senior Project Colloquy: Production. 3 Credits.

In this capstone course, students are asked to create an individual thesis project that reflects the highest level of their abilities. From pitching their individual project ideas through writing, production and post-production, students are pushed to work at the peak of their skills. The creativity, quality and professionalism of the finished projects are judged by outside professionals and faculty and staff from the School of Communications FTM program, and give graduating seniors important portfolio material. Senior status in FTM is required.

Prerequisites: Take FTM 493.

Offered: Every year, Spring

FTM 499. Independent Study. 3 Credits.

Graphic and Interactive Design (GID)

GID 110. Design Research and Methods. 3 Credits.

This foundation course in research methods for art and design introduces informed strategies for problem solving and prepares students for upper-level coursework in graphic and interactive design. Emphasis is placed on the role of critical thinking in the design process. Theoretical models of design analysis are introduced. Practical hands-on methods include visual research, design journals, thumbnail sketches, mind maps, storyboards, comprehensives, diagramming, prototyping, case studies, topic and content development and other forms of conceptualization.

Offered: Every year, Fall

GID 161. Web Design I. 3 Credits.

This course extends the knowledge and practice of visual design using professional-level software for the creation of web design in preparation for advanced coursework. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence.

Prerequisites: Take IDD 110 or GID 110; and COM 130.

Offered: Every year, Fall and Spring

GID 200. Special Topics in Graphics and Interactive Design. 3 Credits.

Offered: As needed

GID 205. Visual Thinking: Practice and Process. 4 Credits.

This course builds a foundation in visual thinking practices and cultivates a better understanding of the creative process. Students examine the ways in which images communicate meaning and how visual thinking can be used as an alternative to and enhancement of verbal and quantitative thinking. Insights and applications to different fields including psychology, art, medicine, literature and business are explored throughout. The study and practice of a variety of visual thinking techniques build the foundation for generating innovative concepts and developing personal creative and visual thinking practices. No previous art, design or drawing experience necessary.

Offered: As needed

GID 210. Graphic Design History. 3 Credits.

This course surveys the historical and cultural events, movements and achievements that laid the groundwork for the contemporary practices and products of graphic design. Through lecture, video, discussion, research and studio projects, students are introduced to the visual history, the innovators and the technologies that influenced and transformed the practices of visual communication.

Prerequisites: Take IDD 110 or GID 110.

Offered: As needed

GID 250. Web Design II. 3 Credits.

This intermediate web design course provides further study in current industry standards for UX/UI design. User experience and user interface methods are explored and practiced in addition to a grounding in information architecture processes and techniques. Websites are developed using responsive design requirements.

Prerequisites: Take IDD 110 and IDD 161 or GID 110 and GID 161.

Offered: Every year, Spring

GID 270. Typography I. 3 Credits.

This course enables the student to both understand type and to use it as a design element. Using current computer graphics technology, topics explored include the use of type, page layout, color and the importing of graphics. Using professional page layout software, students create projects that demonstrate both design aesthetics and technical skills. Finished pieces are printed and become part of the student's portfolio.

Prerequisites: Take COM 130; and IDD 110 or GID 110.

Offered: Every year, Fall

GID 300. Special Topics in GID. 3 Credits.

Prerequisites: Take IDD 161 or GID 161 or COM 130.

Offered: As needed

GID 301. Motion Graphics I. 3 Credits.

This course explores aesthetic, critical and technical topics in motion graphics and 2D animation. Students produce projects that demonstrate knowledge and understanding of 2D animation and motion graphics used in the field of design.

Prerequisites: Take IDD 110 and IDD 161; or GID 110 and GID 161.

Offered: Every year, Fall and Spring

GID 305. Digital Photography. 3 Credits.

This course explores the aesthetic, critical and technical topics in the creation of photographic images. Through practice, research and critique, students develop the conceptual, technical and critical skills needed to create innovative photographic projects.

Offered: As needed

GID 315. Mobile Interaction Design. 3 Credits.

This course covers practical techniques for researching, designing and prototyping mobile applications and experiences. Some of the topics covered include wireframe creation, user studies and paper and digital prototyping.

Prerequisites: Take IDD 301 or GID 301.

Offered: Every year, Spring

GID 370. Typography II. 3 Credits.

This course picks up where GID 270 leaves off by instructing in advanced typographic design; the use of grid structures; juxtapositions of type and image; and preparation for offset printing. Using the current computer technology, students create projects that demonstrate both an advanced knowledge of design/typography and current digital production processes. Finished pieces are printed and become part of the student's professional portfolio.

Prerequisites: Take IDD 270 or GID 270.

Offered: As needed

GID 399. Advanced Independent Studio Work in Graphic and Interactive Design. 1-6 Credits.

Advanced independent studio work in graphic and interactive design.

Offered: As needed

GID 400. Special Topics in GID. 3 Credits.

Prerequisites: Take IDD 301 or GID 301.

Offered: As needed

GID 410. Web Design III. 3 Credits.

This course explores advanced aesthetic, critical and technical topics in website design, development, structure and information architecture. Students use problem-solving methods of design research and analysis combined with authoring and scripting environments to enhance design, interaction, usability and effective communication. Topics include current processes and technologies of web design and web standards. Senior status required.

Prerequisites: Take IDD 250 and IDD 301; or GID 250 and GID 301.

Offered: Every year, Fall

GID 440. Motion Graphics II. 3 Credits.

This course explores advanced aesthetic, critical and technical topics in motion graphics and animation. Topics include typography and motion graphic design and layout, editing digital video, and audio. Students use problem-solving methods of design research and analysis to produce digital video animations that demonstrate both knowledge and understanding of motion graphics, and that provide them with professional entry into the field.

Prerequisites: Take IDD 301 or GID 301.

Offered: As needed

GID 480. Senior Seminar and Portfolio. 3 Credits.

In this course, students consider critical issues in interactive design and prepare a portfolio, website, resume and other professional materials. For majors in graphic and interactive design. Senior status is required.

Prerequisites: Take GID 410.

Offered: Every year, Spring

GID 499. Advanced Independent Studio Work in Graphic and Interactive Design. 3 Credits.

Advanced independent studio work in graphic and interactive design.

Offered: As needed

Interactive Media and Communications (ICM)

ICM 500. Special Topics in Interactive Media. 3 Credits.

The subject matter for this course varies depending on industry and professional trends.

Offered: As needed

ICM 501. Foundations in Graduate Studies. 3 Credits.

A sequence of readings, practices and exercises introduces the students to the "deep work" required of master's-level study. Through structured discussions, presentations, projects and readings, students build the knowledge base and critical skills required to formulate methodological research and practice across media. Each student sets up a portfolio site for the collection of research and practice artifacts created throughout the master's coursework.

Offered: Every year, Fall and Spring

- ICM 502. Visual Design. 3 Credits.**
This course covers the principles and practices associated with graphic design as a way to make complex information easier to understand and use. With a primary focus on typography as the fundamental means of conveying content, the course emphasizes the creative process of organizing and visualizing type and images through hierarchy, spatial organization of grid structures, positive and negative space, depth perception, transparency, and color theory. Readings locate design and typography within the larger history of visual art and graphic design and in relation to technology developments. Students who majored in GID at Quinnipiac as undergraduates, or those with professional graphic design experience should choose another course.
Offered: Every year, Spring and Summer
- ICM 504. Motion Across Media. 3 Credits.**
This course covers the concepts of motion design across multiple platforms. Students are challenged to analyze and create effective animations using the entire design process, including research, preproduction, storyboarding, and production techniques. Analysis of navigation, storytelling, visual design, and message delivery inform the application of methods. The focus is on communicating ideas to the audience effectively through motion in its many forms, whether on desktops, smart phones, tablets, or kiosks.
Offered: Every year, Fall and Summer
- ICM 505. Web Technologies. 3 Credits.**
This course introduces the foundational techniques of creating web-based content. Through a series of exercises, participants learn how interactive networks are organized, where to find the information necessary to create standards-based systems, and gain elementary experience designing and building sites.
Offered: Every year, Spring and Summer
- ICM 506. Writing for Interactive Media. 3 Credits.**
Good writing skills are a necessity for professional communication in spite of the changing media landscape. In this course students create, develop and hone a distinct written voice within varied media environments. Much of professional media work involves creating a consistent voice or presence for a person, organization or company. Participants focus on how to accomplish (or enhance) this process using effective compositional techniques.
Offered: Every year, All
- ICM 508. Audio and Video Design. 3 Credits.**
This course covers the aesthetic and technical principles and practices used to create video and audio content for cross platform and device delivery. Effective storytelling and message delivery concepts are emphasized while exploring various production techniques including storyboarding, script, an introduction to audio production, cinematography, lighting, interviewing, editing, and effective media distribution.
Offered: Every year, All
- ICM 512. Principles of User Experience Design. 3 Credits.**
This course explores the ever-changing processes and methods of user experience design. The Human-Centered Design and Design Thinking process are studied through readings and hands-on projects that cover empathy, the psychology of the user, problem definition, and ideation methods.
Offered: Every year, Fall and Spring
- ICM 513. Content Strategy. 3 Credits.**
Content is critical in today's media landscape, but without a strategic plan, it can remain invisible to the audience you wish to reach. In this course, students learn the best ways to design and implement a content strategy to engage a targeted audience. They are immersed in the planning for the creation and distribution of engaging stories and information. Students become content strategy practitioners who know how to use words, pictures, video, and social and mobile media to build an audience and communicate value.
Offered: Every year, Fall and Spring
- ICM 514. Understanding Your Audience. 3 Credits.**
Usability is the study of discrepancies between expected and actual user behavior. The course introduces students to empirical user research methods such as contextual inquiry, ethnographic studies, card sorting, and cognitive walkthroughs, that provide the foundation for user-centered interaction and communications design. In addition, students conduct effective usability tests, interviews, and surveys.
Offered: Every year, Fall and Spring
- ICM 517. Ideation, Prototyping and Testing. 3 Credits.**
Ideation, prototyping and testing teaches students how to use low and high-fidelity sketching, information architecture, flowcharts, wireframes, user interface design, and functional prototypes for a variety of design problems. Through a series of creative projects, students learn various methods for each of these steps in the development of design products.
Offered: Every year, Spring and Summer
- ICM 518. Visual Storytelling. 3 Credits.**
The course provides an introduction to the concept of visual storytelling and immerses students in the theory and practice of creating and delivering visual narratives in digital environments. The course includes both the history of visual storytelling as well as contemporary approaches used in a variety of information related disciplines. Students analyze examples of work and apply that knowledge to create their own visual narratives
Offered: Every year, Fall and Spring
- ICM 522. Social Media Practice and Techniques. 3 Credits.**
The widespread use of social media in society has created a communications environment built on platforms that encourage contribution and collaboration through user-created media and interaction. This course explores the underlying concepts, development and management of social media platforms as well as the creation of effective approaches to facilitate a viable social media presence.
Offered: Every year, Fall and Spring
- ICM 524. Social Media Analytics. 3 Credits.**
This course gives students a working knowledge of the social media analytics process and analytics tools, along with their application to communications objectives within real-world situations.
Offered: Every year, Fall and Summer
- ICM 528. Content Creation. 3 Credits.**
In this course, we explore the creation of engaging content. Students are guided through the process of planning and creating a suite of related projects in the medium(s) of their choice (writing, video, audio, image making.) The focus is on the conceptual processes and practices used in developing a unique and persuasive body of work to be distributed across mediums. Areas of interest are researched and then developed into a series of related pieces.
Offered: Every year, Spring and Summer

ICM 529. Data Visualization.**3 Credits.**

This is a course in finding and telling visual stories from data. Students explore fundamental principles of data analysis and visual techniques, examine chart types and when to use them, and learn how to acquire, process and filter data. Through an understanding of data visualization best practices and audience analysis, students are able to identify and articulate what makes a successful information design. Industry-standard software tools are used to create static and interactive graphics—including charts, maps and diagrams—that make information more accessible to the intended audiences.

Offered: As needed, Fall and Summer Online**ICM 530. Independent Study.****3 Credits.**

This is an elective course offered to accommodate students who seek advanced study in an area of the discipline. The topic and scope of the course are developed by the student in consultation with a faculty adviser, subject to approval by the program director and department chair.

Offered: As needed, All**ICM 531. Graduate Internship.****3 Credits.**

This elective course provides interactive media students with the opportunity to work in a professional setting to acquire additional skills and insights into their chosen area of study. Students completing this course are required to work in a supervised environment. All internships must be approved by the graduate program director.

Offered: As needed, All**ICM 540. Interactive Communications Abroad.****3 Credits.**

This multi-section course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments, and specializations. Students conduct primary and secondary research on communications in a particular country or cross-cultural context. The topics can range from international visual arts through storytelling, global branding, and design, depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic of the course, where students will be able to expand their skills and knowledge in a new environment. An interactive communications graduate-level final project is required.

Offered: As needed**ICM 601. Master's Capstone.****3 Credits.**

Students create a professional quality web portfolio selected from the best work from their courses and experiences in the master's program. Each student is facilitated through the process of identifying and packaging works, creating a consistent message and image using the products of their research and practice.

Offered: Every year, Spring and Summer

Journalism (JRN)

JRN 100. Special Topics in Journalism.**3 Credits.**

This course is only open to high school students in the QU Academy program. The content of this course is specialized and varies by semester and by section. A variety of topics in journalism may be covered. Students should consult the course description in the schedule for details on specific offerings.

Offered: As needed**JRN 106. Multimedia Production Techniques (SPS 106).****3 Credits.**

Students learn the fundamentals of multimedia production, including the use of digital cameras and related equipment, to tell simple stories and the use of editing software to prepare them for distribution. Students learn the rudiments of video-camera use, composition and lighting, capturing audio, continuity, interviewing, voiceovers, music beds, graphics, and shooting and editing action. Students produce b-roll, features, interviews, location pieces and story packages pertaining to their concentrations or areas of interest.

Offered: Every year, All**JRN 199. Journalism Independent Study.****1-6 Credits.****JRN 200. Special Topics in Journalism.****3 Credits.**

Students engage in a detailed examination of current issues in journalism in a format that may incorporate academic research, journalistic writing and multimedia presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.

Offered: As needed**JRN 205. Photojournalism Fundamentals.****3 Credits.**

This hands-on course focuses on creating compelling, original news photography using the latest DSLR and Mirrorless cameras that journalists in the field are using today. Students learn about the basics of photography in this course and how to shape those technical skills into competent photojournalism.

Offered: Every other year, Spring**UC:** Fine Arts**JRN 260. News Writing.****3 Credits.**

This course teaches the principles and practices of news writing for digital platforms and print. Journalists must acquire skills to identify a news story and its essential elements, gather information efficiently, place it in a meaningful context, and write concise and compelling accounts. The readings, discussions, exercises and assignments for this course are designed to help students acquire such skills and understand how to utilize them wisely.

Prerequisites: Take COM 140.**Offered:** Every year, All**JRN 263. Broadcast News Writing.****3 Credits.**

Students are introduced to the fundamentals of writing for the broadcast media in a professional environment. Topics include writing for radio and television, as well as integrating sound and video into news stories. The course also provides a basic understanding of primary journalistic values such as accuracy and fairness as they apply to broadcast news.

Prerequisites: Take COM 140.**Offered:** Every year, All**JRN 275. News Reporting.****3 Credits.**

This course is focused on news reporting. Students learn how to gather, analyze and use information for journalistic stories. They learn to identify and use digital databases and resources, conduct thought-provoking interviews, and search and locate public documents in ethical and legal manners.

Prerequisites: Take JRN 260 or JRN 263.**Offered:** Every year, All

- JRN 280. The Art of the Podcast (SPS 280).** **3 Credits.**
This hands-on course explores creative audio storytelling via the podcast. Students learn how to research, write, record, edit and self-publish creative nonfiction and fictional stories that are both original, and emulate some of the most popular podcasts on the market. Special emphasis is placed on audio gathering techniques, storytelling techniques and interviewing for live and recorded shows.
Offered: As needed, Spring
- JRN 285. Mobile Journalism: The Future of News.** **3 Credits.**
News consumption on smartphones and tablets has surpassed that of desktops and newspapers, making mobile devices key to the future of news. Students examine the impact of this trend on the future of journalism, learn about the technologies necessary to produce news on these devices, critique the user experience provided by various apps and mobile websites, and produce a news app of their own. They also learn how to cover news events using mobile technology, how to produce mobile news stories and how to work in a mobile newsroom.
Prerequisites: Take COM 140.
Offered: As needed, Spring
- JRN 291. Reporting for Television I.** **3 Credits.**
Students learn the principles of producing television news packages, which they shoot and edit using HD non-linear equipment. All students cover news and sports primarily off campus. The focus is on writing, news judgment, content, interviewing, use of voice and doing stand-ups. Stories can air on the TV newscast that is broadcast live weekly.
Prerequisites: Take JRN 106 or SPS 106; and JRN 260 or JRN 263.
Offered: Every year, All
- JRN 300. Special Topics in Journalism.** **3 Credits.**
Students engage in a detailed examination of current issues in journalism in a format that may incorporate academic research, journalistic writing and multimedia presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.
Prerequisites: Take COM 140.
Offered: As needed, All
- JRN 301. Special Topics.** **4 Credits.**
Offered: As needed
- JRN 311. Reporting for Television II.** **3 Credits.**
In this course, students produce in-depth television stories. Pieces are longer to allow the student to explore issues in greater detail. Stories can air on the TV newscast that is broadcast live weekly.
Prerequisites: Take JRN 291.
Offered: As needed
- JRN 315. The Art of Journalistic Interviewing.** **3 Credits.**
Compelling stories don't just happen. They come from strong interviewing skills that tell stories people care about. Students learn how to ask questions that elicit pithy responses, emotion and expertise, using in-class and out-of-class exercises. Students also analyze and critique the interviewing styles used by professional journalists, as well as the work of their classmates.
Prerequisites: Take JRN 106 or SPS 106; and COM 140.
Offered: As needed
- JRN 325. Telling Global Stories.** **3 Credits.**
Using multimedia to gather and present facts lets journalists expand the scope of their storytelling. Students in this course examine current international journalism trends and socioeconomic and political issues specific to a developing country, learn fact-gathering techniques, and travel to that country during spring break to put into practice what they have learned. After spring break, students work on an interdisciplinary multimedia project.
Offered: As needed, Spring
- JRN 341. Sporting Culture Through Nonfiction.** **3 Credits.**
It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.
Offered: As needed, Summer Online
- JRN 343. Literary Journalism in the '60s.** **3 Credits.**
The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "The New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.
Offered: As needed, Summer Online
UC: University Curriculum Ele
- JRN 359. Journalism Elective.** **3 Credits.**
- JRN 360. Watchdog Reporting.** **3 Credits.**
In this course, students learn and practice watchdog journalism, helping to inform our communities and keeping public figures and institutions in check. Students cover in-depth news off campus, on topics such as crime, public health, politics, education and the environment. In conversations with working journalists, students learn both innovative and proven strategies for reporting. Students also work individually and in teams to publish stories and multimedia projects based on public data, documents and interviews.
Prerequisites: Take JRN 260 or JRN 263.
Offered: As needed, Spring
- JRN 361. Sports Reporting (SPS 361).** **3 Credits.**
This course introduces students to coverage of sports for the news media and includes writing game stories and sports profiles.
Prerequisites: Take JRN 260 or JRN 263.
Offered: Every year, All
- JRN 362. The Story of Football (SPS 362).** **3 Credits.**
This course traces the historical trajectory of American football and the coaches, players and media portrayals that transformed the game from a 19th-century collegiate test of manliness to what it is today: a spectator sport of immense appeal whose popularity endures despite more than a century of concerns over the game's debilitating and sometimes lethal violence.
Offered: Every year, Fall

- JRN 364. Sports Broadcasting.** **3 Credits.**
This course introduces students to the concepts and content of what makes a good sports broadcaster. Aspects of sports broadcasting, both from inside the studio and outside on the field of play are explored. Students will learn and take on all the roles involved in sports broadcasting: that of a studio host, play by play, analyst, sideline reporter, interviewer and more.
Prerequisites: Take JRN 263
Offered: Every year, All
- JRN 365. Effective Editing.** **3 Credits.**
Students learn the basics of editing online text, magazines and newspapers, with an emphasis on copyediting, headline writing, composition and story packaging.
Prerequisites: Take JRN 275.
Offered: As needed
- JRN 372. Entrepreneurial Media (The MIC Project).** **3 Credits.**
This course addresses the fiscal and distribution challenges faced by journalists and media professionals and empowers student teams to construct sustainable business models. Students experiment with the latest technology, exchange ideas with some of the industry's most prominent thinkers and developers, and create content or products for viable media business ventures. Open to all School of Communications students.
Prerequisites: Take COM 140
Offered: Every year, Fall
- JRN 375. Cultural and Entertainment Journalism.** **3 Credits.**
Students learn how to write about arts and culture by reporting on local events and developing a theoretical framework for cultural reviewing. Topics include television, music, theater and film. In addition to hands-on reporting assignments, coursework includes readings, screenings and fieldwork.
Prerequisites: Take COM 140 or permission of instructor.
Offered: Every other year, Fall
- JRN 380. Fundamentals of Digital Journalism.** **3 Credits.**
This course covers the principles and practices associated with researching and producing stories for digital media. Students are required to produce stories that include textual, audio, video and interactive elements.
Prerequisites: Take JRN 106 or SPS 106; and JRN 260 or JRN 263.
Offered: Every year, All
- JRN 388. Business Reporting: Following the money.** **3 Credits.**
Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.
Offered: Every other year, Spring
- JRN 395. Broadcast Performance.** **3 Credits.**
This course explores the variety of skills required to communicate effectively through broadcasting. Students learn and practice on-air presentation techniques for effective delivery and interpretation. The course focuses on voice, voice control and the phrasing interpretation of copy and body language. Study focuses on performance techniques, creativity, writing and analytical skills needed to communicate effectively. Open to broadcast and print students.
Prerequisites: Take JRN 106 or SPS 106; and JRN 263.
Offered: As needed
- JRN 399. Journalism Independent Study.** **3 Credits.**
- JRN 400. Special Topics in Journalism.** **3 Credits.**
Students should consult the School of Communications course bulletin for information regarding each semester's offerings.
Offered: As needed
- JRN 450. Senior Seminar.** **3 Credits.**
This seminar entails an in-depth examination of issues and research perspectives in journalism. Seminar titles vary each term and may include topics such as ethics in journalism, diversity in the newsroom, and international journalism practices. Students should consult the School of Communications course bulletin for information about each semester's offerings.
Offered: Every year, All
- JRN 470. Narrative Journalism.** **3 Credits.**
Students in this class learn to report and write long-form articles suitable for publication in online and print magazines. Over a series of major writing assignments, students apply their research and interviewing skills to produce exhaustively reported and elegantly written articles. Topics in the course include: lead writing, article structure, interviewing, the use of statistics and the application of narrative techniques to journalistic writing.
Prerequisites: Take JRN 275.
Offered: As needed
- JRN 480. Advanced Digital Journalism.** **3 Credits.**
Many newsrooms now combine multiple types of media to immerse readers and make complex stories more digestible. This course covers the reporting and production skills needed to build many of these new forms, including interactive graphics and maps, and advanced audio and video projects. Students also study past and present interactive journalism projects and meet with some of the professionals who designed them.
Prerequisites: Take JRN 380.
Offered: As needed
- JRN 488. The International Money Trail.** **3 Credits.**
Business and investment, regulation and corruption, fraud and philanthropy are often global, making students who can track money across borders especially valuable. This course is designed to teach journalists, financiers, investigators, and strategic communicators to use financial analysis and digging skills on the international money trail. This course builds on JRN 388 and serves as the capstone for the minor in Financial Communications and Business Journalism.
Prerequisites: Take JRN 388;
Offered: As needed, All
- JRN 495. Advanced Reporting.** **3 Credits.**
This course stresses individual enterprise reporting, in which students plan, report, write and produce stories suitable for print or multimedia that demonstrate their command of skills acquired during the course of study. Emphasis is placed on the role of the professional journalist as an ethical practitioner who represents and reflects the wider public in its economic, ethnic and racial diversity.
Prerequisites: Take JRN 380.
Offered: As needed
- JRN 496. The QNN Newscast.** **3 Credits.**
In this course students act as producers, news and sports reporters, writers, editors and anchors as they put on a live weekly newscast. Newscasts are recorded and critiqued for student portfolios.
Prerequisites: Take JRN 291.
Offered: Every year, All

- JRN 498. Journalism Capstone. 4 Credits.**
In this capstone course for the journalism major, students work on long, in-depth pieces of journalism across platforms. The stories include numerical or statistical information, multiple interviews from a variety of diverse sources, and show the students' command of the techniques used to produce and present news in print, broadcast and digital environments. Senior status required.
Offered: Every year, All
- JRN 499. Independent Study. 1-6 Credits.**
- JRN 500. Special Topics in Journalism. 3 Credits.**
This course consists of seminar-based classes that consider emerging areas of scholarly research or industry developments in journalism, with a particular focus on how a specific research activity or industry development illustrates issues regarding economic, gender and social groups.
Offered: As needed
- JRN 501. Reporting and Fact-Checking. 3 Credits.**
Students are introduced to the basic practices and tools of journalism, which include interviewing, identifying and accessing public documents, writing leads and constructing organized, balanced stories.
Offered: Every year, Fall
- JRN 504. Digital Essentials. 3 Credits.**
The capacity to gather information and report the news remains at the core of the journalism profession. This course focuses on the fundamentals of news writing while also engaging students in emerging social media and other tools to present comprehensive news stories to all audiences.
Offered: Every year, Spring
- JRN 521. Audio Storytelling. 3 Credits.**
Writing for the ear requires skills in preparing scripts, natural sound and audio recording and editing. This course prepares students to compose stories for radio news and podcasts, with a focus on developing the style of conversational broadcast writing common to National Public Radio.
Offered: Every year, Fall
- JRN 524. TV Reporting. 3 Credits.**
Visual news stories as broadcast by networks, affiliates and cable news channels and in evolving digital formats require skills in both storytelling and technology for shooting and editing video. This course covers the essentials of shooting video, editing and field reporting and producing.
Offered: Every year, Fall
- JRN 528. Data Journalism. 3 Credits.**
Information graphics are now an integral component of news, conveying big data into readily understood formats such as diagrams and charts. This course teaches students how to visually organize information and apply it to news stories for broadcast or online presentation.
Offered: As needed
- JRN 530. Independent Study (ICM530). 3 Credits.**
This is a special course offered to accommodate students who seek advanced practical training or advanced research in an area not directly included in the curriculum. The topic and scope of the course is developed by the student in consultation with a faculty adviser, subject to approval by the dean.
Offered: Every year, All
- JRN 531. Graduate Internship. 3 Credits.**
Experience in association with working professionals is essential to securing career opportunities. Students completing an elective internship to secure such experience are required to work in a supervised environment, approved by the graduate program director.
Offered: Every year, All
- JRN 541. Sporting Culture Through Nonfiction. 3 Credits.**
It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.
Offered: Every year, Summer Online
- JRN 543. Literary Journalism in the '60s. 3 Credits.**
The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "the New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.
Offered: Every year, Summer Online
- JRN 545. TV Production. 3 Credits.**
This course introduces students to the technical production skills that go into a daily news telecast. Newsroom organization, story development (from idea to the air) and the principles and practices of professional producers are studied.
Offered: Every year, Fall
- JRN 546. Digital News Production. 3 Credits.**
This course explores topics related to social media, such as the viral video clip from a Tweet or the verified source through social media. Students learn the skills, tools and best practices of digital and video content production, as well as social coordination in the news arena. They also explore logistical and ethical concerns in the social medium.
Offered: Every year, Spring
- JRN 552. Media Law and Ethics. 3 Credits.**
A thorough knowledge of laws and ethical behavior is essential to the professional practice of journalism. As such, this course covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues.
Offered: Every year, Spring
- JRN 562. Sports Law and Ethics. 3 Credits.**
Federal antitrust law and regulations show that college and professional sports are treated as special components of American culture. This course examines the legal structure that grants special privileges to sports and to the ethical challenges sports journalists confront in going beyond the games to find the story.
Offered: Every year, Spring
- JRN 563. Sports Analytics. 3 Credits.**
Deciphering the volumes of data produced by high school, college and professional sports teams is an essential part of sports reporting. This course introduces students to the ever-growing volumes of statistics across major sports and shows how to transform such data into useful information.
Offered: Every year, Spring

JRN 564. Presenting and Producing Radio Sports. 3 Credits.

Radio remains an essential and effective medium for listening to games and for engaging the audience with live talk shows that discuss teams, players, sports and the action of the competition. This course presents students with the principles and practices of radio sports.

Offered: Every year, Fall

JRN 565. Presenting and Producing Television Sports: Remote. 3 Credits.

Students in this course write, produce and distribute a 30-minute sports program for broadcast featuring stories that illustrate intriguing and inspiring stories of a Division I college athletic department. Every student engages in shooting, editing, writing, interviewing, presenting and distributing the final product. Additionally, students originate and perform local and national style sports highlight segments along with live in-depth interviews.

Offered: Every year, Spring

JRN 566. Presenting and Producing Television Sports: Studio. 3 Credits.

Pre-game, post-game and intermission reports are among the most important aspects of televised sports, as each reveals and promotes the storylines through which games are covered. This course introduces students to the concepts and content behind the production of studio shows.

Offered: Every year, Fall

JRN 572. Researching and Writing the News Documentary. 3 Credits.

The complexities of producing the news documentary range from finding the right story to pursue to uncovering the proper visuals to help tell it. This course provides students with the skills to research, write, and produce visual nonfiction, long-form projects rooted in history or current events.

Offered: As needed

JRN 573. Sports Literature. 3 Credits.

Sports serve as a critical metaphor for American life in nonfiction works such as "Friday Night Lights," in novels such as "End Zone," in plays such as "Death of a Salesman" and in films such as "Raging Bull." This course examines why sports are prominent in cultural works that attempt to reveal the meaning of America.

Offered: As needed

JRN 574. Crafting the Sports Feature. 3 Credits.

Feature writers capture athletes when they are most noble, frail or otherwise vulnerable or heroic. They also capture the moment when a game means more than that. This course teaches students to apply creative vitality to their ideas and writing on sports outside of game stories.

Offered: Every year, Fall

JRN 588. Business Reporting: Following the Money. 3 Credits.

Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.

Offered: Every other year, Spring

JRN 589. Critical Issues in Sports. 3 Credits.

From health concerns to labor conflicts, the workaday world often intrudes on the bubble that protects the mythology of sport. Through reason, analysis and writing, students interact with vital issues that emerge from the seemingly routine day-to-day coverage of games.

Offered: Every year, Spring

JRN 595. Sports Clinical. 3 Credits.

Students completing the sports journalism program must participate in the Sports Clinical. This course focuses on advanced broadcast, multimedia, documentary and long-form reporting and to deepen the experience and training in a given area of specialization in terms of platform and subject matter.

Offered: Every year, Spring

JRN 600. Capstone Proposal. 3 Credits.

Students completing the journalism program conduct research and do preliminary reporting to write a capstone project proposal based on their area of inquiry. The faculty adviser and graduate program director must approve the topic. This course is graded on a pass/fail basis.

Offered: Every year, All

JRN 601. Capstone Project. 3 Credits.

Students completing the journalism program must complete a capstone project. Under the guidance of their faculty adviser, students create an original, in-depth, professional-quality journalism project. This course is graded on a pass/fail basis.

Offered: Every year, All

Media Studies (MSS)

MSS 119. Sign Language Workshop. 1 Credit.

The course presents an introduction to basic sign language, its basic vocabulary, sentence structure and grammar. Students gain practice in reading and execution of signs.

Offered: As needed

MSS 131. Media Innovators. 3 Credits.

This course examines how media companies develop and refine media products and platforms. Learners examine how media companies anticipate and/or respond to different cultural, technological, and economic structures that create constraints and leave open the possibilities for media practitioners. Using a case study approach, the course explores how decision-makers have adapted to the dynamic media marketplace, the types of data they solicit, and the ways in which they confront the risks associated with creating and distributing media products. This course replaces MSS231; students may not receive credit for both.

Offered: Every year

MSS 139. Mass Comm Elective. 3 Credits.

Offered: Every year, All

MSS 220. Media, History and Memory. 3 Credits.

This course examines the relationship between media, history and memory, focusing on the role various media play in shaping both individual and collective memories of historical figures, events and eras. Students are introduced to historical research methods and evaluate a variety of archival media texts, including photographs, newspaper and magazine articles, newsreels, movies, TV shows and audio recordings. In the major course project, students interview a family or community member about a particular historical event. The resulting essay analyzes the connections between individual memory, collective memory, and the media's influence on both.

Prerequisites: Take EN 102 or EN 103H

Offered: Every year, Fall and Spring

UC: Humanities

- MSS 231. Media and Society. 3 Credits.**
The objectives for this course are twofold: to foster an understanding of the social context within which media professionals work and to provide an environment in which students develop analytical skills required for effective and ethical participation in our media-saturated culture as citizens and potential media professionals. Students create a mock proposal for a media project in which they address how different cultural, political, economic and technological structures create constraints and leave open the possibilities for media practitioners, users and audiences. They also work in teams to critique contemporary social media issues.
Prerequisites: Take COM 120.
Offered: Every year, Spring
- MSS 300. Special Topics. 3 Credits.**
Topics vary each semester depending on faculty and student interests.
Offered: As needed
- MSS 311. Diversity in the Media (WGS 311). 3 Credits.**
This course examines the role of media in the construction of social categories such as gender, race, class and sexual orientation. Students learn about the media as one of a number of social institutions—including religion, education and family—that influence our understanding of cultural difference. The course presents a variety of perspectives that address diversity in relation to both print and electronic media, emphasizing popular culture. Media diversity issues are analyzed in relation to ownership, representation, audience reception and the media workforce. Junior status required.
Prerequisites: Take WGS 101 or COM 120.
Offered: Every other year
- MSS 320. Communication Technologies: Evolution and Impact. 3 Credits.**
This course explores the rapid spread of technology in the 21st century. Students examine the development, diffusion, and cultural impact of older technologies (e.g. the telephone, radio, television) for lessons that can be applied to more recent technological developments (e.g. the smartphone, streaming media, and social media). This blueprint is then used to predict, evaluate, and critique emerging technologies and the effects that they may have on culture, politics, economics, and everyday life in the next 10-20 years.
Prerequisites: Take COM 120.
Offered: As needed
- MSS 332. Media Research Methods. 3 Credits.**
The course introduces students to a variety of media research methods through readings and hands-on exercises. Goals include helping students become knowledgeable and critical readers of media-related research produced in both industry and academic settings, and teaching students fundamental aspects of conducting media research and leading-edge strategies for effectively communicating research findings. Students perform original research using techniques including interviews, focus groups, content analysis and surveys. They also learn about statistics, social media tracking and research ethics. Junior status required.
Prerequisites: Take COM 120, MSS 131 or MSS 231.
Offered: Every year, Fall
- MSS 340. Communications Law and Policy. 3 Credits.**
This course helps students to develop an awareness and understanding of laws, regulations and professional standards of practice that apply to the work of communications practitioners. Attention is given to First Amendment guarantees, libel, privacy, journalist's privilege, copyright, media and advertising regulation. Selected cases are highlighted as examples of opinions handed down by state and federal courts. Junior status is required.
Prerequisites: Take MSS 131 or MSS 231 or STC 101 or STC 102.
Offered: Every year, Fall and Spring
- MSS 345. Media Users and Audiences (WGS 345). 3 Credits.**
This course considers popular, institutional and academic perspectives on media users and audiences in the U.S. and abroad. Students develop an understanding of how people choose and interpret media content, how marketers and media producers perceive audiences, popular assumptions about media effects on audiences and how social media use blurs boundaries between audiences and producers. Students develop and apply critical thinking and written and oral communication skills in assignments that address contemporary debates surrounding audiences and media users, including an in-depth analysis of fan cultures.
Prerequisites: Take EN 102 or EN 103H; and COM 120 or WGS 101.
Offered: Every year
- MSS 346. Global Communication. 3 Credits.**
The course analyzes the roles information media and popular culture play in modern debates about political power, global economy and cultural identity. The relative influences of different communication technologies in relationships among global, transnational and local cultures also are examined.
Prerequisites: Take COM 120.
Offered: Every other year
- MSS 349. Political Communication (PO 349). 3 Credits.**
This course explores the relationship between media and politics in the U.S. Students learn about the history of political communication, the role of image-making and image-management in political communication, the impact of the media on public policy, and the current state of our mediated political culture. In the major course project, student teams develop a comprehensive campaign communication strategy for a political candidate.
Prerequisites: Take COM 120 or PO 101.
Offered: Every other year
- MSS 400. Special Topics. 3 Credits.**
Topics vary each semester depending on faculty and student interests.
Offered: As needed, Fall and Spring
- MSS 420. Sports, Media and Society (SPS 420). 3 Credits.**
This course examines the social, political, economic and historical significance of the intersection of sports, media and society. Participants examine such questions as: What role have sports played in shaping cultures throughout history? What is the relationship between sports and media? How do sports, through the media, influence U.S. culture today? What is the role of sports media professionals in U.S. culture? Junior status required.
Prerequisites: Take COM 120 or SPS 101.
Offered: Every year, Spring
- MSS 441. Celebrity Culture. 3 Credits.**
This seminar explores modern communication networks through the lens of celebrity. Through a variety of readings and videos, including pieces using media effects and cultural studies approaches, the course addresses the following questions: How, and by whom, is the idea of celebrity shaped? What cultural meanings are conveyed by celebrity? How does celebrity change the way we think about important social issues? What is the impact of celebrity on the industry? How is the concept of celebrity shifting? And just why are we so fascinated by celebrity? The final course project involves creating a plan for a celebrity to rehabilitate/reshape their public image.
Prerequisites: Take MSS 131 or MSS 231.
Offered: Every other year

MSS 442. Media Critics and Influencers. 3 Credits.

In this course, students learn what it takes to be a professional media critic and/or a social media influencer. Students analyze and produce criticism of TV, movies, music, apps, games, etc. and study what makes today's top social media influencers so successful. Students examine some of the best practices in popular media criticism/influence while developing their own voices. They also learn to produce content aimed at engaging their target audience. In their final project, students create their own blog, vlog, or podcast.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 443. Crime, Media and Culture. 3 Credits.

This course examines the role of industrialized media in the social construction of crime, criminals, victims, social order, and deviance. We also consider why crime is represented so frequently in a variety of mainstream media genres, including news, docudramas, video games, popular music, and fictional dramas in both television and film. The course also discusses ways in which social media and digital surveillance technologies have been harnessed in relation to crime. Central themes of the course include theoretical debates related to media effects and critical media consumers, as well as how crime narratives can either demonize or glamorize segments of society.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 444. Popular Music. 3 Credits.

Despite its salience as a mass medium, popular music remains understudied in the discipline of media studies. Therefore, in order to provide students with a better understanding of popular music, this seminar involves the following: critically listening to and writing about popular music; considering music's role in identity (class, gender and sexuality, racial and ethnic, etc.) formation; examining the influence of media and technology on popular music; and understanding the music industry.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 450. Senior Seminar. 3 Credits.

This seminar includes an in-depth examination of issues and research perspectives in media studies. Topics vary each term, focusing on the different media and current literature in the field. Senior status required.

Offered: Every year, Fall and Spring

MSS 491. Research Project. 3 Credits.

Students conduct an in-depth research project under faculty supervision.

Prerequisites: Take MSS 332.

Offered: As needed

MSS 495. Media Trend Forecasting and Strategy. 3 Credits.

In this media studies capstone course, students analyze the various forces impacting media industries, professionals, and users, tracking current trends and forecasting future influences. Students study the issues facing media producers/users and strategize creative responses to the challenges of operating in an ever-changing media environment, applying critical thinking, research and creative problem-solving skills to real-world situations in their capstone project, a Media Consultant Report. Students also are expected to demonstrate professional oral and written communication skills in their final project and a weekly Media Trends blog. Senior status required.

Prerequisites: Take MSS 131 or MSS 231; and MSS 332 or STC 332

Offered: Every year, Spring

MSS 499. Independent Study. 1-6 Credits.

Students may arrange to do an in-depth study of a topic under faculty supervision.

Offered: As needed

Strategic Communication (STC)

STC 101. Principles of Public Relations. 3 Credits.

This course traces the development of the public relations discipline and examines the role of public relations in organizations and society. Students are introduced to the role that public relations plays in communicating to individuals, groups and society at large. Basic public relations principles and theories are examined. Students are introduced to critical thinking and reasoning concepts as well as the various professional roles in the field.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

STC 102. Principles of Advertising and Integrated Communications. 3 Credits.

Principles of Advertising and Integrated Communication is an introductory course that provides a comprehensive overview of the practices of advertising and integrated communication (ADIC) as they are used by organizations to maximize the impact of unified messages and promotions on consumers and other stakeholders. The course is designed to introduce students to contemporary issues and practices as well as to analyze ethical considerations involved in the basic principles within the communications campaign planning process.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

STC 201. Writing for Strategic Communications. 3 Credits.

Written communication is central to most public relations careers. Clear and persuasive writing is one of the tools used in public relations to convey clients' messages to target publics. This writing-intensive course introduces students to the world of professional public relations writing. Topics include press releases and other print tactics, online content and social media. Students are involved in both in-class and out-of-class assignments.

Prerequisites: Take STC 101 or STC 102; and COM 140.

Offered: Every year, Fall and Spring

STC 215. Web, Mobile and Interactive Design. 3 Credits.

Students learn how to create desktop and mobile multimedia elements using web development software, HTML5, CSS3 and simple scripting. Students design projects that include functional websites, animated content and interactive experiences.

Prerequisites: Take COM 130 and JRN 106 or FTM 110.

Offered: Every year, Fall and Spring

STC 309. Public Diplomacy. 3 Credits.

This course examines concepts, issues and practices in public diplomacy, or the management of a nation's communications and relationships with foreign publics who have the ability to affect national and international interests. Students examine theoretical and practical aspects of public diplomacy, looking closely at the purpose and value of public diplomacy in governments and other institutions, the roles and responsibilities of public diplomacy specialists, and principles of strategic practices. Students apply what they have learned in the development of public diplomacy materials.

Prerequisites: Take STC 101.

Offered: Every year, Spring

UC: Breadth Elective

- STC 311. Sports Public Relations (SPS 311). 3 Credits.**
This class is a comprehensive review of sports management and sports event planning. Students examine such topics as strategic planning, budgeting and time management.
Offered: Every year, Spring
- STC 320. Strategies for Social Media. 3 Credits.**
This course addresses the impact of social and mobile media in an integrated profession. It focuses on strategically using social media to conduct research and monitor issues, to develop, implement and evaluate the success of public relations, advertising and integrated communication efforts. The course emphasizes strategic usage of such social media tools as social networks, social bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile media and geolocation apps.
Prerequisites: Take STC 201.
Offered: Every year, Fall and Spring
- STC 332. Communication Research and Analysis. 3 Credits.**
Quantitative reasoning is expected of today's strategic communication professional, and this course presents an exploration of both quantitative and qualitative research methods. Students learn how to use principles of scientific research and data analysis to establish, monitor and evaluate communication efforts.
Prerequisites: Take STC 101 or STC 102.
Offered: Every year, Fall and Spring
- STC 335. Media Systems and Planning. 3 Credits.**
In this course, students learn about traditional as well as new and emerging technologies, with particular emphasis on their strengths and weaknesses as message carriers. Discussions include an overview of commonly used metrics and sources of data in the advertising and communications industries. Students then use this knowledge to plan and budget for integrated communication plans that capitalize on paid, earned and owned outlets.
Prerequisites: Take STC 332.
Offered: Every year, Spring
- STC 341. Corporate Public Relations. 3 Credits.**
This course provides students with the knowledge and skills required for positions in the corporate sector. Topics include media relations, employee communication, community relations, investor relations and crisis communication. Students hone their written communication and critical thinking skills in this class.
Prerequisites: Take STC 201.
Offered: As needed
- STC 343. Nonprofit Public Relations. 3 Credits.**
This course is designed for students who are interested in nonprofit public relations practice. Nonprofit practitioners help organizations manage their relationships by using many types of communication. This class helps students hone the skills that enable them to prosper as nonprofit public relations professionals. Written communication skills, along with other skills, are stressed.
Prerequisites: Take STC 201.
Offered: As needed
- STC 344. Global Strategic Communications Management. 3 Credits.**
This course is designed to explore the global reach of strategic communication, its challenges, opportunities and worldwide development. It examines how various communication disciplines such as advertising, integrated marketing communication and public relations work together in various cultures, and geopolitical and socio-economic systems. Students explore strategic communication practices from a cosmopolitan perspective while focusing on understanding global, national and local audiences in order to create an integrated strategic communication plan that strengthens brand images.
Prerequisites: Take STC 101 or STC 102.
Offered: As needed
- STC 345. Investor Relations. 3 Credits.**
This course is designed for students who may wish to enter the field of investor relations. Students are introduced to the main activities carried out by investor relations professionals and to concepts such as finance and accounting.
Prerequisites: Take STC 201.
Offered: As needed
- STC 346. Strategic Health Communication. 3 Credits.**
The course presents a social scientific exploration of the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Participants examine theories of health behavior change and media effects. Health is discussed from an ecological perspective, considering how various social structures impact community and individual health and cultural differences regarding health. Students consider examples of mediated health campaigns and research evaluating their effectiveness. They examine the interplay among theory, research and practice, with a special emphasis on how theory informs practice.
Prerequisites: Take STC 201.
Offered: As needed
- STC 348. Public Relations Event Planning. 3 Credits.**
This course emphasizes the fundamentals of event planning, from developing the event, choosing a site and activities, promoting the event, accommodating the audience, coordinating volunteers, overseeing a safe event environment, and assessing the event after completion. At the end of the course, based upon the readings and real-life application, the student should be able to appreciate and understand how to plan a first-rate event, regardless of the client, theme or environment.
Prerequisites: Take STC 201.
Offered: As needed
- STC 349. Media Relations. 3 Credits.**
This course gives students an understanding of the priorities and expectations of various types of contemporary media and how to successfully engage them through research-based strategies and tactics designed to reach key audiences. At the conclusion of the course, students should be well-practiced in various forms of working with journalists and the public via multiple media.
Prerequisites: Take STC 201.
Offered: As needed
- STC 400. Special Topics. 3 Credits.**
The content of this course is specialized and varies from semester to semester. Students may inquire at the School of Communications front desk to learn more about the topic being offered.
Prerequisites: Take STC 201.
Offered: As needed

- STC 401. Bateman Competition Research. 1-3 Credits.**
This course is designed to prepare students for advanced public relations problem-solving, the development of strategic public relations plans and the execution of a comprehensive public relations program. Students develop and implement a public relations program based on the four-step public relations process by competing in the national Public Relations Student Society of America Bateman Case Study Competition.
Prerequisites: Take STC 201 and permission of instructor.
Offered: As needed
- STC 402. Bateman Competition Campaigns. 2 Credits.**
Prerequisites: Take STC 332, STC 401.
Offered: As needed
- STC 405. The Agency. 3 Credits.**
The Agency is a student-run, interdisciplinary firm in which students produce professional work under the direction of faculty. Specializing in Public Relations, Graphic and Interactive Design, and Advertising and Integrated Communications, students collaborate on teams to manage and produce visual, written and digital work for a variety of clients in the communications field. Students apply different research methodologies, tools and techniques, and tactics to achieve desired strategic outcomes and present their projects to clients. Course is repeatable with permission of instructor.
Offered: Every year, Fall and Spring
- STC 410. Branding Strategies. 3 Credits.**
In this course, students consider how brands work and examine them as the guiding forces for integrated communication campaigns. Students identify the common characteristics of successful brands and explore the tools and techniques that are used to build brand equity.
Prerequisites: Take STC 332.
Offered: Every year, Fall
- STC 450. Crisis Communication Management. 3 Credits.**
This senior seminar for public relations majors is focused on crisis management. The course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Senior-level students in STC 450 apply skills they have learned throughout the program to crisis case studies. Students are called on to demonstrate oral and written communication skills along with proficiencies in such areas as critical thinking, reasoning and creative thinking.
Prerequisites: Take STC 332.
Offered: Every year, Fall and Spring
- STC 485. Advertising and Integrated Communications Campaigns. 3 Credits.**
This course is the capstone course in the advertising sequence. It utilizes a team-based, project-driven approach to advertising with real-life clients. Each team engages in the conception, research, planning and execution of a unique advertising campaign for an entire semester. Students learn to work within client guidelines, strategic creative and media planning, budgetary considerations and post-campaign analysis. In this capstone experience, students develop a full-scale integrated communications campaign, including conducting secondary and primary research, strategic planning and the production of associated creative deliverables. Students also gain experience in pitching to clients and evaluating the success and impact of the campaign.
Prerequisites: Take STC 201, STC 332.
Offered: Every year, Spring
- STC 495. Public Relations Campaigns. 3 Credits.**
STC495 is the capstone course for students preparing for a career in public relations. Students develop the mindset of a strategic communicator through case analyses, problem-solving exercises, and completion of a signature work. Attention is focused on the public relations planning process and student teams develop strategic public relations plans for actual clients. Writing, research and presentation skills are expected.
Prerequisites: Take STC 101, STC 201, STC 332.
Offered: Every year, Fall and Spring
- STC 499. Public Relations Ind Study. 1-6 Credits.**
Offered: As needed
- STC 501. Principles and Theories of Public Relations. 3 Credits.**
Students are introduced to the growing body of knowledge in the discipline and gain expertise that contributes to professional competence in public relations. Students examine the function of public relations in organizations and society, review contemporary and historical roles of public relations professionals and explore the practice of public relations in various public and private settings. Students also learn the latest theoretical approaches to public relations and apply these approaches to contemporary public relations management practices.
Offered: Every year, Fall
- STC 502. Public Relations Research Methods. 3 Credits.**
This course examines the applied use of research in public relations program development. Students learn methodologies appropriate for conducting secondary analyses and primary research. Both quantitative and qualitative methods are addressed, such as secondary analysis, content analysis, survey research, focus groups, participant observation, case study and experimentation.
Offered: Every year, Fall
- STC 504. Law and Ethics in Public Relations. 3 Credits.**
Students become familiar with legal and industry standards for legally and ethically practicing public relations. The course aims to instill an appreciation for freedom of expression and the First Amendment; to impart a functional understanding of legal rules and principles relevant to public relations practice in the U.S.; to enhance students' ability to identify the moral and ethical dimensions of issues that arise in public relations practice; and to develop analytical and critical thinking skills that encourage students to make and justify ethical decisions.
Offered: Every year, Fall
- STC 505. Public Relations Writing. 3 Credits.**
This course helps students develop professional-quality public relations writing skills. Students prepare a variety of public relations materials, such as news releases and other media materials; copy for internal magazines, reports, newsletters, brochures, institutional/advocacy advertising; video/audio scripts; web site copy; and speeches. Upon completion of this course, students have a professional portfolio of public relations writing samples.
Offered: Every year, Spring
- STC 506. Public Relations Management. 3 Credits.**
This course focuses on the business management aspects of public relations, such as policy formation, project direction, resource management, client relations, budgeting and counseling. Special emphasis is placed on public relations' contribution to an institution's mission and effectiveness.
Offered: Every year, Spring

STC 507. Strategic Planning in Public Relations. 3 Credits.

This course familiarizes students with the public relations strategic planning process. Students examine contemporary case studies that demonstrate the public relations planning process and apply what they have learned to the development and presentation of a public relations campaign plan for a client.

Prerequisites: Take STC 501.

Offered: As needed

STC 510. Crisis Management. 3 Credits.

This course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Students are required to read and discuss selected articles from the crisis management literature, research and develop case studies of contemporary crises, and participate in simulations designed to develop professional expertise and practical skills in crisis management, including the management of information, management of public communication, strategic planning, problem solving, message production and issues management.

Offered: As needed

STC 511. Global Strategy. 3 Credits.

This course examines concepts, issues and practices in international public relations across the borders and focuses on the challenges, opportunities, and the worldwide development of public relations. The course aims to inform you about the variables that affect public relations practice in the international realm and assist you in understanding of other countries' domestic public relations given the various cultures, geopolitical and socio-economic systems. Participants look closely at how governments, corporations, multinationals and nongovernmental organizations employ international public relations strategies around the world. Students also examine similarities between international public relations and public diplomacy and the effects of international public relations on images of nations.

Offered: As needed

STC 512. Investor Relations. 3 Credits.

Students study the function of investor relations in corporations and examine the role of investor relations specialists charged with communicating financial information about companies to the financial media, SEC, financial analysts, shareholders and others in the financial community. Students learn how to integrate finance, communication, marketing and securities law compliance in efforts to maximize shareholder wealth.

Offered: As needed

STC 513. Health and Strategic Communications. 3 Credits.

In this course, students are exposed to the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Issues to be discussed include, but are not limited to: history and current challenges of the health communication field; health campaign creation, implementation and evaluation; cultural issues related to health behavior change campaigns; translational research; traditional and social media training for health care professionals; and perspectives of media influence on health attitudes, norms and behaviors.

Offered: As needed

STC 514. Social and Mobile Media. 3 Credits.

This course addresses the impact of social and mobile media on public relations. It focuses on conducting public relations campaigns online and responding to public relations issues via such tools as social networking and bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile and location-based applications.

Offered: As needed

STC 515. Special Topics in Public Relations. 3 Credits.

This course examines a specific topic or issue in public relations theory and practice. Topics might focus on specific practice areas such as sports public relations, employee relations, political public relations, public diplomacy, nonprofit public relations, or on industry issues and trends, such as the uses and impact of new technologies, professional ethics and corporate social responsibility or the integration of communication practices.

Offered: As needed

STC 516. Branding Strategies. 3 Credits.

This course explores strategies used by planners, communicators, managers and consultants to create, develop, nurture, maintain and reenergize brands. This course helps students understand the main idea of branding: developing, defending and growing brands for companies, agencies or nonprofits. It explores the essential elements of branding, including target audiences and segmentation, brand benefits, brand personality, differentiation and key brand equities. It also surveys conceptual approaches for the diagnosis of brand growth opportunities and for planning integrated brand communications.

Offered: As needed

STC 517. Strategic Communication for Health Professionals. 3 Credits.

In this course, graduate students are exposed to the field of strategic health communication. In particular, students are asked to consider the role of health communication messages in internal, organizational settings, as well as outward-facing messages. Unique to this graduate-level strategic communication course, the students are expected to have minimal to no experience in the field of strategic communication. Instead, the overview of the field provided through this course seeks to encourage understanding of how the theories, practices and evaluations of health communication should be incorporated within their areas of health expertise.

Offered: As needed

STC 518. Measurement and Evaluation. 3 Credits.

This course focuses on the development of knowledge and skills to ensure that students are able to use data to make business decisions. Students consider key concerns of measurement to determine if measurement tools are effective and appropriate for a project's goals, as well as how to make sense of data to measure success of a project and how to display findings for various audiences. The course is focused on the principles and process of utilizing research to best serve your client's or organization's goals. Main topics for the course include measurement development and refinement, online data analytics, audience segmentation, data interpretation and data visualization.

Offered: Every year, Fall and Spring

STC 519. Strategic Public Relations and Reputation Management.**3 Credits.**

The focus of this course is reputation management and its importance to business success. Students analyze the function of corporate communications and examine a range of topics including organizational identity, image and reputation; issues and crisis management; institutional ethics and corporate social responsibility; strategic public relations planning; integrated marketing communication; public relations theories and best practices; and global public engagement. The class also explores specialty public relations practice areas such as media relations, investor relations, employee relations and government relations. Class discussions, case studies, in-class exercises, team projects and essay exams help students improve their critical thinking and reasoning skills, develop research and strategic planning skills and increase diversity awareness and sensitivities that are important to professional and business success.

Offered: As needed**STC 520. Sports Public Relations.****3 Credits.**

This class is a comprehensive review of sports event planning and management. Students examine such topics as strategic planning, budgeting and time management.

Offered: As needed**STC 521. Corporate Public Relations.****3 Credits.**

This course provides students with the knowledge and skills required for positions in the corporate sector. Topics include media relations, employee communication, community relations, investor relations, and crisis communication. Students hone their written communication and critical thinking skills in this class.

Offered: As needed**STC 522. Nonprofit Public Relations.****3 Credits.**

This course is appropriate for students who want to learn how to develop and implement comprehensive public relations campaigns for nonprofit organizations. It highlights the structures and nuances of the various types of NPOs and examines case studies and present-day scenarios. The course requires the development of a public relations campaign, and culminates in crafting a case study assessing the effectiveness of an assigned NPO's public relations campaign.

Offered: As needed**STC 523. Media Systems and Planning.****3 Credits.**

In this course, students learn about traditional as well as new and emerging technologies, with particular emphasis on their strengths and weaknesses as message carriers. Discussions include an overview of commonly used metrics and sources of data in the advertising and communications industries. Students then use this knowledge to plan and budget for integrated communication plans that capitalize on paid, earned and owned outlets.

Offered: As needed**STC 525. Financial Communications and Business.****3 Credits.**

This course provides students with a holistic view of public relations and corporate communications management, as well as strategic planning for organizational change and growth. It covers various styles and functions of management and leadership theory and introduces key principles of marketing, branding, risk management, ethics, and finance. Throughout the course, students develop the ability to work between crucial agency organizational departments.

Offered: As needed**STC 531. Graduate Internship in Public Relations.****3 Credits.**

Students complete a minimum of 90 hours of professional fieldwork supervised by the program director and a qualified field supervisor. Approval of the program director is required.

Offered: Every year, All**STC 540. Strategic Communications Abroad.****3 Credits.**

This multi-section course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments, and specializations. Students conduct primary and secondary research on communications in a particular country or cross-cultural context. The topics can range from international strategic communication through storytelling, global branding, and design, depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic of the course, where students will be able to expand their skills and knowledge in a new environment. A strategic communication graduate-level final project is required.

Offered: As needed**STC 547. Entertainment Public Relations.****3 Credits.**

This course reviews and applies the established RPIE (Research, Planning, Implementation, and Evaluation) process to the field of entertainment public relations in the context of such industries as music, movies, TV, theater, gaming, and sports. The distinctions between and among advertising, publicity, public relations, marketing, and promotion, in addition to how they can work together to support a specific goal, are highlighted.

Offered: As needed**STC 549. Media Relations.****3 Credits.**

Course Description: This course gives students an understanding of the priorities and expectations of various types of contemporary media and how to successfully engage them through research-based strategies and tactics designed to reach key audiences. At the conclusion of the course, students should be well-practiced in various forms of working with journalists and the public via multiple media.

Offered: As needed**STC 605. Public Relations Graduate Capstone.****3 Credits.**

Students develop a professional research project under the direction of program faculty. The project work should exhibit KSAs and/or serve as PRSA Readiness Review preparation. The capstone project is a personally designed, independently conducted activity, enabling students to further their knowledge/skill in one or more of the course topics that students have found especially interesting or beneficial. Permission of instructor required.

Offered: Every year, Spring and Summer**STC 606. Independent Study.****3 Credits.**

Students develop and implement individual research projects that advance understanding of particular theoretical or practical aspects of public relations. Approval of the program director is required.

Offered: As needed

Department of Film, Television and Media Arts

The Department of Film, Television and Media Arts offers specialized programs that educate students in contemporary media practice, and demand that they excel as technically accomplished, aesthetically grounded and expressively mature professionals. These programs are dedicated to skilled storytelling and the creation of documentary and narrative works in visual and audio media as well as other informative

and entertaining programming for delivery on film, television, the Internet, mobile devices and all emerging media platforms.

To achieve these goals, students in the Department of Film, Television and Media Arts are immersed in techniques of visual storytelling that demand expertise in single and multi-camera video production and writing, directing and producing for film, television and streaming media. Because we believe that good media practice requires a solid understanding of media history, theory and criticism, this curriculum is balanced with courses that explore the role and impact of mass media in society. Formal coursework is not only taught on campus but in recent years has taken place in Los Angeles, Germany, Poland, the Czech Republic, France, and in Cape Town and Kruger National Park, South Africa.

- Bachelor of Arts in Film, Television and Media Arts (p. 382)
- Bachelor of Fine Arts in Film, Television and Media Arts (p. 383)
- Master of Arts in Cinematic Production Management (p. 720)
- Minor in Film and Television (p. 385)

Film, Television and Media Arts (FTM)

FTM 100. Special topics in Film, Television, and Media Arts. 3 Credits.

This course is only open to high school students in the QU Academy program. The content of this course is specialized and varies by semester and by section. A variety of topics in film, television, and media arts may be covered. Students should consult the course description in the schedule for details on specific offerings.

Offered: As needed

FTM 102. Understanding Film. 3 Credits.

This survey of the art, industry and techniques of global cinema introduces students to the significance of film as an international medium. By exposing students to the work of outstanding filmmakers and to the major elements of film language, the course helps students develop their critical faculties and visual literacy. The course includes some weekly 2 1/2-hour screenings of full-length theatrical feature films and other short clip screenings and lecture/discussion sessions.

Offered: Every year, All

UC: Fine Arts

FTM 110. Single Camera Production. 3 Credits.

This course gives students a thorough grounding in the basic techniques of audio and video storytelling. Students learn basic audio production, visual composition, field camera practice, lighting fundamentals and digital video editing. This is a hands-on course that requires students to produce a number of media projects throughout the semester.

Offered: Every year, All

FTM 112. Multicamera Production. 3 Credits.

This second course introduces students to the techniques of designing and producing creative and effective audiovisual communications primarily in a studio setting. Students learn to develop creative concepts and to take them from script to screen. Lighting, and principles of good composition, structure and program design are emphasized.

Prerequisites: Take FTM 110.

Offered: Every year, All

FTM 230. Animation and Mobile Media. 3 Credits.

This course introduces the concepts and production techniques that prepare students for creative work in mobile media. Students completing this course learn how to produce animated and interactive content for the web and mobile devices or kiosks. Projects may include simple animations, interactive stories, photo and video viewers, web interfaces, green screen, animations for video, and video projects optimized for the web.

Offered: As needed

FTM 240. Analysis of the Moving Image. 3 Credits.

How do we read images? This course explores the techniques used to create moving image media-including film, television and interactive media-from a formal and aesthetic perspective. Students learn to think and write critically about how the techniques of production work to communicate ideas and convey meaning and emotion to viewers. Sophomore status required.

Offered: Every year, All

FTM 245. Intermediate Production. 3 Credits.

Media messages are created to meet a variety of goals, which are tailored to appeal to defined audiences. Media can be designed to entertain, to inform, to educate, to persuade or to sell. In this course, students are challenged to discern what makes a good story or project idea for each of several different content objectives. Students work through all phases of preproduction and production including scriptwriting, scheduling and budgeting as they complete a series of projects during the semester, with special emphasis on creative conceptualization, message and writing.

Prerequisites: Take FTM 110, FTM 112 and Sophomore status required.

Offered: Every year, All

FTM 280. Visual Effects (VFX) Techniques. 3 Credits.

This is a foundational course in the field of visual effects, involving intensive hands-on production and post-production training. Topics include compositing, keying, rotoscoping, tracking, retouching, color manipulation, matching, mattes and cinematography and lighting for VFX. Preproduction concepts and techniques specific to VFX creation also are covered.

Prerequisites: Take FTM 110 and FTM 112.

Offered: As needed, All

FTM 300. Special Topics. 3 Credits.

New or experimental courses on a variety of topics in film, television and media arts that in the past have ranged from the impact of social media to visual effects.

Offered: As needed

FTM 320. History of Film I (to 1975). 3 Credits.

This course, the first in a two-semester sequence, provides a foundation in the history and aesthetics of moving image arts. Through individual films, clips, lectures and discussion, students analyze the major international film movements, their genres, directors and themes that have contributed to the development of narrative cinema. Organized thematically, films are chosen to showcase aesthetic, historical, technological and ideological concepts and their impact on the evolution of film from its inception to 1975. Sophomore status required.

Offered: Every year, Fall

UC: Fine Arts

FTM 322. History of Film (and Television) II.**3 Credits.**

This course explores the history and aesthetics of moving image arts in film and also television from 1975 to the present. Through individual films, excerpts from films and television clips, lectures and discussion, students analyze the evolution of global television and major international film movements, their genres, directors and themes to understand how they have contributed to the development of television entertainment and narrative cinema. Organized thematically, works of film and television are chosen to showcase aesthetic, historical, technological and ideological concepts and their impact on the evolution of film and television. Sophomore status required.

Offered: Every year, Spring**UC:** Fine Arts**FTM 330. Emerging Cinematography Techniques.****3 Credits.**

This course is designed to engage students in the cutting edge of cinematography and lighting. Students undertake in-depth exploration of developing concepts and become familiar with emerging technologies, equipment and narrative techniques through lectures, demonstrations and hands-on exercises.

Prerequisites: Take FTM 110 and FTM 112.**Offered:** As needed, All**FTM 342. Directing Film and Television.****3 Credits.**

Students are introduced to the history, theory and basic concepts of narrative single camera field and multicamera studio direction for current and developing distribution platforms. This course emphasizes principles of dramatic structure, script breakdown and analysis, visualization and story boarding, preproduction scheduling and casting, working with actors to effectively shape performances and working with crew. Students prepare and direct a series of short scenes.

Prerequisites: Take FTM 110, FTM 112.**Offered:** Every year, Spring**FTM 355. Documentary Production.****3 Credits.**

This course challenges students to master the conceptual and technical skills of visual storytelling to produce more advanced, single-camera field projects on selected, specialized topics that may change from semester to semester. Past course content has included documentary production in South Africa and in Ireland, as well as in the United States. The course emphasizes professional production roles, including writing and directing, scheduling and production management, production, post-production, distribution and marketing. Sophomore status required.

Offered: Every year, Spring**FTM 372. Screenwriting.****3 Credits.**

Students learn to shape stories for the screen. Emphasis is on dramatic structuring, character development, pacing and dialogue. Professional screenplays are analyzed and discussed, and final projects give students the opportunity to develop an original short screenplay.

Prerequisites: Take FTM 245 or permission of the department chair.**Offered:** Every year, All**FTM 375. Projects in Single Camera and Lighting.****3 Credits.**

This course covers such topics as the characteristics and qualities of light, lighting control, principles of visual composition and design, color, contrast, the properties of lenses, how film emulsions and image sensors react to light, filters, matte boxes and other image control devices, metering and exposure control, the effective use of various lighting instruments and accessories, electrical safety and the basics of gripping and gaffing on set and on location. Students learn in an active, hands-on workshop environment and produce a major project.

Prerequisites: Take FTM 110.**Offered:** Every year, Fall**FTM 380. Projects in Audio Production.****3 Credits.**

In this course, students learn the theory and technique behind audio capture, editing and mixing. With audio production, students learn how to record for voice, ambience and other film/radio/TV applications. In mixing, students learn how to combine disparate audio ideas in order to make meaningful expressions that can complicate and amplify visual media. Participants learn that audio storytelling goes beyond language and can be employed for emotional effect in surprising ways. Students learn the basics of working in a DAW (Digital Audio Workspace) and also learn how to "round trip" audio through the Adobe Creative Suite. Participants learn how to improve audio in their own projects while also learning about careers such as sound mixer and podcast producer. No previous musical or technical training is required to take this course.

Prerequisites: Take FTM 110.**Offered:** As needed, All**FTM 390. Projects in Multicamera Production.****3 Credits.**

Attracting and keeping the audience's attention is the first responsibility of the director. This course gives students the opportunity to explore the art and craft of directing in a multicamera, high-definition studio environment. Participants examine the roles and responsibilities of the director, including shot composition, crew motivation, calling a live production and ethics. Students are asked to visually design a television program from concept to completion in a number of genres, including news, sports, sitcoms, dramas and commercials.

Prerequisites: Take FTM 110, FTM 112.**Offered:** Every year, Fall**FTM 392. Post-Production Techniques.****3 Credits.**

In this course, students explore such topics as the expressive capability of the editing process; how editing functions to "create" time, tempo, and visual rhythm; the "building" of scenes in editing to achieve various dramatic goals; and telling the story through careful control of sound and image over time. Students gain experience in using the tools and techniques of modern digital post-production technology. Topics include post-production workflow, the art of the cut, the Rule of Six, audio mixing, sound design, foley, primary color grading, and secondary color grading. Software utilized includes the Adobe Creative Suite and DaVinci Resolve.

Prerequisites: Take FTM 110, FTM 112.**Offered:** As needed**FTM 393. Animation Techniques.****3 Credits.**

Students learn to create sophisticated 2D and 3D still and animated electronic graphics for video that are aesthetically pleasing, expressive and meaningful. Principles of good design, composition and color are stressed, as well as the ability to produce visual interest in support of communication goals.

Prerequisites: Take FTM 110, FTM 112.**Offered:** Every year, All**FTM 397. Summer Production Project.****4 Credits.**

This advanced production course is for juniors majoring in film, television and media arts. It takes place on campus or on the Nice, France, campus of a major French film and video institute (ESRA, Paris), and involves the writing, shooting and editing of a polished video project that is then presented to a professional jury.

Prerequisites: Take FTM 110, FTM 112.**Offered:** As needed, Summer**FTM 399. Independent Study.****1-6 Credits.****Prerequisites:** Take FTM 110, FTM 112.**Offered:** As needed

FTM 450. Senior Seminar in Film and Television. 3 Credits.

This seminar entails an in-depth examination of issues and research perspectives in film and television. Seminar titles vary each term and may cover subject areas such as film history, reality television, political documentaries, docudrama and contemporary trends in the media industry. Students should consult the School of Communications course bulletin for information about each semester's offerings. Senior status is usually required.

Offered: Every year, All

FTM 493. Senior Project Colloquy: Preproduction. 3 Credits.

This required 3-credit discussion, development, preproduction and production course must be taken in the semester prior to the student's undertaking of the Senior Project. Meeting collectively and individually, all fourth-year FTM students must be enrolled in this course in order to conceptualize and prepare preproduction materials essential for the successful completion of the Senior Project, and to undertake a new short production project, retrospective of their previous work. Individual class sessions are devoted to each aspect of preproduction and assignments that relate to each aspect are completed during the term. Senior status in FTM is required.

Offered: Every year, Fall

FTM 495. Senior Project Colloquy: Production. 3 Credits.

In this capstone course, students are asked to create an individual thesis project that reflects the highest level of their abilities. From pitching their individual project ideas through writing, production and post-production, students are pushed to work at the peak of their skills. The creativity, quality and professionalism of the finished projects are judged by outside professionals and faculty and staff from the School of Communications FTM program, and give graduating seniors important portfolio material. Senior status in FTM is required.

Prerequisites: Take FTM 493.

Offered: Every year, Spring

FTM 499. Independent Study. 3 Credits.**FTM 501. Production Reconstruction. 3 Credits.**

: This class will teach and expand students' understanding of all aspects of prepping a feature film through lectures, experiential role-playing and weekly assignments. Students will analyze a produced film and will "recreate" all the steps to get into production including scheduling and budgeting through the use of industry standard software.

Offered: Every year, Fall

FTM 502. Advanced Production Management Workflow. 3 Credits.

Students gain an overview of studio, independent, broadcast and streaming platforms content and management workflow needs. Contemporary practices in pre-production and production are stressed. Students pre-produce an episodic television show from the perspective of various production personnel and hold production meetings to gain an understanding of the pre-production and production process workflow for theatrical, TV episodic, TV situation comedy and documentary production including interactions with talent agencies and union signatory contracts.

FTM 503. Creative Development. 3 Credits.

Students learn to shape stories for the screen and gain a comprehensive understanding of concept development, dramatic structuring, character development and dialogue. They learn the mechanics involved in the development of new projects, including script coverage, sourcing material, script notes, creative meetings, packaging a project, and how to effectively navigate the development journey.

Offered: Every year, Spring

FTM 504. Production Scheduling and Introduction to Production Budgeting. 3 Credits.

Students are given a finished but unproduced short screenplay or television episode and learn to break down and fully schedule that project. Theory of scheduling and output of details from the program are stressed.

FTM 505. Entertainment Law and Deal Making Practice. 3 Credits.

Students gain an overview of contemporary entertainment law in regards to production including options, contracts, negotiations, copyright, IP, and licensing. Topics covers include how a producer protects themselves legally, find representation, and how to close deals.

FTM 506. Screenwriting II and Production Workshop. 3 Credits.

Students author a theatrical feature screenplay or a pilot for an episodic television series or the full production plan for a documentary television multi-part series. In addition, they will also author, pre-produce, shoot, edit and distribute a 5-minute micro film.

Offered: Every year, Spring

FTM 507. Production Budgeting. 3 Credits.

Using industry-standard software packages, students plan and budget an unproduced short film. Special attention is paid to: location(s) of shoot; union globals and fringes and non-union and union taxes; contemporary practice in completion bonds. Guild and DGA surety bonds and Insurance requirements are also stressed.

FTM 508. Domestic and Worldwide Distribution and Sales for Film and TV. 3 Credits.

Students gain an overview of contemporary domestic and international production management practices: office administration, paperwork and work flow; carnets, business visas, insurance and surety bond liability and management; industry national and international HR practices and payroll; international, state and local film, television and documentary production rules and regulations; tax incentives and responsibilities; national and international trade unions rules, rates, penalties, common regulations, compliances, visa requirements and international signatory practices.

FTM 509. Principles of Film, Television and Streaming Media Analytics, Sales and Distribution. 3 Credits.

Students gain an overview of film, television and streaming media analytics and their applications. The international sales marketplace is examined with special emphasis agreements for international advertising, distribution and marketing. Students will create a business plan for a production company.

FTM 510. Principles of Post-Production Management. 3 Credits.

Students gain an overview of post-production management including: staff roles and post production responsibilities, data storage and management, directors and authors rights and responsibilities to final cut, licensing, graphics and titling.

FTM 511. Film Finance Models. 3 Credits.

This class is an overview of film, television and streaming finance models. Emphasis is on finance for the independent film market as well as productions involving the participation of major Hollywood production entities and/or broadcast and streaming platforms. Students create a finance model and business plan for a viable project.

Offered: Every year, Spring

FTM 512. World Building and Creative Collaboration. 3 Credits.

In this course, students will narratively "build" a world that they develop as a group. World building is a powerful tool that writers use to imagine a fantastical world that requires a complexity of vision such as seen in *Star Wars* or in any film or show that creates a new narrative world such as "Breaking Bad." This practice also helps producers to understand how to think about what's "not on the page" in a script in regards to production, and how to realize the vision of the director.

Prerequisites: Take FTM 503

Offered: Every year, Spring

FTM 514. Modern Hollywood and the Future of the Industry. 3 Credits.

This course focuses on the complexities of the industry and examines the intersection of art and business in the modern technological era of Hollywood. Topics include the evolution of production practices, distribution and exhibition of media, the role of labor and unions, how new technologies have shaped the industry and what the future holds for Hollywood. Students will deliver a research paper on applicable topics.

Offered: Every year, Spring

FTM 515. Showrunning for TV. 3 Credits.

How do TV shows get on the air? Students learn about and engage in the development process for a TV series or limited series. This class will also address what it takes to actually produce a show, and how to effectively lead as a showrunner.

Offered: Every year, Spring

FTM 550. Special Topics in Cinematic Production Management. 3 Credits.

This course examines a specific topic or issue in production. Topics might focus on specific practice areas such as emerging technologies, or on industry issues and trends, such as the uses and impact of gaming platforms for virtual production pipelines, or the integrative relationship of talent management to production practices. Students may use this course to investigate a cross-listed course in a department such as Game Design, Talent Management, Public Relations, Business.

Offered: As needed

FTM 601. Production Management Thesis Production. 6 Credits.

Students polish their screenplay to final draft, schedule and budget their script, finalize their look book and produce a three to four scene sizzle reel of their script. Thesis Paper on topic of film required.

FTM 602. Production Internship/Apprenticeship. 3 Credits.

Students seek and are engaged by a commercial, theatrical, episodic television or documentary for a professional production placement. Students must complete a minimum number of work hours as well as a reflection paper. Program director approval required.

Offered: As needed

Bachelor of Arts in Film, Television and Media Arts

Program Contact: Frederick Staudmyer (Frederick.Staudmyer@qu.edu)
203-582-6554

Students in the Film, Television and Media Arts program explore sequentially all dimensions of visual and audio storytelling beginning with the historical, cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a full spectrum of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multi-camera environments. Mastering the acquisition,

composition and manipulation of moving images and sound, they are expected to create and execute compelling stories—narrative or documentary—for present and future distribution platforms.

Graduates of the Film, Television and Media Arts programs are well positioned to pursue careers in the creation and distribution of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and informational programming to audiences around the world and have a firm foundation to pursue graduate (MA or MFA) work.

Programs of Study

The standard degree in Film, Television and Media Arts is the 45-credit bachelor of arts. Students enrolled in the BA in Film, Television and Media Arts are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either inside or outside the School of Communications. However, a student majoring in Film, Television and Media Arts may not minor in film and television.

BA in Film, Television and Media Arts Curriculum (with minor)

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses ²		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
FTM Drama Requirement, select one course		
DR 150	Performance Fundamentals	3
	or DR 160 Acting I	
	or DR 220 Voice and Movement	
Any course outside of the SoC at the 200-level or higher		3
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required FTM courses		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 240	Analysis of the Moving Image	3
FTM 245	Intermediate Production	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
FTM 493	Senior Project Colloquy: Preproduction	3
FTM 495	Senior Project Colloquy: Production	3
Electives		
Select three of the following:		9

FTM 280	Visual Effects (VFX) Techniques
FTM 320	History of Film I (to 1975)
FTM 322	History of Film (and Television) II
FTM 330	Emerging Cinematography Techniques
FTM 342	Directing Film and Television
FTM 355	Documentary Production
FTM 375	Projects in Single Camera and Lighting
FTM 380	Projects in Audio Production
FTM 390	Projects in Multicamera Production
FTM 392	Post-Production Techniques
FTM 393	Animation Techniques
FTM 397	Summer Production Project
COM 490	Communications Career Internship
Other courses with chair's approval	
Minor Courses	18
Total Credits	123

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Film, Television and Media Arts will complete their Integrative Capstone Requirement within the major with FTM 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

Minor Requirement

Students majoring in the BA in Film, Television and Media Arts program are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student enrolled in the BA in Film, Television and Media Arts program may not minor in the film and television minor offered by the School of Communications.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Creative Thinking and Visual Literacy:** Develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created.
- Written and Oral Communication:** Acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms.
- Critical Thinking and Reasoning:** Develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness.
- Information Fluency:** Learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise

with preproduction, production and postproduction phases of film, television and interactive media creation.

- Social Intelligence:** Demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals.
- Diversity Awareness and Sensitivity:** Acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals.
- Responsible Citizenship:** Learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Fine Arts in Film, Television and Media Arts

Program Contact: Frederick Staudmyer (Frederick.Staudmyer@qu.edu)
203-582-6554

Students in Film, Television and Media Arts explore sequentially all dimensions of visual and audio storytelling beginning with the historical, cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a full spectrum of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multi-camera environments. Mastering the acquisition, composition and manipulation of moving images and sound, they are expected to create and execute compelling stories—narrative or documentary—for current and developing distribution platforms.

Graduates of the Film, Television and Media Arts programs are well positioned to pursue careers in the entertainment industry in creation and distribution of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and informational programming to audiences around the world and have a firm foundation to pursue graduate (MA or MFA) work.

Programs of Study

The department offers a highly competitive 63-credit bachelor of fine arts degree. Candidacy for this degree can only be obtained through

a successful separate application that includes a portfolio review. Candidates for the BFA are selected in September or February of a student's sophomore year or by separate application after admission to Quinnipiac.

Students enrolled in the BFA program in film, television and media arts are not required to take a minor.

BFA in Film, Television and Media Arts Curriculum

Students majoring in Film, Television and Media Arts must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses ²		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
FTM drama requirement, select one course		
DR 150	Performance Fundamentals	3
	or DR 160 Acting I	
	or DR 220 Voice and Movement	
Any course outside the School of Communications at the 200-level or higher		3
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required FTM courses		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 240	Analysis of the Moving Image	3
FTM 245	Intermediate Production	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
FTM 342	Directing Film and Television	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
FTM 493	Senior Project Colloquy: Preproduction	3
FTM 495	Senior Project Colloquy: Production	3
COM 490	Communications Career Internship	3
Electives		
Select five of the following:		15
FTM 280	Visual Effects (VFX) Techniques	
FTM 330	Emerging Cinematography Techniques	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	

FTM 380	Projects in Audio Production
FTM 390	Projects in Multicamera Production
FTM 392	Post-Production Techniques
FTM 393	Animation Techniques
FTM 397	Summer Production Project
COM 491	Communications Career Internship II
Other courses with chair's approval	

Total Credits **123**

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Film, Television and Media Arts complete their Integrative Capstone Requirement within the major with FTM 495.

In place of those credits, the student must select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Creative Thinking and Visual Literacy:** Develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created.
- Written and Oral Communication:** Acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms.
- Critical Thinking and Reasoning:** Develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness.
- Information Fluency:** Learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with preproduction, production and postproduction phases of film, television and interactive media creation.
- Social Intelligence:** Demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals.
- Diversity Awareness and Sensitivity:** Acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals.
- Responsible Citizenship:** Learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens.

Please note: Current high school students, transfer students and matriculated Quinnipiac University students who wish to be considered for the BFA program should download a BFA application from the Film, Television and Media Arts (<https://www.qu.edu/>

[schools/communications/programs/ba-bfa-film-television-media-arts.html#ourprograms](#)) page on Quinnipiac's website.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Minor in Film and Television

Program Contacts:

Film History/Analysis Track Mary Schmitt (mary.schmitt@qu.edu)
203-582-7639

Production/Writing Track Ashley Brandon (Ashley.Brandon@qu.edu)
203-582-7277

A minor in film and television will broaden your appreciation for visual storytelling as an art form, and familiarize you with the basics of screenwriting and film production. You'll explore the rich history of cinema and television and develop a foundation in the theories and techniques that make characters and stories spring to life.

Quinnipiac's proximity to the media epicenter of New York City provides exciting opportunities to enrich your academic experience through internships. You will benefit from access to a vast network of alumni who work as media professionals and are eager to mentor you. You're also free to explore the many facets of multimedia production with the sophisticated equipment in Quinnipiac's Ed McMahon Communications Center, including our 4K digital television studio, where students create professional-caliber video content and programming as well as high-tech multimedia productions for web and mobile.

Film and Television Minor Curriculum

Students electing this minor must complete the courses under one of the following two tracks (18 credits). Either track is for students majoring from **within** or **outside** of the School of Communications.

Film and Television: Film History/Analysis Track

Code	Title	Credits
Minor requirements		
FTM 102	Understanding Film	3
FTM 240	Analysis of the Moving Image	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
Film Elective ¹		3
FTM 450	Senior Seminar in Film and Television	3
Total Credits		18

¹ With permission of chairperson and minor adviser. Eligible courses may include, but are not limited to: COM 340 Holocaust and Film; COM 340 Cinema of India, COM 350 Media, Culture and Arts of Los Angeles, SO 238, Sociology Through Film, and others.

Film and Television: Production/Writing Track

Code	Title	Credits
Minor requirements		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 245	Intermediate Production	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
Total Credits		18

Department of Interactive Media and Design

Interaction design involves the careful study of how people interact with products, systems and services, and how to make those experiences more usable, meaningful and persuasive. While immersed in practicing the multi-phase design process, students become skilled in typography, storytelling, sketching, prototyping and delivering design solutions that include printed matter, motion graphics, websites and mobile applications.

Each student in the program has the opportunity to specialize and distinguish his or her experience and portfolio through internships, study abroad, the Quinnipiac in LA program (p. 51), a complementary minor and a range of other experiential workshops and activities offered throughout the year.

The need for interaction designers continues to increase across all industries. Our students are highly sought after for their cutting-edge skill set—demand exceeds supply. Our capstone course prepares the students for entry into the workforce and culminates in a formal portfolio review conducted by industry professionals. Our graduates leave the program with the ability to discuss their work and process while prepared to meet any design challenge.

- Bachelor of Arts in Graphic and Interactive Design (p. 387)
- Master of Science in Interactive Media and Communications (p. 722)

Graphic and Interactive Design (GID)

GID 110. Design Research and Methods. 3 Credits.

This foundation course in research methods for art and design introduces informed strategies for problem solving and prepares students for upper-level coursework in graphic and interactive design. Emphasis is placed on the role of critical thinking in the design process. Theoretical models of design analysis are introduced. Practical hands-on methods include visual research, design journals, thumbnail sketches, mind maps, storyboards, comprehensives, diagramming, prototyping, case studies, topic and content development and other forms of conceptualization.

Offered: Every year, Fall

- GID 161. Web Design I.** **3 Credits.**
This course extends the knowledge and practice of visual design using professional-level software for the creation of web design in preparation for advanced coursework. Students produce course projects that demonstrate creativity, design concepts, critical thinking, aesthetic principles and basic technical competence.
Prerequisites: Take IDD 110 or GID 110; and COM 130.
Offered: Every year, Fall and Spring
- GID 200. Special Topics in Graphics and Interactive Design.** **3 Credits.**
Offered: As needed
- GID 205. Visual Thinking: Practice and Process.** **4 Credits.**
This course builds a foundation in visual thinking practices and cultivates a better understanding of the creative process. Students examine the ways in which images communicate meaning and how visual thinking can be used as an alternative to and enhancement of verbal and quantitative thinking. Insights and applications to different fields including psychology, art, medicine, literature and business are explored throughout. The study and practice of a variety of visual thinking techniques build the foundation for generating innovative concepts and developing personal creative and visual thinking practices. No previous art, design or drawing experience necessary.
Offered: As needed
- GID 210. Graphic Design History.** **3 Credits.**
This course surveys the historical and cultural events, movements and achievements that laid the groundwork for the contemporary practices and products of graphic design. Through lecture, video, discussion, research and studio projects, students are introduced to the visual history, the innovators and the technologies that influenced and transformed the practices of visual communication.
Prerequisites: Take IDD 110 or GID 110.
Offered: As needed
- GID 250. Web Design II.** **3 Credits.**
This intermediate web design course provides further study in current industry standards for UX/UI design. User experience and user interface methods are explored and practiced in addition to a grounding in information architecture processes and techniques. Websites are developed using responsive design requirements.
Prerequisites: Take IDD 110 and IDD 161 or GID 110 and GID 161.
Offered: Every year, Spring
- GID 270. Typography I.** **3 Credits.**
This course enables the student to both understand type and to use it as a design element. Using current computer graphics technology, topics explored include the use of type, page layout, color and the importing of graphics. Using professional page layout software, students create projects that demonstrate both design aesthetics and technical skills. Finished pieces are printed and become part of the student's portfolio.
Prerequisites: Take COM 130; and IDD 110 or GID 110.
Offered: Every year, Fall
- GID 300. Special Topics in GID.** **3 Credits.**
Prerequisites: Take IDD 161 or GID 161 or COM 130.
Offered: As needed
- GID 301. Motion Graphics I.** **3 Credits.**
This course explores aesthetic, critical and technical topics in motion graphics and 2D animation. Students produce projects that demonstrate knowledge and understanding of 2D animation and motion graphics used in the field of design.
Prerequisites: Take IDD 110 and IDD 161; or GID 110 and GID 161.
Offered: Every year, Fall and Spring
- GID 305. Digital Photography.** **3 Credits.**
This course explores the aesthetic, critical and technical topics in the creation of photographic images. Through practice, research and critique, students develop the conceptual, technical and critical skills needed to create innovative photographic projects.
Offered: As needed
- GID 315. Mobile Interaction Design.** **3 Credits.**
This course covers practical techniques for researching, designing and prototyping mobile applications and experiences. Some of the topics covered include wireframe creation, user studies and paper and digital prototyping.
Prerequisites: Take IDD 301 or GID 301.
Offered: Every year, Spring
- GID 370. Typography II.** **3 Credits.**
This course picks up where GID 270 leaves off by instructing in advanced typographic design; the use of grid structures; juxtapositions of type and image; and preparation for offset printing. Using the current computer technology, students create projects that demonstrate both an advanced knowledge of design/typography and current digital production processes. Finished pieces are printed and become part of the student's professional portfolio.
Prerequisites: Take IDD 270 or GID 270.
Offered: As needed
- GID 399. Advanced Independent Studio Work in Graphic and Interactive Design.** **1-6 Credits.**
Advanced independent studio work in graphic and interactive design.
Offered: As needed
- GID 400. Special Topics in GID.** **3 Credits.**
Prerequisites: Take IDD 301 or GID 301.
Offered: As needed
- GID 410. Web Design III.** **3 Credits.**
This course explores advanced aesthetic, critical and technical topics in website design, development, structure and information architecture. Students use problem-solving methods of design research and analysis combined with authoring and scripting environments to enhance design, interaction, usability and effective communication. Topics include current processes and technologies of web design and web standards. Senior status required.
Prerequisites: Take IDD 250 and IDD 301; or GID 250 and GID 301.
Offered: Every year, Fall
- GID 440. Motion Graphics II.** **3 Credits.**
This course explores advanced aesthetic, critical and technical topics in motion graphics and animation. Topics include typography and motion graphic design and layout, editing digital video, and audio. Students use problem-solving methods of design research and analysis to produce digital video animations that demonstrate both knowledge and understanding of motion graphics, and that provide them with professional entry into the field.
Prerequisites: Take IDD 301 or GID 301.
Offered: As needed
- GID 480. Senior Seminar and Portfolio.** **3 Credits.**
In this course, students consider critical issues in interactive design and prepare a portfolio, website, resume and other professional materials. For majors in graphic and interactive design. Senior status is required.
Prerequisites: Take GID 410.
Offered: Every year, Spring

GID 499. Advanced Independent Studio Work in Graphic and Interactive Design. 3 Credits.

Advanced independent studio work in graphic and interactive design.

Offered: As needed

Bachelor of Arts in Graphic and Interactive Design

Program Contacts: Pattie Belle Hastings (PattieBelle.Hastings@qu.edu) 203-582-8450 and Ewa Callahan (Ewa.Callahan@qu.edu) 203-582-3470

Students majoring in Graphic and Interactive Design receive in-depth, hands-on experience in the design and authoring of original interactive work for a range of media including web, print, motion graphics and mobile devices. They have the opportunity to study graphic design and interactive design, emphasizing creative thinking, visual literacy and technological proficiency. The program provides a rigorous curriculum of conceptualization, problem solving, innovation, critical thinking and visualization. It acknowledges that design is a cultural catalyst that bridges commerce and social causes. Students graduating from this program are well prepared to meet the challenges within the field of interactive and graphic design. The areas of study are always evolving and include typography, print design, motion graphics, web design and mobile interaction design.

There are a total of 33 credits in the major. The first 24 credits are derived from graphic and interactive design required courses. An additional 9 credits (three courses) are chosen from a list of graphic and interactive design electives.

BA in Graphic and Interactive Design Curriculum

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses ²		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside the School of Communications, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required Graphic and Interactive Design courses		
GID 110	Design Research and Methods	3
GID 161	Web Design I	3
GID 250	Web Design II	3
GID 270	Typography I	3
GID 301	Motion Graphics I	3
GID 315	Mobile Interaction Design	3
GID 410	Web Design III	3
GID 480	Senior Seminar and Portfolio	3
Graphic and Interactive Design Electives ³		

Select three of the following with the recommendation of the student's adviser:		9
AR 158	Photography I	
AR 258	Photography II	
COM 490	Communications Career Internship	
CSC 110	Programming and Problem Solving	
GID 200	Special Topics in Graphics and Interactive Design	
GID 210	Graphic Design History	
GID 300	Special Topics in GID	
GID 305	Digital Photography	
GID 370	Typography II	
GID 399/499	Advanced Independent Studio Work in Graphic and Interactive Design	
GID 400	Special Topics in GID	
GID 440	Motion Graphics II	
STC 405	The Agency	
Minor Courses		18
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Graphic and Interactive Design complete their Integrative Capstone Requirement within the major with GID 480.

In place of those credits, the student must select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

³ Substitutions to this list are permitted with prior approval of the student's adviser and the director of graphic and interactive design.

Minor Requirement

Students enrolled in the BA in Graphic and Interactive Design program are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications.

Student Learning Outcomes

The BA in Graphic and Interactive Design program encompasses the full spectrum of visual communication. It acknowledges that design is a cultural catalyst that bridges commerce and social causes. The program provides a rigorous curriculum of conceptualization, problem solving, innovation, critical thinking and visualization. Students graduating from this program are well prepared to meet the challenges within the field of interactive and graphic design. The areas of study are always evolving and include typography, print design, motion graphics, web design, UI, UX, and mobile interaction design. The following competencies are critical to the effective contribution of entry-level designers in professional design practice and they construct a framework that contributes to the overall effective practice of the discipline.

Upon completion of the program, students should be able to demonstrate the following competencies:

- Solve Creative Problems:** Solve creative problems within the field of design, including research and synthesis of technical, aesthetic, and conceptual knowledge. This is demonstrated by the ability to create and develop visual responses to communication problems, including understanding of hierarchy, typography, aesthetics, composition and construction of meaningful images.

- b. **Communicate Ideas:** Communicate their ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to their field. This is evident in the ability to construct verbal and written arguments for solutions that address the needs of the organization or community.
- c. **Actualize Concepts:** Actualize technical, aesthetic, and conceptual decisions based on an understanding of design principles and by using appropriate tools and technology. This includes knowing how to learn technology with the recognition that technological change is constant.
- d. **Evaluate Solutions:** Evaluate work in their field, including their own work, using professional terminology and demonstrating fluency in the use of the formal vocabulary and concepts of design. This includes recognizing the influence of major cultural and aesthetic trends, both historical and contemporary, on design products and services.
- e. **Implement Processes:** Implement design processes with a strategic understanding of how communication is planned, produced and distributed. This is exhibited by the ability to solve communication problems including identifying the problem, researching, analysis, solution generating, prototyping, user testing and outcome evaluation.
- f. **Produce Professional Design:** Produce a body of design work suitable for seeking professional opportunities in their chosen branch of design. This body of work demonstrates effective use of typography, images, diagrams, motion, sequencing and color with an informed consideration of content, elements, structure and style.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Department of Journalism

The Quinnipiac undergraduate program in journalism focuses on the principles and practices of news writing and reporting across multiple platforms in a perpetually evolving media landscape. Required courses provide a strong foundation in writing, reporting and diverse storytelling skills.

The wide range of elective courses enables students to focus on a specific medium (such as television, online or new media reporting) or news subject (such as sports, entertainment or visual journalism), or take courses across platforms based on their interests and career goals.

The program culminates in a capstone course during which students work on a student-run news website or TV newscast, and demonstrate their acquired knowledge and execute a sustained investigative project under the guidance of a faculty adviser.

- Bachelor of Arts in Journalism (p. 392)
- Master of Science in Journalism (p. 723)
- Master of Science in Sports Journalism (p. 726)
- Minor in Financial Communication and Business Journalism (p. 394)
- Minor in Journalism (p. 394)

Journalism (JRN)

JRN 100. Special Topics in Journalism. 3 Credits.

This course is only open to high school students in the QU Academy program. The content of this course is specialized and varies by semester and by section. A variety of topics in journalism may be covered. Students should consult the course description in the schedule for details on specific offerings.

Offered: As needed

JRN 106. Multimedia Production Techniques (SPS 106). 3 Credits.

Students learn the fundamentals of multimedia production, including the use of digital cameras and related equipment, to tell simple stories and the use of editing software to prepare them for distribution. Students learn the rudiments of video-camera use, composition and lighting, capturing audio, continuity, interviewing, voiceovers, music beds, graphics, and shooting and editing action. Students produce b-roll, features, interviews, location pieces and story packages pertaining to their concentrations or areas of interest.

Offered: Every year, All

JRN 199. Journalism Independent Study. 1-6 Credits.

JRN 200. Special Topics in Journalism. 3 Credits.

Students engage in a detailed examination of current issues in journalism in a format that may incorporate academic research, journalistic writing and multimedia presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.

Offered: As needed

JRN 205. Photojournalism Fundamentals. 3 Credits.

This hands-on course focuses on creating compelling, original news photography using the latest DSLR and Mirrorless cameras that journalists in the field are using today. Students learn about the basics of photography in this course and how to shape those technical skills into competent photojournalism.

Offered: Every other year, Spring

UC: Fine Arts

JRN 260. News Writing. 3 Credits.

This course teaches the principles and practices of news writing for digital platforms and print. Journalists must acquire skills to identify a news story and its essential elements, gather information efficiently, place it in a meaningful context, and write concise and compelling accounts. The readings, discussions, exercises and assignments for this course are designed to help students acquire such skills and understand how to utilize them wisely.

Prerequisites: Take COM 140.

Offered: Every year, All

- JRN 263. Broadcast News Writing. 3 Credits.**
Students are introduced to the fundamentals of writing for the broadcast media in a professional environment. Topics include writing for radio and television, as well as integrating sound and video into news stories. The course also provides a basic understanding of primary journalistic values such as accuracy and fairness as they apply to broadcast news.
Prerequisites: Take COM 140.
Offered: Every year, All
- JRN 275. News Reporting. 3 Credits.**
This course is focused on news reporting. Students learn how to gather, analyze and use information for journalistic stories. They learn to identify and use digital databases and resources, conduct thought-provoking interviews, and search and locate public documents in ethical and legal manners.
Prerequisites: Take JRN 260 or JRN 263.
Offered: Every year, All
- JRN 280. The Art of the Podcast (SPS 280). 3 Credits.**
This hands-on course explores creative audio storytelling via the podcast. Students learn how to research, write, record, edit and self-publish creative nonfiction and fictional stories that are both original, and emulate some of the most popular podcasts on the market. Special emphasis is placed on audio gathering techniques, storytelling techniques and interviewing for live and recorded shows.
Offered: As needed, Spring
- JRN 285. Mobile Journalism: The Future of News. 3 Credits.**
News consumption on smartphones and tablets has surpassed that of desktops and newspapers, making mobile devices key to the future of news. Students examine the impact of this trend on the future of journalism, learn about the technologies necessary to produce news on these devices, critique the user experience provided by various apps and mobile websites, and produce a news app of their own. They also learn how to cover news events using mobile technology, how to produce mobile news stories and how to work in a mobile newsroom.
Prerequisites: Take COM 140.
Offered: As needed, Spring
- JRN 291. Reporting for Television I. 3 Credits.**
Students learn the principles of producing television news packages, which they shoot and edit using HD non-linear equipment. All students cover news and sports primarily off campus. The focus is on writing, news judgment, content, interviewing, use of voice and doing stand-ups. Stories can air on the TV newscast that is broadcast live weekly.
Prerequisites: Take JRN 106 or SPS 106; and JRN 260 or JRN 263.
Offered: Every year, All
- JRN 300. Special Topics in Journalism. 3 Credits.**
Students engage in a detailed examination of current issues in journalism in a format that may incorporate academic research, journalistic writing and multimedia presentations. Students should consult the School of Communications course bulletin for information about each semester's offerings.
Prerequisites: Take COM 140.
Offered: As needed, All
- JRN 301. Special Topics. 4 Credits.**
Offered: As needed
- JRN 311. Reporting for Television II. 3 Credits.**
In this course, students produce in-depth television stories. Pieces are longer to allow the student to explore issues in greater detail. Stories can air on the TV newscast that is broadcast live weekly.
Prerequisites: Take JRN 291.
Offered: As needed
- JRN 315. The Art of Journalistic Interviewing. 3 Credits.**
Compelling stories don't just happen. They come from strong interviewing skills that tell stories people care about. Students learn how to ask questions that elicit pithy responses, emotion and expertise, using in-class and out-of-class exercises. Students also analyze and critique the interviewing styles used by professional journalists, as well as the work of their classmates.
Prerequisites: Take JRN 106 or SPS 106; and COM 140.
Offered: As needed
- JRN 325. Telling Global Stories. 3 Credits.**
Using multimedia to gather and present facts lets journalists expand the scope of their storytelling. Students in this course examine current international journalism trends and socioeconomic and political issues specific to a developing country, learn fact-gathering techniques, and travel to that country during spring break to put into practice what they have learned. After spring break, students work on an interdisciplinary multimedia project.
Offered: As needed, Spring
- JRN 341. Sporting Culture Through Nonfiction. 3 Credits.**
It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.
Offered: As needed, Summer Online
- JRN 343. Literary Journalism in the '60s. 3 Credits.**
The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "The New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.
Offered: As needed, Summer Online
UC: University Curriculum Ele
- JRN 359. Journalism Elective. 3 Credits.**
- JRN 360. Watchdog Reporting. 3 Credits.**
In this course, students learn and practice watchdog journalism, helping to inform our communities and keeping public figures and institutions in check. Students cover in-depth news off campus, on topics such as crime, public health, politics, education and the environment. In conversations with working journalists, students learn both innovative and proven strategies for reporting. Students also work individually and in teams to publish stories and multimedia projects based on public data, documents and interviews.
Prerequisites: Take JRN 260 or JRN 263.
Offered: As needed, Spring
- JRN 361. Sports Reporting (SPS 361). 3 Credits.**
This course introduces students to coverage of sports for the news media and includes writing game stories and sports profiles.
Prerequisites: Take JRN 260 or JRN 263.
Offered: Every year, All

- JRN 362. The Story of Football (SPS 362).** **3 Credits.**
This course traces the historical trajectory of American football and the coaches, players and media portrayals that transformed the game from a 19th-century collegiate test of manliness to what it is today: a spectator sport of immense appeal whose popularity endures despite more than a century of concerns over the game's debilitating and sometimes lethal violence.
Offered: Every year, Fall
- JRN 364. Sports Broadcasting.** **3 Credits.**
This course introduces students to the concepts and content of what makes a good sports broadcaster. Aspects of sports broadcasting, both from inside the studio and outside on the field of play are explored. Students will learn and take on all the roles involved in sports broadcasting: that of a studio host, play by play, analyst, sideline reporter, interviewer and more.
Prerequisites: Take JRN 263
Offered: Every year, All
- JRN 365. Effective Editing.** **3 Credits.**
Students learn the basics of editing online text, magazines and newspapers, with an emphasis on copyediting, headline writing, composition and story packaging.
Prerequisites: Take JRN 275.
Offered: As needed
- JRN 372. Entrepreneurial Media (The MIC Project).** **3 Credits.**
This course addresses the fiscal and distribution challenges faced by journalists and media professionals and empowers student teams to construct sustainable business models. Students experiment with the latest technology, exchange ideas with some of the industry's most prominent thinkers and developers, and create content or products for viable media business ventures. Open to all School of Communications students.
Prerequisites: Take COM 140
Offered: Every year, Fall
- JRN 375. Cultural and Entertainment Journalism.** **3 Credits.**
Students learn how to write about arts and culture by reporting on local events and developing a theoretical framework for cultural reviewing. Topics include television, music, theater and film. In addition to hands-on reporting assignments, coursework includes readings, screenings and fieldwork.
Prerequisites: Take COM 140 or permission of instructor.
Offered: Every other year, Fall
- JRN 380. Fundamentals of Digital Journalism.** **3 Credits.**
This course covers the principles and practices associated with researching and producing stories for digital media. Students are required to produce stories that include textual, audio, video and interactive elements.
Prerequisites: Take JRN 106 or SPS 106; and JRN 260 or JRN 263.
Offered: Every year, All
- JRN 388. Business Reporting:Following the money.** **3 Credits.**
Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.
Offered: Every other year, Spring
- JRN 395. Broadcast Performance.** **3 Credits.**
This course explores the variety of skills required to communicate effectively through broadcasting. Students learn and practice on-air presentation techniques for effective delivery and interpretation. The course focuses on voice, voice control and the phrasing interpretation of copy and body language. Study focuses on performance techniques, creativity, writing and analytical skills needed to communicate effectively. Open to broadcast and print students.
Prerequisites: Take JRN 106 or SPS 106; and JRN 263.
Offered: As needed
- JRN 399. Journalism Independent Study.** **3 Credits.**
- JRN 400. Special Topics in Journalism.** **3 Credits.**
Students should consult the School of Communications course bulletin for information regarding each semester's offerings.
Offered: As needed
- JRN 450. Senior Seminar.** **3 Credits.**
This seminar entails an in-depth examination of issues and research perspectives in journalism. Seminar titles vary each term and may include topics such as ethics in journalism, diversity in the newsroom, and international journalism practices. Students should consult the School of Communications course bulletin for information about each semester's offerings.
Offered: Every year, All
- JRN 470. Narrative Journalism.** **3 Credits.**
Students in this class learn to report and write long-form articles suitable for publication in online and print magazines. Over a series of major writing assignments, students apply their research and interviewing skills to produce exhaustively reported and elegantly written articles. Topics in the course include: lead writing, article structure, interviewing, the use of statistics and the application of narrative techniques to journalistic writing.
Prerequisites: Take JRN 275.
Offered: As needed
- JRN 480. Advanced Digital Journalism.** **3 Credits.**
Many newsrooms now combine multiple types of media to immerse readers and make complex stories more digestible. This course covers the reporting and production skills needed to build many of these new forms, including interactive graphics and maps, and advanced audio and video projects. Students also study past and present interactive journalism projects and meet with some of the professionals who designed them.
Prerequisites: Take JRN 380.
Offered: As needed
- JRN 488. The International Money Trail.** **3 Credits.**
Business and investment, regulation and corruption, fraud and philanthropy are often global, making students who can track money across borders especially valuable. This course is designed to teach journalists, financiers, investigators, and strategic communicators to use financial analysis and digging skills on the international money trail. This course builds on JRN 388 and serves as the capstone for the minor in Financial Communications and Business Journalism.
Prerequisites: Take JRN 388;
Offered: As needed, All

- JRN 495. Advanced Reporting.** **3 Credits.**
This course stresses individual enterprise reporting, in which students plan, report, write and produce stories suitable for print or multimedia that demonstrate their command of skills acquired during the course of study. Emphasis is placed on the role of the professional journalist as an ethical practitioner who represents and reflects the wider public in its economic, ethnic and racial diversity.
Prerequisites: Take JRN 380.
Offered: As needed
- JRN 496. The QNN Newscast.** **3 Credits.**
In this course students act as producers, news and sports reporters, writers, editors and anchors as they put on a live weekly newscast. Newscasts are recorded and critiqued for student portfolios.
Prerequisites: Take JRN 291.
Offered: Every year, All
- JRN 498. Journalism Capstone.** **4 Credits.**
In this capstone course for the journalism major, students work on long, in-depth pieces of journalism across platforms. The stories include numerical or statistical information, multiple interviews from a variety of diverse sources, and show the students' command of the techniques used to produce and present news in print, broadcast and digital environments. Senior status required.
Offered: Every year, All
- JRN 499. Independent Study.** **1-6 Credits.**
- JRN 500. Special Topics in Journalism.** **3 Credits.**
This course consists of seminar-based classes that consider emerging areas of scholarly research or industry developments in journalism, with a particular focus on how a specific research activity or industry development illustrates issues regarding economic, gender and social groups.
Offered: As needed
- JRN 501. Reporting and Fact-Checking.** **3 Credits.**
Students are introduced to the basic practices and tools of journalism, which include interviewing, identifying and accessing public documents, writing leads and constructing organized, balanced stories.
Offered: Every year, Fall
- JRN 504. Digital Essentials.** **3 Credits.**
The capacity to gather information and report the news remains at the core of the journalism profession. This course focuses on the fundamentals of news writing while also engaging students in emerging social media and other tools to present comprehensive news stories to all audiences.
Offered: Every year, Spring
- JRN 521. Audio Storytelling.** **3 Credits.**
Writing for the ear requires skills in preparing scripts, natural sound and audio recording and editing. This course prepares students to compose stories for radio news and podcasts, with a focus on developing the style of conversational broadcast writing common to National Public Radio.
Offered: Every year, Fall
- JRN 524. TV Reporting.** **3 Credits.**
Visual news stories as broadcast by networks, affiliates and cable news channels and in evolving digital formats require skills in both storytelling and technology for shooting and editing video. This course covers the essentials of shooting video, editing and field reporting and producing.
Offered: Every year, Fall
- JRN 528. Data Journalism.** **3 Credits.**
Information graphics are now an integral component of news, conveying big data into readily understood formats such as diagrams and charts. This course teaches students how to visually organize information and apply it to news stories for broadcast or online presentation.
Offered: As needed
- JRN 530. Independent Study (ICM530).** **3 Credits.**
This is a special course offered to accommodate students who seek advanced practical training or advanced research in an area not directly included in the curriculum. The topic and scope of the course is developed by the student in consultation with a faculty adviser, subject to approval by the dean.
Offered: Every year, All
- JRN 531. Graduate Internship.** **3 Credits.**
Experience in association with working professionals is essential to securing career opportunities. Students completing an elective internship to secure such experience are required to work in a supervised environment, approved by the graduate program director.
Offered: Every year, All
- JRN 541. Sporting Culture Through Nonfiction.** **3 Credits.**
It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.
Offered: Every year, Summer Online
- JRN 543. Literary Journalism in the '60s.** **3 Credits.**
The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "the New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.
Offered: Every year, Summer Online
- JRN 545. TV Production.** **3 Credits.**
This course introduces students to the technical production skills that go into a daily news telecast. Newsroom organization, story development (from idea to the air) and the principles and practices of professional producers are studied.
Offered: Every year, Fall
- JRN 546. Digital News Production.** **3 Credits.**
This course explores topics related to social media, such as the viral video clip from a Tweet or the verified source through social media. Students learn the skills, tools and best practices of digital and video content production, as well as social coordination in the news arena. They also explore logistical and ethical concerns in the social medium.
Offered: Every year, Spring
- JRN 552. Media Law and Ethics.** **3 Credits.**
A thorough knowledge of laws and ethical behavior is essential to the professional practice of journalism. As such, this course covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues.
Offered: Every year, Spring

JRN 562. Sports Law and Ethics. 3 Credits.

Federal antitrust law and regulations show that college and professional sports are treated as special components of American culture. This course examines the legal structure that grants special privileges to sports and to the ethical challenges sports journalists confront in going beyond the games to find the story.

Offered: Every year, Spring

JRN 563. Sports Analytics. 3 Credits.

Deciphering the volumes of data produced by high school, college and professional sports teams is an essential part of sports reporting. This course introduces students to the ever-growing volumes of statistics across major sports and shows how to transform such data into useful information.

Offered: Every year, Spring

JRN 564. Presenting and Producing Radio Sports. 3 Credits.

Radio remains an essential and effective medium for listening to games and for engaging the audience with live talk shows that discuss teams, players, sports and the action of the competition. This course presents students with the principles and practices of radio sports.

Offered: Every year, Fall

JRN 565. Presenting and Producing Television Sports: Remote. 3 Credits.

Students in this course write, produce and distribute a 30-minute sports program for broadcast featuring stories that illustrate intriguing and inspiring stories of a Division I college athletic department. Every student engages in shooting, editing, writing, interviewing, presenting and distributing the final product. Additionally, students originate and perform local and national style sports highlight segments along with live in-depth interviews.

Offered: Every year, Spring

JRN 566. Presenting and Producing Television Sports: Studio. 3 Credits.

Pre-game, post-game and intermission reports are among the most important aspects of televised sports, as each reveals and promotes the storylines through which games are covered. This course introduces students to the concepts and content behind the production of studio shows.

Offered: Every year, Fall

JRN 572. Researching and Writing the News Documentary. 3 Credits.

The complexities of producing the news documentary range from finding the right story to pursue to uncovering the proper visuals to help tell it. This course provides students with the skills to research, write, and produce visual nonfiction, long-form projects rooted in history or current events.

Offered: As needed

JRN 573. Sports Literature. 3 Credits.

Sports serve as a critical metaphor for American life in nonfiction works such as "Friday Night Lights," in novels such as "End Zone," in plays such as "Death of a Salesman" and in films such as "Raging Bull." This course examines why sports are prominent in cultural works that attempt to reveal the meaning of America.

Offered: As needed

JRN 574. Crafting the Sports Feature. 3 Credits.

Feature writers capture athletes when they are most noble, frail or otherwise vulnerable or heroic. They also capture the moment when a game means more than that. This course teaches students to apply creative vitality to their ideas and writing on sports outside of game stories.

Offered: Every year, Fall

JRN 588. Business Reporting:Following the Money. 3 Credits.

Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.

Offered: Every other year, Spring

JRN 589. Critical Issues in Sports. 3 Credits.

From health concerns to labor conflicts, the workaday world often intrudes on the bubble that protects the mythology of sport. Through reason, analysis and writing, students interact with vital issues that emerge from the seemingly routine day-to-day coverage of games.

Offered: Every year, Spring

JRN 595. Sports Clinical. 3 Credits.

Students completing the sports journalism program must participate in the Sports Clinical. This course focuses on advanced broadcast, multimedia, documentary and long-form reporting and to deepen the experience and training in a given area of specialization in terms of platform and subject matter.

Offered: Every year, Spring

JRN 600. Capstone Proposal. 3 Credits.

Students completing the journalism program conduct research and do preliminary reporting to write a capstone project proposal based on their area of inquiry. The faculty adviser and graduate program director must approve the topic. This course is graded on a pass/fail basis.

Offered: Every year, All

JRN 601. Capstone Project. 3 Credits.

Students completing the journalism program must complete a capstone project. Under the guidance of the their faculty adviser, students create an original, in-depth, professional-quality journalism project. This course is graded on a pass/fail basis.

Offered: Every year, All

Bachelor of Arts in Journalism

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

The Quinnipiac undergraduate Bachelor of Arts in Journalism program focuses on the principles and practices of news writing and reporting across multiple platforms. The program's mission is to prepare journalism professionals who are superior writers and can effectively report on the diversity of the human experience.

The wide range of elective courses enables students to focus on a specific medium (such as television, online, or new media reporting) or news subject (such as sports, entertainment, or visual journalism) or take courses across platforms based on their interests and career goals.

BA in Journalism Curriculum

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses: ²		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6

Additional courses outside of the SoC, one of which must be at the 200 level or higher 6

Seminars for Success

COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1

Required Journalism Courses

JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
JRN 263	Broadcast News Writing	3
JRN 275	News Reporting	3
JRN 380	Fundamentals of Digital Journalism	3
JRN 450	Senior Seminar	3
JRN 498	Journalism Capstone	4
COM 490	Communications Career Internship	3

Electives

Select four of the following, with at least two from the "writing-intensive" list: 12

Writing-Intensive Electives:

JRN 280	The Art of the Podcast (SPS 280)
JRN 285	Mobile Journalism: The Future of News
JRN 291	Reporting for Television I
JRN 300	Special Topics in Journalism
JRN 311	Reporting for Television II
JRN 325	Telling Global Stories
JRN 341	Sporting Culture Through Nonfiction
JRN 343	Literary Journalism in the '60s
JRN 360	Watchdog Reporting
JRN/SPS 361	Sports Reporting (SPS 361)
JRN 365	Effective Editing
JRN 375	Cultural and Entertainment Journalism
JRN 388	Business Reporting: Following the money
JRN 470	Narrative Journalism
JRN 480	Advanced Digital Journalism
JRN 488	The International Money Trail
JRN 495	Advanced Reporting
JRN 496	The QNN Newscast
Other courses with chair's approval	

Other Electives

JRN 205	Photojournalism Fundamentals
JRN 315	The Art of Journalistic Interviewing
JRN/SPS 362	The Story of Football (SPS 362)
JRN 364	Sports Broadcasting
JRN 372	Entrepreneurial Media (The MIC Project)
JRN 395	Broadcast Performance
COM 215	Social Media and Society
FTM 372	Screenwriting
FTM 380	Projects in Audio Production

MSS/WGS Diversity in the Media (WGS 311) 311

MSS/WGS Media Users and Audiences (WGS 345 345)

MSS/SPS Sports, Media and Society (SPS 420 420)

STC 201 Writing for Strategic Communications

Other courses with chair's approval

Minor Courses 18

Total Credits 124

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Journalism will complete their Integrative Capstone Requirement within the major with JRN 498. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

Minor Requirement

Students enrolled in the Bachelor of Arts in Journalism program are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. Students are encouraged to minor outside the School of Communications to acquire subject knowledge beyond their primary field of study, but may choose to minor in any program within or outside the School of Communications in consultation with their advisers.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Ability to research, report, write, shoot and edit** news stories that conform to professional journalism standards, including the ability to apply basic numerical and statistical concepts.
- Command of the techniques** used to produce and present news in digital, broadcast and print environments, and understand the interconnectedness of these systems.
- Familiarity with the history of journalism**, its social responsibility and the underpinnings of its practice in a culturally and racially diverse society.
- Understanding of the implications** of the First Amendment and the role journalism plays in a democracy.
- Engagement in the ethical practice** of journalism.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Minor in Financial Communication and Business Journalism

Program Contact: Sara Silver (Sara.Silver@qu.edu) 203-582-7762

The minor in Financial Communication and Business Journalism is designed for students who want to stand out in the fields of news, public relations, non-profits, companies and government. Students will learn to understand business fundamentals, discover opportunities in public budgets, interpret financial data, articulate business strategies, research markets using journalistic tools, and think critically about business models. This specialty opens careers in investor relations, corporate communications, market research and the healthiest parts of media.

Students wishing to minor in financial communication and business journalism must complete 18 credits.

Financial Communication and Business Journalism Minor Curriculum

For students whose majors are **inside** and **outside** of the School of Communications, required minor courses are:

Code	Title	Credits
Minor requirements ¹		
EC 111	Principles of Microeconomics	3
AC 211	Financial Accounting	3
FIN 201	Fundamentals of Financial Management	3
JRN 388	Business Reporting:Following the money	3
JRN 488	The International Money Trail	3
	Complete one financial communication and business journalism elective from the list below:	3
AC 305	Intermediate Accounting I	
AC 350	Advanced Excel Programming (CIS 350)	
BAN 300	Business Data Analysis with R	
BAN 310	Web Analytics	
EC 112	Principles of Macroeconomics	
ENT 290	Creating Digital Businesses	
FIN 360	Financial Statement Analysis	
FIN 380	Intermediate Corporate Finance	
HS 215	American Business History	
IB 201	Globalization and International Business	
IB 313	International Marketing Research	
IB 335	International Finance	
JRN 275	News Reporting	
JRN 372	Entrepreneurial Media (The MIC Project)	
MK 301	Internet Marketing	
MK 320	Marketing Research	

STC 201	Writing for Strategic Communications
STC 341	Corporate Public Relations
STC 512	Investor Relations

Total Credits 18

¹ School of Business students cannot count core courses and must substitute from 300-level electives outside of their major from the electives list or others as approved by the program director.

Minor in Journalism

Program Contact: Ben Bogardus
(Ben.Bogardus@quinnipiac.edu) 203-582-3417

News media continue to evolve as the trends, tools and technologies of the digital age bring vast quantities of information to new generations of audiences. The journalism minor teaches you to harness these technologies, and to apply techniques of news gathering, interviewing and story creation. Courses expose you to the many elements of multimedia production, and develop the skills necessary to produce timely and informative content for traditional print, television, radio and digital formats.

The minor focuses on the production of quality journalistic content as well as becoming a more sophisticated consumer of it. You'll gain an understanding of the professional ethics underpinning news reporting, as well as the importance of journalism to the first amendment and the vital role it plays in a free society. A refined voice, strong storytelling capability and a sharp editorial eye are beneficial to PR specialists, advertisers, publishers and a range of other professions in the communications fields and beyond.

Students wishing to minor in journalism must complete 18 credits.

Journalism Minor Curriculum

For students whose majors are **outside** of the School of Communications, required minor courses are:

Code	Title	Credits
COM 140	Storytelling	3
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing or JRN 263 Broadcast News Writing	3
JRN 275	News Reporting	3
	Complete two elective courses at the 200 level or above	6

Total Credits 18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing or JRN 263 Broadcast News Writing	3
JRN 275	News Reporting	3

Complete one writing-intensive elective	3
Complete two elective courses at the 200 level or above	6
Total Credits	18

Department of Media Studies

The breadth and flexibility of the Bachelor of Arts in Communications/Media Studies program allows students to pursue their specific media-related interests while developing the effective communication skills and critical and creative thinking abilities employers are seeking. Students learn how media industries operate and, with their adviser's assistance, craft individualized programs of study based on their personal and professional goals. Our graduates work in a variety of professional fields including film and television, music and radio, social media, news, sports, fashion, public relations, marketing, advertising and media research. The major also prepares students to pursue graduate degrees in business, law, education, journalism, public relations and interactive media.

- Bachelor of Arts in Communications (p. 397)
- Minor in Media Studies (p. 398)

Media Studies (MSS)

MSS 119. Sign Language Workshop. 1 Credit.

The course presents an introduction to basic sign language, its basic vocabulary, sentence structure and grammar. Students gain practice in reading and execution of signs.

Offered: As needed

MSS 131. Media Innovators. 3 Credits.

This course examines how media companies develop and refine media products and platforms. Learners examine how media companies anticipate and/or respond to different cultural, technological, and economic structures that create constraints and leave open the possibilities for media practitioners. Using a case study approach, the course explores how decision-makers have adapted to the dynamic media marketplace, the types of data they solicit, and the ways in which they confront the risks associated with creating and distributing media products. This course replaces MSS231; students may not receive credit for both.

Offered: Every year

MSS 139. Mass Comm Elective. 3 Credits.

Offered: Every year, All

MSS 220. Media, History and Memory. 3 Credits.

This course examines the relationship between media, history and memory, focusing on the role various media play in shaping both individual and collective memories of historical figures, events and eras. Students are introduced to historical research methods and evaluate a variety of archival media texts, including photographs, newspaper and magazine articles, newsreels, movies, TV shows and audio recordings. In the major course project, students interview a family or community member about a particular historical event. The resulting essay analyzes the connections between individual memory, collective memory, and the media's influence on both.

Prerequisites: Take EN 102 or EN 103H

Offered: Every year, Fall and Spring

UC: Humanities

MSS 231. Media and Society. 3 Credits.

The objectives for this course are twofold: to foster an understanding of the social context within which media professionals work and to provide an environment in which students develop analytical skills required for effective and ethical participation in our media-saturated culture as citizens and potential media professionals. Students create a mock proposal for a media project in which they address how different cultural, political, economic and technological structures create constraints and leave open the possibilities for media practitioners, users and audiences. They also work in teams to critique contemporary social media issues.

Prerequisites: Take COM 120.

Offered: Every year, Spring

MSS 300. Special Topics. 3 Credits.

Topics vary each semester depending on faculty and student interests.

Offered: As needed

MSS 311. Diversity in the Media (WGS 311). 3 Credits.

This course examines the role of media in the construction of social categories such as gender, race, class and sexual orientation. Students learn about the media as one of a number of social institutions—including religion, education and family—that influence our understanding of cultural difference. The course presents a variety of perspectives that address diversity in relation to both print and electronic media, emphasizing popular culture. Media diversity issues are analyzed in relation to ownership, representation, audience reception and the media workforce. Junior status required.

Prerequisites: Take WGS 101 or COM 120.

Offered: Every other year

MSS 320. Communication Technologies: Evolution and Impact. 3 Credits.

This course explores the rapid spread of technology in the 21st century. Students examine the development, diffusion, and cultural impact of older technologies (e.g. the telephone, radio, television) for lessons that can be applied to more recent technological developments (e.g. the smartphone, streaming media, and social media). This blueprint is then used to predict, evaluate, and critique emerging technologies and the effects that they may have on culture, politics, economics, and everyday life in the next 10-20 years.

Prerequisites: Take COM 120.

Offered: As needed

MSS 332. Media Research Methods. 3 Credits.

The course introduces students to a variety of media research methods through readings and hands-on exercises. Goals include helping students become knowledgeable and critical readers of media-related research produced in both industry and academic settings, and teaching students fundamental aspects of conducting media research and leading-edge strategies for effectively communicating research findings. Students perform original research using techniques including interviews, focus groups, content analysis and surveys. They also learn about statistics, social media tracking and research ethics. Junior status required.

Prerequisites: Take COM 120, MSS 131 or MSS 231.

Offered: Every year, Fall

MSS 340. Communications Law and Policy. 3 Credits.

This course helps students to develop an awareness and understanding of laws, regulations and professional standards of practice that apply to the work of communications practitioners. Attention is given to First Amendment guarantees, libel, privacy, journalist's privilege, copyright, media and advertising regulation. Selected cases are highlighted as examples of opinions handed down by state and federal courts. Junior status is required.

Prerequisites: Take MSS 131 or MSS 231 or STC 101 or STC 102.

Offered: Every year, Fall and Spring

MSS 345. Media Users and Audiences (WGS 345). 3 Credits.

This course considers popular, institutional and academic perspectives on media users and audiences in the U.S. and abroad. Students develop an understanding of how people choose and interpret media content, how marketers and media producers perceive audiences, popular assumptions about media effects on audiences and how social media use blurs boundaries between audiences and producers. Students develop and apply critical thinking and written and oral communication skills in assignments that address contemporary debates surrounding audiences and media users, including an in-depth analysis of fan cultures.

Prerequisites: Take EN 102 or EN 103H; and COM 120 or WGS 101.

Offered: Every year

MSS 346. Global Communication. 3 Credits.

The course analyzes the roles information media and popular culture play in modern debates about political power, global economy and cultural identity. The relative influences of different communication technologies in relationships among global, transnational and local cultures also are examined.

Prerequisites: Take COM 120.

Offered: Every other year

MSS 349. Political Communication (PO 349). 3 Credits.

This course explores the relationship between media and politics in the U.S. Students learn about the history of political communication, the role of image-making and image-management in political communication, the impact of the media on public policy, and the current state of our mediated political culture. In the major course project, student teams develop a comprehensive campaign communication strategy for a political candidate.

Prerequisites: Take COM 120 or PO 101.

Offered: Every other year

MSS 400. Special Topics. 3 Credits.

Topics vary each semester depending on faculty and student interests.

Offered: As needed, Fall and Spring

MSS 420. Sports, Media and Society (SPS 420). 3 Credits.

This course examines the social, political, economic and historical significance of the intersection of sports, media and society. Participants examine such questions as: What role have sports played in shaping cultures throughout history? What is the relationship between sports and media? How do sports, through the media, influence U.S. culture today? What is the role of sports media professionals in U.S. culture? Junior status required.

Prerequisites: Take COM 120 or SPS 101.

Offered: Every year, Spring

MSS 441. Celebrity Culture. 3 Credits.

This seminar explores modern communication networks through the lens of celebrity. Through a variety of readings and videos, including pieces using media effects and cultural studies approaches, the course addresses the following questions: How, and by whom, is the idea of celebrity shaped? What cultural meanings are conveyed by celebrity? How does celebrity change the way we think about important social issues? What is the impact of celebrity on the industry? How is the concept of celebrity shifting? And just why are we so fascinated by celebrity? The final course project involves creating a plan for a celebrity to rehabilitate/reshape their public image.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 442. Media Critics and Influencers. 3 Credits.

In this course, students learn what it takes to be a professional media critic and/or a social media influencer. Students analyze and produce criticism of TV, movies, music, apps, games, etc. and study what makes today's top social media influencers so successful. Students examine some of the best practices in popular media criticism/influence while developing their own voices. They also learn to produce content aimed at engaging their target audience. In their final project, students create their own blog, vlog, or podcast.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 443. Crime, Media and Culture. 3 Credits.

This course examines the role of industrialized media in the social construction of crime, criminals, victims, social order, and deviance. We also consider why crime is represented so frequently in a variety of mainstream media genres, including news, docudramas, video games, popular music, and fictional dramas in both television and film. The course also discusses ways in which social media and digital surveillance technologies have been harnessed in relation to crime. Central themes of the course include theoretical debates related to media effects and critical media consumers, as well as how crime narratives can either demonize or glamorize segments of society.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 444. Popular Music. 3 Credits.

Despite its salience as a mass medium, popular music remains understudied in the discipline of media studies. Therefore, in order to provide students with a better understanding of popular music, this seminar involves the following: critically listening to and writing about popular music; considering music's role in identity (class, gender and sexuality, racial and ethnic, etc.) formation; examining the influence of media and technology on popular music; and understanding the music industry.

Prerequisites: Take MSS 131 or MSS 231.

Offered: Every other year

MSS 450. Senior Seminar. 3 Credits.

This seminar includes an in-depth examination of issues and research perspectives in media studies. Topics vary each term, focusing on the different media and current literature in the field. Senior status required.

Offered: Every year, Fall and Spring

MSS 491. Research Project. 3 Credits.

Students conduct an in-depth research project under faculty supervision.

Prerequisites: Take MSS 332.

Offered: As needed

MSS 495. Media Trend Forecasting and Strategy. 3 Credits.

In this media studies capstone course, students analyze the various forces impacting media industries, professionals, and users, tracking current trends and forecasting future influences. Students study the issues facing media producers/users and strategize creative responses to the challenges of operating in an ever-changing media environment, applying critical thinking, research and creative problem-solving skills to real-world situations in their capstone project, a Media Consultant Report. Students also are expected to demonstrate professional oral and written communication skills in their final project and a weekly Media Trends blog. Senior status required.

Prerequisites: Take MSS 131 or MSS 231; and MSS 332 or STC 332

Offered: Every year, Spring

MSS 499. Independent Study.**1-6 Credits.**

Students may arrange to do an in-depth study of a topic under faculty supervision.

Offered: As needed

Bachelor of Arts in Communications

Program Contact: Nancy Worthington (Nancy.Worthington@qu.edu)
203-582-8059

The BA in Communications program aims to equip students with an adaptable approach to the rapidly evolving nature of media-related careers. The breadth and flexibility of the major enables a strategic integration of courses in which students learn professional practices, analytical techniques and expertise on the media's wider social, cultural and economic relationships.

Communications students obtain positions in diverse professional environments, including television networks, the music industry, social media, public relations and marketing firms, advertising agencies and media research organizations. The program also prepares students to enter graduate training in business, law, journalism, public relations and education.

BA in Communications Curriculum (Media Studies)

Students majoring in Communications/Media Studies must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses ²		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures: select two courses		6
Additional courses outside the SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required Media Studies Courses		
MSS 131	Media Innovators	3
MSS 332	Media Research Methods	3
MSS 340	Communications Law and Policy	3
MSS 495	Media Trend Forecasting and Strategy	3
COM 490	Communications Career Internship	3
Electives		
Select four of the following, one of which must be a 400-level MSS elective:		12
MSS 220	Media, History and Memory ³	
MSS/WGS 311	Diversity in the Media (WGS 311)	

MSS 320	Communication Technologies: Evolution and Impact	
MSS/WGS 345	Media Users and Audiences (WGS 345)	
MSS 346	Global Communication	
MSS/PO 349	Political Communication (PO 349)	
MSS 400	Special Topics	
MSS/SPS 420	Sports, Media and Society (SPS 420)	
MSS 441	Celebrity Culture	
MSS 442	Media Critics and Influencers	
MSS 443	Crime, Media and Culture	
MSS 444	Popular Music	
MSS 450	Senior Seminar	
And/or any FTM, GID, JRN or STC courses		
Other non-School of Communications courses with chair's approval		
Open electives		
Complete 6 credits		6
Minor Courses		18
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Communications (Media Studies) will complete their Integrative Capstone Requirement within the major with MSS 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

² Core must be completed by end of sophomore year.

³ MSS 220 can also be taken as a UC Humanities under *Disciplinary Inquiry* or under Part 1 or 2 of *UC Personal Inquiry*.

Minor Requirement

All students majoring in communications are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in communications/media studies may not minor in media studies.

Student Learning Outcomes

The program's required courses emphasize the skills and expertise sought by both demanding employers and competitive graduate programs, fostering students' abilities to do the following:

- Apply** knowledge gained from their coursework and creative problem-solving skills to real-world situations facing media organizations, producers and users, showing a capacity for innovation and imaginative thinking
- Plan, conduct, analyze** and **report** original media research findings based on a survey, focus group, social media tracking or content analysis
- Interpret** secondary media research for media professionals and media consumers/users
- Critically analyze** current media issues, trends and events and convey in written and oral reports their observations on how media theory relates to industry practice and audience/user interpretation

- e. **Demonstrate** a professional level of written and oral communication skills and the ability to effectively communicate ideas to various audiences through a variety of traditional and new media message delivery formats
- f. **Articulate** the importance of media literacy and how understanding the media’s influence benefits media consumers and professionals in a democracy like the U.S. and in an information-based global economy
- g. **Recognize** the diversity of groups and perspectives in a global society in relation to the media’s influence on the construction of culture and identity

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor’s degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Communications

A minimum of 60 credits is required for transfer into the BA in Communications. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
	Communications Core	3

	Introduction to Mass Communication	3
	English I	3
	Elective	3
	Elective	3
Credits		15
Spring Semester		
	Communications Core	3
	English II	3
	Math	3
	Elective	3
	Elective	3
Credits		15
Second Year		
Fall Semester		
	Communications	3
	Public Speaking	3
	Elective	3
	Elective	3
	Elective	3
Credits		15
Spring Semester		
	Communications	3
	Communications	3
	Elective	3
	Elective	3
	Elective	3
Credits		15
Total Credits		60

Minor in Media Studies

Program Contact: Nancy Worthington (Nancy.Worthington@qu.edu) 203-582-8059

Media outlets have the power to influence the government, society and the business world. News stories can shape perceptions and public opinion in profound ways. This program examines how the media landscape has evolved over time and addresses the industry’s need to continually adapt to new technology to remain relevant and effective. You’ll learn to spot trends and analyze consumer behavior in ways that complement your major in fields such as political science, advertising, marketing and business.

The program is flexible and can be adapted to match your interests and career goals. You will take several required courses focused around media industries and trends, then choose from a diverse range of communications electives. Plus, you’ll have access to our Ed McMahon Communications Center—an all-digital media production environment where students create sophisticated broadcast-quality video content and programming, as well as high-tech multimedia productions for web and mobile.

Students wishing to minor in media studies must complete 18 credits.

Media Studies Minor Curriculum

For students whose majors are **outside** the School of Communications, required minor courses are:

Code	Title	Credits
COM 120	Media Industries and Trends	3
MSS 220	Media, History and Memory	3
	300- or 400-level Media Studies course	3
	Select three elective courses from Media Studies or another School of Communications department, depending on the student's interests	9
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
MSS 131	Media Innovators	3
	300- or 400-level Media Studies course	3
	400-level Media Studies course	3
	Select three Media Studies elective courses	9
Total Credits		18

Department of Strategic Communication

The mission of the Department of Strategic Communication is to prepare our students, through theory and practice, for success in public relations, advertising and related industries. The department offers two degrees: a Bachelor of Arts in Advertising and Integrated Communications and a Bachelor of Arts in Public Relations.

The BA in Advertising and Integrated Communications program prepares students to understand and apply principles of advertising, branding and audience analytics in creating campaigns that maximize the strategic impact of content for web, social media, mobile devices and traditional media.

The BA in Public Relations program prepares students to be entry-level practitioners for careers in agency, corporate, government and nonprofit public relations. Among the most important essential learning outcomes stressed in the major are critical thinking and reasoning skills. Our graduates offer strategic counsel to their employers and clients through writing, research and implementation.

- Bachelor of Arts in Advertising and Integrated Communications (p. 403)
- Bachelor of Arts in Public Relations (p. 404)
- Master of Science in Public Relations (p. 724)
- Master of Science in Public Relations - Online/Professional Track (p. 725)
- Minor in Advertising and Integrated Communications (p. 406)
- Minor in Public Diplomacy (p. 406)
- Minor in Public Relations (p. 407)

Strategic Communication (STC)

STC 101. Principles of Public Relations. 3 Credits.

This course traces the development of the public relations discipline and examines the role of public relations in organizations and society. Students are introduced to the role that public relations plays in communicating to individuals, groups and society at large. Basic public relations principles and theories are examined. Students are introduced to critical thinking and reasoning concepts as well as the various professional roles in the field.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

STC 102. Principles of Advertising and Integrated Communications. 3 Credits.

Principles of Advertising and Integrated Communication is an introductory course that provides a comprehensive overview of the practices of advertising and integrated communication (ADIC) as they are used by organizations to maximize the impact of unified messages and promotions on consumers and other stakeholders. The course is designed to introduce students to contemporary issues and practices as well as to analyze ethical considerations involved in the basic principles within the communications campaign planning process.

Offered: Every year, Fall and Spring

UC: Breadth Elective, University Curriculum Ele

STC 201. Writing for Strategic Communications. 3 Credits.

Written communication is central to most public relations careers. Clear and persuasive writing is one of the tools used in public relations to convey clients' messages to target publics. This writing-intensive course introduces students to the world of professional public relations writing. Topics include press releases and other print tactics, online content and social media. Students are involved in both in-class and out-of-class assignments.

Prerequisites: Take STC 101 or STC 102; and COM 140.

Offered: Every year, Fall and Spring

STC 215. Web, Mobile and Interactive Design. 3 Credits.

Students learn how to create desktop and mobile multimedia elements using web development software, HTML5, CSS3 and simple scripting. Students design projects that include functional websites, animated content and interactive experiences.

Prerequisites: Take COM 130 and JRN 106 or FTM 110.

Offered: Every year, Fall and Spring

STC 309. Public Diplomacy. 3 Credits.

This course examines concepts, issues and practices in public diplomacy, or the management of a nation's communications and relationships with foreign publics who have the ability to affect national and international interests. Students examine theoretical and practical aspects of public diplomacy, looking closely at the purpose and value of public diplomacy in governments and other institutions, the roles and responsibilities of public diplomacy specialists, and principles of strategic practices. Students apply what they have learned in the development of public diplomacy materials.

Prerequisites: Take STC 101.

Offered: Every year, Spring

UC: Breadth Elective

STC 311. Sports Public Relations (SPS 311). 3 Credits.

This class is a comprehensive review of sports management and sports event planning. Students examine such topics as strategic planning, budgeting and time management.

Offered: Every year, Spring

- STC 320. Strategies for Social Media. 3 Credits.**
 This course addresses the impact of social and mobile media in an integrated profession. It focuses on strategically using social media to conduct research and monitor issues, to develop, implement and evaluate the success of public relations, advertising and integrated communication efforts. The course emphasizes strategic usage of such social media tools as social networks, social bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile media and geolocation apps.
Prerequisites: Take STC 201.
Offered: Every year, Fall and Spring
- STC 332. Communication Research and Analysis. 3 Credits.**
 Quantitative reasoning is expected of today's strategic communication professional, and this course presents an exploration of both quantitative and qualitative research methods. Students learn how to use principles of scientific research and data analysis to establish, monitor and evaluate communication efforts.
Prerequisites: Take STC 101 or STC 102.
Offered: Every year, Fall and Spring
- STC 335. Media Systems and Planning. 3 Credits.**
 In this course, students learn about traditional as well as new and emerging technologies, with particular emphasis on their strengths and weaknesses as message carriers. Discussions include an overview of commonly used metrics and sources of data in the advertising and communications industries. Students then use this knowledge to plan and budget for integrated communication plans that capitalize on paid, earned and owned outlets.
Prerequisites: Take STC 332.
Offered: Every year, Spring
- STC 341. Corporate Public Relations. 3 Credits.**
 This course provides students with the knowledge and skills required for positions in the corporate sector. Topics include media relations, employee communication, community relations, investor relations and crisis communication. Students hone their written communication and critical thinking skills in this class.
Prerequisites: Take STC 201.
Offered: As needed
- STC 343. Nonprofit Public Relations. 3 Credits.**
 This course is designed for students who are interested in nonprofit public relations practice. Nonprofit practitioners help organizations manage their relationships by using many types of communication. This class helps students hone the skills that enable them to prosper as nonprofit public relations professionals. Written communication skills, along with other skills, are stressed.
Prerequisites: Take STC 201.
Offered: As needed
- STC 344. Global Strategic Communications Management. 3 Credits.**
 This course is designed to explore the global reach of strategic communication, its challenges, opportunities and worldwide development. It examines how various communication disciplines such as advertising, integrated marketing communication and public relations work together in various cultures, and geopolitical and socio-economic systems. Students explore strategic communication practices from a cosmopolitan perspective while focusing on understanding global, national and local audiences in order to create an integrated strategic communication plan that strengthens brand images.
Prerequisites: Take STC 101 or STC 102.
Offered: As needed
- STC 345. Investor Relations. 3 Credits.**
 This course is designed for students who may wish to enter the field of investor relations. Students are introduced to the main activities carried out by investor relations professionals and to concepts such as finance and accounting.
Prerequisites: Take STC 201.
Offered: As needed
- STC 346. Strategic Health Communication. 3 Credits.**
 The course presents a social scientific exploration of the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Participants examine theories of health behavior change and media effects. Health is discussed from an ecological perspective, considering how various social structures impact community and individual health and cultural differences regarding health. Students consider examples of mediated health campaigns and research evaluating their effectiveness. They examine the interplay among theory, research and practice, with a special emphasis on how theory informs practice.
Prerequisites: Take STC 201.
Offered: As needed
- STC 348. Public Relations Event Planning. 3 Credits.**
 This course emphasizes the fundamentals of event planning, from developing the event, choosing a site and activities, promoting the event, accommodating the audience, coordinating volunteers, overseeing a safe event environment, and assessing the event after completion. At the end of the course, based upon the readings and real-life application, the student should be able to appreciate and understand how to plan a first-rate event, regardless of the client, theme or environment.
Prerequisites: Take STC 201.
Offered: As needed
- STC 349. Media Relations. 3 Credits.**
 This course gives students an understanding of the priorities and expectations of various types of contemporary media and how to successfully engage them through research-based strategies and tactics designed to reach key audiences. At the conclusion of the course, students should be well-practiced in various forms of working with journalists and the public via multiple media.
Prerequisites: Take STC 201.
Offered: As needed
- STC 400. Special Topics. 3 Credits.**
 The content of this course is specialized and varies from semester to semester. Students may inquire at the School of Communications front desk to learn more about the topic being offered.
Prerequisites: Take STC 201.
Offered: As needed
- STC 401. Bateman Competition Research. 1-3 Credits.**
 This course is designed to prepare students for advanced public relations problem-solving, the development of strategic public relations plans and the execution of a comprehensive public relations program. Students develop and implement a public relations program based on the four-step public relations process by competing in the national Public Relations Student Society of America Bateman Case Study Competition.
Prerequisites: Take STC 201 and permission of instructor.
Offered: As needed
- STC 402. Bateman Competition Campaigns. 2 Credits.**
Prerequisites: Take STC 332, STC 401.
Offered: As needed

- STC 405. The Agency. 3 Credits.**
The Agency is a student-run, interdisciplinary firm in which students produce professional work under the direction of faculty. Specializing in Public Relations, Graphic and Interactive Design, and Advertising and Integrated Communications, students collaborate on teams to manage and produce visual, written and digital work for a variety of clients in the communications field. Students apply different research methodologies, tools and techniques, and tactics to achieve desired strategic outcomes and present their projects to clients. Course is repeatable with permission of instructor.
Offered: Every year, Fall and Spring
- STC 410. Branding Strategies. 3 Credits.**
In this course, students consider how brands work and examine them as the guiding forces for integrated communication campaigns. Students identify the common characteristics of successful brands and explore the tools and techniques that are used to build brand equity.
Prerequisites: Take STC 332.
Offered: Every year, Fall
- STC 450. Crisis Communication Management. 3 Credits.**
This senior seminar for public relations majors is focused on crisis management. The course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Senior-level students in STC 450 apply skills they have learned throughout the program to crisis case studies. Students are called on to demonstrate oral and written communication skills along with proficiencies in such areas as critical thinking, reasoning and creative thinking.
Prerequisites: Take STC 332.
Offered: Every year, Fall and Spring
- STC 485. Advertising and Integrated Communications Campaigns. 3 Credits.**
This course is the capstone course in the advertising sequence. It utilizes a team-based, project-driven approach to advertising with real-life clients. Each team engages in the conception, research, planning and execution of a unique advertising campaign for an entire semester. Students learn to work within client guidelines, strategic creative and media planning, budgetary considerations and post-campaign analysis. In this capstone experience, students develop a full-scale integrated communications campaign, including conducting secondary and primary research, strategic planning and the production of associated creative deliverables. Students also gain experience in pitching to clients and evaluating the success and impact of the campaign.
Prerequisites: Take STC 201, STC 332.
Offered: Every year, Spring
- STC 495. Public Relations Campaigns. 3 Credits.**
STC495 is the capstone course for students preparing for a career in public relations. Students develop the mindset of a strategic communicator through case analyses, problem-solving exercises, and completion of a signature work. Attention is focused on the public relations planning process and student teams develop strategic public relations plans for actual clients. Writing, research and presentation skills are expected.
Prerequisites: Take STC 101, STC 201, STC 332.
Offered: Every year, Fall and Spring
- STC 499. Public Relations Ind Study. 1-6 Credits.**
Offered: As needed
- STC 501. Principles and Theories of Public Relations. 3 Credits.**
Students are introduced to the growing body of knowledge in the discipline and gain expertise that contributes to professional competence in public relations. Students examine the function of public relations in organizations and society, review contemporary and historical roles of public relations professionals and explore the practice of public relations in various public and private settings. Students also learn the latest theoretical approaches to public relations and apply these approaches to contemporary public relations management practices.
Offered: Every year, Fall
- STC 502. Public Relations Research Methods. 3 Credits.**
This course examines the applied use of research in public relations program development. Students learn methodologies appropriate for conducting secondary analyses and primary research. Both quantitative and qualitative methods are addressed, such as secondary analysis, content analysis, survey research, focus groups, participant observation, case study and experimentation.
Offered: Every year, Fall
- STC 504. Law and Ethics in Public Relations. 3 Credits.**
Students become familiar with legal and industry standards for legally and ethically practicing public relations. The course aims to instill an appreciation for freedom of expression and the First Amendment; to impart a functional understanding of legal rules and principles relevant to public relations practice in the U.S.; to enhance students' ability to identify the moral and ethical dimensions of issues that arise in public relations practice; and to develop analytical and critical thinking skills that encourage students to make and justify ethical decisions.
Offered: Every year, Fall
- STC 505. Public Relations Writing. 3 Credits.**
This course helps students develop professional-quality public relations writing skills. Students prepare a variety of public relations materials, such as news releases and other media materials; copy for internal magazines, reports, newsletters, brochures, institutional/advocacy advertising; video/audio scripts; web site copy; and speeches. Upon completion of this course, students have a professional portfolio of public relations writing samples.
Offered: Every year, Spring
- STC 506. Public Relations Management. 3 Credits.**
This course focuses on the business management aspects of public relations, such as policy formation, project direction, resource management, client relations, budgeting and counseling. Special emphasis is placed on public relations' contribution to an institution's mission and effectiveness.
Offered: Every year, Spring
- STC 507. Strategic Planning in Public Relations. 3 Credits.**
This course familiarizes students with the public relations strategic planning process. Students examine contemporary case studies that demonstrate the public relations planning process and apply what they have learned to the development and presentation of a public relations campaign plan for a client.
Prerequisites: Take STC 501.
Offered: As needed

STC 510. Crisis Management.**3 Credits.**

This course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Students are required to read and discuss selected articles from the crisis management literature, research and develop case studies of contemporary crises, and participate in simulations designed to develop professional expertise and practical skills in crisis management, including the management of information, management of public communication, strategic planning, problem solving, message production and issues management.

Offered: As needed**STC 511. Global Strategy.****3 Credits.**

This course examines concepts, issues and practices in international public relations across the borders and focuses on the challenges, opportunities, and the worldwide development of public relations. The course aims to inform you about the variables that affect public relations practice in the international realm and assist you in understanding of other countries' domestic public relations given the various cultures, geopolitical and socio-economic systems. Participants look closely at how governments, corporations, multinationals and nongovernmental organizations employ international public relations strategies around the world. Students also examine similarities between international public relations and public diplomacy and the effects of international public relations on images of nations.

Offered: As needed**STC 512. Investor Relations.****3 Credits.**

Students study the function of investor relations in corporations and examine the role of investor relations specialists charged with communicating financial information about companies to the financial media, SEC, financial analysts, shareholders and others in the financial community. Students learn how to integrate finance, communication, marketing and securities law compliance in efforts to maximize shareholder wealth.

Offered: As needed**STC 513. Health and Strategic Communications.****3 Credits.**

In this course, students are exposed to the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Issues to be discussed include, but are not limited to: history and current challenges of the health communication field; health campaign creation, implementation and evaluation; cultural issues related to health behavior change campaigns; translational research; traditional and social media training for health care professionals; and perspectives of media influence on health attitudes, norms and behaviors.

Offered: As needed**STC 514. Social and Mobile Media.****3 Credits.**

This course addresses the impact of social and mobile media on public relations. It focuses on conducting public relations campaigns online and responding to public relations issues via such tools as social networking and bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile and location-based applications.

Offered: As needed**STC 515. Special Topics in Public Relations.****3 Credits.**

This course examines a specific topic or issue in public relations theory and practice. Topics might focus on specific practice areas such as sports public relations, employee relations, political public relations, public diplomacy, nonprofit public relations, or on industry issues and trends, such as the uses and impact of new technologies, professional ethics and corporate social responsibility or the integration of communication practices.

Offered: As needed**STC 516. Branding Strategies.****3 Credits.**

This course explores strategies used by planners, communicators, managers and consultants to create, develop, nurture, maintain and reenergize brands. This course helps students understand the main idea of branding: developing, defending and growing brands for companies, agencies or nonprofits. It explores the essential elements of branding, including target audiences and segmentation, brand benefits, brand personality, differentiation and key brand equities. It also surveys conceptual approaches for the diagnosis of brand growth opportunities and for planning integrated brand communications.

Offered: As needed**STC 517. Strategic Communication for Health Professionals.****3 Credits.**

In this course, graduate students are exposed to the field of strategic health communication. In particular, students are asked to consider the role of health communication messages in internal, organizational settings, as well as outward-facing messages. Unique to this graduate-level strategic communication course, the students are expected to have minimal to no experience in the field of strategic communication. Instead, the overview of the field provided through this course seeks to encourage understanding of how the theories, practices and evaluations of health communication should be incorporated within their areas of health expertise.

Offered: As needed**STC 518. Measurement and Evaluation.****3 Credits.**

This course focuses on the development of knowledge and skills to ensure that students are able to use data to make business decisions. Students consider key concerns of measurement to determine if measurement tools are effective and appropriate for a project's goals, as well as how to make sense of data to measure success of a project and how to display findings for various audiences. The course is focused on the principles and process of utilizing research to best serve your client's or organization's goals. Main topics for the course include measurement development and refinement, online data analytics, audience segmentation, data interpretation and data visualization.

Offered: Every year, Fall and Spring

STC 519. Strategic Public Relations and Reputation Management. 3 Credits.

The focus of this course is reputation management and its importance to business success. Students analyze the function of corporate communications and examine a range of topics including organizational identity, image and reputation; issues and crisis management; institutional ethics and corporate social responsibility; strategic public relations planning; integrated marketing communication; public relations theories and best practices; and global public engagement. The class also explores specialty public relations practice areas such as media relations, investor relations, employee relations and government relations. Class discussions, case studies, in-class exercises, team projects and essay exams help students improve their critical thinking and reasoning skills, develop research and strategic planning skills and increase diversity awareness and sensitivities that are important to professional and business success.

Offered: As needed

STC 520. Sports Public Relations. 3 Credits.

This class is a comprehensive review of sports event planning and management. Students examine such topics as strategic planning, budgeting and time management.

Offered: As needed

STC 521. Corporate Public Relations. 3 Credits.

This course provides students with the knowledge and skills required for positions in the corporate sector. Topics include media relations, employee communication, community relations, investor relations, and crisis communication. Students hone their written communication and critical thinking skills in this class.

Offered: As needed

STC 522. Nonprofit Public Relations. 3 Credits.

This course is appropriate for students who want to learn how to develop and implement comprehensive public relations campaigns for nonprofit organizations. It highlights the structures and nuances of the various types of NPOs and examines case studies and present-day scenarios. The course requires the development of a public relations campaign, and culminates in crafting a case study assessing the effectiveness of an assigned NPO's public relations campaign.

Offered: As needed

STC 523. Media Systems and Planning. 3 Credits.

In this course, students learn about traditional as well as new and emerging technologies, with particular emphasis on their strengths and weaknesses as message carriers. Discussions include an overview of commonly used metrics and sources of data in the advertising and communications industries. Students then use this knowledge to plan and budget for integrated communication plans that capitalize on paid, earned and owned outlets.

Offered: As needed

STC 525. Financial Communications and Business. 3 Credits.

This course provides students with a holistic view of public relations and corporate communications management, as well as strategic planning for organizational change and growth. It covers various styles and functions of management and leadership theory and introduces key principles of marketing, branding, risk management, ethics, and finance. Throughout the course, students develop the ability to work between crucial agency organizational departments.

Offered: As needed

STC 531. Graduate Internship in Public Relations. 3 Credits.

Students complete a minimum of 90 hours of professional fieldwork supervised by the program director and a qualified field supervisor. Approval of the program director is required.

Offered: Every year, All

STC 540. Strategic Communications Abroad. 3 Credits.

This multi-section course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments, and specializations. Students conduct primary and secondary research on communications in a particular country or cross-cultural context. The topics can range from international strategic communication through storytelling, global branding, and design, depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic of the course, where students will be able to expand their skills and knowledge in a new environment. A strategic communication graduate-level final project is required.

Offered: As needed

STC 547. Entertainment Public Relations. 3 Credits.

This course reviews and applies the established RPIE (Research, Planning, Implementation, and Evaluation) process to the field of entertainment public relations in the context of such industries as music, movies, TV, theater, gaming, and sports. The distinctions between and among advertising, publicity, public relations, marketing, and promotion, in addition to how they can work together to support a specific goal, are highlighted.

Offered: As needed

STC 549. Media Relations. 3 Credits.

Course Description: This course gives students an understanding of the priorities and expectations of various types of contemporary media and how to successfully engage them through research-based strategies and tactics designed to reach key audiences. At the conclusion of the course, students should be well-practiced in various forms of working with journalists and the public via multiple media.

Offered: As needed

STC 605. Public Relations Graduate Capstone. 3 Credits.

Students develop a professional research project under the direction of program faculty. The project work should exhibit KSAs and/or serve as PRSA Readiness Review preparation. The capstone project is a personally designed, independently conducted activity, enabling students to further their knowledge/skill in one or more of the course topics that students have found especially interesting or beneficial. Permission of instructor required.

Offered: Every year, Spring and Summer

STC 606. Independent Study. 3 Credits.

Students develop and implement individual research projects that advance understanding of particular theoretical or practical aspects of public relations. Approval of the program director is required.

Offered: As needed

Bachelor of Arts in Advertising and Integrated Communications

Program Contact: Antoaneta Vanc (antoaneta.vanc@qu.edu)
203-582-3836

The BA in Advertising and Integrated Communications program prepares students to understand and apply principles of advertising, branding and audience analytics in creating campaigns that maximize the

strategic impact of content for web, social media, mobile devices and traditional media. Students use their knowledge of planning, media systems, audience and consumer trends, principles of storytelling, visual design and multimedia production to strategize and create content appropriate for such environments as advertising, public relations and social media agencies, branded content newsrooms, media organizations and corporate communications.

BA in Advertising and Integrated Communications Curriculum

Students majoring in Advertising and Integrated Communications must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside the SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required major courses		
STC 102	Principles of Advertising and Integrated Communications	3
JRN/SPS 106	Multimedia Production Techniques (SPS 106) or FTM 110 Single Camera Production	3
STC 201	Writing for Strategic Communications	3
STC 215	Web, Mobile and Interactive Design	3
STC 320	Strategies for Social Media	3
STC 332	Communication Research and Analysis	3
STC 335	Media Systems and Planning	3
STC 410	Branding Strategies	3
STC 485	Advertising and Integrated Communications Campaigns	3
COM 490	Communications Career Internship	3
Open elective		
Any School of Communications elective		3
Minor courses		18
Total Credits		120

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Advertising and Integrated Communications will complete their Integrative Capstone Requirement within the major with STC 485. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

Minor Requirement

All students majoring in advertising and integrated communications are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in advertising and integrated communications may not minor within the Department of Strategic Communication in advertising and integrated communications or public relations.

Student Learning Outcomes

Upon completion of this program, students will be able to demonstrate the following competencies:

- Information fluency and analysis** – Analyze, assess and strategically employ data related to audiences and media content.
- Media Literacy** – Understand the modern media landscape and how to capitalize on the strengths of different media technologies.
- Social intelligence** – Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members, and audiences to achieve individual and common goals.
- Design thinking and production** – Implement basic multimedia production techniques and work effectively with content creators to produce deliverables related to campaigns.
- Effective communication** – Write effectively in a variety of formats for maximum audience impact.
- Critical and creative thinking** – Understand the principles of branding, cohesive messaging, and reputation management to apply how communication strategies and tactics integrate for a large-scale campaign from concept to delivery.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Bachelor of Arts in Public Relations

Program Contact: Antoaneta Vanc (antoaneta.vanc@qu.edu)
203-582-3836

The Bachelor of Arts in Public Relations program prepares entry-level practitioners for various careers in agency, corporate, government and nonprofit public relations. Among the most important essential learning outcomes stressed in the major are critical thinking and reasoning skills. Our graduates must have the ability to be more than just communicators. They need to be able to offer strategic counsel to their employers and clients. Coursework culminates in the capstone experience, in which students carry out activities for a real-world client including conducting primary research, reviewing secondary research, proposing strategies and

objectives, and producing a full campaign plan that includes collateral materials and evaluation methods.

BA in Public Relations Curriculum

Students majoring in Public Relations must meet the following requirements for graduation:

Code	Title	Credits
University Curriculum ¹		46
Required School of Communications core courses		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside of SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required major courses		
STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
MSS 340	Communications Law and Policy	3
STC 450	Crisis Communication Management	3
STC 495	Public Relations Campaigns	3
COM 490	Communications Career Internship	3
Electives		
Select three STC electives such as:		9
STC 102	Principles of Advertising and Integrated Communications	
STC 215	Web, Mobile and Interactive Design	
STC 309	Public Diplomacy	
STC 311	Sports Public Relations (SPS 311)	
STC 320	Strategies for Social Media	
STC 335	Media Systems and Planning	
STC 341	Corporate Public Relations	
STC 343	Nonprofit Public Relations	
STC 344	Global Strategic Communications Management	
STC 346	Strategic Health Communication	
STC 348	Public Relations Event Planning	
STC 349	Media Relations	
STC 400	Special Topics	
STC 401	Bateman Competition Research	
STC 402	Bateman Competition Campaigns	
STC 405	The Agency	
STC 410	Branding Strategies	
Other courses with chair's approval		
Open elective		
Select any School of Communications elective		3

Minor Courses	18
Total Credits	120

¹ All students must complete the 46 credits of the University Curriculum (p. 51). Students majoring in Public Relations will complete their Integrative Capstone Requirement within the major with STC 495. In place of those credits, the student will select an additional unrestricted course in the University Curriculum.

Minor Requirement

All students majoring in public relations are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in public relations may not minor within the Department of Strategic Communication in public relations or advertising and integrated communications.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Information Fluency and Analysis:** Plan, conduct, analyze and report primary research findings based on a survey, focus group or other appropriate research means, as well as interpret secondary industry research for a client.
- Critical and Creative Thinking:** Propose measurable, attainable objectives for a client based on primary and secondary research findings and produce a campaign strategy designed to help the client achieve its goals.
- Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Social Intelligence:** Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members and publics to achieve individual and common goals.
- Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Minor in Advertising and Integrated Communications

Program Contact: Antoaneta Vanc (antoaneta.vanc@qu.edu)
203-582-3836

This minor teaches the foundational elements of advertising and integrated communications. Students are able to think creatively and strategically about digital and social media strategy, content production, media buying and planning, branding and writing for diverse audiences.

This program perfectly complements majors inside and outside the School of Communications, such as psychology, marketing, political science, media studies or journalism. Students take required courses, such as Principles of Advertising, and Writing for Strategic Communications, and then select elective courses that focus on their own particular areas of interest in the field.

Students wishing to minor in advertising and integrated communications must complete 18 credits. This minor is not available to public relations majors.

Advertising and Integrated Communications Minor Curriculum

Students wishing to minor in advertising and integrated communications must complete 18 credits. This minor is not available to public relations majors.

For students whose majors are **outside** the School of Communications, required minor courses are:

Code	Title	Credits
COM 140	Storytelling	3
STC 102	Principles of Advertising and Integrated Communications	3
STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
Select two elective courses from Strategic Communication (STC).		6
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
STC 102	Principles of Advertising and Integrated Communications	3
STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
Select three elective courses from Strategic Communication (STC).		9
Total Credits		18

Minor in Public Diplomacy

Program Contact: Antoaneta Vanc (antoaneta.vanc@qu.edu)
203-582-3836

This minor will introduce students to the field of public diplomacy and its many strategic aspects, such as country image building and reputation, nation branding, corporate diplomacy, cultural diplomacy, sports diplomacy, media diplomacy, celebrity diplomacy, tourism diplomacy, etc. The minor aims to highlight the multidisciplinary approaches of how nations build their image, brand and reputation; how corporate social responsibility is used not only to engage with foreign publics, but also participate in a country's public diplomacy efforts; how sports are used to break diplomatic barriers; how pop culture celebrities, such as actors, musicians or athletes, are used to bring countries together; and how the future of public diplomacy is inextricably tied to the future of media.

The minor will prepare students interested in careers that require knowledge and application of global affairs, international relations and foreign policy, as well as cross-cultural understanding and communication, global strategic communication management, digital media, brand and reputation management, and project management.

Students wishing to minor in public diplomacy must complete 18 credits.

Public Diplomacy Minor Curriculum

For students whose majors are **outside** Public Relations, required minor courses are:

Code	Title	Credits
STC 101	Principles of Public Relations	3
PO 211	Introduction to International Relations	3
STC 309	Public Diplomacy	3
STC 344	Global Strategic Communications Management	3
Select two elective courses from Legal Studies (LE), Media Studies (MSS), Political Science (PO), or Strategic Communication (STC), from the electives list below.		6
Total Credits		18

For students whose majors are **within** Public Relations, required minor courses are:

Code	Title	Credits
PO 131	Introduction to American Government and Politics	3
PO 211	Introduction to International Relations	3
STC 309	Public Diplomacy	3
STC 344	Global Strategic Communications Management	3
Select two non Strategic Communication (STC) elective courses from the electives list below.		6
Total Credits		18

Elective courses in Public Diplomacy are:

Code	Title	Credits
Legal Studies (LE)		
LE 317	International Law (PO 317)	3
LE 318	Human Rights Law and Global Justice	3
LE 370	Negotiation	3
Media Studies (MSS)		
MSS 346	Global Communication	3
Political Science (PO)		
PO 209	Environmental Politics and Policy (ENV 209)	3
PO 211	Introduction to International Relations	3
PO 245	Politics of Global Capitalism	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PO 313	Development, Globalization and Colonialism	3
PO 319	International Interventions	3
PO 321	Comparative Government	3
PO 325	Political Psychology and Public Opinion	3
PO 331	Topics in Comparative Government	3
PO 334	Topics in African Politics	3
Strategic Communication (STC)		
STC 311	Sports Public Relations (SPS 311)	3
STC 320	Strategies for Social Media	3
STC 348	Public Relations Event Planning	3
STC 349	Media Relations	3
STC 410	Branding Strategies	3

Minor in Public Relations

Program Contact: Antoaneta Vanc (antoaneta.vanc@qu.edu)
203-582-3836

This minor provides a solid foundation in the principles of public relations and teaches you to think strategically when crafting a media relations plan. You'll also learn to write persuasively for a diverse audience.

This program perfectly complements majors inside and outside the School of Communications, such as those in marketing, political science or journalism, but it also can be customized. You will take required courses, such as the Principles of Public Relations, and Writing for Strategic Communications, and then select elective courses that focus on your own particular areas of interest, such as sports public relations, international public relations and event planning.

Students wishing to minor in public relations must complete 18 credits.

Public Relations Minor Curriculum

For students whose majors are **outside** the School of Communications, required minor courses are:

Code	Title	Credits
COM 140	Storytelling	3
STC 101	Principles of Public Relations	3

STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
Select two elective courses from Strategic Communication (STC).		6
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

Code	Title	Credits
STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
Select three elective courses from Strategic Communication (STC) other than the student's major.		9
Total Credits		18

Communications Accelerated Dual-Degree Bachelor's/Master's Programs (3+1)

The accelerated dual-degree program is designed for outstanding students. Traditionally those students who have a cumulative high school GPA of 3.5 or higher on a 4.0 scale and a combined SAT score of 1200 (or ACT of 25) are invited to the program as first-year students and complete the bachelor's degree at an accelerated pace, finishing undergraduate work in three years. The fourth year of study is dedicated to the master's program.

Undergraduate programs available include:

- Advertising and Integrated Communications (p. 403)
- Communications (Media Studies) (p. 397)
- Film, Television and Media Arts (BA) (p. 382)
- Film, Television and Media Arts (BFA) (p. 383)
- Graphic and Interactive Design (p. 387)
- Journalism (p. 392)
- Public Relations (p. 404)

Options for the graduate year include master's degree programs in:

- Cinematic Production Management (p. 720)
- Interactive Media and Communications (p. 722)
- Journalism (p. 723)
- Public Relations (p. 724)
- Sports Journalism (p. 726)

In certain cases, the MBA program also may be an option. Students who are interested in pursuing the MBA as their graduate degree should discuss it with their academic adviser for approval.

More information about the accelerated dual-degree program can be found on the Quinnipiac website, Communications Accelerated Dual-Degree Bachelor's/Master's Degree (3+1) (<https://www.qu.edu/schools/>)

communications/programs/accelerated-dual-degree/accelerated-dual-degree-ba-or-bfa-ma-or-ms-program/) page.

Communications Dual-Degree Bachelor's/Master's Programs (4+1)

The School of Communications offers a variety of dual-degree (4+1) programs, which enable a student to earn both a bachelor's degree and a master's degree in five years.

Dual-Degree Programs

- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (p. 727)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 729)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 730)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 731)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 733)

SCHOOL OF COMPUTING AND ENGINEERING

Center for Communications and Engineering

203-582-7985 (central office)

Administrative Officers

Title	Name	Phone	Email
Dean	Taskin Kocak	203-582-7829	taskin.kocak@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Director of Career Development	John Bau	203-582-7434	john.bau@qu.edu
Director of Operations and Technology	Richard G. Brownell	203-582-3653	richard.brownell@qu.edu

Programs

Program	Name	Phone	Email
Civil Engineering	John Greenleaf	203-582-5018	john.greenleaf@qu.edu
Computer Science-BA	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Computer Science-BS	Christian Duncan	203-582-3817	christian.duncan@qu.edu
Cybersecurity	Frederick Scholl	203-582-7394	frederick.scholl@qu.edu
Mechanical Engineering	Lynn Byers	203-582-5028	lynn.byers@qu.edu
Industrial Engineering	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Software Engineering	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Certificate - Lean Six Sigma, Green Belt	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Certificate - Six Sigma, Black Belt	Emre Tokgoz	203-582-7909	emre.tokgoz@qu.edu
Badge - Enterprise Cybersecurity Risk Management in Healthcare	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu
Badge - Ethical Hacking and Penetration Testing	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu
Badge - Hands-On HIPAA Compliance Risk Management	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu
Badge - Hands-On HIPAA Security Risk Analysis and Risk Management	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu

Career Development

In the School of Computing and Engineering, various career development personnel work with students to plan the academic and professional

components of each student's education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

Internship Program

School of Computing and Engineering students gain valuable career experience by participating in a professional experience. The professional experience may be either an internship, typically paid, or a research project.

Mission Statement

Educate and inspire students in a high-quality computing and engineering learning community that facilitates their transformation into professionals, leaders, citizens and lifelong learners.

Student Outcomes

Graduates of the engineering programs are prepared for professional practice in engineering and industry as well as for advanced study at the graduate level. Specifically graduates of the engineering programs will have:

- an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Graduates of the computer science program are prepared for professional practice as well as advanced study at the graduate level. Specifically graduates of the computer science program will have an ability to:

- analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions
- design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
- communicate effectively in a variety of professional contexts
- recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles
- function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline

- f. apply computer science theory and software development fundamentals to produce computing-based solutions

Bachelor of Science

- Bachelor of Science in Civil Engineering (p. 428)
- Bachelor of Science in Computer Science (p. 430)
- Bachelor of Science in Industrial Engineering (p. 432)
- Bachelor of Science in Mechanical Engineering (p. 434)
- Bachelor of Science in Software Engineering (p. 436)

Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 426)

Master of Science

- Cybersecurity (p. 737)

Minors

- Minor in Computer Science (p. 441)

Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/Master's (p. 440) (3+1)
- Dual-Degree BA/MS or BS/MS in Cybersecurity (p. 440) (4+1)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (p. 482)

Badges

- Enterprise Cybersecurity Risk Management in Healthcare (p. 737)
- Ethical Hacking and Penetration Testing (p. 737)
- Hands-On HIPAA Compliance Risk Management (p. 737)
- Hands-On HIPAA Security Risk Analysis and Risk Management (p. 737)

Certificate Programs

- Certificate in Lean Six Sigma – Green Belt (p. 439)
- Certificate in Six Sigma – Black Belt (p. 439)

Department of Engineering

The Department of Engineering prepares students for careers that allow them to change the world for the better. The challenges of the 21st century for both the U.S. and the world are great, but for engineers and computer scientists, they offer exciting challenges and a world of possibilities. Our programs are aimed at developing creative problem solvers, who learn math, science and fundamentals so that they can apply them in solving the ever-changing problems of tomorrow. Our emphasis on application and learning by doing, all in a small class setting, prepares our graduates to successfully enter the workforce or pursue further education.

Quinnipiac's Bachelor of Science programs in Civil, Industrial, Mechanical and Software Engineering and Computer Science are accredited by the Engineering Accreditation Commission of ABET, [abet.org](http://www.abet.org) (<http://www.abet.org>).

Bachelor of Science

- Bachelor of Science in Civil Engineering (p. 428)
- Bachelor of Science in Computer Science (p. 430)
- Bachelor of Science in Industrial Engineering (p. 432)
- Bachelor of Science in Mechanical Engineering (p. 434)
- Bachelor of Science in Software Engineering (p. 436)

Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 426)

Master of Science

- Cybersecurity (p. 737)

Minors

- Minor in Computer Science (p. 441)

Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/Master's (p. 440) (3+1)
- Dual-Degree BA/MS or BS/MS in Cybersecurity (p. 440) (4+1)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (p. 482)

Badges

- Enterprise Cybersecurity Risk Management in Healthcare (p. 737)
- Ethical Hacking and Penetration Testing (p. 737)
- Hands-On HIPAA Compliance Risk Management (p. 737)
- Hands-On HIPAA Security Risk Analysis and Risk Management (p. 737)

Certificate Programs

- Certificate in Lean Six Sigma – Green Belt (p. 439)
- Certificate in Six Sigma – Black Belt (p. 439)

Civil Engineering (CER)

CER 210. Infrastructure Engineering.

3 Credits.

This course identifies, analyzes and assesses built infrastructure, which is the foundation for modern society. The complex and interconnected lifecycles are investigated and demands on critical components are calculated. Students explore the nontechnical factors necessary for the functioning of infrastructure including supplies, trained personnel, public policy, ethics and cross-sector dependencies. The course provides a basis for understanding the complexity and cost of maintaining, rebuilding and developing infrastructure. Topics include general infrastructure concepts, water and wastewater, transportation, energy and buildings and cities. Several in-class scenarios are provided to synthesize the connectivity between the major items of infrastructure.

Offered: Every year, Fall

- CER 220. Civil Engineering Site Design. 3 Credits.**
This course provides students with the necessary background to select and develop sites for civil engineering projects as well as review the work of others. Proper site selection and engineering have a significant impact on the economics of a project and long-term utility of the constructed facility. Specifically, the course covers the skills of determining site layout and access, zoning requirements, establishing site contour and drainage, installation of utilities, elementary surveying, creation of drawings using a computer-aided drafting package, and the development of environmental impact statements.
Prerequisites: Take MA 152 or MA 153 and MA 154; or Sophomore standing in the major.
Corequisites: Take CER 220L.
Offered: Every year, Spring
- CER 220L. Civil Engineering Site Design Lab. 0 Credits.**
Lab to accompany CER 220.
Prerequisites: Take MA 153 and MA 154 Sophomore standing in the major.
Corequisites: Take CER 220.
Offered: Every year, Spring
- CER 300. Special Topics in Engineering. 3 Credits.**
Offered: As needed
- CER 310. Structural Analysis. 3 Credits.**
This course addresses the analysis and design of basic structural forms such as beams, trusses and frames, which are found in bridges and buildings. Classical deflection techniques such as direct integration and virtual work; and indeterminate analysis techniques such as the force method and displacement methods (slope deflection, direct stiffness and moment distribution) are used to determine forces and deflections in elastic structures. Structural analysis computer programs are introduced and directly applied in the solution of graded analysis and design problems. Approximate analysis techniques are used to check the general accuracy of computer-based results.
Prerequisites: Take MER 220.
Offered: Every year, Spring
- CER 315. Surface Water Hydrology. 3 Credits.**
This course covers hydrologic processes relevant to surface water hydrology, including precipitation, evapotranspiration, infiltration, surface runoff and streamflow. Global issues, including climate change and sustainable development, are discussed.
Prerequisites: Take MER 310.
Offered: As needed
- CER 325. Concrete Materials. 1 Credit.**
This course introduces the design and control of concrete mixtures. Topics include Portland cement, cement hydration, aggregates, supplementary cementitious materials, fresh and hardened concrete, and concrete durability
Prerequisites: Take MER 220 or MER 220L.
Corequisites: Take CER 325L.
Offered: Every year, Fall
- CER 325L. Concrete Materials Lab. 0 Credits.**
This laboratory uses concrete mix design and strength testing labs to proportion the constituents of quality concrete and to provide a background in materials testing techniques, quality control and sound construction practices.
Corequisites: Take CER 325.
- CER 330. Fundamentals of Environmental Engineering. 3 Credits.**
This course introduces students to the field of environmental engineering with an emphasis on basic principles, design, problem solving, analytical skills and sustainable solutions to environmental engineering problems. Topics include water chemistry, mass balance, water treatment, water quality and pollution control.
Prerequisites: Take CHE 110, MA 153 and MA 154.
Corequisites: Take CER 330L.
Offered: Every year, Fall
- CER 330L. Fundamentals of Environmental Engineering Lab. 0 Credits.**
Lab to accompany CER 330.
Prerequisites: Take CHE 110.
Corequisites: Take CER 330.
Offered: Every year, Fall
- CER 340. Introduction to Geotechnical Engineering and Foundation Design. 3 Credits.**
Soil mechanics is the study of soil properties, which govern the use of soil as a construction or foundation material. The course is devoted to describing soils, analyzing soil stresses, determining consolidation settlement, designing earth embankments, determining earth pressures and designing foundations based on applicable engineering principles and recognition of the fundamental concepts of soil behavior.
Prerequisites: Take MER 210.
Offered: Every year, Fall
- CER 340L. Introduction to Geotechnical Engineering and Foundation Design Lab. 1 Credit.**
In this laboratory course, students examine soil properties and extract necessary parameters for design. This course focuses on the common testing methods of soils in geotechnical engineering practice following ASTM standards for classification of soils and basic design of foundations.
Prerequisites: Take MER 210.
Corequisites: Take CER 340.
Offered: Every year, Fall
- CER 350. Hydrology/Hydraulic Design. 3 Credits.**
This course studies both hydrology, which is the study of occurrence, movement and distribution of rainfall, and hydraulic design, which is the application of fluid mechanics, physical science and engineering disciplines in the design of structures and development of water resources. Hydrologic principles are applied to model and analyze the distribution and movement of rainfall in a watershed. Hydraulic principles are applied to analyze and design flow-through systems of reservoirs, channels and culverts. The course makes extensive use of computer simulation models used in engineering practice.
Prerequisites: Take MER 310.
Offered: Every year, Spring
- CER 350L. Hydrology/Hydraulic Design Lab. 1 Credit.**
This lab supports and reinforces concepts from the Hydrology/Hydraulic Design course. Hands-on laboratory and field activities are performed for the measurement of pipe flow and headloss, evaluation of pipe networks, pump characterization, rainfall measurement, open channel weirs and orifices and streamflow measurement. Various industry-standard software packages for water distribution systems, open channel hydraulics and stormwater management are introduced.
Prerequisites: Take MER 310.
Corequisites: Take CER 350.
Offered: Every year, Spring

CER 360. Construction Management.**3 Credits.**

This course focuses on the implementation of various projects in which a civil engineer may be engaged, including planning and feasibility studies, design and construction. Students study topics relating to the management of construction, including scope of work, rough order-of-magnitude estimating, scheduling, planning, progress reporting, resource constraining and quality control. The roles of the contractor, owner, public entities and designer are explained.

Prerequisites: Take ENR 210.**Offered:** As needed**CER 370. Materials Engineering for Civil Engineers.****3 Credits.**

This course introduces the fundamental properties of civil engineering materials, including mechanical, chemical, physical, surface, fracture and rheological properties. The materials discussed are cements, metals, asphalt, wood and composites. Special effort is directed at learning new sustainable construction materials and practices, including alternative binders for concrete and methods for increasing the service life of civil engineering infrastructure.

Prerequisites: Take CHE 110.**Corequisites:** Take MER 220.**Offered:** As needed**CER 405. Ecological Engineering.****3 Credits.**

Ecological engineering is the design of sustainable ecosystems that integrate human society with its natural environment for the benefit of both. This course explores the basic concepts of ecological engineering for design applications including green infrastructure, wetland creation and restoration, restoration/rehabilitation of forests, grasslands, lakes, reservoirs and rivers and the development of engineered sustainable ecosystems.

Prerequisites: Take MER 310 or permission of instructor.**Offered:** As needed**CER 410. Design of Steel Structures.****3 Credits.**

The course synthesizes the fundamentals of statics, mechanics of materials and structural analysis and applies them to the design of structural members, with emphasis on satisfying real-world needs. Topics include an introduction to the design of structural systems, steel tension and compression members, beams and beam-columns and connections. All design is performed in accordance with codes and specifications used in current engineering practice. A comprehensive design problem requires development of a design methodology, consideration of alternative solutions and design of an optimal steel structure to meet stated functional requirements.

Prerequisites: Take CER 310 or permission of instructor.**Offered:** As needed**CER 415. Advanced Structural Analysis.****3 Credits.**

This course builds on the material covered in CER 310 to develop a better understanding of structural behavior. Matrix analysis methods, including an introduction to finite elements, are developed as the basis for modern, computer-based structural analysis. These and other advanced analytical techniques are used to analyze and design trusses, beams and frames. Coursework involves extensive use of the computer as an analytical tool. Students use state-of-the-art structural engineering analysis and design software.

Prerequisites: Take CER 310.**Offered:** As needed**CER 420. Design of Concrete Structures.****3 Credits.**

This course introduces the behavior and failure mechanisms of structural concrete. Current codes and industry standards are used to guide the practical design of beams, slabs and columns.

Prerequisites: Take CER 310.**Offered:** Every year, Fall**CER 435. Geotechnical Aspects of Transportation Infrastructure.****3 Credits.**

Students are exposed to the geotechnical aspects of transportation systems, with a strong focus on pavement design (both rigid and flexible). Basic transportation topics necessary for the geotechnical design of roads are covered.

Prerequisites: Take CER 340.**Offered:** As needed**CER 445. Advanced Geotechnical Engineering and Foundation Design.****3 Credits.**

This course focuses on the analysis and design of shallow and deep foundations. Other topics include field testing, structural design of footings, and the geotechnical aspects of retaining wall design and excavations.

Prerequisites: Take CER 340.**Offered:** Every year, Spring**CER 450. Water and Waste Water Technology.****3 Credits.**

Students study technical engineering solutions to problems regarding water processing, water distribution, wastewater collection, and wastewater treatment. Advanced technical topics include: water distribution and sewerage system design, unit process design and environmental biotechnology.

Prerequisites: Take CER 330.**Offered:** As needed**CER 455. Advanced Environmental Engineering.****3 Credits.**

Students extend what they learned in the Fundamentals of Environmental Engineering course. This course provides a more in-depth look at environmental policies and regulations concerning water and air and their implications on design. Case studies and design projects allow students to focus on both technical and nontechnical issues associated with environmental projects. Advanced technical topics include: biological treatment, cell growth kinetics, sludge treatment/disposal, landfills, air pollution control, hazardous waste, contaminant transport, quantitative risk assessment and advanced water treatment.

Prerequisites: Take CER 330.**Corequisites:** Take CER 455L.**Offered:** Every year, Spring**CER 455L. Advanced Environmental Engineering Lab.****0 Credits.**

Lab to accompany CER 455.

Prerequisites: Take CER 330.**Corequisites:** Take CER 455.**Offered:** Every year, Spring

CER 465. Hazardous Waste and Environmental Site Assessment. 3 Credits.

This course provides an introduction to hazardous waste management and preliminary site investigations for environmental hazards. Topics include identification of wetlands, title searches, air photo interpretation for environmental hazards, visual site surveys, operation of environment monitors, current EPA regulations regarding site assessment and investigation, and sampling of surface materials. Additional coursework focuses on hazardous waste; in particular, the legal framework, chemistry, quantitative risk assessment and remediation.

Prerequisites: Take CER 330.

Offered: As needed

CER 470. Water Quality. 3 Credits.

This course introduces basic chemical principles and applications to the analysis and understanding of aqueous environmental chemistry in natural waters and wastewaters. Topics include modeling of chemical systems, dissolved oxygen, nutrients, temperature and toxic substances with applications to groundwater, rivers, lakes, estuaries and coastal waters.

Prerequisites: Take CER 330.

Offered: As needed

CER 475. Groundwater Hydrology and Contaminant Transport. 3 Credits.

Students analyze groundwater flow and contaminant transport in the subsurface. Topics include geologic and physical factors affecting the movement of water and contaminants, sources of pollution, mathematical formulation and solution of groundwater flow and transport problems, remediation methods and an introduction to computer simulation models.

Prerequisites: Take CER 330, CER 340, CER 350.

Offered: As needed

CER 485. Slope and Earth Structures Stability. 3 Credits.

Students deepen their understanding of the mechanical behavior of slopes and earthen structures. The focus of this course is on the design, construction and performance of slopes and earthen structures.

Prerequisites: Take CER 340.

Offered: As needed

CER 490. Engineering Professional Experience. 0-1 Credits.

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

Prerequisites: Take ENR 395 or permission of the instructor.

Offered: Every year, All

CER 497. Design of Civil Engineering Systems I. 3 Credits.

The first half of a two-semester sequence, this course is part of the culminating senior design sequence for students in the civil engineering program. This course focuses on the implementation of civil engineering projects, including the senior design project. Students study topics related to the stages and structure of construction, costing and take-off, scheduling, ethics, safety, sustainable construction and project planning. In the context of the senior design project, students investigate the project, develop functional requirements, and prepare a draft project schedule in preparation for the second half of the sequence.

Prerequisites: Take ENR 210, and Senior Standing.

Offered: Every year, Fall

CER 498. Design of Civil Engineering Systems II. 3 Credits.

This course provides an opportunity for students to apply and synthesize their knowledge of civil engineering. Multidisciplinary teamwork is emphasized. Coursework from the various subdisciplines of civil engineering provides the foundation for this course. Students develop requirements, generate alternatives, make practical engineering approximations, analyze feasibility and make decisions leading to a completed design. The design includes principles of sustainability taking into account realistic constraints. These may include economic, environmental, legal and cultural issues. Deliverables include a comprehensive design report including drawings and a client briefing. This course provides an integrative experience that supports the overarching academic program goal.

Prerequisites: Take CER 310, CER 330, CER 340, CER 350 or permission of instructor.

Offered: Every year, Spring

CER 499. Independent Study in Civil Engineering. 3 Credits.

On an individual or small group basis, students pursue advanced study of a research or design topic in civil engineering. The scope of the course is tailored to the needs of the project and desires of the student, in consultation with the faculty adviser. The student is required to define and analyze the problem, study the fundamentals involved, organize an approach, determine a procedure, perform research and/or achieve a solution, submit a written report and give a formal briefing. Requires permission of the instructor.

Offered: Every year, Fall and Spring

Computer Science (CSC)

CSC 105. Introduction to Computer Science. 3 Credits.

This course is an introduction to the field of computer science. Students learn about the history of computers and computing and explore the many disciplines that comprise this dynamic field such as operating systems, graphics and artificial intelligence. The algorithmic thinking necessary in the creation of computer programs is covered as students create 3D "movies" by providing instructions to characters in an animation.

Offered: As needed

CSC 106. Introduction to Programming for Engineers. 3 Credits.

This course serves as an introduction to computer science and computer programming for engineers. Topics include fundamental programming constructs, problem-solving techniques, basic data and control structures, and simple data structures and arrays. This course is for non-CSC and non-SER majors.

Offered: Every year, Fall and Spring

CSC 107. Structured Programming Techniques. 1 Credit.

The main purpose of this course is to fill any gaps between Programming and Problem Solving course (CSC 110) and the Introduction to Programming for Engineers course (CSC 106). Topics include a basic programming refresher (in Java), binary number representation, debugging strategies and simple recursion.

Prerequisites: Take CSC 106; Minimum grade C-.

Offered: As needed

CSC 109. Special Topics. 3 Credits.

Offered: As needed, All

CSC 109H. Special Topics. 3 Credits.

Offered: As needed, All

- CSC 110. Programming and Problem Solving. 3 Credits.**
This course serves as an introduction to computer science and computer programming. Topics include fundamental programming constructs; problem-solving techniques; basic data and control structures; testing; debugging; arrays; and an introduction to object-oriented programming. A lab is included.
Corequisites: Take CSC 110L.
Offered: Every year, Fall and Spring
- CSC 110L. Programming and Problem Solving Lab. 1 Credit.**
Students gain experience in the practice of programming and problem solving by completing a series of hands-on activities, which increase in complexity, covering a range of topics from the CSC 110 course. This course is taken in conjunction with CSC 110.
Corequisites: Take CSC 110.
Offered: Every year, Fall and Spring
- CSC 111. Data Structures and Abstraction. 3 Credits.**
This course is a continuation of CSC 110. Topics include advanced data structures (linked lists, stacks, queues, trees, hash tables), recursion, abstract data types, introductory algorithms, and intermediate object-oriented programming. A lab is included.
Prerequisites: Take CSC 110 and CSC 110L; or CSC 107 with program director approval; Minimum grade C-.
Corequisites: Take CSC 111L.
Offered: Every year, All
- CSC 111L. Data Structures and Abstraction Lab. 1 Credit.**
Students gain experience in data structures programming by completing a series of activities, which increase in complexity, covering a range of topics from the CSC 111 course. This course is taken in conjunction with CSC 111.
Prerequisites: Take CSC 110 and CSC 110L; or CSC 107 with program director approval; Minimum grade C-.
Corequisites: Take CSC 111.
Offered: Every year, All
- CSC 175. Introductory Topics in Computer Science. 1-3 Credits.**
This course explores introductory computer science topics not available in other courses as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary. This course does not count as an elective in the major.
Prerequisites: Take CSC 110 CSC 106 or GDD 140; Minimum grade C-;
Offered: As needed
- CSC 199. Independent Study. 1-6 Credits.**
Offered: As needed
- CSC 205. Introduction to Discrete Mathematics (MA 205). 3 Credits.**
This course introduces students to basic concepts and structures of discrete mathematics. Topics can include propositional and predicate logic, sets and set operations, functions, proof techniques, counting problems, probability and basic number theory. Applications include computer science, biology, social sciences, law and the physical sciences.
Prerequisites: Take CSC 110, CSC 110L or MA 110 or higher; Minimum grade C-.
Offered: Every year, Spring
- CSC 210. Computer Architecture and Organization. 3 Credits.**
Students are introduced to the organization and architecture of computers. Topics related to computer organization include digital logic, data representation, computer arithmetic, data path and control unit implementation, memory system organization and I/O communications. Architecture topics include machine language programming, instruction set design, and factors affecting processor performance. A lab component is included.
Prerequisites: Take CSC 111, CSC 111L; Minimum grade C-.
Offered: Every year, Spring
- CSC 210L. Computer Architecture and Organization Lab. 1 Credit.**
Students design and implement digital circuits of increasing complexity using abstraction to manage complexity. Students implement Assembly Language programs that demonstrate the instruction set architecture interface between hardware and software. This course is taken in conjunction with CSC 210.
Corequisites: Take CSC 210.
Offered: Every year, Spring
- CSC 215. Algorithm Design and Analysis. 3 Credits.**
This course presents a study of the design and analysis of algorithms. Topics include asymptotic analysis, complexity theory, sorting and searching, underlying data structures, recursion, greedy algorithms, divide and conquer, dynamic programming, and NP-completeness. Additional topics may include graph algorithms, probabilistic algorithms, distributed computing and parallel algorithms.
Prerequisites: Take CSC 111, CSC 111L; and CSC 205 or MA 205; Minimum grade C-.
Offered: Every year, Fall
- CSC 225. Introduction to Software Development. 3 Credits.**
This course presents introductory software development concepts including group development, large-scale project work and theoretical aspects of object-oriented programming. The course expands on material from previous courses. Professional behavior and ethics represent an important component of this course.
Prerequisites: Take CSC 111 CSC 111L; Minimum grade C-.
Offered: Every year, Fall
- CSC 240. Introduction to Computer Security. 3 Credits.**
This course introduces the general principles of computer security from an applied perspective. Topics covered include various forms of physical and cyber attacks, recognizing and defending against machine and network vulnerabilities, the basic building blocks of secure systems, basic cryptography and the social aspects of security.
Prerequisites: Take CSC 111, CSC 111L; Minimum grade C-.
Offered: As needed
- CSC 275. Topics in Computer Science. 1-3 Credits.**
This course explores general computer science topics not available in other courses as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary.
Prerequisites: Take CSC 111; Minimum grade C-;
Offered: As needed
- CSC 299. Independent Study. 1-6 Credits.**
Offered: As needed
- CSC 300. Special Topics. 3 Credits.**
Prerequisites: Take CSC 215.
Offered: As needed, All

- CSC 310. Operating Systems and Systems Programming. 3 Credits.**
Students are introduced to operating systems and the software to support these systems. Topics include operating system principles, concurrency, scheduling and dispatch, virtual memory, device management, security and protection, file systems and naming, and real-time systems.
Prerequisites: Take CSC 210, CSC 225; Minimum grade C-.
Offered: Every year, Fall
- CSC 315. Theory of Computation (MA 315). 3 Credits.**
This course provides an introduction to the classical theory of computer science. The aim is to develop a mathematical understanding of the nature of computing by trying to answer one overarching question: "What are the fundamental capabilities and limitations of computers?" Specific topics include finite automata and formal languages (defining a model of computation), computability (determining what can be computed and how to prove that something cannot be computed), and complexity (determining what makes some problems so much harder than others to solve, and examining what is the P versus NP question and why it is important).
Prerequisites: Take CSC 215 or MA 301; Minimum grade C-.
Offered: Every other year, Spring
- CSC 318. Cryptography (MA 318). 3 Credits.**
Students study methods of transmitting information securely in the face of a malicious adversary deliberately trying to read or alter it. Participants also discuss various possible attacks on these communications. Students learn about classical private-key systems, the Data Encryption Standard (DES), the RSA public-key algorithm, discrete logarithms, hash functions and digital signatures. Additional topics may include the Advanced Encryption Standard (AES), digital cash, games, zero-knowledge techniques and information theory, as well as topics chosen by the students together with the instructor for presentations.
Prerequisites: Take MA 229 or CSC 215; Minimum grade C-.
Offered: Every other year, Spring
- CSC 320. Compilers. 3 Credits.**
This course presents a study of the design and implementation of compilers. Topics include translators and compilers, lexical analysis, syntax analysis and parsing, runtime environments and code generation.
Prerequisites: Take CSC 210, CSC 215, CSC 225; Minimum grade C-.
Offered: Every other year, Spring
- CSC 325. Database Systems (SER 325). 3 Credits.**
Students are introduced to the theory and application of database systems. Topics include data modeling and the relational model, query languages, relational database design, transaction processing, databases and physical database design.
Prerequisites: Take CSC 215 and; CSC 225 or SER 225; Minimum grade C-.
Offered: Every other year, Fall
- CSC 340. Networking and Distributed Processing. 3 Credits.**
This course introduces students to net-centric computing, the web as an example of client-server computing, building internet and web applications, communications and networking, distributed object systems, collaboration technology and groupware, distributed operating systems and distributed systems.
Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.
Offered: Every other year, Spring
- CSC 345. Computer Graphics. 3 Credits.**
This course is an introduction to theory and programming in computer graphics. Topics include graphic systems, fundamental techniques in graphics, basic rendering, basic geometric modeling, visualization, virtual reality, computer animation, advanced rendering and advanced geometric modeling.
Prerequisites: Take CSC 215 CSC 225; Minimum grade C-.
Offered: As needed
- CSC 350. Intelligent Systems. 3 Credits.**
Artificial Intelligence is an umbrella topic covering efforts in a variety of fields all searching for one goal: to get computers to perform well at tasks at which humans excel. Topics include fundamental issues in intelligent systems, search and optimization methods, knowledge representation and reasoning, learning, agents, computer vision, natural language processing, pattern recognition, advanced machine learning, robotics, knowledge-based systems, neural networks and genetic algorithms.
Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.
Offered: Every other year, Spring
- CSC 375. Advanced Topics in Computer Science (SER 300). 3 Credits.**
This course explores advanced computer science topics not available in other courses, as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary.
Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.
Offered: Every year, Spring
- CSC 399. Independent Study. 1-6 Credits.**
- CSC 490. Computer Science Internship. 1-6 Credits.**
Offered: As needed
- CSC 491. Senior Project I. 3 Credits.**
Senior Project I is the first part of a two-semester, capstone experience for computer science students. Students analyze and develop a solution to a major project that requires integration and application of knowledge and skills acquired in earlier coursework. Students develop professional experience by working on a team and communicating progress and results to a variety of audiences. Students explore the ethical and legal responsibilities of a computing professional.
Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.
Offered: Every year, Fall
- CSC 492. Senior Project II. 3 Credits.**
Senior Project II is the second part of a two-semester, capstone experience for computer science students. Students implement and evaluate a solution to a major project that requires integration and application of knowledge and skills acquired in earlier coursework. Students continue to develop professional skills in teamwork and communications, and knowledge of their responsibilities as computing professionals.
Prerequisites: Take CSC 491; Minimum grade C-.
Offered: Every year, Spring

CSC 493. Senior Thesis I.**1 Credit.**

This course is the first part of a two-semester series in which students work independently under the guidance of a faculty member on the development of a senior thesis. The CSC 493/CSC 494 course sequence provides students with an opportunity to synthesize their knowledge of computer science. Students explore the profession of computing by engaging in the professional literature and exploration of professional ethics. Students meet regularly to present and discuss progress. During the first course in the sequence, students develop a proposal for their thesis, including a literature review, and submit to their adviser for approval.

Prerequisites: Senior status in the major.**Offered:** Every year, Fall**CSC 494. Senior Thesis II.****3 Credits.**

This course is the second part of a two-semester series in which students work independently under the guidance of a faculty member on a significant thesis culminating in the development of a senior thesis. The CSC 493/CSC 494 course sequence provides students with an opportunity to synthesize their knowledge of computer science. Students explore the profession of computing by engaging in the professional literature and exploration of professional ethics. Students meet regularly to present and discuss progress. During the second part in the sequence, students complete the thesis proposed in CSC 493.

Prerequisites: Take CSC 493; Minimum grade C-.**Offered:** Every year, Spring**CSC 499. Independent Study.****1-6 Credits.**

Cybersecurity (CYB)

CYB 501. Foundations of Cyber Security.**1 Credit.**

This course introduces students to fundamental security principles and security defense. Students learn the concepts of information security risks, vulnerabilities, assets and threats.

Offered: Every year, Fall and Spring**CYB 502. Introduction to Cyber Threats.****1 Credit.**

This course introduces students to the analysis of cyber threats. Students learn to identify bad actors in cyberspace and assess their resources, capabilities, techniques and motivations. Students learn to describe different types of cyber attacks and their characteristics.

Corequisites: Take CYB 501.**Offered:** Every year, Fall and Spring**CYB 503. Introduction to Cyber Defense.****1 Credit.**

Students learn about cyber defense tools and techniques. This course covers how to apply cyber defense tools and techniques to prepare a system to repel attacks.

Corequisites: Take CYB 502.**Offered:** Every year, Fall and Spring**CYB 506. Introduction to Programming for Security Professionals.****1 Credit.**

This course introduces students to basic scripting and programming concepts needed for security defense. Course topics include writing scripts for Windows and Linux; understanding basic programming security concepts; basic programming constructs, such as variables, types, loops, functions and data structures.

Offered: Every year, Summer**CYB 509. Operating Systems Security.****1 Credit.**

This course introduces students to operating systems and the software to support these systems. Topics include operating system security configuration, control objectives, control maintenance and forensics. The course includes hands-on implementation of security controls, including access management, file and process security configuration, and security monitoring.

Offered: Every year, Spring**CYB 517. Introduction to Cryptography.****1 Credit.**

This course introduces students to cryptography algorithms, protocols and applications. Topics include history; applications, such as SSL and SSH; and protocols, such as hash functions, symmetric and asymmetric cryptography, and attack-vectors for systems.

Offered: Every year, Spring**CYB 524. Relational Database Security.****1 Credit.**

This course introduces students to different relational database management systems (DMS) and DMS security concerns and methods. Topics covered include hashing and encryption, database access controls, unauthorized access, data corruption and injection.

Offered: Every year, Spring**CYB 526. Non-Relational Database Security.****1 Credit.**

This course introduces students to the theory, application and security of nonrelational database systems. It focuses on data management, query and security aspects of nonrelational databases. Topics include a comparison between relational and nonrelational database models, NoSQL storage types for different databases such as MongoDB, Hadoop, Amazon DynamoDB, document-based databases and graph databases.

Corequisites: Take CYB 524;**Offered:** Every year, Spring**CYB 540. Introduction to Secure Networking.****1 Credit.**

This course introduces students to the theoretical and practical aspects of designing, developing and defending computer networks. Topics include network models, media, architectures, devices, protocols, services, applications and use of network security tools.

Offered: Every year, Spring**CYB 550. Cyber Policy.****3 Credits.**

There are three parts to this course. The first part covers the applicable federal and state laws and policies related to cyber defense, pertaining to the storage and transmission of data. In the second part, students analyze and develop enterprise security policies. Finally, students learn how to implement machine security policies.

Corequisites: Take CYB 503.**Offered:** Every year, Fall and Summer**CYB 610. Hands-on HIPAA Compliance Risk Management.****1 Credit.**

This course introduces students to the HIPAA Privacy, Security and Breach Notification Regulations. The focus is on regulations and compliance. Students will be able to assess the HIPAA privacy, security and breach notification compliance of their own organizations or a model healthcare organization described within the course. Students will get hands-on experience using cloud-based security and privacy assessment tools.

Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.**Offered:** Every year, Summer

CYB 611. Hands-On HIPAA Security Risk Analysis and Risk Management. 1 Credit.

This course will teach the theory and practice of Enterprise Cybersecurity Risk Management. The focus will be on risks associated with healthcare organizations. These risks go beyond compliance risks and include risks related to safeguarding the exploding quantities of healthcare data, systems, and devices. Students will learn best practices for risk analysis, what the Office for Civil Rights demands in a risk analysis and will conduct a risk analysis of a model healthcare organization created for the course. Students will get hands-on experience using cloud-based risk analysis tools.

Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.

Offered: Every year, Summer

CYB 612. Enterprise Cybersecurity Risk Management in Healthcare. 1 Credit.

This course will cover what it takes to establish, implement, and mature an Enterprise Cybersecurity Risk Management (ECRM) program. ECRM is a part of enterprise risk management and supports the business needs and mission of the organization. We will cover case studies of healthcare organizations and how they did or did not secure their health information. Lessons learned from actual breach events will be discussed along with lessons learned from organizations with effective ECRM programs. Students will learn how to organize for effective security defense including: governance, people, process, technology, and engagement. Students will get hands-on experience using cloud-based risk management tools.

Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.

Offered: Every year, Summer

CYB 660. Programming for Security Analytics. 1 Credit.

This course introduces students to basic command-line methods used in machine data analytics. Student learn how to collect machine logs, search log data, and identify anomalies in logs.

Corequisites: Take CYB 506.

Offered: Every year, Summer

CYB 661. Programming for Security Automation. 1 Credit.

This course focuses on programming methods that are applicable to security automation. Students gain experience in automation using Python and Cloud native CLI to facilitate such tasks as automated code scanning; automated application scanning in testing and staging; automated network, server, container configuration checks; and continuous monitoring of development pipeline components and job scheduling.

Corequisites: Take CYB 660.

Offered: Every year, Summer

CYB 662. Secure Web Applications Design. 1 Credit.

This course covers the design and architecture of secure web applications, such as: traditional three-tier architectures, SOA, microservices, FaaS; application protocols; authentication and session management; client and server-side controls; input-based vulnerabilities and web application attack trends.

Corequisites: Take CYB 661.

Offered: Every year, Summer

CYB 663. Secure Web Applications Engineering. 1 Credit.

In this course, students learn processes and practices needed to secure applications within the Software Development Life Cycle (SDLC). The course covers traditional SDLC processes and methods to secure modern Cloud native development processes and using concepts of DevSecOps.

Corequisites: Take CYB 662.

Offered: Every year, Summer

CYB 664. Web Applications Security Testing. 1 Credit.

This course introduces students to web application security testing. Topics include application security metrics, selecting the right testing tool and integrating the results into the development life cycle. Students gain hands-on experience using these tools in practical settings.

Corequisites: Take CYB 663.

Offered: Every year, Summer

CYB 665. Workforce Access Security. 1 Credit.

This course focuses on authentication and user access technologies and practices within the enterprise. Topics include Active Directory services and architecture, and enterprise network access protocols.

Offered: Every year, Fall

CYB 667. B2C Access Security. 1 Credit.

This course focuses on authentication and user access technologies and practices within B2C access. Topics include standards-based B2C authentication and access management protocols.

Corequisites: Take CYB 665.

Offered: Every year, Fall

CYB 669. B2B Access Security. 1 Credit.

This course covers access concepts based on B2B communication APIs, such as standard-based protocols and B2B on-boarding, for mobile, social and IoT applications.

Corequisites: Take CYB 667.

Offered: Every year, Fall

CYB 670. IoT Security. 1 Credit.

This course covers security as it pertains to embedded devices, embodied by the growth of the Internet of Things (IoT). Students learn about the specific security issues related to embedded devices, including Linux malware, DDoS attacks, botnets, cryptography and personal privacy.

Corequisites: Take CYB 526.

Offered: Every year, Spring

CYB 675. Ethical Hacking and Penetration Testing. 2 Credits.

This course will introduce students to concepts and practices of ethical hacking and penetration testing. Students will learn how to plan, organize, and perform penetration testing on a simple network.

Offered: Spring

CYB 680. Introduction to Cloud Security. 1 Credit.

In this course, students learn fundamentals of Cloud computing and Cloud security. This course covers topics such as shared responsibility models for IaaS, PaaS, SaaS and FaaS, and Cloud Security Alliance CCM. Students get hands-on experience creating secure systems within a commercial Cloud vendor environment.

Offered: Every year, Fall

CYB 681. Securing Workloads in AWS. 1 Credit.

This course covers concepts and practices for securing AWS workloads. Students are introduced to security controls, such as access controls using IAM, logging and auditing, and other AWS security services.

Corequisites: Take CYB 680.

Offered: Every year, Fall

CYB 682. Securing Workloads in Azure. 1 Credit.

This course covers concepts and practices for securing Azure workloads. Students are introduced to security controls, such as access controls using IAM, logging and auditing, and other AWS security services.

Corequisites: Take CYB 680.

Offered: Every year, Fall

CYB 683. Resilient System Design and Development. 1 Credit.

This course introduces students to the concepts of secure system design and cyber resilience. The content of this course includes best security processes recommended in NIST 800-160 and techniques and technologies needed for secure system design and development.

Prerequisites: Take CYB 680.

Offered: Every year, Spring

CYB 684. Resilient System Testing. 1 Credit.

This course introduces students to state-of-the-art concepts and methods to evaluate cyber resiliency. Topics include breach and attack simulation, configuration assessment and compliance. Hands-on experience with systems testing tools is part of this course.

Corequisites: Take CYB 683.

Offered: Every year, Spring

CYB 685. Operating Resilient Systems. 1 Credit.

This course includes hands-on experience with tools for security activities such as intrusion detection and cloud security monitoring. Other topics this course covers include Site Reliability Engineering (SRE), maintaining situational awareness and dynamic threat.

Corequisites: Take CYB 684.

Offered: Every year, Spring

CYB 691. MS Cybersecurity Capstone. 3 Credits.

This capstone course is designed to enable students to directly utilize what has been learned in the tools and applications courses in order to analyze and offer solutions for a major cybersecurity challenge. A definition of the problem, analysis of options and a comprehensive presentation of findings and solutions are required components of the course.

Prerequisites: Permission of the Program Director.

Offered: Every year, Spring and Summer

Engineering (ENR)

ENR 105. Learning Strategies Seminar. 0-1 Credits.

The purpose of this course is to introduce students to evidence-based learning strategies and to help students become self-regulated learners who are capable of achieving their full academic potential. Students reflect upon the fundamental nature of learning and what types of learning activities best facilitate their learning process. In addition, students also explore topics related to achievement motivation and growth mindset. The ultimate goal of this course is to help students not only develop a deeper understanding of these topics, but learn ways that the strategies and tools discussed in class readings and discussions can inform their personal study habits.

Offered: Every year, Fall and Spring

ENR 110. The World of an Engineer. 3 Credits.

This course introduces students to the study and practice of engineering, including overviews of specific disciplines. Participatory focus involves group design projects, hands-on learning, computer work, team building and engineering ethics discussions. In an inquiry-based learning framework, students are introduced to the Grand Challenges for Engineering, as defined by the National Academy of Engineering, to consider global issues from a multidisciplinary perspective.

Offered: Every year, Fall

UC: Breadth Elective

ENR 189. Independent Study. 3 Credits.

Offered: As needed

ENR 210. Engineering Economics and Project Management. 3 Credits.

This course provides an introduction to the concepts of economics/finance/costing and explains how these affect the functioning of engineering projects and contribute to decision making in engineering operations. A portion of the course covers the concepts of project management, team building and leading teams that are used throughout the program and in professional practice.

Prerequisites: Take MA 141 or MA 151.

Offered: Every year, Spring

ENR 300. Special Topics in Engineering Project Management (CAPM) Designation. 1-3 Credits.

Offered: As needed

ENR 395. Professional Development Seminar. 1 Credit.

Through discussions, case studies and guest speakers, students are introduced to topics on engineering professionalism, ethics and licensure as well as relevant innovations in engineering to prepare them to enter the workplace as engineering professionals.

Prerequisites: Junior status in the major or permission of adviser.

Offered: Every year, Fall

ENR 410. School of Engineering Integrative Capstone. 3 Credits.

This course provides students with a culminating and integrative learning experience grounded in their University Curriculum, their major classes, and co-curricular activities. Students explore and evaluate potential solutions to an aspect of one of the 14 Grand Challenges for Engineering, with a focus on the global dimension of the solution. The course may include a service learning or study abroad component.

Prerequisites: Senior status in the major required.

Offered: Every year, Fall and Spring

ENR 490. Engineering Professional Experience. 0-1 Credits.

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

Prerequisites: Take ENR 395 or permission of the adviser.

Offered: As needed

ENR 490H. Engineering Professional Experience. 0-1 Credits.

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

Prerequisites: Take ENR 395 or permission of the adviser.

Offered: As needed

Industrial Engineering (IER)

IER 220. Production Systems (MER 225). 3 Credits.

This course provides an introduction to production systems, classification, general terminology, technical aspects, economics and analysis of manufacturing systems. Students learn the fundamentals of automation and control technologies as well as manufacturing support systems.

Prerequisites: Sophomore status or permission of the instructor.

Offered: Every year, Fall

IER 230. Lean Systems Engineering (MER 235). 3 Credits.

This course provides a comprehensive and hands-on introduction to Lean Systems and its wide applications, with special emphasis on the Toyota Production System.

Corequisites: Take IER 320 or IER 220 or MER 225.

Offered: Every year, Fall

IER 235. Systems Engineering and Management. 3 Credits.

This course discusses the theory and methods used to design, analyze and manage engineered systems. Students review the principles of system life-cycle management including requirements analysis, system design, functional decomposition, configuration management and systems evaluation. Topics of engineering management emphasizing human relationships, motivational theory and human-systems integration also are addressed.

Offered: Every year, Spring

IER 240. Physical Human Factors and the Workplace (MER 245). 1 Credit.

This course analyzes the impacts of the physical factors of the human decision makers on workflow and efficiency. Basic concepts of anthropometry, biomechanics, work physiology, stress and workload as well as work measurement are introduced. Special emphasis is placed on the capabilities and limitations of humans, in human-centered design of systems and products.

Prerequisites: Sophomore status or permission of the instructor.

Offered: Every year, Fall

IER 265. Cognitive Human Factors and the Workplace (MER 265). 2 Credits.

This course analyzes the impacts of the cognitive factors of the human decision makers on workflow and efficiency. Basic concepts of cognition, as well as sensory systems, such as visual and auditory, are introduced, leading to the analysis of design topics, including displays, controls, shiftwork and work-rest schedules. Special emphasis is placed on the capabilities and limitations of humans, in human-centered design of systems and products.

Prerequisites: Sophomore status or permission of the instructor.

Offered: Every year, Fall

IER 280. Data Analytics I. 3 Credits.

The course presents basic techniques of decision making concentrating on both theoretical and modeling aspects. This course integrates the art and science of decision making for single and multiple objective environments to support the decision-making phase of the Systems Decision Process (SDP). The focus of the course is modeling problem structure, uncertainty, risk and preference in the context of decision making.

Corequisites: Take MA 285.

Offered: Every year, Spring

IER 310. Operations Research I (MER 315). 3 Credits.

This course provides a rigorous introduction to the principles of operations research with a focus on linear programming models and simplex method, duality and sensitivity analysis; transportation and assignment problems; network models; integer and nonlinear programming; an introduction to queuing theory and Markov Chains.

Prerequisites: Take one of the following: Take MA 153; or MA 151 and MA 229; or MA 141 and MA 229; or MA 142; or MA 152.

Offered: Every year, Fall

IER 315. Fundamentals of Six Sigma - Black Belt. 3 Credits.

Define-Measure-Analyze-Improve-Control (DMAIC) approach in Six Sigma is an organizational improvement strategy used widely in business applications and Black Belt is the highest belt level among white, yellow, green, and black belts. Students are introduced to the DMAIC steps for improvement of a process and using data-driven measuring, analysis, improvement and controlling techniques to solve the defined problem at Black Belt level. Topics include quality improvement philosophies, modeling process quality, statistical process control, lean techniques, human factors, analysis of data sets, data analytics applications on collected data by using sampling strategies, design of control charts, use of statistical distributions for data analysis and process capability. This course is not for Industrial Engineering majors.

Prerequisites: Take MA 170 EC 272 PS 206 MA 206 MA 285 or another statistics course approved by the instructor. Minimum Grade C-;

Offered: As needed

IER 360. Operations Planning and Control. 3 Credits.

This course focuses on analytical techniques for work scheduling and materials planning in the manufacturing, service and health care industries. The main objective is to develop the ability to use engineering tools for industrial engineering practice in operations and materials management. Topics include forecasting, production and material planning, inventory analysis and scheduling techniques.

Prerequisites: Take MA 285.

Offered: As needed

IER 365. Scheduling in Manufacturing and Health Care with Machine Learning Applications. 3 Credits.

This course introduces students to several scheduling techniques and improvement methodologies utilized in manufacturing and health care. Improvement of manufacturing scheduling by using deterministic optimization modeling for single and parallel machine workflow as well as various shop models such as job shops, flow shops, and open shops are covered. The health care scheduling coverage of the course is based on accessibility to health care systems, scheduling of operations, and wait times of patients. Optimization of health care operations by using mathematical formulation is emphasized. Additionally, machine learning concepts such as supervised learning, unsupervised learning, decision trees, and random forest concepts are covered with applications in manufacturing and health care.

Prerequisites: Take MA 151.

Offered: As needed

IER 370. Industrial Robotics (MER 375). 3 Credits.

Students are introduced to robotics and their use in industrial applications. The topics covered in this course include robotics basic programming, types of robots, drive systems for robots, sensors' use in robotics, robot and computer interaction, improvement and analysis of systems' design using robotics, analysis of systems' design using robotics, and robotics applications in manufacturing, health care and service areas.

Prerequisites: Take CSC 110, CSC 110L, CSC 106 or CSC 109.

Offered: As needed

- IER 375. Statistical Process Control. 3 Credits.**
The main focus in this course is to understand and implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach in Six Sigma. Therefore, defining a problem for improvement of a process and using data-driven measuring, analysis, improvement and controlling techniques to solve the defined problem are the essentials of this course. Topics include quality improvement philosophies, modeling process quality, statistical process control, control charts for variables and attributes, single- and multivariable regression analysis of data sets, sampling strategies, economic design of charts, use of statistical distributions for data analysis and process capability.
Prerequisites: Take MA 285.
Offered: Every year, Fall
- IER 380. Data Analytics II. 2 Credits.**
This course focuses on analytical skill development for extracting meaningful information from data sets by using technology. Analytical skills includes linear and non-linear regressions, ANOVA, hypothesis testing, and predictive data analysis. The technological skillset development includes reading, analyzing and interpreting data sets by learning how to use a software package.
Prerequisites: Take IER 280.
Corequisites: Take IER 381.
Offered: As needed
- IER 381. Data Analytics and Advanced Programming. 1 Credit.**
This course focuses on analytical skill development for extracting meaningful information from data sets by using technology. Analytical skills includes linear and non-linear regressions, ANOVA, hypothesis testing, and predictive data analysis. The technological skillset development includes reading, analyzing and interpreting data sets by learning how to use a software package.
Prerequisites: Take CSC 110, CSC 110L; or CSC 106.
Corequisites: Take IER 380.
Offered: As needed
- IER 400. Special Topics in Industrial Engineering. 1-4 Credits.**
Offered: As needed
- IER 410. Designing and Managing the Supply Chain. 3 Credits.**
This course provides an introduction to the techniques of supply chain management, focusing on logistics, purchasing and product development processes. The main objective is develop competence in quantitative methods for analyzing and solving supply chain problems in a variety of industries that include manufacturing, services and health care. Topics include supply chain performance, network design, product availability and sustainable supply chain management.
Prerequisites: Take IER 360.
Offered: As needed
- IER 420. Industrial Control Systems (MER 425). 3 Credits.**
Students explore classical control systems through modern control methods based on state variable models, feedback models, controllers and full-state observers. Students gain experience in computer-aided design and analysis using Matlab.
Prerequisites: Take IER 220 or MER 225.
Offered: As needed
- IER 425. Quality Engineering and Inspection Systems. 3 Credits.**
The focus of this course is to select and implement quality control solutions for industrial processes. Practical quality control systems are examined for applicability and relevance. Topics include the costs of quality, automated and manual measurement, quality control integration, sampling requirements, ANSI and ISO blueprint reading and geometric dimensioning along with the tolerance calculations. The course demonstrates various systems used in quality control plans and key factors required in developing a quality conscious atmosphere.
Prerequisites: Take IER 230.
Offered: As needed
- IER 440. Simulation. 3 Credits.**
This course includes a simulation of complex systems with applications in industrial engineering. Topics include modeling and developing custom solutions in one or more high-level computer packages; input distribution modeling; emphasizing examples, applications and cases.
Prerequisites: Take MA 285.
Offered: Every year, Spring
- IER 450. Health Care Systems Engineering. 3 Credits.**
This course introduces students to health care organizations, including hospitals, clinics, multihospital systems and other facilities as an integrated delivery system. By emphasizing practical application of diverse operations involved in such a system, various quantitative modeling and optimization techniques are discussed and applied to solve problems.
Prerequisites: Take IER 230
Offered: Every year, Spring
- IER 460. Facilities Layout and Material Handling. 3 Credits.**
The focus of this course is the design of industrial facilities with consideration of work organization and layout. Students study product and process designs as a part of facilities planning, material handling systems, flow systems, departmental planning and layout algorithms, space requirements for facilities, and receiving and shipping principles. The course also covers the engineering techniques used for determining the best location of a brand new facility.
Prerequisites: Take IER 320 or IER 220.
Offered: Every year, Fall
- IER 470. Industrial Robotics and Advanced Programming. 3 Credits.**
Students continue to develop and advance their robotics knowledge introduced in IER 370 - Industrial Robotics - by adding more to their basic robotics programming knowledge. Participants of this course continue to learn about advanced robotics applications in manufacturing, health care, service and systems design.
Prerequisites: Take IER 370.
Offered: As needed
- IER 475. Human Reliability. 1 Credit.**
This course focuses on the principles, methods and tools for the analysis, design and evaluation of human decision making within human-centered systems. The impacts of human perceptual and cognitive factors are analyzed, leading to design principles for error-prevention. This course is complementary to IER 265, Cognitive Human Factors and the Workplace. Sophomore status required.
Offered: Every year, Fall

IER 485. System Reliability. 2 Credits.

This course provides an introduction to failure rates, failure risk analysis and system configurations, such as series, parallel and redundant systems. It also discusses design for reliability and optimal maintenance and replacement policies.

Prerequisites: Take MA 285, MA 142 or MA 152.

Offered: Every year, Fall

IER 489. Advanced Independent Study in IE. 1-6 Credits.

This is a tutorial course or an individual project in which the student pursues advanced study in systems engineering or engineering management. The scope of the course is tailored to the desires of the student in consultation with a faculty adviser. Communication skills are developed with both written reports and oral presentations. Requires approval of faculty member.

Offered: Every year, Fall and Spring

IER 490. Engineering Professional Experience. 0-1 Credits.

Students gain at least 240 hours of experience by employing industrial engineering skills in a professional setting. Students must obtain departmental approval and register prior to starting the experience. Prerequisite may be waived with permission of adviser.

Prerequisites: Take ENR 395.

Offered: Every year, All

IER 491. Capstone Project I. 3 Credits.

This is the first part of a two-semester capstone design experience for senior industrial engineering students. Students apply knowledge gained throughout the curriculum to a significant project. Furthermore, this course aims to strengthen the students' oral and written communication skills as well as teamwork and conflict resolution. Students work in teams to formulate issues and collect data at an external organization before beginning to perform analysis and propose solutions in the subsequent course—IER 498.

Corequisites: Take IER 330 or IER 230; IER 430 or IER 375.

Offered: Every year, Fall

IER 492. Six Sigma - Black Belt Project Experience I. 3 Credits.

This is the first part of a two-semester Six Sigma - Black Belt project experience for students. Students apply knowledge gained throughout IER 315 to a significant project. Furthermore, this course aims to strengthen the students' oral and written communication skills as well as teamwork and conflict resolution. Students work in teams to formulate issues and collect data at an external organization before beginning to perform analysis and propose solutions in the subsequent course IER 497.

Prerequisites: Take IER 315;

Offered: As needed

IER 497. Six Sigma - Black Belt Project Experience II. 3 Credits.

This is the second part of a two-semester capstone design experience for industrial engineering students. The purpose of a capstone project is to give senior students the opportunity to apply knowledge gained throughout the curriculum to a significant project. After formulating the problem and commencing data collection in IER 492, the student teams continue their project in IER 497 by completing data collection, performing analysis and modeling, and finally recommending solutions to help address the client issue(s).

Prerequisites: Take IER 492;

Offered: As needed

IER 498. Capstone Project II. 3 Credits.

This is the second part of a two-semester capstone design experience for industrial engineering students. The purpose of a capstone project is to give senior students the opportunity to apply knowledge gained throughout the curriculum to a significant project. After formulating the problem and commencing data collection in IER 491, the student teams continue their project in IER 498 by completing data collection, performing analysis and modeling, and finally recommending solutions to help address the client issue(s).

Prerequisites: Take IER 491.

Corequisites: Take IER 280 IER 310 IER 360;

Offered: Every year, Spring

Mechanical Engineering (MER)

MER 110. 3D Solid Modeling and Printing for Innovators. 3 Credits.

This course introduces students to 3D solid modeling, allowing users to develop full solid models in a simulated environment for both design and analysis. 3D modeling software finds worldwide use across many disciplines by students, designers, engineers, inventors, artists, and other professionals to produce simple and complex parts, assemblies, and drawings. One can fabricate the models using 3D printing. Students build their own 3D models and use 3D printing to produce a physical prototype. Students also explore applications for this technology, from the biomedical field to architectural design to fashion, gaining an appreciation for its impact in their own lives. No experience is required.

Offered: Fall and Spring

MER 210. Fundamentals of Engineering Mechanics and Design. 3 Credits.

This course provides a foundation in the principles of statics and mechanics of materials while introducing the engineering design process to prepare students for further engineering studies. Equilibrium principles are used to analyze forces on statically determinate rigid bodies and structures.

Corequisites: Take MA 151 (can be taken previous or concurrent).

Offered: Every year, Spring

MER 210L. Fundamentals of Engineering Mechanics and Design Lab. 1 Credit.

Students learn and practice hands-on techniques relevant to statics, such as equilibrium, friction, truss analysis and tension/compression. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.

Corequisites: Take MER 210.

Offered: As needed

MER 220. Mechanics of Materials. 3 Credits.

Students study the behavior of materials under normal, shear, torsional, bending and combined loads. Loading, geometry, functional environment and material properties of machine or structural elements are used to relate the forces applied to a body to resulting internal forces and deformations in order to evaluate performance. Practical applications involving the design of mechanical and structural elements under various loading conditions are emphasized.

Prerequisites: Take MER 210; Minimum grade C-.

Offered: Every year, Fall and Spring

MER 220L. Mechanics of Materials Lab. 1 Credit.

Students learn and practice hands-on techniques relevant to mechanics of materials, such as tension, torsion, and bending. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.

Corequisites: Take MER 220.

Offered: Every year, Fall and Spring

- MER 221. Dynamics. 3 Credits.**
Dynamics examines the motion of particles, systems of particles and rigid bodies under the influence of forces. It focuses on the use of Newton's Second Law, the Work-Energy Principle and the Impulse-Momentum Principle. The course progresses from rectilinear and curvilinear motion of single particles, through vector motion of systems of particles, to general motion of rigid bodies.
Prerequisites: Take MER 210; Minimum grade C-; and PHY 121.
Offered: Every year, Fall and Spring
- MER 225. Production Systems (IER 220). 3 Credits.**
This course provides an introduction to production systems, classification, general terminology, technical aspects, economics and analysis of manufacturing systems. Students learn the fundamentals of automation and control technologies as well as manufacturing support systems.
Prerequisites: Sophomore status or permission of the instructor.
Offered: Every year, Fall
- MER 230. Engineering Materials. 3 Credits.**
This course explores the relationship between the microscopic structure and macroscopic properties of materials used in engineering applications. The origin of mechanical and physical properties is studied. Emphasis is placed on an understanding of the fundamental aspects of atomic and microstructural concepts for proper materials selection and enhancement of engineering properties. Materials studied are metals, ceramics, polymers and composites.
Prerequisites: Take MER 220, CHE 110.
Offered: Every year, Fall
- MER 230L. Engineering Materials Lab. 1 Credit.**
Students learn and practice hands-on techniques relevant to engineering materials, such as measuring mechanical and physical properties and strengthening mechanisms. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.
Corequisites: Take MER 230.
Offered: Every year, Fall
- MER 235. Lean Systems Engineering (IER 230). 3 Credits.**
This course provides a comprehensive and hands-on introduction to Lean Systems and its wide applications, with special emphasis on the Toyota Production System.
Corequisites: Take IER 320 or IER 220 or MER 225.
Offered: Every year, Fall
- MER 240. Introduction to Mechanical Engineering Design. 1 Credit.**
This course introduces mechanical engineering design as an iterative decision-making process. An engineering design problem reinforces the design process instruction and culminates in a student competition.
Prerequisites: Take MER 250.
Offered: Every year, Spring
- MER 245. Physical Human Factors (IER 240). 1 Credit.**
This course analyzes the impacts of the physical factors of the human decision makers on workflow and efficiency. Basic concepts of anthropometry, biomechanics, work physiology, stress and workload as well as work measurement are introduced. Special emphasis is placed on the capabilities and limitations of humans, in human-centered design of systems and products. Sophomore status required.
Prerequisites: Sophomore status or permission of the instructor.
Offered: Every year, Fall
- MER 250. Computer Aided Design. 3 Credits.**
Students explore the use of computer methods as an aid to solving engineering problems. Topics include 3D solid modeling, graphical presentation of information, engineering analysis and engineering computer programming. Students learn to apply a variety of engineering-related programs or routines. Students write, document, and use programs of their own in design scenarios. Considerable emphasis is placed on use of the computer as a tool in the engineering design process.
Prerequisites: Take MA 154 CSC 106 or CSC 110;
Offered: Every year, Fall and Spring
- MER 265. Cognitive Human Factors and the Workplace (IER 265). 2 Credits.**
This course analyzes the impacts of the cognitive factors of the human decision makers on workflow and efficiency. Basic concepts of cognition, as well as sensory systems, such as visual and auditory, are introduced, leading to the analysis of design topics, including displays, controls, shiftwork and work-rest schedules. Special emphasis is placed on the capabilities and limitations of humans, in human-centered design of systems and products. Sophomore status required.
Prerequisites: Sophomore status or permission of the instructor.
Offered: Every year, Fall
- MER 310. Fluid Mechanics. 3 Credits.**
This course focuses on fluid mechanics while introducing and integrating corresponding topics of thermodynamics. Properties of fluids and hydrostatics as well as conservation principles for mass, energy and linear momentum are covered. Principles are applied to incompressible flow in pipes, external flows, Bernoulli's equation, dimensional analysis, Navier-Stokes, boundary layer development, lift and drag. Laboratory exercises are incorporated into classroom work.
Prerequisites: Take MA 251, PHY 121, MER 210.
Corequisites: Take MA 365 or MA 265.
Offered: Every year, Fall
- MER 315. Operations Research I (IER 310). 3 Credits.**
This course provides a rigorous introduction to the principles of operations research with a focus on linear programming models and simplex method, duality and sensitivity analysis; transportation and assignment problems; network models; integer and nonlinear programming; an introduction to queuing theory and Markov Chains
Prerequisites: Take MA 153; or MA 151 and MA 229; or MA 141 and MA 229; or MA 142; or MA 152;
Offered: Every year, Fall
- MER 320. Thermodynamics. 3 Credits.**
This course focuses on thermodynamics, while incorporating and building upon fluid mechanics topics covered in MER 310. It applies conservation principles for mass, energy and linear momentum as well as the second law of thermodynamics. Principles are applied to power generation systems, refrigeration cycles and total air conditioning. Thermodynamic principles also are applied to the automotive system to examine engine performance (Otto and Diesel cycles) and to high performance aircraft to examine the Brayton cycle.
Prerequisites: Take CHE 110; MER 310, Minimum grade C-.
Offered: Every year, Spring

- MER 330. Introduction to Circuits. 3 Credits.**
Students are introduced to DC circuit analysis, DC circuit design and AC circuit analysis. The course also includes electrical engineering topics required to prepare students for the Fundamentals of Engineering examination as a part of professional licensure. Students learn the language, tools and problem-solving techniques used in basic electrical circuit analysis.
Corequisites: Take PHY 122
Offered: Every year, Fall and Spring
- MER 330L. Introduction to Circuits Lab. 1 Credit.**
Students learn and practice hands-on techniques relevant to circuit analysis, such as bread board prototyping, voltage and current measurements, soldering, and basic data acquisition. All experimental results obtained in the lab are analyzed in the context of the theoretical framework presented in the course.
Corequisites: Take MER 330.
Offered: Every year, Fall and Spring
- MER 340. Manufacturing/Machine Component Design. 3 Credits.**
This course introduces machine component design and manufacturing, relating fundamental engineering science to machine components. It covers load, stress and strain analyses, and fatigue. The course progresses to the study of machine component design, including mechanical components such as linkages, fasteners, springs, bearings, gears and shafts.
Prerequisites: Take MER 220, MER 221 MER 250; Minimum grade C-.
Offered: Every year, Fall and Spring
- MER 340L. Manufacturing/Machine Component Design Lab. 1 Credit.**
Working primarily in the machine shop, this laboratory provides experiential learning in the context of manufacturing. Students learn techniques, use tools and operate machines used in a manufacturing environment under appropriate supervision. A series of measurement and fabrication exercises culminate in the team-oriented design and manufacture of a mechanical engineering product.
Corequisites: Take MER 250 Must be of Junior Standing;
Offered: Every year, Fall
- MER 350. Mechanical Engineering Design. 3 Credits.**
This course is the first in a two-course sequence which integrates all previously acquired knowledge and skills. Students begin their major design experience project, applying the mechanical engineering design process to a real-world engineering problem addressing social, political, economic, technical, global and environmental issues. Students continue their project in MER 498.
Prerequisites: Take MER 240 MER 250 MER 340 MER 340L MER 330 MER 330L Minimum grade C-;
Offered: Every year, Fall
- MER 360. Heat Transfer. 3 Credits.**
The three modes of heat transfer—conduction, convection and radiation—are studied in detail, and these concepts are applied to analyze various engineering systems. The principles of conduction, and convection are applied to the analysis of heat exchangers and all three modes of heat transfer are applied together to study scenarios of multi-mode heat transfer.
Prerequisites: Take MER 320 MER 310;.
Offered: Every year, Fall
- MER 375. Industrial Robotics (IER 370). 3 Credits.**
Students are introduced to robotics and their use in industrial applications. The topics covered in this course include robotics basic programming, types of robots, drive systems for robots, sensors' use in robotics, robot and computer interaction, improvement and analysis of systems' design using robotics, analysis of systems' design using robotics, and robotics applications in manufacturing, health care and service areas.
Prerequisites: Take CSC 110, CSC 110L, CSC 106 or CSC 109.
Offered: As needed
- MER 387. Introduction to Applied Aerodynamics. 3 Credits.**
The fundamental laws of fluid mechanics are used to develop the characteristic forces and moments generated by the flow about aerodynamic bodies. Lift, drag and aerodynamic moments are studied for airfoils (2D) and finite wings (3D) in the subsonic flow regime. Aircraft performance and design parameters are developed in both the classroom and laboratory sessions. The laboratory sessions include low-speed wind tunnel testing.
Prerequisites: Take MER 221, MER 310.
Corequisites: Take MER 320.
Offered: Every year, Spring
- MER 388. Helicopter Aeronautics. 3 Credits.**
This course examines the aerodynamics of helicopter flight in relation to hover, translating and partial power flight. Theory and experimental results are used to predict aircraft performance. The course analyzes the dynamic response of the rotor system and the performance aspects of the vehicle as a whole. This is followed by a design workshop, during which students complete the initial sizing of a helicopter to meet specific mission requirements. The course includes a laboratory examining rotor power and thrust utilizing a whirl stand apparatus, and one field trip to a commercial helicopter company.
Prerequisites: Take MER 210, MER 250, MER 310.
Offered: Every year, Spring
- MER 399. Special Topics. 1-3 Credits.**
Offered: As needed
- MER 425. Industrial Control Systems (IER 420). 3 Credits.**
Students explore classical control systems through modern control methods based on state variable models, feedback models, controllers and full-state observers. Students gain experience in computer-aided design and analysis using Matlab.
Prerequisites: Take IER 220 or MER 225.
Offered: As needed
- MER 450. Environmentally Conscious Design and Manufacturing. 3 Credits.**
Students learn to identify, quantify and reduce environmental impacts caused by products. Impact reduction methods form the course's core subject matter. Such methods include: design for recycling, design for remanufacture, life cycle assessment, biomimetics and others. The course also provides an overview of motivational legislation from North America and Europe. Through lecture, discussion, assignments, case studies, and a semester project, students achieve a critical understanding of the role environmental issues play in mechanical engineering.
Prerequisites: Take MER 340.
Offered: Every year, Fall

MER 460. Mechanical Measurement and Data Acquisition. 3 Credits.

In this course, students learn how to perform computer-based measurements of various mechanical phenomena such as displacement, temperature, force, strain, torque, pressure, flow, vibration and acceleration. This is a hands-on course that starts with the basics of sensors and transducers, and walks the students through signal conditioning electronics, instrumentation, data acquisition and signal analysis. A significant portion of this course focuses on LabVIEW, an industry-standard graphical programming language that is widely used for data acquisition and analysis.

Prerequisites: Take CSC 110, CSC 110L or CSC 106; and MER 330, MER 330L.

Offered: Every year, Fall

MER 470. Dynamic Modeling and Control. 3 Credits.

This course covers dynamic modeling and control of linear systems. It includes an overview of classical control theory as the foundation for control applications in mechanical, electrical and aeronautical systems. Mathematical models are developed for various physical systems, and represented in time-domain, Laplace domain, and State-Space. Control system analysis and design techniques are studied within the context of transient and steady-state response.

Prerequisites: Take MER 221, MER 330, MER 330L, MER 250; and MA 265 or MA 365.

Offered: Every year, Spring

MER 470L. Dynamic Modeling and Controls Lab. 1 Credit.

Laboratory exercises include electronic instrumentation of sensors and actuators and microcontroller-based control-system implementations (open-loop and closed-loop). In addition, students learn to simulate dynamic models and controllers using MATLAB and Simulink and perform experimental validation of simulated models.

Prerequisites: Take MER 330L.

Corequisites: Take MER 470.

Offered: Every year, Spring

MER 475. Mechatronics. 3 Credits.

This course presents an introduction to the field of mechatronics. Mechatronics combines elements of mechanics, electric circuits, programming and engineering design in order to create useful electro-mechanical and robotic devices. This is a hands-on, project-based course where students learn basic electronic and programming techniques to integrate various sensors, motors and actuators into moving mechanical platforms.

Prerequisites: Take CSC 110 or CSC 109 or CSC 106; and MER 330, MER 330L, MER 340, MER 340L.

Offered: As needed

MER 489. Advanced Study in Mechanical Engineering. 3 Credits.

The student pursues advanced study of a topic in mechanical engineering on an individual or small-group basis, independent of a formal classroom setting. Similar to graduate level research, the scope of the selected project is tailored to the interests of the student, based on resources and in consultation with a faculty adviser. To develop research skills, the student is integral in all phases of project completion by defining objectives, studying fundamentals and background material, outlining the approach, conducting analysis and communicating results. Requires permission of the instructor.

Offered: Every year, Fall and Spring

MER 490. Engineering Professional Experience. 0-1 Credits.

Students gain experience by employing engineering skills in a professional setting under the guidance of practicing engineers. Students must obtain departmental approval and register prior to starting the experience.

Prerequisites: Take ENR 395 or permission of instructor.

Offered: Every year, All

MER 491. Biomedical Engineering. 3 Credits.

In this introductory course to biomedical engineering, students analyze biomedical implantable and prosthetic devices and explore topics such as biocompatibility, biomechanical properties of biological tissue, device design, as well as factors that go into medical device development and testing. Hands on labs are incorporated into the course to provide a more in-depth immersion into specific course topics. This course focuses on developing lifelong learning skills and service learning. As part of this focus area, students develop a STEM activity to teach a biomedical engineering topic to elementary students.

Prerequisites: Take MER 220.

Offered: Every year, Spring

MER 498. ME Major Design Experience. 3 Credits.

This course integrates math, science and engineering principles using a comprehensive engineering design project. Open-ended, client-based design problems emphasize a multidisciplinary approach to total system design. Design teams develop product specifications, generate alternatives, make practical engineering approximations, perform appropriate analysis to support technical feasibility, and make decisions leading to designs that meet stated requirements. System integration, computer-aided design, maintainability and fabrication techniques are addressed.

Prerequisites: Take MER 350.

Offered: Every year, Spring

MER 499. Senior Design Project II. 3 Credits.

A two-semester, six credit capstone design experience for mechanical engineering students involving analysis and synthesis of unstructured problems in practical settings. Students work in teams to formulate issues, propose solutions, and communicate results in formal written and oral presentations.

Prerequisites: Take MER 340.

Offered: Every year, Spring

Software Engineering (SER)

SER 120. Object-Oriented Design and Programming. 3 Credits.

This course serves as an introduction to the principles of design and development using object-oriented techniques such as inheritance, polymorphism and encapsulation. Students apply OO techniques to develop event-driven programs. Code craftsmanship is emphasized. Students also learn to apply and recognize design patterns for OO software and to use standard application development frameworks.

Prerequisites: Take CSC 110 and CSC 110L; or CSC 107 with Program Director approval; Minimum grade C-.

Corequisites: Take SER 120L.

Offered: Every year, Fall and Spring

- SER 120L. Object-Oriented Design and Programming Lab. 1 Credit.**
Students gain experience in object-oriented programming and design by completing a series of activities, covering a range of topics from the Object-Oriented Design and Programming course (SER 120). This course is taken in conjunction with SER 120.
Prerequisites: Take CSC 110 and CSC 110L; or CSC 107 with Program Director approval; Minimum grade C-.
Corequisites: Take SER 120.
Offered: Every year, Fall and Spring
- SER 175. Introductory Topics in Software Engineering. 1-3 Credits.**
This course explores introductory software engineering topics not available in other courses as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary. This course does not count as an elective in the major.
Prerequisites: Take CSC 110 CSC 106 or GDD 140; Minimum grade C-;
Offered: As needed
- SER 210. Software Engineering Design and Development. 3 Credits.**
This course serves as an introduction to software engineering using object-oriented analysis and design. The course emphasizes the development of robust and high-quality software systems based on object-oriented principles. Implementations are performed using state-of-the-art programming languages and application development frameworks.
Prerequisites: Take SER 120, SER 120L; Minimum grade C-.
Offered: Every year, Spring
- SER 225. Introduction to Software Development. 3 Credits.**
This course presents introductory software development concepts including group development, large-scale project work and theoretical aspects of object-oriented programming. The course expands on material from previous courses. Professional behavior and ethics represent an important component of this course.
Prerequisites: Take CSC 111, CSC 111L; Minimum grade C-.
Offered: Every year, Fall
- SER 275. Topics in Software Engineering. 1-3 Credits.**
This course explores general software engineering topics not available in other courses, as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary.
Prerequisites: Take SER 120; Minimum grade C-;
Offered: As needed
- SER 300. Advanced Topics in Computer Science (CSC 375). 3 Credits.**
This course explores advanced computer science topics not available in other courses, as well as new topics as they emerge in this rapidly evolving discipline. Topics may be interdisciplinary.
Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.
Offered: Every year, Spring
- SER 305. Advanced Computational Problem Solving. 3 Credits.**
This course presents computational problem solving and advanced algorithmic thinking techniques. It expands on material from previous courses. Students also learn about advanced APIs and software development frameworks, including APIs for advanced collections and concurrent programming, and gain additional experience with frameworks for testing and building software systems.
Prerequisites: Take CSC 215, SER 120, SER 120L; Minimum grade C-.
Offered: Every year, Fall
- SER 310. Human-Computer Interaction. 3 Credits.**
This course addresses concepts in human-computer interaction (HCI). Students learn about interaction design, information visualization, and usability. The course covers cognitive aspects of HCI and methods for evaluating user interfaces.
Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.
Offered: As needed
- SER 320. Software Design and Architecture. 3 Credits.**
Students explore software design methodologies, architectural styles, design principles and design techniques. The course examines the principles and methods of architectural design and detailed design of complex, large-scale software systems and covers a number of architectural styles including classical and emerging styles.
Prerequisites: Take SER 340; Minimum grade C-.
Offered: Every year, Spring
- SER 325. Databases (CSC 325). 3 Credits.**
Students are introduced to the theory and application of database systems. Topics include data modeling and the relational model, query languages, relational database design, transaction processing, databases and physical database design.
Prerequisites: Take CSC 215 and CSC 225 or SER 225 Minimum grade C-.
Offered: Every other year, Spring
- SER 330. Software Quality Assurance. 3 Credits.**
This course acquaints students with various aspects of software quality assurance. Students learn about dynamic analysis approaches, such as testing and runtime assertions, static analysis approaches, such as reviews and finite-state verification, and processes for promoting software quality. Emphasis is placed on testing, including testing processes, such as unit, integration, system, acceptance and regression testing, and test case selection techniques, such as black-box and white-box testing. The relationship between ethics and software quality assurance is explored.
Prerequisites: Take SER 210; Minimum grade C-.
Offered: Every year, Spring
- SER 340. Full-Stack Development 1: Software Requirements Analysis. 3 Credits.**
This course covers basic concepts and principles of software requirements engineering including techniques, processes and tools for specifying software requirements. Students learn software prototyping and front-end web development using the latest technologies. Topics include: Layout and responsive design, interactive web development, and functional web programming.
Prerequisites: Take SER 210; Minimum grade C-.
Offered: Every year, Fall
- SER 341. Full-Stack Development 2: Software Design. 3 Credits.**
This course covers software design methodologies, architectural styles, design principles and design techniques. Students learn back-end web development including building a web service, non-relational databases, routing, authentication and state-of-the-art front-end frameworks.
Prerequisites: Take SER 340; Minimum grade C-.
Offered: Every year, Spring

SER 350. Software Project Management. 3 Credits.

This course acquaints students with various aspects of software project management. Students learn about project initiation and scope definition; project planning, enactment and closure; measuring and controlling software artifacts and processes; risk management; and human aspects of software project management. Students use various tools for software project management and obtain hands-on experience by acting as managers of an ongoing software project.

Prerequisites: Take SER 210 SER 225; Minimum grade C-.

Offered: Every year, Fall

SER 359. Transfer Equivalent. 3 Credits.**SER 360. Software Engineering in Health Care. 3 Credits.**

Biomedical informatics is one of the fastest growing economic sectors in the world. Software, and thus software engineering, has an important role in biomedical informatics. Students in this course explore the applicability of software engineering techniques to health care. Topics include electronic health records; modeling and analysis of medical processes with the goal of improving safety and efficiency; software solutions for providing clinical decision support; and bioinformatics.

Prerequisites: Take CSC 215, CSC 225; Minimum grade C-.

Offered: Every other year, Fall

SER 375. Advanced Topics in Software Engineering. 1-3 Credits.

Software engineering is a rapidly evolving discipline. This course explores advanced software engineering topics that are not covered in any current software engineering course, or expands on topics currently offered in the catalog. A specific course's focus may be interdisciplinary.

Prerequisites: Take SER 225; Minimum grade C-.

Offered: As needed

SER 399. Independent Study. 1-3 Credits.

Independent study courses are individual examinations of topics within the discipline not covered by conventional courses. Students who wish to engage in independent study must work with a departmental faculty. Students and faculty must agree on a topic, structure and meeting schedule.

Offered: As needed

SER 490. Engineering Professional Experience. 0-1 Credits.

Students gain practical experience in applying theory obtained in previous course experiences by employing engineering skills in a professional setting under the guidance of faculty and mentors. Students must obtain departmental approval and register prior to starting the experience. If approved, an internship could satisfy this requirement.

Prerequisite may be waived with permission of adviser.

Prerequisites: Take ENR 395; Minimum grade C-.

Offered: Every year, All

SER 491. Senior Capstone I. 3 Credits.

This is the first part of a two-semester, capstone design experience for software engineering students. It involves analysis and synthesis of unstructured problems in practical settings. Students work in teams to formulate issues, propose solutions and communicate results in formal written and oral presentations

Corequisites: Take SER 340.

Offered: Every year, Fall

SER 492. Senior Capstone II. 3 Credits.

This is the second part of a two-semester, capstone design experience for software engineering students. Students work in teams to refine software artifacts developed in SER 491 and produce a prototype of a software system. Results are communicated in formal written and oral presentations.

Prerequisites: Take SER 491; Minimum grade C-.

Offered: Every year, Spring

Bachelor of Arts in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu)
203-582-8539

Computers and computing have become increasingly integrated into our society and continually shape our lives. One does not have to look far to find examples of computing's significant impact, from smart phone applications to credit checking systems to self-driving cars. Society needs graduates with not only strong technical skills but also significant knowledge in these application domain areas. The Bachelor of Arts in Computer Science program offers a balanced curriculum that supports students as they combine study in computer science with other disciplines across the university. The program promotes this interdisciplinary work by providing a technical core with breadth requirements, a flexible elective structure, and required directed study outside the major. The curriculum is designed to prepare students to contribute to both established and emerging application domains.

BA in Computer Science Curriculum

Note: a minimum grade of C- is required for all computer science course prerequisites unless otherwise stated.

Within the policies of the School of Computing and Engineering, the Computer Science program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take four UC courses from within Sciences (with lab), Humanities, Social Sciences, Fine Arts: ¹		13
Personal Inquiry I:		
Take three UC courses from within Sciences, Humanities, Social Sciences, Fine Arts ¹		
Personal Inquiry II:		
Choose one of the following: ²		
MA 141	Calculus of a Single Variable	
MA 229	Linear Algebra	

Take additional UC credits (the mathematics elective below could count) ⁴

Personal Inquiry I and Personal Inquiry II Total	18
Integrative Capstone	3
Additional Requirements:	
MA elective ⁵	3
ENR 395 Professional Development Seminar	1
Directed Study	
Complete minimum 18 credits of approved directed study outside Computer Science ⁶	18
Computer Science Core Requirements	
CSC 110 Programming and Problem Solving & 110L and Programming and Problem Solving Lab	4
CSC 111 Data Structures and Abstraction & 111L and Data Structures and Abstraction Lab	4
SER 120 Object-Oriented Design and Programming & 120L and Object-Oriented Design and Programming Lab	4
CSC 210 Computer Architecture and Organization	3
CSC 215 Algorithm Design and Analysis	3
CSC 225 Introduction to Software Development	3
CSC 493 Senior Thesis 1	1
CSC 494 Senior Thesis 2	3
CSC Electives (Take 9 credits of CSC elective courses) ³	9
Total Credits	102

¹ Courses must be from different areas.

² Counts in this category only if MA 141 is taken.

³ Can be a software engineering elective (SER 210 or any 300-level or above SER course).

⁴ Must meet a minimum of 18 credits in Personal Inquiry I & II.

⁵ Must be MA 140 or higher.

⁶ A minor or second major will satisfy this requirement.

Complete additional coursework to reach 120 credits. This coursework must include any missing UC credits from Personal Inquiry above.

Student Outcomes

Graduates of the program will have an ability to:

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement and evaluate a computing-based solution to meet a given set of computing requirements at the confluence of computer science and another discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

e. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

f. Apply computer science theory and software development fundamentals to produce computing-based solutions.

Program Educational Objectives

Within four to seven years of graduation, graduates of the Computer Science BA program are expected to:

- Apply advanced computer science knowledge and skills.
- Communicate complex ideas and problems to a professional audience.
- Demonstrate ethical behavior and capacity for finding computing solutions that consider both the technical and social consequences of their work.
- Demonstrate leadership and mentorship, and contribute to their profession and community.
- Pursue intellectual, personal and professional development.

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BA in Computer Science

A minimum of 60 credits is required for transfer into the BA in Computer Science program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Java Programming I		4
Elective		3
Elective		3
Credits		17
Spring Semester		
English II		3
Discrete Mathematics		3
Java Programming II - Logic & Design		4
Elective		3
Elective		3
Credits		16
Second Year		
Fall Semester		
Calculus II		4
General Chemistry I with Lab		4
History Elective		3
Elective		3
Elective		3
Credits		17
Spring Semester		
Digital Circuits/Electronics		3
General Chemistry II with Lab		4
Math Elective		3
Elective		3
Elective		3
Credits		16
Total Credits		66

Bachelor of Science in Civil Engineering

Program Contact: John Greenleaf
(john.greenleaf@quinnipiac.edu) 203-582-5018

The BS in Civil Engineering has a broad-based curriculum that provides exposure to technical issues and design in a number of civil engineering sub-disciplines including: structural, environmental, geotechnical, hydraulic/water resources and construction management. Civil engineering projects are often multidisciplinary in nature and can involve large public works. Specifically, civil engineers design, build and maintain a variety of projects including: roads, buildings, tunnels, retaining walls, dams, bridges, airports, water supplies and sewerage systems.

Through exposure to the University Curriculum, foundational coursework in science and mathematics, major field courses and extracurricular

activities, students graduating with a BS in Civil Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency, creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity, and social intelligence.

BS in Civil Engineering Curriculum

The program requires 124 credits as outlined here:

A minimum grade of C- is required to satisfy the prerequisites of all civil engineering courses having the CER designation.

Within the policies of the School of Computing and Engineering, the Civil Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 265	Matrix Algebra and Differential Equations	4
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EC 111	Principles of Microeconomics	3
Humanities		3
Fine Arts		3
Personal Inquiry:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
ENR 110	The World of an Engineer	3
MA 151	Calculus I	4
PHY 121	University Physics	4
Two courses from Humanities, Social Science, Fine Arts (must be from two different areas)		6
Integrative Capstone:		
University Capstone		3
Intercultural Understanding		
3 credits within the breadth component of the university curriculum (everything other than foundations of inquiry) must be from classes marked as "I" (intercultural understanding).		
In addition to the University Curriculum requirements, students majoring in Civil Engineering must take the following:		
Foundational Courses for Civil Engineering		
MA 153	Calculus II: Part A	2
MA 154	Calculus II: Part B	2
MA 251	Calculus III	4

CSC 106	Introduction to Programming for Engineers	3
Science Technical Elective (Take one of the following):		4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
PHY 122	University Physics II	
BIO 102 & 102L	General Biology II and General Biology Lab II	
Common Engineering Curriculum		
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
Civil Engineering Courses		
MER 210	Fundamentals of Engineering Mechanics and Design	3
MER 220 & 220L	Mechanics of Materials and Mechanics of Materials Lab	4
MER 310	Fluid Mechanics	3
CER 210	Infrastructure Engineering	3
CER 220 & 220L	Civil Engineering Site Design and Civil Engineering Site Design Lab	3
CER 310	Structural Analysis	3
CER 325	Concrete Materials	1
CER 330 & 330L	Fundamentals of Environmental Engineering and Fundamentals of Environmental Engineering Lab	3
CER 340 & 340L	Introduction to Geotechnical Engineering and Foundation Design and Introduction to Geotechnical Engineering and Foundation Design Lab	4
CER 350 & 350L	Hydrology/Hydraulic Design and Hydrology/Hydraulic Design Lab	4
CER 420	Design of Concrete Structures	3
CER 445	Advanced Geotechnical Engineering and Foundation Design	3
CER 455	Advanced Environmental Engineering	3
CER 490	Engineering Professional Experience	0
CER 497	Design of Civil Engineering Systems I	3
CER 498	Design of Civil Engineering Systems II	3
Select two Civil Engineering Electives		6
Technical Elective ¹		3
Total Credits		124

¹ Includes any CER elective or a 200-level or higher MER, IER, SER, MA, BIO or CHE course with program director approval.

Student Outcomes

Attainment of the following competencies prepares graduates to enter the professional practice of engineering:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental, and economic factors.
- an ability to communicate effectively with a range of audiences.
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Educational Objectives

Within four to seven years following graduation, graduates of the civil engineering program shall become successful professionals recognized for their:

- Ability to apply new knowledge, tools and technology to find sustainable solutions to the problems of a rapidly changing world.
- Communication of complex ideas and problems to a professional audience.
- Professionalism and ability to consider the technical, social and ethical consequences of their work.
- Leadership, mentorship and contributions to their profession and community.
- Pursuit of intellectual, personal and professional development.

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Civil Engineering

A minimum of 60 credits is required for transfer into the BS in Civil Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Introduction to Engineering		3
Elective		3
Elective		3
Credits		16
Spring Semester		
English II		3
Calculus-Based Physics		4
Calculus II		4
General Chemistry I with Lab		4
Credits		15
Second Year		
Fall Semester		
Calculus-Based Physics II		4
Calculus III - Multivariable		4
Introduction to Biology with Lab		4
Elective		3
Credits		15
Spring Semester		
Differential Equations		3
Engineering Statics		3
History Elective		3

Elective	3
Elective	3
Credits	15
Total Credits	61

Bachelor of Science in Computer Science

Program Contact: Christian Duncan (Christian.Duncan@quinnipiac.edu)
203-582-3817

Pervasive and ever-changing computing technology provides the infrastructure for our globally connected world. Computer scientists are among the professionals who conceive, design, build and deploy critical software and hardware to support and advance this infrastructure. The Computer Science program prepares computer scientists who are able to contribute immediately and effectively to this project. Computer Science graduates possess a solid grounding in core knowledge that they can apply to solve new and emerging problems with innovative solutions. Since new computing knowledge is regularly generated, computer science graduates are able to independently identify, learn and apply new concepts.

BS in Computer Science Curriculum

Note: a minimum grade of C- is required for all computer science course prerequisites unless otherwise stated.

Within the policies of the School of Computing and Engineering, the Computer Science program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take one of the following Natural Science courses:		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
PHY 121	University Physics	
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
Humanities, Social Sciences, Fine Arts: ²		9
Personal Inquiry I:		

Take second semester of Natural Science course chosen above ¹	4
Take two additional courses from within Humanities, Social Sciences, Fine Arts ²	6
Personal Inquiry II:	
MA 141 Calculus of a Single Variable ⁶	3
Take an additional 5 UC credits (the mathematics elective below could count) ⁴	5
Integrative Capstone	
Additional Requirements:	
MA 229 Linear Algebra	3
MA electives (take 6 additional credits). All MA electives must come from the following list: ⁵	6
MA 150 Integral Calculus With Applications	
MA 153 Calculus II: Part A	
MA 154 Calculus II: Part B	
MA 285 Applied Statistics	
MA 301 Foundations of Advanced Mathematics	
MA 305 Discrete Mathematics	
MA 318 Cryptography (CSC 318)	
MA 321 Abstract Algebra	
MA 370 Number Theory	
MA 378 Mathematical Modeling	
Or any mathematics course with rigor at least equivalent to MA 141 with program director approval	
ENR 395 Professional Development Seminar	1
Computer Science Core Requirements	
CSC 110 Programming and Problem Solving & 110L and Programming and Problem Solving Lab	4
CSC 111 Data Structures and Abstraction & 111L and Data Structures and Abstraction Lab	4
SER 120 Object-Oriented Design and Programming & 120L and Object-Oriented Design and Programming Lab	4
CSC 210 Computer Architecture and Organization	3
CSC 215 Algorithm Design and Analysis	3
SER 225 Introduction to Software Development	3
CSC 310 Operating Systems and Systems Programming	3
CSC 315 Theory of Computation (MA 315)	3
CSC 325 Database Systems (SER 325)	3
CSC 340 Networking and Distributed Processing	3
CSC 491 Senior Project I	3
CSC 492 Senior Project II	3

CSC Electives (Take 9 credits of CSC elective courses) ³	9
Total Credits	104

¹ Must take the full-year sequence.

² Courses must be from different areas.

³ Can be a software engineering elective (SER 210 or any 300-level or above SER course).

⁴ Must meet a minimum of 18 credits in Personal Inquiry I & II.

⁵ Total math credits must equal a minimum of 15.

⁶ MA 151 (Calculus I) can also count.

Complete additional coursework to reach 120 credits. This coursework must include any missing UC credits from Personal Inquiry above.

Student Outcomes

Graduates of the program will have an ability to:

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Program Educational Objectives

Within four to seven years of graduation, graduates of the Computer Science BS program are expected to:

- Apply advanced computer science knowledge and skills.
- Communicate complex ideas and problems to a professional audience.
- Demonstrate ethical behavior and capacity for finding computing solutions that consider both the technical and social consequences of their work.
- Demonstrate leadership and mentorship, and contribute to their profession and community.
- Pursue intellectual, personal and professional development.

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in

the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Computer Science

A minimum of 60 credits is required for transfer into the BS in Computer Science program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Java Programming I		4
Elective		3
Elective		3
Credits		17
Spring Semester		
English II		3
Discrete Mathematics		3
Java Programming II - Logic & Design		4
Elective		3
Elective		3
Credits		16
Second Year		
Fall Semester		
Calculus II		4
General Chemistry I with Lab		4
History Elective		3
Elective		3

Elective	3
Credits	
17	
Spring Semester	
Digital Circuits/Electronics	3
General Chemistry II with Lab	4
Math Elective	3
Elective	3
Elective	3
Credits	
16	
Total Credits	
66	

Bachelor of Science in Industrial Engineering

Program Contact: Emre Tokgoz (emre.tokgoz@quinnipiac.edu)
203-582-7909

Industrial engineers are employed throughout various industries, including manufacturing, health care and service, to determine the most effective and efficient ways to utilize resources. Industrial engineers are concerned with increasing productivity through the effective management of people, processes and technology. Through exposure to the University Curriculum, foundational coursework in science, mathematics, major field courses and extracurricular activities, students graduating with a BS in Industrial Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

BS in Industrial Engineering Curriculum

The program requires 120 credits. Students must complete the following requirements:

Within the policies of the School of Computing and Engineering, the Industrial Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semesters, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 285	Applied Statistics	3
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
	Humanities	3
	Social Science	3
	Fine Arts	3
Personal Inquiry:		

Part 1:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Humanities, Social Science, Fine Arts (2 classes; must be from two different areas)		6

Part 2:		
ENR 110	The World of an Engineer	3
MA 151	Calculus I	4
PHY 121	University Physics	4

Integrative Capstone:		
University Capstone		3

In addition to the University Curriculum, students majoring in Industrial Engineering must complete the following requirements:

Foundational Courses for Industrial Engineering		
MA 153	Calculus II: Part A	2
MA 154	Calculus II: Part B	2
Take one of the following CSC Courses		3-4
CSC 106	Introduction to Programming for Engineers	

or

CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	
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Select minimum of seven credits of the following Mathematics and Science Electives: 7

BIO 102	General Biology II	
BIO 208	Introduction to Forensic Science	
CHE 111	General Chemistry II	
MA 205	Introduction to Discrete Mathematics (CSC 205)	
MA 229	Linear Algebra	
MA 251	Calculus III	
MA 265	Matrix Algebra and Differential Equations ¹	
MA 301	Foundations of Advanced Mathematics	
MA 365	Ordinary Differential Equations	
PHY 122	University Physics II	

Common Engineering Curriculum		
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1

Industrial Engineering Courses		
IER 220	Production Systems (MER 225)	3
IER 230	Lean Systems Engineering (MER 235)	3
IER 240	Physical Human Factors and the Workplace (MER 245)	1
IER 265	Cognitive Human Factors and the Workplace (MER 265)	2
IER 280	Data Analytics I	3
IER 310	Operations Research I (MER 315)	3
IER 360	Operations Planning and Control	3

IER 375	Statistical Process Control	3
IER 490	Engineering Professional Experience	1
IER 491	Capstone Project I	3
IER 498	Capstone Project II	3

Industrial Engineering Electives		
IER Technical Electives ²		12
CER, IER, MER, SER Technical Electives ³		3
Open Electives		9-10

¹ Neither MA 229 nor MA 365 can be taken with MA 265.

² All IER courses that are not required for an IE degree.

³ One additional IER technical elective or any 200-level or higher ENR, CER, MER, SER courses that are not required for an IE degree.

Depending on math sequence taken, additional UC electives may be required.

Student Outcomes

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

- an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental, and economic factors.
- an ability to communicate effectively with a range of audiences.
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Educational Objectives

Within four to seven years of graduation, Quinnipiac University industrial engineering program alumni are expected to:

- Attain sustained employment in professional positions of increasing responsibility and impact.
- Successfully pursue professional training, engineering certification, advanced professional degrees or graduate studies.
- Demonstrate professional and intellectual growth as managers and leaders in their profession, society and communities.

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the [Admissions](#) page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Industrial Engineering

A minimum of 60 credits is required for transfer into the BS in Industrial Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Introduction to Engineering		3
History Elective		3
Elective		3
Credits		16
Spring Semester		
English II		3
Calculus II		4
Programming		3

Calculus-based Physics I	3
Chemistry	3
Credits	
16	
Second Year	
Fall Semester	
Calculus III - Multivariable	4
Introduction to Ethics	3
Calculus-based Physics II	3
Elective	3
Elective	3
Credits	
16	
Spring Semester	
Differential Equations	3
Engineering Statics	3
Math Elective	3
Elective	3
Elective	3
Credits	
15	
Total Credits	
63	

Bachelor of Science in Mechanical Engineering

Program Contact: Lynn Byers (lynn.byers@quinnipiac.edu) 203-582-5028

Mechanical engineers are employed in the research, design, development and manufacturing of a broad range of tools, engines, machines and other mechanical devices and components. Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses, and extracurricular activities, students graduating with a BS in Mechanical Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency, creative thinking and visual literacy. They are prepared to enter the profession or to pursue graduate studies with a solid foundation in the breadth of mechanical engineering. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

BS in Mechanical Engineering Curriculum

The Bachelor of Science in Mechanical Engineering program requires 126 credits.

Within the policies of the School of Computing and Engineering, the Mechanical Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the Fall or Spring semester, 4 credits in the January term, or 10 credits in each Summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3

Quantitative Literacy:

MA 285	Applied Statistics	3
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Disciplinary Inquiry:

CHE 110	General Chemistry I	4
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& 110L	and General Chemistry I Lab	
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EC 111	Principles of Microeconomics	3
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Humanities		3
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Fine Arts		3
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Personal Inquiry 1:

Choose one of the following:		4
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BIO 101	General Biology I	
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& 101L	and General Biology I Lab	
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CHE 111	General Chemistry II	
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& 111L	and General Chemistry II Lab	
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Humanities, Social Science, Fine Arts (2 classes;		6
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must be from two different areas)

Personal Inquiry 2:

ENR 110	The World of an Engineer	3
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MA 151	Calculus I	4
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PHY 121	University Physics	4
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Integrative Capstone:

University Capstone		3
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In addition to the University Curriculum, students majoring in Mechanical Engineering must complete the following requirements:

Foundational Courses for Mechanical Engineering

CSC 106	Introduction to Programming for Engineers	3
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MA 153	Calculus II: Part A	2
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MA 154	Calculus II: Part B	2
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MA 251	Calculus III	4
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MA 265	Matrix Algebra and Differential Equations	4
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PHY 122	University Physics II	4
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PHY 122	University Physics II	4
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PHY 122	University Physics II	4
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Common Engineering Curriculum

ENR 210	Engineering Economics and Project Management	3
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ENR 395	Professional Development Seminar	1
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ENR 395	Professional Development Seminar	1
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Mechanical Engineering Courses

MER 210	Fundamentals of Engineering Mechanics and Design	3
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MER 210	Fundamentals of Engineering Mechanics and Design	3
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MER 240	Introduction to Mechanical Engineering Design	1
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MER 240	Introduction to Mechanical Engineering Design	1
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MER 220	Mechanics of Materials	4
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& 220L	and Mechanics of Materials Lab	
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MER 221	Dynamics	3
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MER 221	Dynamics	3
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MER 230	Engineering Materials	4
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& 230L	and Engineering Materials Lab	
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MER 250	Computer Aided Design	3
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MER 310	Fluid Mechanics	3
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MER 320	Thermodynamics	3
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MER 330	Introduction to Circuits	4
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& 330L	and Introduction to Circuits Lab	
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MER 340	Manufacturing/Machine	4
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& 340L	Component Design	
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& 340L	Component Design	
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& 340L	Component Design	
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	and Manufacturing/Machine Component Design Lab	
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MER 350	Mechanical Engineering Design	3
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MER 360	Heat Transfer	3
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MER 470	Dynamic Modeling and Control	4
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& 470L	and Dynamic Modeling and Controls Lab	
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MER 490	Engineering Professional Experience	0
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MER 490	Engineering Professional Experience	0
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MER 498	ME Major Design Experience	3
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MER 498	ME Major Design Experience	3
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Directed Study Electives

Select one of the following options:

Three technical electives (any MER elective or 200-level or higher CER, IER, SER, MA, BIO, CHE course)

Three graduate courses toward 3+1 or 4+1 ME/MBA

Three graduate courses toward 4+1 ME/Masters in Cybersecurity

Three electives used toward completion of a minor

Other options as approved by the ME program director

Total Credits **126**

Student Outcomes

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

- an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental, and economic factors.
- an ability to communicate effectively with a range of audiences.
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Educational Objectives

Within four to seven years after graduation, mechanical engineering program alumni are expected to:

- Attain multiple positions of responsibility in which they:
 - contribute to teams
 - manage resources
 - solve complex problems

- d. communicate information
 - e. influence decisions
 - f. act ethically
 - g. balance constraints
- b. Continue self-development through formal and informal learning opportunities.
- c. Obtain sustained employment and/or further education in a technical/professional field.
- d. Develop a capacity to engage independently in meaningful creative endeavors.

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Mechanical Engineering

A minimum of 60 credits is required for transfer into the BS in Mechanical Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
General Chemistry I with Lab		4
Introduction to Engineering		3
Elective		3
Credits		17
Spring Semester		
English II		3
Calculus-Based Physics		4
Calculus II		4
General Chemistry II with Lab		4
Credits		15
Second Year		
Fall Semester		
Calculus-Based Physics II		4
Calculus III - Multivariable		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Differential Equations		3
Engineering Statics		3
Microeconomics		3
Engineering Dynamics		3
Elective		3
Credits		15
Total Credits		61

Bachelor of Science in Software Engineering

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu)
203-582-8539

Computers are ubiquitous, and thus so is the code to run devices, applications and even the machines themselves. The most complicated artifacts built by humans are software systems, and software engineers design and develop these systems. Using cutting edge engineering principles and practices in a hands-on team-oriented environment, software engineering students learn how to build the code of the future.

Through exposure to the University Curriculum, foundational coursework in science, mathematics, major field courses and extracurricular activities, students graduating with a BS in Software Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

BS in Software Engineering Curriculum

Note: a minimum grade of C- is required for all computer science and software engineering course prerequisites, unless otherwise stated.

Within the policies of the School of Computing and Engineering, the Software Engineering program enforces credit limits during the academic terms. Exceeding 18 credits in the fall or spring semesters, 4 credits in the January term, or 10 credits in each summer term requires the approval of the dean's office.

Code	Title	Credits
University Curriculum		
Foundations of Inquiry:		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take one of the following Natural Science courses ¹		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
PHY 121	University Physics	
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
Humanities, Social Sciences, Fine Arts ²		9
Personal Inquiry I:		
Take a second Natural Science course ¹		4
Take two additional courses from within Humanities, Social Sciences, Fine Arts ²		6
Personal Inquiry II:		
ENR 110	The World of an Engineer	3
MA 141	Calculus of a Single Variable	3
Take an additional 2 UC credits (some of the Additional Requirements below could count)		2
Integrative Capstone:		
University Capstone		3
Common Engineering Curriculum		
ENR 395	Professional Development Seminar	1
Additional Requirements³		
MA 285	Applied Statistics	3
Additional 13 credits of Mathematics or Science		13
Any UC Natural Science Elective in BIO, BMS, CHE, PHY or SCI or in another science discipline with program director approval. If those electives are in the same discipline as the 8-credit Natural Science sequence, program director approval is needed.		
Mathematics elective from the following list:		
MA 150	Integral Calculus With Applications	

MA 153	Calculus II: Part A	
MA 154	Calculus II: Part B	
MA 229	Linear Algebra	
MA 301	Foundations of Advanced Mathematics	
MA 305	Discrete Mathematics	
MA 315	Theory of Computation (CSC 315)	
MA 318	Cryptography (CSC 318)	
MA 378	Mathematical Modeling	
Or any Mathematics course with rigor at least equivalent to MA 141 with program director approval		

Software Engineering Courses		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4
CSC 215	Algorithm Design and Analysis	3
SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
SER 210	Software Engineering Design and Development	3
SER 225	Introduction to Software Development	3
SER 305	Advanced Computational Problem Solving	3
SER 340	Full-Stack Development 1: Software Requirements Analysis	3
SER 341	Full-Stack Development 2: Software Design	3
SER 330	Software Quality Assurance	3
SER 350	Software Project Management	3
SER 490	Engineering Professional Experience	0-1
SER 491	Senior Capstone I	3
SER 492	Senior Capstone II	3
CSC/SER Elective: CSC 210, CSC 240 or any CSC or SER course at the 300 level or above ⁴		3
SER Elective: Any two additional SER courses at the 300 level or above		6
Total Credits		114-115

¹ The second Natural Science course must be a continuation of the first course.

² Courses must be from different areas.

³ Total math/science credits must equal a minimum of 30 credits.

⁴ Waived with approved minor.

Complete additional coursework to reach 120 credits. This coursework must include any missing UC credits from Personal Inquiry II above.

Student Outcomes

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

- an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental, and economic factors.
- an ability to communicate effectively with a range of audiences.
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Program Educational Objectives

Within four to seven years of graduation, graduates of the software engineering program are expected to:

- Be models of ethical behavior in their profession and community.
- Achieve sustained employment in a professional field and/or pursue additional educational opportunities.
- Continue lifelong learning as they develop professionally and maintain currency with software engineering knowledge and skills.
- Demonstrate professional and personal growth through leadership and mentoring roles.

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science and computer science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Software Engineering

A minimum of 60 credits is required for transfer into the BS in Software Engineering program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English I		3
Calculus I		4
Introduction to Engineering		3
Java Programming I		4
Elective		3
Credits		17
Spring Semester		
English II		3
Discrete Mathematics		3
Java Programming II - Logic & Design		4
Elective		3
Elective		3
Credits		16
Second Year		
Fall Semester		
General Chemistry II with Lab		4
History Elective		3
Math Elective		3
Elective		3
Elective		3
Credits		16
Spring Semester		
General Chemistry II with Lab		4

Math Elective	3
Computer Science Elective	3
Computer Science Elective	3
Elective	3
Credits	16
Total Credits	65

Certificate in Lean Six Sigma – Green Belt

Program Contact: Emre Tokgoz (emre.tokgoz@qu.edu) 203-582-7909

Lean Six Sigma is a set of management techniques intended to improve business processes by greatly reducing the probability that an error or defect will occur. Many employers seek personnel with Six Sigma training. This certificate program, offered through the School of Computing and Engineering, is designed to acknowledge the effort students make to learn the DMAIC (Define-Measure-Analyze-Improve-Control) phases of Six Sigma. Interested students in any undergraduate program who successfully complete three required courses with a minimum grade of C- are eligible to receive the Lean Six Sigma certificate. Course completion includes the application of knowledge in a real-world project.

Learning Objectives

- Analyze different production systems by determining and formulating performance measures, and making appropriate assumptions for performance optimization.
- Apply Lean technique to improve the efficiency of a process by empowering people, instilling a culture of continuous improvement, and eliminating waste.
- Study the theoretical principles of DMAIC (Define-Measure-Analyze-Improve-Control) approach in Six Sigma.
- Integrate principles of Production Systems, Lean Systems, and DMAIC steps to complete a team based real-life Lean Six Sigma project.

Lean Six Sigma – Green Belt Program of Study

Students pursuing this certificate take a total of three courses (9 credits) as outlined below.

Code	Title	Credits
Required		
IER 220	Production Systems (MER 225)	3
IER 230	Lean Systems Engineering (MER 235)	3
IER 375	Statistical Process Control	3
Total Credits		9

Certificate in Six Sigma – Black Belt

Program Contact: Emre Tokgoz (emre.tokgoz@qu.edu) 203-582-7909

The Six Sigma – Black Belt certificate requires extensive knowledge of Six Sigma philosophies and principles, including supporting systems and tools. A Black Belt holder should:

- demonstrate team leadership
- assign team member roles and responsibilities
- demonstrate knowledge of how to measure a process
- analyze results using statistics
- demonstrate an ability to process improvements
- quantify the resulting savings
- apply advanced analysis techniques such as simulation, data analytics and operations research for process improvement.

Many employers seek out personnel who have Six Sigma Black Belt training and certification. This certificate program, offered through the School of Computing and Engineering, is designed to acknowledge the effort students have made to learn and apply the DMAIC (i.e., Define-Measure-Analyze-Improve-Control) phases of Six Sigma through a real-life project that lasts two semesters. Students in any undergraduate program who are interested and who can successfully complete the coursework and the project are eligible to receive the certificate. This certificate reflects the commitment participants have made to process improvement by working with an organization and applying the DMAIC phases of Six Sigma in a project that lasts two semesters.

Six Sigma – Black Belt Program of Study

There are two tracks to receive the certificate. Track 1 is for industrial engineering students and Track 2 is for all others.

Selective topics related to the Six Sigma Black Belt from Track 1 courses are covered in IER 315 in Track 2. IER 492 and IER 497 courses in Track 2 have the same content as the courses IER 491 and IER 498 in Track 1, which should all be completed with a grade of B- or better in their respective tracks. In addition, the remaining below-mentioned track courses should be completed with a grade of D or better to be qualified for receiving the Six Sigma Black Belt certificate.

The two ways to receive the Six Sigma Black Belt:

Track 1. Completion of the below-mentioned eight courses (21 credits) (for BS in Industrial Engineering students) are required.

Track 2. Completion of the below-mentioned three courses (9 credits) that can be applied in any field of study.

Code	Title	Credits
Track 1 Coursework Requirements		
IER 230	Lean Systems Engineering (MER 235)	3
IER 240	Physical Human Factors and the Workplace (MER 245)	1
IER 265	Cognitive Human Factors and the Workplace (MER 265)	2
IER 280	Data Analytics I	3
IER 310	Operations Research I (MER 315)	3
IER 375	Statistical Process Control	3
IER 491	Capstone Project I	3
IER 498	Capstone Project II	3
Total Credits		21

Code	Title	Credits
Track 2 Coursework Requirements		
IER 315	Fundamentals of Six Sigma - Black Belt (*)	3
IER 492	Six Sigma - Black Belt Project Experience I	3
IER 497	Six Sigma - Black Belt Project Experience II (Track 2 coursework requirements)	3
Total Credits		9

* IER students cannot take IER 315 because of the duplication of the content from Track 1 courses.

Accelerated Computing and Engineering Dual-Degree Bachelor's/Master's (3+1)

The Accelerated Dual-Degree Bachelor's/Master's (3+1) programs are designed for outstanding students entering in one of the three computing programs – Computer Science (BA) (p. 426), Computer Science (BS) (p. 430) or Software Engineering (p. 436) – who rank in the top 20 percent of their high school class and have a combined SAT score of 1200 (or ACT of 25).

Students are invited to the program with their offer of admittance and complete the bachelor's degree at an accelerated pace (three years as opposed to the typical four). They will then complete the Cybersecurity MS (p. 737) in their fourth year.

More information about the accelerated dual-degree program can be found on the Quinnipiac website, BA or BS in Computer Science/MS in Cybersecurity (<https://www.qu.edu/schools/engineering/programs/accelerated-dual-degree/ba-or-bs-computer-science-ms-cybersecurity/>) or BS in Software Engineering/MS in Cybersecurity (<https://www.qu.edu/schools/engineering/programs/accelerated-dual-degree/bs-in-software-engineering-ms-in-cybersecurity/>) page.

Dual-Degree BA/MS or BS/MS in Cybersecurity (4+1)

Program Contact: Frederick Scholl (frederick.scholl@qu.edu)
203-582-7394

Quinnipiac students have the rare opportunity to earn a bachelor's degree in their field of interest and then continue their education to earn a Master of Science in Cybersecurity. Qualifying students can complete their undergraduate degree in four years and obtain their MS in Cybersecurity after one additional year. Students apply to the MS program in the spring of their junior year. In today's competitive market, a graduate degree is often the key to success, and there is a higher demand than ever for cybersecurity experts.

Complementary undergraduate programs include: Computer Science, Software Engineering, Criminal Justice, Political Science, Computer Information Systems, Business Administration, Data Science, plus a variety of health science programs. Qualified candidates are automatically admitted to the graduate program upon completion of their undergraduate degree. Students have access to a dedicated adviser who

is also the MS in Cybersecurity program director. Special programming and networking opportunities are available through a dedicated career development specialist.

The online MS in Cybersecurity program is the same program offered to graduate-level students. Courses are taught by world-class security experts, and cover concepts and practices in cloud security and software security. Individual 1-credit courses include emphasis on hands-on projects using real-world cybersecurity tools. Students complete a hands-on capstone project using commercial or open source security tools, and will then have the opportunity to become part of a security community, both regionally and nationally.

Dual-Degree BA/MS or BS/MS in Cybersecurity (4+1) Program of Study

The program is open to students from any major with 3.0 or higher who have taken Programming & Problem Solving (CSC 110) and Data Structures and Abstraction (CSC 111) or equivalents. In addition, it is required that students will have completed coursework or certificates in database management and networking by spring semester of their senior year.

The core of the 30-credit Master of Science in Cybersecurity is made up of coursework that embodies the knowledge units set forth by the National Centers of Academic Excellence in Cyber Defense Education (CAE-CDE). Degree coursework culminates with a capstone project that challenges students to examine the architecture of a complex system, identify vulnerabilities, and determine the specific security approaches that should be employed.

Code	Title	Credits
MS in Cybersecurity Curriculum		
Risk Management:		
CYB 501	Foundations of Cyber Security	1
CYB 502	Introduction to Cyber Threats	1
CYB 503	Introduction to Cyber Defense	1
CYB 550	Cyber Policy	3
Security Technology:		
CYB 540	Introduction to Secure Networking	1
CYB 509	Operating Systems Security	1
CYB 517	Introduction to Cryptography	1
Data Security:		
CYB 524	Relational Database Security	1
Choose one of the following:		2
CYB 675	Ethical Hacking and Penetration Testing	
or		
CYB 526 & CYB 670	Non-Relational Database Security and IoT Security	
Software Security:		
CYB 506	Introduction to Programming for Security Professionals	1
CYB 660	Programming for Security Analytics	1
CYB 661	Programming for Security Automation	1
CYB 662	Secure Web Applications Design	1

CYB 663	Secure Web Applications Engineering	1
CYB 664	Web Applications Security Testing	1
Access Security:		
CYB 665	Workforce Access Security	1
CYB 667	B2C Access Security	1
CYB 669	B2B Access Security	1
Cloud Security:		
CYB 680	Introduction to Cloud Security	1
CYB 681	Securing Workloads in AWS	1
CYB 682	Securing Workloads in Azure	1
Resilient Systems Security:		
CYB 683	Resilient System Design and Development	1
CYB 684	Resilient System Testing	1
CYB 685	Operating Resilient Systems	1
Capstone Project:		
CYB 691	MS Cybersecurity Capstone	3
Total Credits		30

Admission Requirements: School of Computing and Engineering

The requirements for admission into the undergraduate School of Computing and Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the [Admissions](#) page of this catalog.

Minor in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu)
203-582-8539

Computer literacy is a vital asset in nearly every modern profession. The minor in computer science teaches you the basic computing and problem-solving expertise necessary to address a wide range of issues, from cyber-attacks to software glitches and server overload. A working knowledge of operating systems, network security and database maintenance increases not only your independence, but also your value to employers in business, media, higher education, healthcare and many other fields.

The minor's deep list of electives gives you the opportunity to focus on the topics that best complement your major and future career goals. Proficiency in programming languages and computer graphics enables you to handle web design and other creative needs for employers, while skills such as cryptography and algorithm analysis are especially useful in many engineering disciplines.

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits).

Computer Science Minor Curriculum

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits).

Code	Title	Credits
Take the following courses:		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures and Abstraction Lab	4
CSC 205	Introduction to Discrete Mathematics (MA 205)	3
Take at least one of the following courses:		
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
Take courses from the following list to complete the 6-course requirement: ¹		
CSC 225	Introduction to Software Development	3
CSC 310	Operating Systems and Systems Programming	3
CSC 315	Theory of Computation (MA 315)	3
CSC 318	Cryptography (MA 318)	3
CSC 320	Compilers	3
CSC 340	Networking and Distributed Processing	3
CSC 350	Intelligent Systems	3
CSC 375	Advanced Topics in Computer Science (SER 300)	3

¹ At least one of these courses must be at the 300 level. Additional courses not listed could be substituted with prior approval from the chair.

SCHOOL OF EDUCATION

North Haven Campus

Main Office: 203-582-3354

Administrative Officers

Title	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	anne.dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	beth.larkins-strathy@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Director, Instructional Design and Technology	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	judith.falaro@qu.edu
Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@qu.edu

Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

Master of Arts in Teaching

- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 684)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Graduate MAT Degree in Elementary Education (p. 456)
- Graduate MAT Degree in Secondary Education (p. 458)
- Graduate MAT Degree in Special Education (p. 460)

Master of Science

- Dual-Degree BA/MS or BS/MS in Instructional Design and Technology (p. 455)
- MS in Instructional Design and Technology (p. 462) (online-only program)
- MS in Special Education (p. 463) (online-only program)

Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (p. 465)

Certificate

- Certificate in Social and Emotional Learning and School Climate (p. 454)
- Special Education Certificate of Completion (p. 467)
- Online Course Design Certificate (p. 465)

Education (ED)

ED 140. Introduction to Public Education and the Teaching Profession.

1 Credit.

This course is open to all first-year students and sophomores who are interested in public education in the United States. The course is required for students who plan to enroll in the five-year dual-degree MAT program, as it provides basic knowledge of public education and the teaching profession including current functions, trends and future expectations. The course also addresses issues related to the teaching profession including licensure, interstate certification, dual and cross-endorsements and teacher and pupil demographics across the U.S. Finally, the course provides opportunities for applicants to practice and refine writing skills essential for success in the dual-degree MAT program. Course is graded pass/fail.

Offered: Every year, Fall and Spring

ED 220. Introduction to Education Studies.

3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Only IDS majors may register for this course. Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 250. Diversity, Dispositions and Multiculturalism.

3 Credits.

This course examines the social, economic and political organization of public education in the United States, with a particular emphasis on the implications for historically marginalized populations. This course is required for all dual-degree MAT students. The course explores diversity and multiculturalism on the individual as well as institutional level, with a focus on concepts such as privilege, discrimination, racism and social transformation.

Prerequisites: Take EN 101 or EN 103H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

ED 251. Global Engagement in Education. 3 Credits.

This course provides a faculty-led opportunity for students to spend their spring break studying education in Guatemala. The course meets throughout the spring semester in preparation for the trip and post-spring break to reflect and learn from the experience. Topics include the history and culture of the country to be visited, intercultural complexity and cultural humility, frameworks of global engagement, peer-to-peer learning with local educators and the exploration of global educational models. All students must apply for this course in the fall semester through the Office of Global Engagement prior to registration. Enrollment is limited.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 252. Antiracism and Anti Bias Through the Lens of Empathy: Broadening Perspective Through Literature Written for Children and young Adults. 3 Credits.

Participants in this course will study literature written for children and young adults through the lens of empathy using the Teaching Tolerance Social Justice Standards as a framework for considering identity, diversity, justice, and action. The course will begin with introspective work around our own identities because who we are impacts how we engage with texts. We will study books with a critical lens and analyze perspective and bias to contextualize the experiences of others in the hopes that we will become more empathetic.

Prerequisites: Take EN 101;

Offered: As needed, Fall

UC: Humanities

ED 253. Higher Education in Prison: Teaching and Learning in the Carceral Setting. 3 Credits.

This course will provide an introduction to the growing field of higher education in prison. The authors, researchers, and practitioners explored have contributed tremendously to a field that reaches back to 1877 but have only recently received mainstream attention. With the help of reflective writing, literary analysis, and guest lectures from field thought leaders across the country and globe, this course is offered to help further cultivate a solid understanding of the work being done, both domestically and internationally.

Prerequisites: Take EN 101 or ED 140;

Offered: As needed, Fall

UC: Social Sciences

ED 260. Social and Philosophical Foundations of Education. 3 Credits.

This course introduces students to the social and philosophical principles that underlie the education system in the United States. This course is required for all Dual-Degree MAT students. Education is defined in the broad sense to refer to not only what happens in schools and universities, but also in the family, when people interact with media, with their social groups and so forth. The course examines a wide range of philosophical questions related to education and schooling in the U.S., including: What is the purpose of schooling? What does it mean to be educated? And what role should educational institutions play in our lives? Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take EN 101 or EN 103H.

Offered: Every year, Fall and Spring

UC: Humanities

ED 341. Learning and Teaching the Developing Child. 3 Credits.

This course provides an introduction to the basic concepts of cognitive, social and emotional development of school-age children (ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. Enrollment in the dual-degree MAT program is required.

Prerequisites: Take ED 140, ED 250 and ED 260 or ED 220.

Corequisites: Take ED 341L.

Offered: Every year, Fall

ED 341L. Learning and Teaching: Pedagogy Field Lab I. 1 Credit.

The Pedagogy Field Lab is taken in conjunction with ED 341. Teacher candidates complete a minimum of 20 hours of classroom observation and fieldwork that coincides with topics studied in ED 341. Weekly field hours, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.

Corequisites: Take ED 341.

Offered: Every year, Fall

ED 342. Advanced Learning and Teaching. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning. Topics include elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 342L.

Offered: Every year, Spring

ED 342L. Advanced Learning and Teaching: Assessment Field Lab II. 1 Credit.

The Assessment Field Lab is taken in conjunction with ED 342. It provides practical applications of advanced concepts. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 342. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 342.

Offered: Every year, Spring

ED 343. Advanced Learning and Teaching in Secondary Classrooms. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 343L.

Offered: Every year, Spring

ED 343L. Advanced Learning and Teaching: Secondary Assessment Field Lab II. 1 Credit.

The assessment field lab is taken in conjunction with ED 343. It provides practical applications of advanced concepts for secondary educators. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 343. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

Prerequisites: Take ED 341.

Corequisites: Take ED 343.

Offered: Every year, Spring

ED 350. Quads Mentor Seminar. 1 Credit.

This course is for students who are QUADS Mentors (Quinnipiac University Advancing Diversity in Science) to support them in developing the mindsets and skills needed to engage in the challenging, intrapersonal work associated with addressing implicit bias, racism, and social justice. This seminar will provide shared space for growth, reflection, and problem solving as QU students simultaneously engage in facilitating a caring and student-centered learning experience at local high schools. Through the seminar, we will explore and apply equity-based science pedagogical principles (community-based phenomenon, multi-generational learning, cultural pedagogies, diverse sense-making, and place-based science education (PBSE)). Mentors will facilitate the design of meaningful after-school opportunities for local high school students to enhance and contextualize their college readiness and learn science while moving towards social justice, culminating in week-long summer experience on QU campus, with added support from high school science teachers and QU faculty.

Offered: As needed, All Online

ED 380. Research Methods in Education Studies. 3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education. This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.

Prerequisites: Take IDS 200 and; ED 220 or ED 260.

Offered: Every year, Fall

ED 409. Reading and Writing Across the Curriculum. 3 Credits.

This course develops the secondary teacher's understanding of reading and writing as essential skills across the disciplines. Students explore literacy strategies that enhance the comprehension and interpretation of the various disciplines. The focus is on how to integrate literacy skills into content-based curricular instruction.

Prerequisites: Take ED 343.

Corequisites: Take ED 409L.

Offered: Every year, Spring

ED 409L. English Language Arts Field Lab III. 1 Credit.

This language arts lab is taken in conjunction with ED 409. It provides opportunities to observe and apply literacy skills to various disciplinary areas. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 409, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.

Prerequisites: Take ED 343.

Corequisites: Take ED 409.

Offered: Every year, Spring

ED 436. Teaching Literacy in the Primary Grades. 3 Credits.

This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

Prerequisites: Take ED 342.

Offered: Every year, Spring

ED 436L. English Language Arts Integration Field Lab IV. 1 Credit.

This language arts field lab is taken in conjunction with ED 466 and ED 436. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.

Prerequisites: Take ED 342.

Offered: Every year, Spring

ED 452L. Inclusive Classroom Secondary Field Lab IV. 1 Credit.

This inclusive classroom field lab is taken in conjunction with SPED 552. It provides opportunities to observe and apply the pedagogy of an inclusive classroom through the secondary candidates' fieldwork. Candidates are required to complete a minimum of 20 hours of fieldwork that coincides with the topics and understandings presented in SPED 552. For dual-degree secondary candidates only.

Corequisites: Take SPED 552.

Offered: Every year, Spring

ED 458. Teaching Science in the Primary Grades. 3 Credits.

This course focuses on the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education.

Prerequisites: Take ED 342.

Corequisites: Take ED 468L.

Offered: Every year, Fall

ED 462. Facilitating the Arts in the Elementary Classroom. 3 Credits.

This course focuses on incorporating the arts into the elementary classroom, and the integration of the arts into other content areas. Teacher candidates explore a variety of media, materials and activities to promote an understanding of the relationship of the arts to teaching and learning.

Prerequisites: Take ED 341.

Offered: Every year, Spring

ED 466. Teaching Social Studies in the Primary Grades. 2 Credits.

This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society.

Prerequisites: Take ED 342.

Corequisites: Take ED 436L.

Offered: Every year, Spring

ED 468. Teaching Mathematics in the Primary Grades. 3 Credits.

This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.

Prerequisites: Take ED 342.

Corequisites: Take ED 468L.

Offered: Every year, Spring

ED 468L. Primary Math and Science STEM Field Lab III. 1 Credit.

This STEM field lab is taken in conjunction with ED 468 and ED 458. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 468/ED 458.

Prerequisites: Take ED 342.

Corequisites: Take ED 468 ED 458.

Offered: Every year, Fall

ED 477. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.

This course is designed to introduce the pre-service teacher candidate to knowledge and skills needed to provide effective instruction to English language learners in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching and assessment, history and legislation related to English as a Second Language and bilingual education in the U.S., and second language acquisition.

Prerequisites: Take ED 343.

Offered: Every year, Fall

ED 499. Independent Study. 1-6 Credits.

Offered: As needed

ED 500. Internship and Seminar I. 1 Credit.

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 576, Teacher Discourse in the Secondary Classroom, this course allows students to begin to acquire strategies for maintaining classroom environments that are conducive to learning. Admission to the MAT program is required.

Offered: Every year, Fall

ED 501. Internship and Seminar II. 1 Credit.

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.

Prerequisites: Take ED 500.

Offered: Every year, Spring

ED 502. Teaching Methods in Secondary Biology. 3 Credits.

This course is designed for pre-service teachers who are planning to teach high school biology. It touches on numerous aspects of biology classrooms including: assessing students' prior conceptions, designing a curriculum, planning lessons, determining and adapting appropriate teaching methods, promoting the Next Generation Science Standards three-dimensional science teaching, scientific literacy, using technology in science teaching, and assessing students' learning.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 502L. Science Laboratory Safety Course. 1 Credit.

Science activities, laboratory investigations and demonstrations are essential for high-quality science instruction. These activities provide experiences for students to engage in science as a sense-making endeavor. Inherent in conducting science activities, however, is the potential for injury. This course is designed to improve the safety awareness and increase the knowledge of relevant safety regulations, practices and procedures that directly impact biology teachers. The emphasis throughout the course is on best practices.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 503. Advanced Teaching Methods in Secondary Science. 3 Credits.

This course is designed for future science teachers prior to the onset of student teaching. The goal is to prepare students for success as a secondary science teacher. The focus is on junior high and high school science classrooms and identifying attributes of teaching and learning science that are critical to effective instruction. This course continually builds on knowledge of effective teaching strategies to plan for standards-based units of instruction. Students engage in authentic scientific investigations, design science learning experiences for students, write and implement unit plans, read and reflect. They also assemble a collection of science education resources supportive of science teaching. The course concludes with the creation of a research-based rationale for teaching science.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 504. Methods II: Teaching Secondary English. 3 Credits.

This course explores pedagogical theories and their practical application to the teaching of English language arts on the secondary level. The course prepares the teacher candidate to use a variety of strategies in the classroom instruction of reading, writing and the critical examination of literature. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of English.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 505. Methods II: Teaching Secondary History/Social Studies.**3 Credits.**

This course provides the teacher candidate with a theoretical and practical foundation for the teaching of history/social studies on the secondary level. It examines the issues, practices and materials involved with the study of the discipline. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of history/social studies, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.**Offered:** Every year, Fall**ED 506. Methods II: Teaching Secondary Mathematics.****3 Credits.**

This course prepares teacher candidates to teach mathematics on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are addressed through the development of instructional units and lesson plans. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of mathematics, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.**Offered:** Every year, Fall**ED 507. Methods II: Teaching a Secondary World Language.****3 Credits.**

This course examines the current philosophies, objectives and methods of teaching a world language on the secondary level. Teacher candidates examine theories of second language acquisition and develop instructional units and lesson plans across the broad range of world language curriculum. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of a world language, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.**Offered:** Every year, Fall**ED 509. Reading and Writing Across the Curriculum.****3 Credits.**

This course presents an overview of language arts development in the secondary grades with an emphasis on reading and writing across the curriculum. Teacher candidates explore literacy strategies to help all students learn and apply current theories of integrated learning, i.e., the reading-writing-thinking connection. Attention is given to the particular needs of students for whom English is a second language.

Prerequisites: Take ED 573.**Offered:** Every year, Fall**ED 510. Adolescent Development.****3 Credits.**

The major theories of human development are studied in order to provide an understanding of the normative and exceptional development patterns of adolescents and pre-adolescents. The social, emotional, cognitive and physical changes of adolescence are addressed from the perspective of their implications for education.

Prerequisites: Take ED 500.**Offered:** Every year, Spring**ED 512. Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts.****2 Credits.**

In this course, students explore teaching and learning of science, especially as they connect to the implementation of the Next Generation Science Standards (NGSS) and the new vision for K-12 Science Education. This vision is described in the underlying policy document from the National Academy of Sciences: A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas. Participants inquire into the relationship among equity and diversity in science education, key concepts of the NGSS, and how each contribute to the reimagining of science teaching.

Prerequisites: Master of Arts in Teaching: take ED 573 or ED 409.**Offered:** Every year, Summer**ED 514. Internship I.****1 Credit.**

This course aims to support teacher candidates who are working as interns in secondary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.

Prerequisites: Take ED 409.**Offered:** Every year, Fall**ED 515. Internship and Career Development Seminar.****1 Credit.**

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.

Corequisites: Take ED 601.**Offered:** Every year, Spring**ED 521. Social and Philosophical Foundations of Education.****3 Credits.**

This course is an inquiry into the institutional structures, social values and philosophical foundations of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Admission to the MAT program is required.

Offered: Every year, Fall**ED 525. Diversity in the Classroom.****3 Credits.**

This course helps teacher candidates understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Admission to the MAT program or permission of program director is required.

Offered: Every year, Spring**ED 535. Elementary Internship and Seminar I.****1-3 Credits.**

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525 Diversity in the Classroom, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in actual practice through their observations, reflections and participation in school settings. Admission to the MAT program is required.

Offered: Every year, Fall**ED 544. Developing Literacy in the Primary Grades.****3 Credits.**

This course is designed to provide pre-service teachers with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of early literacy. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

Prerequisites: Take ED 571.**Offered:** Every year, Spring

- ED 545. Elementary Internship and Seminar II. 1 Credit.**
This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.
Prerequisites: Take ED 535.
Offered: Every year, Spring
- ED 550. Issues and Research in Education. 2 Credits.**
This course introduces students to some of the primary genres of educational research, including quantitative research, qualitative research and action-based teacher research. Special emphasis is placed on helping students become familiar with the notion of "problems of practice," and on how teachers can research these problems, analyze the evidence and design interventions to improve their teaching.
Prerequisites: Take ED 468L, ED 409L, ED 501 or ED 545.
Offered: Every year, Summer
- ED 554. Internship and Seminar I. 2 Credits.**
This course aims to support teacher candidates who are working as interns in elementary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.
Prerequisites: Take ED 575.
Offered: Every year, Fall
- ED 555. Internship and Career Development Seminar. 1 Credit.**
This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.
Corequisites: Take ED 601.
Offered: Every year, Spring
- ED 556. Teaching Literacy in Grades 4-6. 3 Credits.**
This course provides teacher candidates with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of literacy in grades 4-6. Emphasis is on the development of teaching strategies necessary for the success of readers and writers in grades 4-6.
Prerequisites: Take ED 436 or ED 544.
Offered: Every year, Fall
- ED 558. Elementary School Science: Content and Pedagogy. 3 Credits.**
This course leads students to an understanding of science concepts and scientific inquiry at the elementary school level through active investigations with common phenomena and everyday materials. Topics include: inquiry-based science focused on national standards and integration with the Common Core State Standards; increased knowledge of resources for science learning; and management considerations in such areas as material preparation, groupings and safety.
Prerequisites: Take ED 571.
Offered: Every year, Summer
- ED 562. Facilitating the Arts in the Elementary Classroom. 2 Credits.**
This course focuses on the development of the teacher-as-facilitator in incorporating the arts into the elementary classroom. An emphasis is placed on the relationship of the arts to teaching, learning and the integration of the arts into other content areas. Students explore a variety of media, movement, music and theatrical skills for selecting materials and activities appropriate to a child's age/stage of development. Attention also is given to the music and art of many peoples, with particular emphasis on developing a repertoire representative of different cultures and languages.
Prerequisites: Take ED 571.
Offered: Every year, Summer
- ED 566. Elementary School Social Studies: Content and Pedagogy. 2 Credits.**
This course provides elementary teacher candidates with information, strategies and knowledge of the pedagogy of teaching social studies. The course incorporates other disciplines with Common Core State Standards and expands views of civic education. Students work collaboratively and independently to build understandings of the field of social studies and learn how to teach it creatively and effectively in a diverse community.
Prerequisites: Take ED 571.
Offered: Every year, Summer
- ED 568. Teaching Mathematics in the Primary Grades. 3 Credits.**
This course introduces teacher candidates to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.
Prerequisites: Take ED 535 or ED 571
Offered: Every year, Spring
- ED 569. Teaching Mathematics in Grades 4-6. 3 Credits.**
This course introduces pre-service teachers to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in grades 4-6. Teacher candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades 4-6. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the upper elementary grades.
Prerequisites: Take ED 468 or ED 568.
Offered: Every year, Fall
- ED 571. Learning and Teaching the Developing Child. 3 Credits.**
This course provides an introduction to the basic concepts of cognitive, social and emotional development of school age children (Ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. This course is taken during the first internship semester and includes field-based assignments and analyses. Admission to the MAT program is required.
Offered: Every year, Fall

- ED 572. Advanced Learning and Teaching. 3 Credits.**
This course focuses on advanced concepts and skills related to teaching and learning elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.
Prerequisites: Take ED 571.
Offered: Every year, Spring
- ED 573. Advanced Teaching and Learning - Secondary. 3 Credits.**
This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.
Prerequisites: Take ED 571.
Offered: Every year, Spring
- ED 575. Teacher Discourse: Language and Communication Issues in the Elementary Classroom. 3 Credits.**
The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of elementary-level learners. This course examines the communication systems of educational settings—in particular the communication systems of the classroom, the school/family dynamic and the individual developing child. The course analyzes and considers instructional language and its impact on the classroom community, student learning and student behavior. Candidates also focus on teacher communication with parent/guardian populations and its impact on student learning. Enrollment in the MAT program is required.
Offered: Every year, Fall and Summer
- ED 576. Teacher Discourse in the Secondary Classroom. 3 Credits.**
The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of adolescent learners. The course analyzes instructional language, the language of discipline and how teacher language influences the climate of contemporary classrooms. The impact of teacher discourse on the classroom community, student learning and student behavior are all considered. The major focus is on managing classroom behaviors and supporting and respecting adolescent learners to enhance academic achievement. Enrollment in the MAT program is required.
Offered: Every year, Fall and Summer
- ED 577. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.**
This course introduces the pre-service teacher candidate to the knowledge and skills that are needed to provide effective instruction to ELs in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching, and assessment history and legislation related to ESL and bilingual education in the United States, and second language acquisition.
Prerequisites: Take ED 572, ED 573 or ED 436.
Offered: Every year, Fall and Summer
- ED 599. Independent Study. 1-6 Credits.**
Offered: As needed
- ED 601. Student Teaching. 6 Credits.**
This 10-week student teaching placement at the elementary, middle or secondary level allows students to demonstrate the skills, understandings and dispositions needed to assume full responsibility as a classroom teacher.
Prerequisites: Take ED 501, ED 514, ED 545 or ED 554.
Offered: Every year, Spring
- ED 614. Elementary Education Internship III. 1 Credit.**
This online course is designed for interns in the graduate, five-semester elementary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in elementary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.
Prerequisites: Take ED 545.
Offered: Every year, Fall
- ED 615. Internship and Career Development Seminar. 1 Credit.**
This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.
Corequisites: Take ED 601.
Offered: Every year, Spring
- ED 616. Secondary Education Internship III. 1 Credit.**
This online course is designed for interns in the graduate, five-semester secondary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in secondary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.
Prerequisites: Take ED 501.
Offered: Every year, Fall
- ED 617. Internship and Career Development Seminar. 1 Credit.**
This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.
Corequisites: Take ED 601.
Offered: Every year, Spring
- ED 693. Research I. 2 Credits.**
In this course, teacher candidates collaborate with an intern adviser about a problem of practice. They identify, define and begin to investigate the problem.
Prerequisites: Take ED 550.
Offered: Every year, Fall

ED 694. Research II. 2 Credits.

In this course, teacher candidates create an intervention plan based on research that was done in ED 693 and conversations with an intern adviser. They then implement the intervention plan, reflect on the results of the plan and share their results in the school setting.

Prerequisites: Take ED 550, ED 693.

Offered: Every year, Spring

Educational Leadership (EDL)

EDL 509. Leading School Improvement. 6 Credits.

This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Participants examine the application of these theories and concepts to the practice of improving the work of the school and the achievement of students. Case studies focus on the analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans, and evaluation processes. The role of teacher-leaders within the school improvement process is emphasized.

EDL 601. Leading and Managing the Contemporary School. 6 Credits.

Introduction to leadership, management theories and concepts and how school leaders apply them to address problems and issues facing schools today. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues such as social justice, diversity, student wellness and equity and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of successful school leadership and district policies, practices and resources related to closing one or more identified opportunity gaps.

Offered: Every year

EDL 603. Leading and Managing the Instructional Program for Equitable Outcomes. 6 Credits.

Explored through the lens of equitable outcomes, this course is an examination of contemporary, standards-based curriculum designs, teaching/learning/assessment models and the leadership processes directed toward developing, implementing and supervising instructional programs to improve student learning. The course includes a field-based experience involving a curriculum audit, a formal classroom supervision, an analysis of state generated assessment data and accountability reports, and an overview of the school's technology program. It culminates in recommendations for program improvement that are attentive to differential outcomes for historically undeserved students.

Offered: Every year

EDL 605. Leading and Managing School Improvement. 6 Credits.

The course provides an analysis of the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis of the course is on the application of these theories and concepts to the practice of improving the work of the school and the achievement of all students. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. The course includes a field-based project where students collect and analyze the data for improvement efforts of a school that has successfully increased achievement over time.

Offered: Every year

EDL 607. Administrative Internship in Educational Leadership. 3 Credits.

This course is a field-based administrative experience requiring the intern to assume a leadership role and authentically apply of the Connecticut Standards for Educational Leaders. The intern applies a systems perspective theory of action to strategic and equity planning. The intern builds a cultural competency with an emphasis on promoting equitable learning experiences in student-centered environments. The internship is planned, guided and evaluated by the student, the university supervisor and the field site mentor, who is a licensed practicing administrator. The course culminates in the development of an electronic portfolio, which represents the work during the internship.

Prerequisites: Take EDL 601, EDL 603, EDL 605.

Offered: Every year

EDL 609. Educational Program Evaluation. 3 Credits.

This course provides an introduction to the concepts and approaches in educational program planning and evaluation with an emphasis on the responsibilities of school leaders to use program evaluation to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.

Offered: Every year

EDL 611. Educational Law. 3 Credits.

This course provides a practical analysis of constitutional law, federal and state statutes, regulations, case studies and executive agency opinions related to the rights of students and school employees. Emphasis is on the basic principles of school law and the responsibilities of teachers and administrators. Case studies focus on legal claims brought to before U.S. courts by students, parents, teachers, administrators and the public.

Offered: Every year

EDL 613. Public School Finance. 3 Credits.

This course provides a comprehensive, detailed overview of the budget development resource allocation processes derived from the planning guidelines associated with school financial operations. Theoretical and practical treatments of the budget process are examined, with a focus on the budget as a tool to accomplish school goals. Case studies and practical exercises focus on how schools can utilize the budgeting process and both competitive and entitlement grants to reallocate and manage resources to improve educational programs and student learning.

Offered: Every year

EDL 615. Conflict Resolution and Transformational Leadership. 3 Credits.

This course introduces theories and applied strategies of conflict resolution through the lens of becoming a transformational leader. The course will focus on the multiple constituencies served by the contemporary educational leader: families, colleagues, students, staff, boards of education, and broader communities, and how conflict resolution applies in such varying contexts. Focus on modes of communication, both written and oral, enhancing listening skills and providing opportunities for transformation through building supportive communities will be highlighted.

Prerequisites: Take EDL 601.

Offered: Every year, Summer

EDL 700. Connecticut Administrators Test. 0 Credits.

Instructional Design and Technology (IDN)

IDN 525. Foundations of Instructional Design. 3 Credits.

This course introduces some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. Students investigate each phase of the instructional design process, along with appropriate elaboration on the concepts involved. To help you connect in-class learning and real-world applications, this course requires you to identify a local organization (e.g., school, community center, corporation), conduct a needs assessment to identify an instructional need, and design an instructional solution.

Offered: Every year, Fall and Spring

IDN 526. Cognitive Science and Educational Design. 3 Credits.

This course examines theoretical perspectives and empirical evidence on learning, instruction and the use of digital resources for education. Focus is on the application of theory to guide design decisions. Readings include empirical studies as well as theoretical material to help students become comfortable with reading, interpreting and applying theory and research to design. The final project for the course is a design proposal and prototype for an instructional media resource.

Offered: Every year, Fall

IDN 527. Society, Culture and Learning. 3 Credits.

This course examines theories, approaches, and environments that address social and cultural contexts for learning. Students investigate a range of resources that reflect the importance of society and culture in their design, analyzing the influences that shape them. Readings include both theoretical material and research studies, with an emphasis on practical applications of theory. The final project for the course is a design proposal and prototype for an instructional media resource that specifically addresses social and cultural considerations.

Offered: Every year, Spring

IDN 528. Collaborative Design of Digital Environments. 3 Credits.

This course focuses on the design of learning environments as a collaborative effort. Using a design thinking approach, students simultaneously explore the principles of remote collaborative work and apply what they learn to their own engagement in small teams. Throughout the semester, these teams engage in brainstorming, storyboarding and the creation of a web-based learning resource.

Offered: Every year, Fall

IDN 529. Educational Media Design Lab. 3 Credits.

This course examines the principles, techniques and current practices used to produce and/or deliver interactive multimedia applications for education. Through a series of project-based assignments, students gain experience with a range of software tools used to create media artifacts such as text, graphics, animation, audio and video. Course makes use of a variety of applications based on each student's specific interests, needs and level of proficiency.

Offered: Every year, Spring

IDN 530. Web Design for Instruction. 3 Credits.

What factors contribute to an effective web design that can engage users and support their learning? In this course, students investigate web-based instructional resources. They examine relevant theoretical frameworks and use these principles to analyze the design of existing web resources, including graphics and functionality. Students develop a design document and a working prototype of a web-based instructional resource using various web design tools. Topics include principles of HTML, CSS, UX, and approaches to mobile design.

Offered: Every year, Summer

IDN 531. Design of Interactive Educational Environments. 3 Credits.

This course examines the design of interactive environments, including games, simulations and microworlds, from both theoretical and practical perspectives. Topics include information representation, types of interactivity, user control and pedagogical implications of interactivity, as well as the effective design of these resources for education. Students develop proficiency in the use of an interactive authoring environment or game design platform, depending on the individual's technical background, creating a functioning prototype of their design.

Offered: Every year, Summer

IDN 532. Design and Development of Online Learning. 3 Credits.

What does it take to design a compelling online learning experience, one that engages students and fosters their construction of new understandings? This class examines current approaches to planning, development and implementation of online courses. Students apply research-based principles and methods to develop an online "mini-course," designed to support a successful learning experience for the user. This course provides excellent foundational training in Learning Management Systems.

Offered: Every year, Fall and Summer

IDN 533. Producing Educational Video and Digital Training. 3 Credits.

This course examines the use of video in education, including theoretical approaches to visual learning as well as practical considerations about planning, writing, producing and integrating video resources. Students investigate artistic and technical practices used in combining audio, still images and moving pictures into coherent messages. Additional topics include directing, cinematography, audio, lighting, editing and effective distribution. Depending on levels of technical preparation, students use a range of applications to plan and produce short video segments.

Offered: Every year, Fall

IDN 534. Implementing Digital Media for Learning. 3 Credits.

This course examines the challenges of implementing digital environments for learning in real-world contexts. Through research articles and case studies, students explore issues such as selecting, budgeting and evaluating technology resources. Within the structure of the class, students may choose to focus on implementing media in K-12 environments (in and out of school), higher education, industry or public spaces.

Offered: As needed

IDN 535. New Directions in Digital Environments for Learning. 3 Credits.

As new digital resources are developed, instructional designers need to be able to understand and evaluate their practicality and value for educational use. This course allows students to explore new and changing technologies, applications and approaches. By definition, topics in this course change each time it is offered, but may include such areas as virtual and augmented reality, handheld devices and interactive media.

Offered: Every year, Spring

IDN 536. Independent Study. 3 Credits.

This course includes supervised study of special topics in instructional design. This option is designed to allow a student to further customize his or her course of study if needed. Each student must submit a proposed course of study including assessment plan for approval prior to enrolling.

Offered: As needed

IDN 537. Designing and Utilizing Assistive Learning Technologies. 3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches.

Offered: Every year, Fall and Spring

IDN 550. Capstone Experience. 3 Credits.

The capstone is the culmination of students' work in the instructional design program. It prepares students to enter the workforce as instructional designers. In this final course, students design and develop a unique project which reflects the skills and knowledge gained throughout the program. The project serves to demonstrate fluency with the elements of an instructional design analysis, technical competency, and the ability to use theory to inform design.

Offered: As needed

Social and Emotional Learning (SEL)

SEL 600. Introduction to Social and Emotional Learning (SEL) and School Climate: Academy/Orientation. 1 Credit.

This course introduces students to the basic technology used throughout the program. Students receive a preview of the contents of the other courses to gain an understanding of how they connect to the development of the capstone project. Self-paced over 12 weeks.

Offered: Every year, Summer

SEL 601. Research Deep Dive - Social and Emotional Learning and School Climate. 3 Credits.

This course provides an introduction to the foundational research in social and emotional learning and school climate, as well as an introduction to critiquing research. The research reviewed is drawn from multiple fields, including child and cognitive development, trauma-informed instruction, and learning science.

Prerequisites: Take SEL 600.

Offered: Every year, Fall Online

SEL 602. Self-Care and Resiliency for Practitioners. 3 Credits.

This course focuses on the importance of healthy adults in promoting proactive and collaborative SEL climates. Using narrative explorations to promote resiliency, this course builds awareness around multi-voiced concepts of what self-care and resiliency mean, and considers how Intersectional issues of race, class, gender, and sexuality further inform and complicate SEL curricula and school change initiatives.

Prerequisites: Take SEL 601.

Offered: Every year, Fall Online

SEL 603. Transforming Instruction with SEL Insights. 3 Credits.

This course focuses on transforming curriculum and pedagogy with insights from research relating to SEL. Students gain an understanding of culturally relevant pedagogy, whole child needs assessments, and holistic management and instruction tools.

Prerequisites: Take SEL 602.

Offered: Every year, Spring Online

SEL 604. Leadership for SEL School Communities. 3 Credits.

This course develops skills to lead school communities in the promotion of whole child well-being and supportive climates for teachers, students, staff and families. Students work to understand the effects of policy and procedures with an SEL lens, and also learn consensus, collaboration and no-fault problem-solving strategies.

Prerequisites: Take SEL 603.

Offered: Every year, Spring Online

SEL 605. SEL Capstone Planning Project. 1 Credit.

Candidates design a self-defined capstone project, which implements their study and critique of the research to an applied problem of practice in their respective school environments. Each candidate is responsible for planning the development, implementation and assessment design of the project under the guidance of a university mentor and adviser.

Prerequisites: Take SEL 604.

Offered: Every year, Summer Online

SEL 606. Capstone Implementation Project. 1 Credit.

Candidates implement the project designed in the summer SEL 605 planning capstone. Project data is collected and analyzed with the oversight of the university adviser and mentor. Project results are presented in the fall semester for certificate completion.

Prerequisites: Take SEL 605.

Offered: Every year, Fall Online

Special Education (SPED)

SPED 245. Introduction to the Exceptional Child. 3 Credits.

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field.

Offered: Every year, Fall and Spring

SPED 370. Special Education Law. 3 Credits.

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

Offered: Every year, Spring

SPED 501. Seminar and Mentoring I. 1 Credit.

This course is the first of three seminars that you will take during your program. It is designed to help beginning special education teachers explore the issues that they will encounter in classrooms during their internship. The focus will be on developing an understanding of the laws that govern special education and how they influence the diverse student makeup of our classrooms. Students will be provided with a broad overview of exceptional learners. Knowledge of categorical labels, program planning, behavior management and terminology used in the field of special education will be targeted.

Offered: Every year, Fall

SPED 502. Seminar and Mentoring II.**1 Credit.**

This second seminar course is designed to support beginning special education teachers as they continue to gain experience in working with special needs students. The focus will be on methods of assessments, progress monitoring, data collection, and program planning. Providing appropriate accommodations and/or modifications to curriculum will also be discussed. Learning modules and other resources will be combined with class discussions on crucial topics in the field of special education.

Prerequisites: Take SPED 501**Offered:** Every year, Spring**SPED 503. Seminar and Mentoring III.****1 Credit.**

This is the final seminar that you will take during your program. It is designed to continue to help beginning special education teachers explore the issues that they will encounter in classrooms during their internship. The focus of this seminar will be on developing an understanding of the specific learning strategies used in the field of special education. Teacher candidates will learn specific strategies and how to provide instructional support to exceptional students so that they can become independent learners. Data based instructional planning will also be included. Transition planning for students planning for post-secondary schooling will also be covered.

Prerequisites: Take SPED 502**Offered:** Every year, Fall**SPED 545. Introduction to the Exceptional Child.****3 Credits.**

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field.

Offered: Every year, All**SPED 552. Teaching in the Inclusive Classroom.****3 Credits.**

Treatment of exceptional individuals throughout history and the importance of societal values regarding their differences form the basis for students' understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws, guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; the particular needs of students for whom English is a second language; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities in their elementary classrooms.

Prerequisites: Take ED 341 or ED 571;**Corequisites:** Take ED 452L.**Offered:** Every year, Fall and Spring**SPED 564. Teaching Students with Reading and Math Disorders.****3 Credits.**

In this course, students will develop a greater understanding of reading and math disorders including dyscalculia and dyslexia. This course addresses the neuro-biological origins of dyslexia and dyscalculia and the effects on language, literacy, and mathematics development. Students will study the characteristic symptoms of each disability/disorder, implications of each disorder, diagnosis, and teaching methodologies to support students with these disorders. Students will learn how design and implement evidence-based literacy and math instruction to reach diverse learners.

Offered: Fall**SPED 565. Specific Learning Disabilities: Identification, Instruction and Assessment (LD).****4 Credits.**

In this course, students have the opportunity to increase their knowledge of specific learning disabilities. Students discuss the supports and strategies that are successful in school so that there is a continuum of strategies that are practiced not just learned. The class expands the student's understanding of the importance of responding to the learning needs of these students in a positive way to help them access the curriculum successfully. The class incorporates tools such as simulations and case studies to understand the challenges and overlaps these SLDs present. Students examine the role of SRBI in identification, as well as questions such as: what makes these disabilities so misdiagnosed/overlooked; which if any are inherited/preventable; are there hidden gifts/talents being overshadowed by LDs; how can including the family in our collaborative efforts benefit the student; how can we identify key strategies to support these students emotionally as well as academically?

Offered: Every year, All**SPED 566. Autism Spectrum Disorders.****4 Credits.**

Educational practitioners develop a knowledge base of methods for working with students diagnosed with Autism Spectrum Disorders (ASD) and associated communication disorders. Focus is on the identification of students, as well as the program planning based on instructional strategies in the areas of academic, behavioral, social-emotional and communication.

Offered: Every year, All**SPED 568. Assessment/Program Planning and Evaluation of Children with Special Needs.****3 Credits.**

In this course, candidates prepare to administer, score and interpret a wide range of criterion referenced, norm referenced and curriculum-based measurements. Candidates utilize information to identify students with specific learning disabilities, make valid recommendations for programming, design appropriate IEP goals and objectives based on the results, and share information with parents and other professionals.

Offered: Every year, Fall and Spring**SPED 570. Special Education Law.****3 Credits.**

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

Offered: Every year, Fall and Spring

SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment. 4 Credits.

This course examines social-emotional-behavioral functioning in the educational setting. Methods of identification, assessment and instructional planning for students with social-emotional-behavioral disorders are addressed in depth. Comprehensive coverage of behavior management, discipline models and building systems of support are examined and discussed. In this way, behavior and/or different learning needs are understood, modifications and supports are put in place and the student is actively engaged in practicing them. This student-centered method results in positive outcomes across the span of the student's life because the student learns and internalizes successful strategies that work consistently.

Offered: Every year

SPED 572. Educating Young Children with Special Needs. 3 Credits.

The needs of the young child with disabilities are explored through an examination of social, adaptive, environmental and family characteristics. Candidates learn how to assess children and provide a developmentally appropriate curriculum. The differences between IEPs and IFSP are a focal point, as well as the importance of working with families and professionals in birth to three programs, preschool programs, and kindergarten through grade 2 classrooms. Community services for the young special needs child also are discussed.

Offered: Every year, Summer

SPED 573. Reading Disorders: Assessment, Planning and Instruction. 3 Credits.

This course provides candidates with the knowledge and skills needed to provide appropriate evaluation, program planning and educational experiences for students with reading disorders, including Dyslexia. Specifically, reading assessments, diagnosis of reading disorders, IEP goals/objectives and program recommendations are explored and discussed. Reading instruction at the intervention and special education identification levels are discussed to ensure students' ability to plan educational programming for students including those with Dyslexia. Further, instructional strategies to support students with reading disabilities who are included in the regular education setting are emphasized. Various methodologies to support students with Dyslexia as they access the regular education curriculum and instruction are included.

Offered: Every year, Fall and Summer

SPED 574. Understanding and Teaching Students with Intellectual Disabilities. 3 Credits.

This course provides candidates with the information necessary to provide appropriate educational experiences for students with low incidence disabilities, including intellectual impairments, physical impairments and those with multiple areas of impairment. The focus is on promoting participation in the school, home and community through developing appropriate transition goals. Emphasis is placed on the use and effectiveness of assistive technologies in working with these students.

Offered: Every year

SPED 575. Working with Gifted and Talented Students. 4 Credits.

This course focuses on characteristics of students identified as "gifted" and "talented." Attention also is paid to those who are "twice exceptional." Candidates explore the early development of these children as well as the ways in which their gifts may affect their relationships with their siblings and families. Areas of study include identification, curriculum design and understanding how to provide for their unique social and emotional development, as well as their academic achievement. (Elective)

Offered: Every year, Fall and Spring

SPED 576. Designing and Utilizing Assistive Learning Technologies. 3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches. (Elective)

Offered: Every year, Fall and Spring

SPED 579. Practicum in Special Education I. 3 Credits.

This course is the first of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. In addition to coursework, candidates choose a single primary designation from the student(s) IEP for their Practicum. From that IEP, they select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum. Prerequisite: Qualifying employment in a school for the duration of the Practicum.

Offered: Every year, Fall

SPED 580. Practicum in Special Education II. 3 Credits.

This course is the second of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with one or more students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different primary disability than they chose for SPED 579. In addition to coursework, candidates must select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Prerequisites: Successful completion of SPED 579 Practicum I. Note: Each Practicum requires qualifying employment in a school for the duration of the Practicum

Prerequisites: Successful completion of SPED 579 Practicum I.

Offered: Every year, Spring

SPED 581. Research in Special Education. 3 Credits.

Candidates submit a proposal for research based on an area of interest in special education. Upon approval of their proposal, they conduct research, collect data and present their findings.

Offered: Every year

SPED 582. Research in Special Education. 2 Credits.

In this course candidates will collaborate with a faculty advisor to identify a problem of practice in an area of special education. Upon approval of their proposal, they will conduct research and do a modified literature review of the problem and collect data. They will develop an action plan that will improve access for individuals with special needs. Since educators are also leaders, it is important to collaborate and share resources with colleagues. For this course, candidates will design a professional development plan based upon their research that could be shared with colleagues.

Prerequisites: Take SPED 503

Offered: Every year, Spring

SPED 650. Student Teaching/Special Education. 6 Credits.

This six-credit course consists of a sixteen-week student teaching assignment. This will be accomplished through eight weeks with students of one disability and another eight weeks with students having a different disability. This assignment will be full time in a public school or an approved setting working with a trained cooperating teacher or mentor who supervises the candidate pursuing an initial certificate in special education. Teacher candidates will gain firsthand knowledge in the continuum of services in the field of special education. They will utilize strategies and best practices learned through their coursework and apply those to the students with whom they are working. The university coordinator must approve all placements and will advise the teacher candidate throughout the semester.

Prerequisites: Take SPED 680

Offered: Every year, Spring

SPED 680. Interprofessional Experience: Collaborative Special Educators & Law. 2 Credits.

Throughout this course, candidates will alternately explore landmark cases, legislation, and the continuing struggle for social justice, self-determination, and the role of advocacy in bringing about life altering changes for people who are differently abled. work in interprofessional teams that laid the historical foundations of special education as well as an experiential experience to apply new knowledge and theory into practice by working in interprofessional teams. Candidates will view the continuing struggle for social justice and equity in education for differently abled people through the historical lens of special education. It was only through advocacy, legislation, and lawsuits that differently abled students won the right to FAPE. Over time, with the reauthorization of IDEA, the ability to work in interprofessional teams that made parents equal partners became the norm. addresses key laws such as IDEA, Section 504 of the Rehabilitation Act, and the ADA.

Prerequisites: Take SPED 572

Offered: Every year, Fall

SPED 681. Advanced Interprofessional Experience Across All Levels. 2 Credits.

This course is designed to provide the pre-service special educator with experiential opportunities to learn from and collaborate with a variety of health care and social services professionals who are integral to high quality special education services. The course provides multiple hands-on opportunities, case study analyses and interprofessional participation in mock applications involving the development, recommendation, evaluation, and assessment of providing special education services through interdisciplinary teams. Focus will be on developing co-teaching skills, understanding interprofessional models of healthcare and social services, promoting the respect of and cooperation with diverse roles and responsibilities, promoting share ethics and values, communication, and teamwork skills.

Prerequisites: Take SPED 680

Offered: Every year, Spring

Certificate in Social and Emotional Learning and School Climate

The foundation for student success is the environment in which they learn. Students must feel physically and emotionally safe in the classroom and feel supported by their teacher and classmates. In light of numerous issues with bullying and violence in schools, this online certificate program addresses the pressing need in K-12 institutions to address the social and emotional needs of students and teachers through systematic changes to school climate.

The first program of its kind in the state, this program provides a unique focus on the ways that culturally responsive practices, school equity, and diversity and inclusion can better inform SEL frameworks with the whole child in mind. Our certificate draws on cross-disciplinary research to prepare teachers, administrators and other key school personnel with the knowledge and skills needed to ensure lasting structural changes to positively affect school climate. Coursework builds on itself and culminates in a hands-on capstone project, in which you will address an applied problem of practice within your respective school environment.

This graduate certificate program prepares you to facilitate the academic achievement of students, enhance the collaborative and supportive work environment of teachers, and build strong relationships with the families and communities that you serve. Coursework critically examines the foundations of social and emotional learning and builds into a self-defined capstone project that provides you the opportunity to implement and evaluate an action-research plan within your school.

Certificate in Social and Emotional Learning and School Climate Program of Study

Code	Title	Credits
SEL 600	Introduction to Social and Emotional Learning (SEL) and School Climate: Academy/Orientation	1
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	3
SEL 602	Self-Care and Resiliency for Practitioners	3

SEL 603	Transforming Instruction with SEL Insights	3
SEL 604	Leadership for SEL School Communities	3
SEL 605	SEL Capstone Planning Project	1
SEL 606	Capstone Implementation Project	1
Total Credits		15

- Designing learning experiences for universities
- Technology for the K-12 classroom
- Training in corporate and nonprofit environments

The coursework is rounded out with a comprehensive, three-credit capstone experience that gives you the opportunity to prepare a well-developed design proposal and project, leveraging the technologies and instructional design analyses that you've learned throughout your studies.

Junior year spring start: (9 credits count towards both BS/BA and MS)

Code	Title	Credits
IDN 529	Educational Media Design Lab (Junior Year: Spring)	3
IDN 525	Foundations of Instructional Design (Senior Year: Fall)	3
IDN 527	Society, Culture and Learning (Senior Year: Spring)	3
IDN 530	Web Design for Instruction (Post-Graduation: Summer)	3
IDN 531	Design of Interactive Educational Environments (Post Graduation: Summer)	3
IDN 526	Cognitive Science and Educational Design (Post Graduation: Fall)	3
IDN 528	Collaborative Design of Digital Environments (Post Graduation: Fall)	3
IDN 532	Design and Development of Online Learning (Post Graduation: Fall)	3
or IDN 533	Producing Educational Video and Digital Training	
IDN 535	New Directions in Digital Environments for Learning (Post Graduation: Spring)	3
or IDN 537	Designing and Utilizing Assistive Learning Technologies	
IDN 550	Capstone Experience (Post Graduation: Spring)	3
Total Credits		30

OR senior year fall start: (9 credits count towards both BS/BA and MS)

Code	Title	Credits
IDN 525	Foundations of Instructional Design (Senior Year: Fall)	3
IDN 527	Society, Culture and Learning (Senior Year: Spring)	3
IDN 529	Educational Media Design Lab (Senior Year: Spring)	3
IDN 530	Web Design for Instruction (Post Graduation: Summer)	3
IDN 531	Design of Interactive Educational Environments (Post Graduation: Summer)	3
IDN 526	Cognitive Science and Educational Design (Post Graduation: Fall)	3
IDN 528	Collaborative Design of Digital Environments (Post Graduation: Fall)	3

Admission Requirements

Applications for the Certificate in Social and Emotional Learning and School Climate online graduate program are requested by May 8 for enrollment beginning in late July. To qualify for admission to the certificate program, applicants must have a bachelor's degree in education or a related field from an accredited institution with a minimum GPA of 3.0. Candidates also must be employed in a school-based or educational setting.

Applicants must submit:

- completed application form
- resume
- letter of intent
- official transcripts of all undergraduate and graduate work completed

Dual-Degree BA/MS or BS/MS in Instructional Design and Technology

Program Contact: Ruth Schwartz
(Ruth.Schwartz@quinnipiac.edu) 203-582-8419

The Instructional Design & Technology program prepares you to design, develop and implement powerful learning materials, such as websites, online courses and interactive presentations, for learners of all ages. By exploring learning and design theory, practical strategies and an array of digital tools, you'll learn to analyze and generate creative solutions for the complex learning problems that we encounter today, in classrooms or in business settings. Students in the program have a range of goals, including careers in health professions, private industry, non-profits, universities and K-12 schools – so you may come into the program from any major.

The dual-degree program allows you to start your Instructional Design & Technology coursework during your junior or senior year. Typically, this 30-credit program takes 5 semesters. However, by taking 9 credits (3 courses) as an undergrad, you will leave Quinnipiac with a master's degree just one year after your undergraduate commencement.

Dual-Degree BA/MS or BS/MS in Instructional Design and Technology Curriculum

The 30-credit master of science in Instructional Design & Technology curriculum is made up of 15 credits of required foundations courses that cover theoretical foundations of instructional design, learning theory and design for learning. You may then select four elective courses that allow you to customize your degree based on your particular objectives and professional needs. Electives cover instructional design applications in a variety of settings, including:

IDN 532	Design and Development of Online Learning (Post graduation: Fall)	3
or IDN 533	Producing Educational Video and Digital Training	
IDN 535	New Directions in Digital Environments for Learning (Post Graduation: Spring)	3
or IDN 537	Designing and Utilizing Assistive Learning Technologies	
IDN 550	Capstone Experience	3
Total Credits		30

Student Learning Outcomes

Upon completion of the Instructional Design and Technology program, students will demonstrate the following competencies:

- a. **Communication:** Communicate effectively in visual, oral and written form, taking into account the type of information being delivered and the diverse backgrounds, roles and varied responsibilities of the audience.
- b. **Collaboration:** Collaborate effectively with peers, including the use of consensus-building, negotiation, conflict resolution skills and constructive feedback.
- c. **Research and Theory:** Draw on their understanding of the discipline of instructional design and pertinent research to inform their design decisions, explaining and applying key concepts of instructional design approaches and models, learning theory and multimedia principles.
- d. **Ethical Issues:** Identify and respond to ethical, legal and political implications of design in the workplace.
- e. **Technology:** Analyze and apply existing and emerging technologies for instruction, with regard for the learning need, the learners and the learning context.
- f. **Planning and Analysis:** Utilize the instructional design approach to conduct a needs assessment to recommend appropriate design solutions and strategies; address the needs of the target audience and the learning context; and create a plan for the development, implementation and evaluation of instruction.
- g. **Design:** Design instructional interventions in accordance with the instructional design plan, incorporating appropriate principles of visual design, interaction design and learning strategies, and addressing social, cultural, political and individual differences that may influence learning.
- h. **Development:** Produce instructional materials in a variety of delivery formats that align with the content analyses, proposed technologies, delivery methods and instructional strategies included in the planning and design phases.
- i. **Implementation:** Use technology effectively to implement a design plan; target appropriate strategies to prepare individuals and/or the environment for implementation.
- j. **Assessment:** Design assessments; evaluate instructional interventions; utilize evaluation to guide iterative design of learning resources.

Applicants for the program must submit:

- one-page statement that explains your decision to pursue graduate education
- current resume
- 2 letters of recommendation (at least 1 from a professor in your major)

Candidates will be interviewed in person, by phone or online as appropriate.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Graduate MAT in Elementary Education

Program Contact: Christina Pavlak
(christina.pavlak@qu.edu) 203-582-3192

The purpose of Quinnipiac's graduate Master of Arts in Teaching program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

General Information

The Quinnipiac University elementary education curriculum is an intensive five-semester program of study consisting of core certification courses that provide eligibility for teacher certification, advanced coursework in literacy, numeracy and pedagogy to satisfy master's degree requirements, and a unique internship/residency experience which provides pre-service teacher candidates the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with

professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Elementary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all coursework and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 535	Elementary Internship and Seminar I	1
ED 544	Developing Literacy in the Primary Grades	3
ED 545	Elementary Internship and Seminar II	1
ED 550	Issues and Research in Education	2
ED 556	Teaching Literacy in Grades 4-6	3
ED 558	Elementary School Science: Content and Pedagogy	3
ED 562	Facilitating the Arts in the Elementary Classroom	2
ED 566	Elementary School Social Studies: Content and Pedagogy	2
ED 568	Teaching Mathematics in the Primary Grades	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 571	Learning and Teaching the Developing Child	3
ED 572	Advanced Learning and Teaching	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3

ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 614	Elementary Education Internship III	1
ED 615	Internship and Career Development Seminar	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		56

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
 - Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
 - Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Applicants are accepted for admission to the fall semester only and are expected to enroll as full-time graduate students. To ensure admission into the program with a placement in an internship, applicants should complete the application process early. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.

- b. A transcript review that indicates a “B” or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
- c. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant’s suitability as a prospective educator.
- d. A written essay completed on-site that meets program standards.
- e. Evidence of strong basic skills in math, reading and writing. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- f. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.
- g. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education’s Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director’s approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Graduate MAT in Secondary Education

Program Contact: Christina Pavlak
(christina.pavlak@qu.edu) 203-582-3192

The purpose of Quinnipiac’s graduate Master of Arts in Teaching program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of “excellence in education, a sensitivity to students, and a spirit of community,” which are the heart of Quinnipiac’s mission statement, are woven throughout the program.

General Information

The Quinnipiac University secondary curriculum consists of an intensive five-semester program of study that begins in the fall semester. Each curriculum includes core certification courses that provide eligibility for teacher certification, advanced content (discipline) courses which satisfy master’s degree requirements, and a unique internship experience which provides pre-service teachers the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university’s mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac

faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Secondary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all coursework and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 500	Internship and Seminar I	1
ED 501	Internship and Seminar II	1
ED 509	Reading and Writing Across the Curriculum	3
ED 510	Adolescent Development	3
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 550	Issues and Research in Education	2
ED 571	Learning and Teaching the Developing Child	3
ED 573	Advanced Teaching and Learning - Secondary	3
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 616	Secondary Education Internship III	1
ED 617	Internship and Career Development Seminar	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Select one of the following methods courses:		
ED 502 & 502L	Teaching Methods in Secondary Biology and Science Laboratory Safety Course	3
ED 503	Advanced Teaching Methods in Secondary Science (For Biology Teacher Candidates Only)	3
ED 512	Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts (For Biology Teacher Candidates Only)	3
ED 504	Methods II: Teaching Secondary English	3
ED 505	Methods II: Teaching Secondary History/Social Studies	3
ED 506	Methods II: Teaching Secondary Mathematics	3

ED 507 Methods II: Teaching a Secondary World Language

Complete three graduate content discipline courses	12
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Total Credits	58
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Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
 - Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
 - Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.
- A transcript review that indicates a "B" or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.

- d. A written essay completed on site that meets program standards.
- e. Evidence of strong basic skills in math, reading and writing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- f. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.
- g. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Graduate MAT in Special Education

Program Contact: J (christina.pavlak@qu.edu)udith Falaro
(Judith.Falaro@quinnipiac.edu) 203-582-8868

The purpose of Quinnipiac's graduate Master of Arts in Teaching Special Education program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators in the area of special education. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching Special Education program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

Master of Arts in Teaching Special Education Curriculum

To complete all requirements of the MAT SPED program, a candidate must complete all coursework and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 571	Learning and Teaching the Developing Child	3
SPED 501	Seminar and Mentoring I	1
SPED 564	Teaching Students with Reading and Math Disorders	3
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	3
ED 544	Developing Literacy in the Primary Grades	3
SPED 502	Seminar and Mentoring II	1
SPED 566	Autism Spectrum Disorders	3
SPED 575	Working with Gifted and Talented Students	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	3
SPED 572	Educating Young Children with Special Needs	3
SPED 576	Designing and Utilizing Assistive Learning Technologies	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3

SPED 503	Seminar and Mentoring III	1
SPED 680	Interprofessional Experience: Collaborative Special Educators & Law	2
SPED 650	Student Teaching/Special Education	6
SPED 582	Research in Special Education	2
SPED 681	Advanced Interprofessional Experience Across All Levels	2
Total Credits		51

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
- Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
- Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible. Admission to the graduate MAT Special Education (SPED) program is based on a holistic review by program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.
- A transcript review that indicates a B or better performance in courses related to mathematics as well as English/language arts.

(Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT SPED program director.)

- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.
- A written essay completed on site that meets program standards.
- Evidence of strong basic skills in math, reading and writing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT SPED candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT SPED program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT SPED program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at their expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT SPED program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT SPED program director to discuss continuation in the program.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of

Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Master of Science in Instructional Design and Technology

Program Contact: Ruth Schwartz (Ruth.Schwartz@quinnipiac.edu)
203-582-8419

The field of instructional design applies what we know about how people learn to the thoughtful design and implementation of instructional materials, such as websites, videos, podcasts, online courses, social media sites, interactive simulations and educational games. Our fully online program prepares students for professional work or advanced study in instructional design by providing opportunities to develop a solid grounding in core competencies of the field, including instructional design models, theories of learning, principles for the design of instructional media, specific technical skills for media production, and approaches to the selection, integration and evaluation of digital materials for learning. Elective courses allow students to focus on their own particular interests and goals, such as teaching with technology in the K–12 classroom, designing digital media for museums or after-school programs, or producing instructional materials for higher education, corporate or nonprofit environments.

Courses in Theoretical Foundations of Education address learning theories; theoretical approaches to multimedia design; instructional design models; and elements of the instructional design process, including the needs assessment, generation of a design solution, and formative and summative evaluation of an instructional resource.

Courses in Design Fundamentals emphasize the application of theory to short-term design projects, fostering familiarity and essential competencies in a range of media (e.g., podcasts and videocasts, websites, social media, games and simulations, learning management systems, design for handheld devices and public spaces). The process of working in a team to plan and implement an instructional resource is also a focus.

Graduates of this program are prepared for career opportunities in settings such as higher education, schools or school districts, business environments, nonprofit groups, and educational software or media design firms.

MS in Instructional Design and Technology Curriculum

To earn the master's degree, students must complete 30 credits of coursework, with a minimum GPA of 3.0. The sequence of courses is composed of required foundational courses, electives and the Capstone Experience.

Foundations

15 credits (five courses), required for all candidates, focus on theoretical foundations of education and fundamentals of design. These courses include extensive exposure to research literature investigating the efficacy of media for educational applications, since it is the ability to

understand and apply research that allows instructional designers to bridge the gap between theory and practice.

Electives

Individuals select an additional 12 credits (four courses), according to their own areas of interest. Topics include in-depth theoretical and practical aspects of producing educational resources (e.g., web design, design of online courses, video production, interactive digital media) with hands-on use of specific software applications. Other elective options explore the process of selecting, implementing and evaluating digital resources for instruction in a range of environments (K–12, higher education, industry and nonprofit organizations, informal learning and creating accessible materials for individuals with diverse learning needs).

Capstone Experience

The required 3-credit (one course) Capstone Experience includes:

Career Exploration, including preparation of the resume and portfolio.

Throughout their coursework, students select their best work to post on an electronic portfolio for critique; in the Capstone, they further refine the portfolio. Consistent with program objectives, this allows the student to demonstrate competence with a range of software applications and serves to present student work to prospective employers.

Introduction to Project Management. To develop effective instructional design projects, students need to understand the basics of project management. In some cases, instructional designers may even be asked to serve as project managers. This component of the Capstone explores the basics of project management and the terminology used in this field.

The Thesis Project. Each student chooses a topic of personal and/or professional interest, researches existing approaches to and resources for instruction on this topic, and prepares a proposal for the design of a learning resource. The proposal includes a needs analysis, design details and an evaluation plan. The final step is the creation and presentation of a working prototype of the proposed resource. This project serves to demonstrate the candidate's fluency with elements of an instructional design analysis as well as with the use of theory to inform design.

Code	Title	Credits
Required Foundation Courses		
Theoretical Foundations of Education:		
IDN 525	Foundations of Instructional Design	3
IDN 526	Cognitive Science and Educational Design	3
IDN 527	Society, Culture and Learning	3
Design Foundations:		
IDN 528	Collaborative Design of Digital Environments	3
IDN 529	Educational Media Design Lab	3
Elective Courses		
Production, Implementation & Evaluation:		
Select 12 credits of the following:		12
IDN 530	Web Design for Instruction (3 credits)	
IDN 531	Design of Interactive Educational Environments (3 credits)	
IDN 532	Design and Development of Online Learning (3 credits)	

IDN 533	Producing Educational Video and Digital Training (3 credits)	
IDN 534	Implementing Digital Media for Learning (3 credits)	
IDN 535	New Directions in Digital Environments for Learning (3 credits)	
IDN 536	Independent Study (3 credits)	
IDN 537	Designing and Utilizing Assistive Learning Technologies	
Capstone Experience		
IDN 550	Capstone Experience	3
Total Credits		30

Student Learning Outcomes

Upon completion of the Instructional Design and Technology program, students will demonstrate the following competencies:

- a. **Communication:** Communicate effectively in visual, oral and written form, taking into account the type of information being delivered and the diverse backgrounds, roles and varied responsibilities of the audience.
- b. **Collaboration:** Collaborate effectively with peers, including the use of consensus-building, negotiation, conflict resolution skills and constructive feedback.
- c. **Research and Theory:** Draw on their understanding of the discipline of instructional design and pertinent research to inform their design decisions, explaining and applying key concepts of instructional design approaches and models, learning theory and multimedia principles.
- d. **Ethical Issues:** Identify and respond to ethical, legal and political implications of design in the workplace.
- e. **Technology:** Analyze and apply existing and emerging technologies for instruction, with regard for the learning need, the learners and the learning context.
- f. **Planning and Analysis:** Utilize the instructional design approach to conduct a needs assessment to recommend appropriate design solutions and strategies; address the needs of the target audience and the learning context; and create a plan for the development, implementation and evaluation of instruction.
- g. **Design:** Design instructional interventions in accordance with the instructional design plan, incorporating appropriate principles of visual design, interaction design and learning strategies, and addressing social, cultural, political and individual differences that may influence learning.
- h. **Development:** Produce instructional materials in a variety of delivery formats that align with the content analyses, proposed technologies, delivery methods and instructional strategies included in the planning and design phases.
- i. **Implementation:** Use technology effectively to implement a design plan; target appropriate strategies to prepare individuals and/or the environment for implementation.
- j. **Assessment:** Design assessments; evaluate instructional interventions; utilize evaluation to guide iterative design of learning resources.

Admission

Successful applicants to this program come from diverse backgrounds in universities, schools, businesses or the nonprofit world, but all share an interest in using digital media for education. There are no specific technological prerequisites; all students will advance their levels of technical skills as they progress through the program.

Applications for the online Master of Science in Instructional Design and Technology program are considered on a rolling basis. Students may begin the program in fall or spring, and can complete the program in five semesters by taking two courses per semester; courses are offered in fall, spring and summer. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

- a. completed application form
- b. resume
- c. letter of intent
- d. official transcripts of all undergraduate and graduate work completed
- e. two letters of recommendation (professional and/or academic)

Candidates will be interviewed in person, by phone or online as appropriate.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Master of Science in Special Education

Program Contact: Judith Falaro (judith.falaro@qu.edu), JD 203-582-8868

The School of Education offers two tracks in the Master of Science in Special Education program. One leads to cross-endorsement in Connecticut #165, Comprehensive K-12 Special Education for those already holding an initial endorsement, and the second track is for anyone in a related field who is interested in earning a Master of Science in Special Education.

Program Description

The field of special education requires an in-depth understanding of the laws that frame it, particularly the Individuals with Disabilities Act (IDEA),

Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The program provides certified teachers with opportunities to better understand the purposes and protections of these laws, as well as their implications for teaching and working with students with special needs and their families. Through these lenses, program candidates will understand how students identified with special needs learn, and how their particular special needs impact their lives inside and outside of school academically, socially and emotionally. The knowledge and understanding developed through the program will enable graduates to design individual programs of learning for students, with supports that allow all identified students to access the curriculum together with their non-disabled peers in inclusive settings.

The program will provide graduate candidates with two options to achieve their professional goals. Teachers who already have a valid teaching certificate will be able to pursue a cross-endorsement in comprehensive special education along with their Master of Science in Special Education (36 credits) in accordance with the requirements and regulations of the Connecticut State Department of Education. Graduate candidates who are in a related field but still desire an MS in Special Education (30 credits) will complete a similar course of study.

MS in Special Education Leading to Cross-Endorsement

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 564	Teaching Students with Reading and Math Disorders	3
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	4
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3
SPED 570	Special Education Law	3
SPED 572	Educating Young Children with Special Needs	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 579	Practicum in Special Education I	3
SPED 580	Practicum in Special Education II ¹	3
SPED 575	Working with Gifted and Talented Students	4
SPED 576	Designing and Utilizing Assistive Learning Technologies	3

MS in Special Education Curriculum

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 564	Teaching Students with Reading and Math Disorders	3
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	4
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 570	Special Education Law	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3
SPED 575	Working with Gifted and Talented Students	4
SPED 581	Research in Special Education	3
SPED 576	Designing and Utilizing Assistive Learning Technologies	3

¹ Both SPED 579 and SPED 580 are required for candidates seeking a cross-endorsement in Connecticut #165 Comprehensive Special Education K-12.

Student Learning Outcomes

Upon completion of the Master of Science in Special Education, graduates will understand and be able to:

- Demonstrate a working knowledge** of federal and state laws and guidelines that govern eligibility, protections and services for students with special needs.
- Administer, score and interpret** a wide range of criterion-referenced, norm-referenced and curriculum-based measurements.
- Utilize Scientifically-Based Research Interventions (SBRI)** to identify the presence of specific learning disabilities in school-age children.
- Collaborate with other professionals** in related services to provide the supports necessary for students with special needs to access the curriculum in inclusive settings with their non-disabled peers wherever possible.
- Assume leadership positions** in Planning and Placement Team (PPT) meetings by advocating for the social, emotional and academic needs of students in order to design an appropriate Individual Education Program (or IEP) for each identified student.
- Identify and apply** interventions and strategies to meet the unique educational needs of exceptional learners and their families, including but not limited to preparing young adults to self-advocate and

develop the life skills necessary for independent living as they transition into adulthood and their respective careers.

Admission

Applications for the online Master of Science in Special Education program are considered on a rolling basis. Students may apply to enter during the fall or spring semester. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

- completed application form
- resume
- letter of intent
- official transcripts of all undergraduate and graduate work completed

Foundations

The 18 credits of foundation courses are designed to provide an in-depth study of the characteristics and outcomes of four of the areas identified under IDEA. The remaining 12 credits include coursework in special education law, policy and ethics; assessment, program planning and evaluation; and evaluation and instruction in reading disorders. Those seeking the cross-endorsement are required to take a 3-credit course in educating young children with special needs.

Capstone Experience

Candidates following the cross-endorsement track are required to successfully complete two 3-credit practicums, each in a different area of special education.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course will have to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Online Course Design Certificate

Program Contact: Ruth Schwartz (ruth.schwartz@qu.edu) 203-582-8419

The 9-credit graduate certificate in online course design is focused on providing the knowledge and experience needed to develop online courses across a range of disciplines. The sequence of three online graduate-level courses begins with an examination of the instructional design process—using what we know about *how people learn* to help us design effective educational materials. In the following two courses, students explore best practices of online course design, create a model course, and investigate multimedia project development using a number

of tools and resources. Students may substitute other IDN courses with permission of the program director.

As K-12 programs, higher education and corporate training continue to shift online, there is a growing demand for skilled professionals who can create effective digital education resources. This online certificate program equips students with a deeper understanding of instructional design as well as the skills needed to plan, design and develop a powerful online course. Students with particular interests or goals may petition to customize the course sequence or take more than three courses.

Please note: Candidates in the Master of Science in Instructional Design program who are interested in the Certificate in Online Course Design must consult with the program director, Ruth Schwartz, for information on requirements for this credential.

Online Course Design Certificate Curriculum

Code	Title	Credits
Required Courses		
IDN 525	Foundations of Instructional Design	3
IDN 529	Educational Media Design Lab	3
IDN 532	Design and Development of Online Learning	3
Total Credits		9

Students may substitute other IDN courses with permission of the program director.

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning. The ideal candidate will have maintained a 3.0 cumulative GPA and earned no grade lower than a B- in a single class. No prior technical experience is required.

Interested individuals can apply online (<https://www.qu.edu/admissions/graduate/apply/>). Applications are accepted throughout the year; however, the admissions committee will not review an application until all of the supporting documents are received.

A complete application consists of the following:

- Application form (<https://www.qu.edu/admissions/graduate/apply/>)
- \$45 application fee
- Current resume
- Official transcripts of all undergraduate and graduate work completed

Candidates will be interviewed in person, by phone or online as appropriate.

Sixth-Year Diploma in Educational Leadership

Program Contact: Anne Dichele (anne.dichele@qu.edu), Dean 203-582-3463

Quinnipiac University's Sixth-Year Diploma in Educational Leadership prepares graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes an educational leader as three-dimensional, and that successful educational leaders must be teachers and learners as well as leaders.

Graduates of the Sixth-Year Diploma in Educational Leadership program develop a deeper understanding of the teaching and learning process through a lens of equity, a fuller understanding of diverse learners through a lens of cultural relevance, and a stance of advocacy as leaders, who influence the culture of their schools in ways that support best practices in teaching and learning. Addressing the challenges of contemporary school leadership while supporting school change toward a more inclusive and equitable model is at the forefront of all we do.

General Information

The Sixth-Year Diploma in Educational Leadership program is an online post-master's credential which is provided in an asynchronous delivery model. The program prepares graduates to assume a variety of school leadership roles such as department chair, assistant principal, principal, curriculum coordinator and central office administrator below the rank of superintendent. Candidates who complete the required 21 credits of the 33-credit program and pass the Connecticut Administrator Test (#6412) are able to obtain initial certification by the Connecticut State Department of Education certification for Intermediate Administrator/Supervisor (092). (Completion of the full degree program is required for the professional level license.)

While 27 credits are requirements for the program (see course outline), the remaining 6 credits to complete the degree allow candidates to choose areas of interest or desired expertise. Courses in Program Evaluation and Conflict Resolution are offered. Additionally, candidates are allowed to enroll in courses offered within the Social & Emotional Learning Certificate.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract, and CAEP, the Council for the Accreditation of Educator Preparation.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the National Educational Leadership Preparation (NELP) standards, which arose from the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the NELP standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

Sixth-Year Diploma in Educational Leadership Curriculum

Code	Title	Credits
Required Courses		
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program for Equitable Outcomes	6
EDL 605	Leading and Managing School Improvement	6
EDL 607	Administrative Internship in Educational Leadership	3
EDL 700	Connecticut Administrators Test	
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
Choose 6 credits from the following		
EDL 609	Educational Program Evaluation	3
EDL 615	Conflict Resolution and Transformational Leadership	3
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	3
SEL 602	Self-Care and Resiliency for Practitioners	3
SEL 603	Transforming Instruction with SEL Insights	3
SEL 604	Leadership for SEL School Communities	3
Total 33 credits		

Student Learning Outcomes

Upon completion of the Sixth-Year Diploma in Educational Leadership, candidates will be able to demonstrate and sustain the following competencies:

- Vision, Mission and Goals:** Guide the development and implementation of a shared vision and mission of high quality and equitable education that is shared and supported by all stakeholders.
- Ethics and Professional Norms:** Model the leadership and ethical behaviors that promote equity and social justice.
- Culture and Relationship Building:** Advocate, nurture and sustain a school culture and climate that supports educators and meets the needs of diverse learners by guiding academic, social, developmental and emotional needs.
- Managing Organizational Systems and Safety:** Ensure school management, operation and resources to promote a safe, efficient and effective learning environment.
- Teaching and Learning:** Monitor and continuously improve teaching and learning by providing instructional programs conducive to student learning and staff professional development.
- Collaborating with Families and Stakeholders:** Promote and sustain collaboration with families and other stakeholders to respond to

diverse communities, interests and needs, and to mobilize community resources.

- g. **Change Agent:** Understand, advocate and respond to the change process to influence the political, social, economic, legal and cultural context affecting education.
- h. **Systems Thinking:** Align the school improvement plan with the district theory of action drivers for coherence, efficacy and building capacity.

Admission

Students are admitted into the Sixth-Year Diploma in Educational Leadership program upon meeting the following requirements:

- a. A master's degree in education or a related field from an accredited institution with a minimum GPA of 3.0;
- b. Evidence of four years of full-time teaching experience in a PK–12 setting;
- c. Completion of at least 36 hours (equivalent to 3 credits) of a special education course, completed within ten years¹;
- d. A record of excellent teaching as evidenced by recommendations of supervisors;
- e. Satisfactory writing skills as evidenced by a written essay; and
- f. Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

¹Applicants who have not met the special education requirement may be admitted on the condition that they enroll in a state-approved course.

Retention

To remain in the program, students must maintain academic standards and honor and follow Connecticut's Code of Professional Responsibilities for Teachers in all interactions in the schools. Students must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any leadership course. A grade of C+ or below in any program course requires the student to retake the course and earn a minimum of B-. If a student fails to maintain the minimum GPA, that student may be allowed to remain in the program for a single semester with probationary status. If a student on probation fails to meet the minimum GPA by the end of the single probationary semester, that student is dismissed from the program. Granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed. Students failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion

To fulfill all requirements of the Sixth-Year Diploma in Educational Leadership program, students must complete all course work, including the internship, and successfully complete all performance tasks including passing the Connecticut Administrator Test (#6412).

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Special Education Certificate of Completion

Program Contact: Judith Falaro (judith.falaro@qu.edu) 203-582-8868

The Special Education Certificate of Completion is a 12-credit option for MAT program teacher candidates or for external applicants who hold a current teaching certificate from an approved institution of higher education and/or are practicing teachers. The certificate is not a degree or licensure program. External candidates may earn the certificate by completing 12 credits of online special education courses as listed under Curriculum (p. 467). Current certified teachers interested in the Special Education Certificate of Completion online program should contact Graduate Admissions.

For internal candidates for the certificate, the 12 credits required for the Special Education Certificate of Completion are earned through three 4-credit online courses offered during the fall, J-term, spring and summer.

MAT program candidates interested in the Special Education Certificate of Completion should notify the program contact, Judith Falaro (judith.falaro@qu.edu), by February of their junior year (or the start of the first semester for candidates in the five-semester MAT program).

Special Education Certificate of Completion Program of Study

Code	Title	Credits
Required Courses		
SPED 545	Introduction to the Exceptional Child	4
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
Total Credits		12

SCHOOL OF HEALTH SCIENCES

Center for Medicine, Nursing and Health Sciences

North Haven Campus
203-582-8710 (central office)

Echlin Center, second floor, Mount Carmel Campus

Administrative Offices

Title	Name	Phone	Email
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Senior Associate Dean	Betsey C. Smith	203-582-8327	betsey.smith@qu.edu
Senior Associate Dean of Finance and Business Operations	Shelley L. Candler	203-582-3650	shelley.candler@qu.edu
Assistant Dean for Career Development	Cynthia Christie	203-582-3656	cynthia.christie@qu.edu
Assistant Dean for Student Services	Colleen A. Thompson	203-582-8118	colleen.thompson@qu.edu

Departments/Programs

Undergraduate Programs

Program	Name	Phone	Email
Biomedical Sciences	Thomas Martin	203-582-3368	thomas.martin@qu.edu
Health Science Studies	Jason Scozzafava	203-582-7663	jason.scozzafava@qu.edu
Medical Microbiology and Immunology	Thomas Martin	203-582-3368	thomas.martin@qu.edu
Diagnostic Imaging			
Diagnostic Medical Sonography	Marisa Hale	203-582-8264	marisa.hale@qu.edu
Radiologic Sciences	Alicia Giaimo	203-582-3815	alicia.giaimo@qu.edu
Rehabilitation, Health and Wellness			
Athletic Training	Stephen Straub	203-582-8443	stephen.straub@qu.edu
Fitness, Leisure and Wellness	Debra Lavigne	203-582-7943	debra.lavigne@qu.edu

Dual-Degree Programs

Program	Name	Phone	Email
BS in Health Science Studies/MSW (3+2)	Jason Scozzafava	203-582-7663	jason.scozzafava@qu.edu
BS/MHS in Advanced Medical Imaging and Leadership (3+1)	Paula DeMaio	203-582-3674	paula.demaio@qu.edu
BS/MHS in Biomedical Sciences (concentration in Medical Sciences & Microbiology)	Thomas Martin	203-582-3368	thomas.martin@qu.edu
Entry-Level Master's Physician Assistant	Laurie Seeger	203-582-3882	laurie.seeger@qu.edu
Occupational Therapy	Rondalyn Whitney	203-582-7849	rondalyn.whitney@qu.edu
BSHS-MOT Occupational Therapy	Courtney Richards	203-582-8418	courtney.richards@qu.edu
BSHS-OTD Occupational Therapy	Susan M. Higgins	203-582-7543	susan.higgins@qu.edu
Physical Therapy BS/DPT	Tracy Wall	203-582-8212	tracy.wall@qu.edu
Social Work JD/MSW	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu

Graduate Programs

Program	Name	Phone	Email
Master of Health Sciences			
Advanced Medical Imaging and Leadership	Paula DeMaio	203-582-3674	paula.demaio@qu.edu
Cardiovascular Perfusion	Michael J. Smith	203-582-3427	michael.smith@qu.edu
Biomedical Sciences	Dwayne Boucaud	203-582-3768	dwayne.boucaud@qu.edu
Pathologists' Assistant	Robert Cottrell	203-582-8676	robert.cottrell@qu.edu
Physician Assistant	Timothy Ferrarotti	203-582-7782	timothy.ferrarotti@qu.edu
Radiologist Assistant	Tania Grgurich	203-582-3813	tania.grgurich@qu.edu
Master of Social Work	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu
Social Work JD/MSW	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu
Post-Baccalaureate Doctor of Occupational Therapy	Susan M. Higgins	203-582-7543	susan.higgins@qu.edu

Post-Professional Programs

Program	Name	Phone	Email
Occupational Therapy			
Online Occupational Therapy Doctorate	Barbara Nadeau	203-582-8691	barbara.nadeau@qu.edu

Career Development

In the School of Health Sciences, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

Additional Requirements

Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

Background Checks

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

Academic and Clinical Software Package Cost

Students enrolled in certain undergraduate and graduate programs in the School of Health Sciences are required to pay for access to EXXAT, a clinical and academic software package. The cost for EXXAT is a one-time charge of \$150 (subject to change) that permits access to the software for the duration of the student's enrollment in their current major. Students in undergraduate and graduate programs that require clinical/fieldwork experiences will be required to pay for access to a documentation approval system through EXXAT. Specific information regarding documentation approval will be provided by individual programs.

Technical Standards for Admission

Students admitted to all programs in the School of Health Sciences must be able to meet their program's technical standards and or essential functions. Technical standards are developed by accreditation agencies and organizations to establish the essential qualities and standards considered necessary to achieve the skills, knowledge and competencies for entry-level practice. Information on technical standards and essential functions may be found in the catalog, on the website or by contacting the individual program chairperson.

Academic Good Standing

All undergraduate and graduate students in the School of Health Sciences are expected to maintain the required minimum GPA set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in

the Quinnipiac University Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain their status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by their program, the student will be notified via email of their status in the program. Deficient students may be: a) placed on probation, b) suspended or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter. For further clarification please see the Program Level Academic Good Standing Policy (p. 62).

Mission Statement

The Quinnipiac University School of Health Sciences offers a comprehensive spectrum of health science programs designed to address both the evolving health needs of society and the practical implementation of innovative methods and procedures based on the latest scientific discoveries. Building upon a solid foundation in the basic sciences and liberal arts, the School of Health Sciences offers a student-centered learning environment with interprofessional collaboration, innovative teaching and hands-on experience. The School of Health Sciences seeks to integrate theory, research and practice to best prepare healthcare practitioners and biomedical scientists who can demonstrate leadership in their disciplines and in the global community.

Vision Statement

The School of Health Sciences strives to develop forward-thinking, compassionate practitioners and scientists with broad professional competencies who can shape a rapidly changing biomedical and social landscape in pursuit of excellence in health care delivery. The school will be a nationally recognized school of choice for students, faculty and employers who share this vision.

Values Statement

The School of Health Sciences values an interprofessional, client/patient-centered healthcare model and the translational science that supports it. Students are held to high ethical standards as they utilize critical thinking, scientific evidence and knowledge of diverse cultures and communities to improve health outcomes. We value an experiential learning environment where faculty integrate inquiry with their professional expertise and build collaborative relationships that empower students to solve health-related challenges in a socially responsible manner.

Bachelor of Science

- Bachelor of Science in Athletic Training (p. 569)
- Bachelor of Science in Biomedical Sciences (p. 471)
- Bachelor of Science in Diagnostic Medical Sonography (p. 502)
- Bachelor of Science in Health Science Studies (p. 474)
- Bachelor of Science in Medical Microbiology and Immunology (p. 484)
- Bachelor of Science in Radiologic Sciences (p. 507)
- Online Health Science Studies (p. 496)
 - BS Completion Track

Dual-Degree Programs

- Entry-Level Dual-Degree BS in Health Science Studies/MOT (p. 529) (Direct Entry)
- Entry-Level Dual-Degree BS in Health Science Studies/OTD (p. 537) (Direct Entry)
- Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership (3+1) (p. 498)
- Entry-Level Master's Physician Assistant (p. 565) (Direct Entry)
- Entry-Level Doctor of Physical Therapy (p. 557) (Direct Entry)
 - Dual-Degree BS in Health Science Studies/DPT (3+3) (p. 559)
 - Dual-Degree BS in Health Science Studies/DPT (4+3) (p. 560)
- Dual-Degree BS/MHS in Biomedical Sciences (concentrations in Medical Sciences or Microbiology) (p. 491)
- Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2) (p. 489)
- Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 487)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (p. 482)

Minors

- Minor in Biomedical Sciences (p. 494)
- Minor in Microbiology and Immunology (p. 495)
- Minor in Nutrition (p. 496)

Graduate Programs

Master of Health Science

- Advanced Medical Imaging and Leadership (p. 790)
- Cardiovascular Perfusion (p. 796)
- Biomedical Sciences (p. 792) with concentrations in:
 - Medical Sciences
 - Microbiology
- Health Science (p. 809)
- Pathologists' Assistant (p. 815)
- Physician Assistant (p. 820)
- Radiologist Assistant (p. 824)

Master of Social Work

- Master of Social Work (p. 810)
- Advanced Standing Master of Social Work (p. 813)

Doctoral Degrees

- Post-Baccalaureate Doctor of Occupational Therapy (OTD) (p. 545)
- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 553)
- Entry-Level Doctor of Physical Therapy (DPT) (p. 558)

Department of Biomedical Sciences

The programs within the Department of Biomedical Sciences provide students with knowledge and skills of the rapidly expanding fields of basic science, medicine and research. The integration of courses from these areas with a broad range of courses taken from other disciplines—

such as the arts and sciences and business—provides the student with the maximum educational background and the critical thinking skills required to succeed in the increasingly demanding field of biomedical sciences.

The department offers five programs leading to the bachelor of science degree: Biomedical Sciences, Health Science Studies, Medical Microbiology and Immunology, a Dual-Degree Bachelor/Master of Health Science in Biomedical Sciences, plus a Dual-Degree BS/MHS Biomedical Sciences to Pathologists' Assistant. Due to the expansion of medical information and techniques, the department also offers several graduate degree programs including Cardiovascular Perfusion, Pathologists' Assistant and Biomedical Sciences (with concentrations in Medical Sciences and Microbiology). The focus of each of these programs is to educate students for the critical thinking necessary to function successfully within their chosen profession.

The Department of Biomedical Sciences integrates and coordinates the activities of related biomedical sciences programs that may be conveniently grouped under the generic title "biomedical sciences." The inclusion of these programs, which have many elements in common, under the direction of a single administrative unit encourages the mixing of ideas and disciplines. It allows both the lateral and the upward mobility of students enrolled in closely related curricula and permits the faculty to cut across traditional disciplinary boundaries.

The rapid expansion of basic medical information, methodology and technology in recent years has increased the demand for specially trained personnel to perform in the clinical and research laboratories of hospitals, medical schools and government health facilities, and in the pharmaceutical and biotechnology industries. The healthcare system has a need for development of interdisciplinary skills to keep pace with sophisticated scientific developments and their applications in the biomedical sciences.

Students in biomedical science programs can enroll in independent study courses in biomedical science, microbiology and health sciences that enable them to collaborate with faculty in research laboratories. By definition, an independent study includes course content not offered by another Quinnipiac Catalog course. However, it must involve contact hours and scholarly activities equivalent to any regularly offered course. These courses often include review of the scientific literature in the field of the research project and creation of a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students are limited to no more than 8 credits of Biomedical Science (BMS) and/or Health Science (HSC) independent studies.

Students should refer to Pre-Medical Studies (p. 47) for information about the Pre-Medical Studies Program.

Bachelor's Degree Programs

- Bachelor of Science in Biomedical Sciences (p. 471)
- Bachelor of Science in Health Science Studies (p. 474)
- Bachelor of Science in Medical Microbiology and Immunology (p. 484)
- Online Health Science Studies (p. 496)—BS Completion Track (p. 496)

Dual-Degree Programs

- Dual-Degree BS/MHS in Biomedical Sciences (concentration in Medical Sciences or Microbiology) (p. 491)
- Dual-Degree MS/MHS in Biomedical Sciences to Pathologists' Assistant (4+2) (p. 489)
- Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 487)

Double-Degree Program

- Double-Degree BS in Industrial Engineering and BS in Health Science Studies (p. 482)

Minors

- Minor in Biomedical Sciences (p. 494)
- Minor in Microbiology and Immunology (p. 495)
- Minor in Nutrition (p. 496)

Independent Study

- Independent Study Opportunities (p. 494)

Bachelor of Science in Biomedical Sciences

Program Contact: Thomas Martin (thomas.martin@qu.edu) 203-582-3368

The curriculum for the Bachelor of Science in Biomedical Sciences program provides students with a solid foundation in the basic and biomedical sciences, which enables them to pursue many different avenues of opportunity depending on their goals and interests. Students completing this degree may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, students may wish to continue their education in graduate/professional school in: biological and/or biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists' assistant, forensic sciences, microbiological sciences, molecular biology, biotechnology, toxicology, neurobiology, plus many other areas.

Students who excel in this program (>3.0 GPA overall and in science/math) may be eligible to participate in a research project with a faculty member or an internship in an area company sometime during their junior or senior year. This depends upon the availability of mentors and internships at the particular time. Upper-level BMS students in good academic standing (>3.0 GPA overall and in science/math) may also be permitted to take two to three graduate courses to fulfill undergraduate degree requirements. See policy here. (p. 136)

The technical standards for individuals working in the biomedical field may include the following abilities: to effectively communicate via oral and written expression; exhibit general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; distinguish between subtle shades of color; read, comprehend and interpret scientific/medical information from professional sources. Reasonable accommodations will be considered on a case-by-case basis.

Students may choose to minor in *any* area of study, although BMS students often choose to pursue one (or more) of these particular minors:

- Microbiology and Immunology
- Chemistry
- Psychology

Students should work with their BMS major adviser and with their minor adviser to choose appropriate courses.

BS in Biomedical Sciences Curriculum

In addition to courses in science and mathematics, students are required to take a selection of University Curriculum (p. 51) courses (designated UC on the curriculum). The entire curriculum is designed to provide students with a strong program in basic and biomedical sciences, as well as a well-rounded educational experience through the University Curriculum. To remain in good academic standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science.

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140 or MA 141	Pre-Calculus ¹ or Calculus of a Single Variable	3
Credits		17
Spring Semester		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3
UC Disciplinary Inquiry		3
Credits		17
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
MA 275	Biostatistics	3
UC Disciplinary Inquiry		3
Credits		14
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
UC Disciplinary Inquiry		3
Credits		15

Third Year**Fall Semester**

PHY 110 & 110L	General Physics I and General Physics I Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
Science Elective		3
UC Personal Inquiry		3
Credits		14

Spring Semester

PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472	Biotechnology (Lecture & Lab Combined)	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Science Elective		3-4
UC Personal Inquiry		3
Credits		14-15

Fourth Year**Fall Semester**

BMS 318	Pathophysiology	3
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		16-17

Spring Semester

Science Elective		3
SHS 420	Integrative Capstone	3
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
Credits		15-16
Total Credits		122-125

¹ Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

Students interested in graduate or professional school should investigate research and/or an independent study.

Science Electives

Take 15-18 credits from any BIO, BMS, HSC, CHE or PHY course at the 200 level or above. Three courses must be BMS.

Open Electives

Students may take 6 credits of 1-, 2-, 3-, or 4-credit courses. BMS majors may not take 100 level "science for non-science majors" classes as open electives.

Minors

Science and open electives may be taken to complete minors from a variety of disciplines such as microbiology/immunology, chemistry and

psychology. Students should discuss course selection for minors with their academic adviser.

Biomedical Sciences Electives

Code	Title	Credits
BMS 200	Biomedical Basis and Experience of Human Aging	3
BMS 221	Physiology and Effects of Obesity in Society	3
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 299	Biomedical Sciences Journal Club	1
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 332	Histology and Lab	4
BMS 364	Molecular Mechanisms of Cancer Therapies	3
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 397	Biomedical Sciences Internship	1-4
BMS 470 & 470L	Virology and Virology Lab	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 475	Special Topics in Microbiology	1-4
BMS 477	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 481	Research Techniques in Biomedical Sciences	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4

BMS 499	Independent Study in Biomedical Sciences II	1-4
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Student Learning Outcomes

Upon completion of the Bachelor of Science in Biomedical Sciences program, students will demonstrate the following competencies:

- Foundational Knowledge:** Demonstrate advanced knowledge of the major disciplines in the biomedical sciences (biology, chemistry, physics, physiology, microbiology, immunology, pathophysiology).
- Disease Mechanisms:** Identify factors that influence human health and disease.
- Translational Science:** Critically analyze how new research discoveries can be translated into effective patient treatments/interventions.
- Professional Skills:** Master the essential technical skills critical for success in a laboratory environment.
- Effective Scientist:** Engage in scientific research and effectively communicate the dissemination of results to various audiences.
- Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

BMS Mission Statement

The mission of the Biomedical Sciences program is to provide students with a solid basic science foundation in preparation for studying the upper-level biomedical-related sciences. This is meant to provide maximum flexibility to students who are interested in pursuing one of the medical-related professions (e.g., physician, physician assistant, dentist, veterinarian, pharmacist, chiropractor, etc.), or graduate programs (MS/PhD) in the biomedical sciences (e.g., cancer biology, stem cell technology, cloning technology, molecular genetics, microbiology, immunology, etc.). Additionally, students who choose not to go on to graduate or professional school are able to apply for research and development positions in pharmaceutical and biotechnology companies.

BMS students have the opportunity to learn valuable skills that may be applicable in a variety of biomedical fields after graduation, including effective communication via oral and written expression; exhibition of general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; reading comprehension, critical thinking, visual literacy, interpretation of scientific/medical information from professional sources, etc.

Admission into the Program

Admission into the Biomedical Sciences program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Biomedical Sciences program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the Biomedical Sciences program based upon a review of qualifications by the program director. Students may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed both

the general biology requirements, specifically, 8 credits of BIO 101 & BIO 102 *or* BIO 150 & BIO 151, and the general chemistry requirements, specifically, 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Student must also meet the performance standards of the program (GPA of 2.5 overall, as well as in math and science).

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Biomedical Sciences program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102 *or* BIO 150 & BIO 151, and the general chemistry requirements, specifically, the equivalent of 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Biomedical Sciences

A minimum of 60 credits is required for transfer into the BS in Biomedical Sciences program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English		3
General Biology with Lab		4
General Chemistry with Lab		4
Math - Pre-Calculus		3
Credits		14
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Math - Calculus		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab		4
General Physics with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology II with Lab		4
General Physics II with Lab		4
Microbiology with Lab		4
Elective		3
Credits		15
Total Credits		60

Bachelor of Science in Health Science Studies

Program Contact: Jason Scozzafava (jason.scozzafava@qu.edu)
203-582-7663

The Health Science Studies bachelor's degree program is designed for students entering the School of Health Sciences who have interest in healthcare/health science related career paths. Upon admission, students choosing this option are assigned to academic advisers who will assist them in designing a customized program to meet their career goals. A strong emphasis on individualized academic advising is at the core of this program.

First-year students are automatically enrolled in a career exploration course to help them increase the breadth and depth of their professional interests. By their second year, students choose between the Clinical Preparation Track, Exercise & Wellness Track, Human Movement Track, Sports Medicine Track or the most flexible, Health & Science Track. This decision may change at anytime during their undergraduate program. A select number of students accepted into the Health Science Studies

major may be invited into the Physician Assistant (PA) Prep Track. The student-adviser relationship provides opportunity and support for each student, while pursuing *their goals* within the Quinnipiac University educational experience.

All students are strongly encouraged to declare a minor early in their undergraduate program to help broaden their foundational knowledge to help prepare them for their future careers or graduate programs. Qualified students have applied and attended graduate programs *such as* medical school, dental school, physician assistant, physical therapy, occupational therapy, nutrition, social work, speech language pathology, genetic counseling, medical laboratory sciences, pathology assistant or one of the many other healthcare related programs. Successful students have been accepted into combination programs such as the Dual-Degree BS/MBA (4+1) (p. 704) Health Care Management program, Accelerated Dual-Degree BS/JD (3+3) (p. 600) Pre-Law program, and Accelerated Dual-Degree BS/MSW (3+2) (p. 487) Master of Social Work program. Other options are to prepare for application to the Accelerated BSN program for Second Degree Students (p. 658) Nursing BS, or apply for a double major in health science studies along with psychology or sociology. The flexibility of the program allows students the option to graduate early by taking summer and/or J-term classes.

Students completing this bachelor's degree may also qualify for employment in the health science or healthcare related professions with or without direct patient interaction. Some examples would be as research assistant, biotechnology industry position, pharmaceutical/medical sales, community public health worker, environmental health advocate and more. We have also seen an increase in graduates of BS programs choosing to do a "gap" year and work entry-level jobs such as patient care associate, pharmacy technician and physical therapy assistant.

Mission Statement

The mission of the Health Science Studies bachelor's degree program is to facilitate and enrich students' development into knowledgeable, proficient and culturally competent interprofessional collaborators, who are leaders and lifelong learners, equally prepared for advanced healthcare education or direct entry into a health science career.

BS in Health Science Studies Curriculum

A total of 120 credits is required for completion of the BS in Health Science Studies. Below is a sample first year plan of study.

Course	Title	Credits
First Year		
Fall Semester		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: ¹		4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab	
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Credits		16

Spring Semester

HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: ¹		4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab	
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		16
Total Credits		32

¹ Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

Subsequent Course and GPA Requirements

Following the first year of study, Health Science Studies students meet with their academic advisers and develop a customized plan of study that incorporates their academic and career goals. During the first two years of study, students select a specific track. To remain in good standing within the program, students must maintain a minimum overall science GPA of 2.25 and earn 120 credits for degree completion. Course selections must fulfill the following:

Code	Title	Credits
	University Curriculum Requirements	46
	Foundational Science Core (additional biology, chemistry & physics)	13
	Health Science Track Specific Courses	19
	Science Electives (e.g., health science studies, biology, biomedical sciences)	12
	Open Electives	30
Total Credits		120

HSC offers the following tracks:

- Clinical Preparation Track (p. 480)
- Exercise and Wellness Track (p. 481)
- Health and Science Track
- Human Movement Track
- Sports Medicine Track
- Physician Assistant (PA) Preparation Track (Invitation Only)

Student Learning Outcomes

Upon completion of the Health Science Studies program, students will demonstrate the following competencies:

- Scientific Knowledge:** Demonstrate proficiency in understanding and explaining fundamental scientific principles in the disciplines of biology, chemistry and physics.

- Interprofessional Skills:** Effectively communicate information across the medical professions using advanced medical vocabulary.
- Teamwork:** Apply an advanced understanding of the interprofessional nature of healthcare.
- Health Systems:** Develop an advanced knowledge of the U.S. healthcare system and effectively describe challenges/issues that affect it.
- Evidence Informed Practice:** Critically evaluate biomedical information and sources to confirm validity and reliability.
- Responsible Citizen:** Evaluate the social, moral and ethical implications of scientific discoveries on medical practice.

Admission Requirements

Admission into the Health Science Studies program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Health Science Studies program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a science GPA of 2.25. First-year biology (8 credits) must be successfully completed, at the latest, by the end of a student's sophomore year.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the Health Science Studies program based upon a review of qualification by the program director. Students, with a science GPA of 2.25 minimum, may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102, or BIO 150 & BIO 151 or BIO 211 & BIO 212, prior to entry into the upper-class component of the program.

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Health Science Studies program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. These students must have earned at least 8 credits of biology if entering their junior or senior year (i.e., having earned 57 credits or more), and performance standards of the program (science GPA minimum 2.25).

HSC 202. Medical Terminology. 2 Credits.

This course is a study of the principles of word analysis, word construction and word meanings as applied to medical and surgical terms. It includes a review of anatomy to indicate the relevancy of the terms being studied. The course is designed for first-year and sophomore health science students.

Offered: Every year, All

HSC 205. Age-Related Community Engagement Youth (HSC 505). 1 Credit.

This one-credit course utilizes experiential learning through the implementation of a service program in collaboration with a local community partner. During this course, students will have the opportunity to learn about and be a contributor to community engagement projects. This course will promote the development of critical thinking and assessment skills through observation, research, design, and implementation of a program that addresses future program sustainability for youth.

Offered: Every year, All

HSC 206. Community Engagement Legacy Service Learning Seminar: International (HSC 506). 1 Credit.

This one-credit course utilizes experiential learning through the implementation of a service program in collaboration with a local community partner. During this course, students will have the opportunity to learn about and be a contributor to community engagement projects. This course will promote the development of critical thinking and assessment skills through observation, research, design, and implementation of a program that addresses future program sustainability for older adults.

Offered: Every year, All

HSC 207. Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 507). 1-2 Credits.

This course involves active learning implementing a program with a local community partner working with at-risk population. Students are required to participate in 10-15 hours of community engagement. They observe and apply the concepts of interprofessional health care in a community-based setting. Faculty with expertise in the analysis of community-based practice lead discussions and community engagement related to population health in the local community. This course may be taken more than once. Offerings include MTW section during Thanksgiving week.

Offered: Every year, All

HSC 210. Introduction to Evidence-Based Health Care. 3 Credits.

Evidence-based practice in health care is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences. This is an introductory course outlining the processes associated with collecting and utilizing evidence to make clinical decisions.

Prerequisites: Course is designed for students in Online BS/HSC Completion Program. Take MA 275 or MA 206.

Offered: Every year, Fall and Spring

HSC 214. Care and Prevention of Athletic Injuries. 3 Credits.

This course is designed to provide an overview of the athletic training profession with an emphasis on the basic fundamentals utilized by the athletic trainer in prevention, recognition, care, treatment and rehabilitation of athletic injuries. Students may not also receive credit for AT 214.

Prerequisites: Take BIO 102, BIO 102L; or BIO 151, BIO 151L.

Offered: Every year, Fall and Summer

HSC 214L. CPR, AED and First Aid. 1 Credit.

Students learn principles of first aid and complete health provider certification in cardiopulmonary resuscitation and automated external defibrillator. (2 lab hrs.)

Prerequisites: Take BIO 102, BIO 102L.

Offered: Every year, Fall and Spring

HSC 215. Complementary and Alternative Medicine - a Health Science Perspective. 3 Credits.

This course is beneficial for any student who is planning on working in health care. It explores the history of Complementary and Alternative Medicine (CAM), which the National Institutes of Health Center reports is currently being used by 40 percent of Americans. This course familiarizes the student with the more common forms of CAM and the rising trend of integrative medicine departments in hospitals in the U.S. Comparisons are made between conventional medicine and CAM.

Prerequisites: Designed for students in Online BS/HSC Completion Program. Take Eight credits of biology such as BIO 101/L, BIO 102/L, BIO 150, BIO 151, BIO 211/L or BIO 212/L.

Offered: Every year, Spring

HSC 220. Health Care Essentials: Structure, Policy and Professionalism. 3 Credits.

This course provides pre-health care professional students with an overview of the structure, systems and policies of health care delivery in the United States and includes discussions of the underlying values and political influences on quality, access and finance. Considerations are made to other nation's health care systems and how these systems address societal need. The goal of this course is to increase students' knowledge and abilities to analyze and address health care issues from the perspective of all stakeholders.

Prerequisites: Take BMS 117 or BIO 102, BIO 102L or BIO 151 or BMS 162.

Offered: Every year, Fall and Spring

HSC 221. Introduction to Health Care. 2 Credits.

Designed for health science studies majors only in their first or second year of study, this course broadens the student's understanding of the many careers in health science. It introduces key concepts necessary to work in various health care professions, develops valuable skills to improve their employability and lays a foundation for further advanced studies in the major. For HSC first-year and sophomore students only.

Offered: Every year, Fall and Spring

HSC 225. Writing in the Health Professions. 3 Credits.

This course reviews effective writing strategies that are employed in various types of published health care-related articles and media. Emphasis is placed on the students' written communication skills such as editing and clarifying of messages, and checking of accuracy of research sources. Students improve their proficiency in written communication to patients and to colleagues.

Prerequisites: Take BIO 101 BIO 101L; or BIO 150; or BIO 211 BIO 211L; and EN 101 EN 102; or EN 103H.

Offered: As needed

HSC 230. Counseling and Teaching for Health Care Professionals. 3 Credits.

This course provides a theoretical framework in counseling, education and overall communication for health professionals, including motivational interviewing. Students describe the importance of counseling and teaching for the health professional. The educational component includes teaching and communicating at the individual level and developing skills necessary for individual and group education and counseling.

Prerequisites: Take BIO 102, BIO 102L; or BIO 150.

Offered: Every year, Fall and Spring

- HSC 240. Foundations of Pharmacy. 2 Credits.**
This hybrid course, beneficial for students interested in the health care professions, reviews the top 200 drugs, pharmacy math, pharmacy law, and hospital and retail pharmacy settings. Material required for the national PTCB exam (Pharmacy Technician Certification Board) is reviewed. Passing that exam confers the title of CPhT (Certified Pharmacy Technician), which enables students the opportunity to enter the pharmacy field if they choose to pursue that path.
Prerequisites: Take BIO 101, BIO 101L or BIO 150; Take MA 107, MA 140, MA 141 or MA 275.
Offered: Every year, Fall and Spring
- HSC 250. Communication Disorders. 3 Credits.**
This course provides information regarding a variety of communication and swallowing disorders. Information regarding potential causes of disorders as well as intervention methods is presented. The various health care professions that work together on cases of speech, language, hearing and swallowing disorders are discussed.
Prerequisites: Take BIO 102, BIO 102L or BIO 151.
Offered: Every year, Fall and Spring
- HSC 261. Scientific Study of Mummies. 3 Credits.**
This distance learning course explores the field of mummy science, placing the study of mummies within a cultural and global context. Students discover what can be learned, how it can be learned and how data should be used to create new knowledge regarding mummified human remains. Course content challenges students to apply experimental design to mummy science questions. Students create hypotheses, design experiments, analyze collected data and determine the significance of the findings. The significance of mummy studies to current populations also is discussed.
Offered: Every year, Summer Online
- HSC 262. Nutrition in Health and Illness. 3 Credits.**
This elective course focuses on the fundamentals of human nutrition in relation to disease prevention and treatment. This course applies practical nutrition concepts as vital tools for members of a health care team to achieve optimum patient care. Emphasis is placed on the science of nutrition, nutrition throughout the life cycle and clinical nutrition.
Prerequisites: Take BIO 102, BIO 102L or BIO 151.
Offered: Every year, All
- HSC 270. Pillars of Public Health: Saving the World on a Population Level. 3 Credits.**
This course defines the concept of public health, with a focus on introducing what public health is, its foundations and a brief discussion of the historical context. Course content includes basic material related to all six public health foundational areas: Biostatistics, Epidemiology, Environmental Health, Sociomedical Science, Health Policy and Management, and Population and Family Health, along with select specialized topics and current events.
Prerequisites: Course is designed for Online BS/HSC Completion Program Students. Take BIO 102, BIO 102L or BIO 151.
Offered: Every year, Spring
- HSC 300. Special Topics in Health Science. 2 Credits.**
This Special Topics course covers emerging issues or specialized content in the area of health science or health care. Students examine multiple perspectives of the current or emerging topic through readings, discussions and projects. The course guides student discovery on how the issue has evolved, and examines current advancements, problems and breakthroughs.
Prerequisites: Take BIO 102, BIO 102L or BIO 151; and HSC 202.
Offered: As needed
- HSC 301. Health Care Challenges and Team-Based Solutions. 1 Credit.**
This interactive seminar focuses on common challenges in health care and how those challenges may be more effectively met utilizing a team approach to health care. The common health challenges are different each week, exploring the challenges that students may experience in their own personal, family or college life. The central outcomes of this course are to: 1) Recognize how a health care team can work together; 2) Develop strategies to react responsibly and ethically to health care issues (social intelligence); 3) Develop ideas for community action as a citizen, and 4) Identify the influence of all aspects of diversity on health care delivery.
Prerequisites: Take BIO 102, BIO 102L or BIO 151.
Offered: Every year, Fall and Spring
- HSC 305. Emotional/Social Intelligence for the Health Sciences. 2 Credits.**
This course provides the student with an appreciation and understanding of the role of emotional/social intelligence in everyday living and especially in the health sciences. Topics include how emotional intelligence differs from IQ, anatomy of emotions and the mind-body connection, education for and development of emotional literacy, assessing one's own social intelligence level, applying social intelligence skills to one's personal and professional lives. Personal assessments, small group experiential activities, case studies, journaling and project development are the essential methodology for this course. Prerequisite may be waived with permission of instructor.
Prerequisites: Take BIO 102 or BIO 151.
Offered: Every year, Fall and Spring
- HSC 315. Bioethical Issues in the 21st Century. 3 Credits.**
Students gain a solid understanding of bioethical principles and examine ethical dilemmas in medicine and the moral arguments that accompany them. Controversial bioethics issues such as assisted-suicide, stem-cell research, medical marijuana, organ donation and designer babies are explored through research, contemporary media and the students' own moral compasses. They study the role of public policy on bioethics and investigate cases that shaped the way modern medicine is practiced today. The course stimulates discussion leading to final group debate projects.
Prerequisites: Take EN 102 or EN 103H and BIO 102 or BIO 151.
Offered: Every year, All
- HSC 317. Nutrition Across the Life Cycle. 3 Credits.**
The class explores the nutritional needs of humans prior to and beyond adulthood to look at other portions of the life cycle. Beginning with women's nutritional needs for conception and throughout pregnancy and lactation, the class progresses to discuss the nutritional needs of infants, adolescents and older adults over age 65. Each cycle is discussed with an understanding of the physiological changes and the implications for nutritional factors.
Prerequisites: Take HSC 262.
Offered: Every year, Fall
- HSC 318. Community Nutrition. 3 Credits.**
This course provides an introduction to the development of community nutrition programs including planning, needs assessment, implementation and evaluation. Students learn to describe nutrition programs and policies for varying population groups, including cultural, economic and social health practices. The implication of public policy legislation on food and nutrition services is introduced.
Prerequisites: Take HSC 262.
Offered: Every year, Spring

HSC 320. The Environment and Human Health. 3 Credits.

This course examines the connection between our environment and human health and disease. Topics include an overview of toxicology, carcinogenesis, risk assessments, precautionary principle and bioaccumulation. Environmental connections to infectious diseases, emerging viruses, food production practices, loss of biodiversity, and endocrine disruptors also are discussed along with bioethical concerns of these topics. The course touches on health policies and regulations addressing environmental health issues. Students apply critical thinking skills to current environmental situations affecting our health as well as exploring the role individuals and professional health organizations have in accountability.

Prerequisites: Course is designed for Online BS/HSC Completion Program students. Take BIO 101 BIO 150 or BIO 211.

Offered: Every year, Spring

HSC 322. Health Care Law (LE 322). 3 Credits.

This course provides an overview of the legal issues faced by health care providers and patients. Students explore various topics arising from the organization and financing of health care, provider liability, bioethics and public health. The course focuses on the way in which law impacts the delivery of health care in the United States.

Prerequisites: Take LE 101, HSC 220.

Offered: Every other year, Spring

HSC 324. Gut Microbes and Human Health. 3 Credits.

Maintaining a balance of healthy microbes can be the difference between health and disease. Our microbiome changes with the method of delivery (vaginal or C-section) as you entered this world, with what we eat, our lifestyles, stress and aging. Obesity, cardiovascular disease, cancer, autism and many other illnesses are now correlated with our gut bacteria. Explore this invisible world and learn about our health and microbes.

Prerequisites: Course is designed for Online BS/HSC Completion Program students. Take BIO 102 BIO 151 or BIO 212.

Offered: Every year, Spring

HSC 326. Therapeutic Exercise. 3 Credits.

This course provides a systemic approach to therapeutic exercise program development. Students review exercise techniques, indications, contraindications, progression as related to injury, prevention, reconditioning, and return to work/participation guidelines. The course provides the student with a strong foundation in physical rehabilitative medicine and examines various goals concerning the return to functional activity.

Prerequisites: Take BIO 211, BIO 211L.

Offered: Every year, All

HSC 330. Leadership: Creating Adaptive Cultures. 3 Credits.

In this course, students explore leadership theory and practice. This is a problem-based learning course that requires students to develop new insights around leadership and leading from the literature and from each other. Students spend the first week defining the term, and the subsequent weeks applying and refining their ideas through case-method vignettes and biographies. The culminating project of the course is to create a simple leadership development workshop, one that might be used by health care professionals.

Offered: Every year, Fall

HSC 334. Clinical Skills Patient Communication. 1 Credit.

This 1-credit course is dedicated to teaching fundamental clinical skills for patient interviewing. Students learn how to foster patient relationships and gather information during a medical interview using verbal and nonverbal communication skills in a professional and respectful manner. This course is designed for junior or senior students with a premedical designation and prehealth students majoring in health science studies or biomedical sciences.

Prerequisites: Take BIO 102, BIO 102L or BIO 151, BIO 151L.

Offered: Every year, Fall and Spring

HSC 350. Language Development. 3 Credits.

This course explores all areas of typical language development from birth through adulthood. Students examine literacy development and how it is impacted by language development. Students learn how to obtain and analyze language samples.

Prerequisites: Take BIO 211, BIO 211L.

Offered: Every year, Fall and Spring

HSC 351. Pharmacological Interventions for Common Medical Conditions. 3 Credits.

This course enables the student to recognize, evaluate and differentiate common systemic diseases, understand appropriate pharmacological interventions, understand the principles of pharmacology and common issues that arise when specific pharmacological agents are employed. Students may not receive credit for AT 351 also.

Prerequisites: Take BIO 212, BIO 212L.

Offered: Every year, Fall and Spring

HSC 375. Immunology. 3 Credits.

This immunology course examines topics related to the immune system, particularly the human immune system. The immune system is designed to differentiate self and non-self in order to prevent infection, disease and/or death. Students examine and discuss the current understanding of the immune response and discover why we are not sick all the time and how the body's immune system remembers "enemies" that it has seen in the past. This course covers the innate immune system, plus the two arms of the adaptive immune system—humoral immunity and cellular immunity. Immunodeficiencies, immunopathologies and immunotherapies also are discussed. Students may receive credit for BMS 375 or HSC 375, but not both.

Prerequisites: Take BIO 102. BIO 102L or BIO 151.

Offered: Every year, Spring and Summer Online

HSC 378. Vaccines and Vaccine-Preventable Diseases. 3 Credits.

This immunology course involves the investigation of vaccines and vaccine-preventable diseases (VPDs). The purpose of the course is to examine and discuss the current understanding of vaccinations and how they work, as well as the historical and current implication of VPDs. Student gain knowledge about VPDs, the childhood vaccination schedule, why they are still necessary and, most importantly, how to explain why they are safe, and to be able to debunk the current myths and misconceptions regarding vaccines. Students may only take one of the following for credit: BMS 378 or HSC 378.

Prerequisites: Take BIO 102 or BIO 151.

Offered: Every year, Summer Online

- HSC 380. International Health Care - Field Research.** **3 Credits.**
 This course provides health science students with an overview of the health care structure, systems and delivery in another country. Field research is conducted during a semester break trip, during which time students interact with the local community members and health professionals. Prior to the trip, students research the factors that influence the quality, access and finance of health care. Common health issues and their social determinants are explored as they relate to the subpopulation of interest. The goal of this course is to increase students' knowledge and abilities to analyze and address health care issues specific to a population while in the field.
Prerequisites: Take BIO 101, BIO 102 or BIO 150, BIO 151 and MA 275 or MA 206.
Offered: Every year, Fall and Spring
- HSC 388. EMT I Training.** **2 Credits.**
 This course includes both lecture and clinical experience, and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Successful completion of HSC 388-389 (two-semester sequence) and fulfillment of the state-mandated hours of instruction are required to be eligible for certification. This course must be taken in conjunction with HSC 388L.
Prerequisites: Take BIO 102, BIO 102L or BIO 151.
Corequisites: Take HSC 388L.
Offered: Every year, Fall
- HSC 388L. EMT I Training Lab.** **1 Credit.**
 This is the laboratory component of HSC 388. It includes learning the techniques necessary to develop the knowledge and skills required for Emergency Medical Technician National Certification. This course must be taken in conjunction with HSC 388.
Prerequisites: Take BIO 102, BIO 102L or BIO 151.
Corequisites: Take HSC 388.
Offered: Every year, Fall
- HSC 389. EMT Training II.** **2 Credits.**
 This course includes both lecture and clinical experience, and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Successful completion of the HSC 388-389 (two-semester sequence) and fulfillment of the state-mandated hours of instruction are required to be eligible for certification. This course must be taken in conjunction with HSC 389L.
Prerequisites: Take HSC 388, HSC 388L.
Corequisites: Take HSC 389L.
Offered: Every year, Spring
- HSC 389L. EMT Training II Lab.** **1 Credit.**
 This is the laboratory component of HSC 389. It includes learning the techniques necessary to develop the knowledge and skills required for Emergency Medical Technician National Certification. This course must be taken in conjunction with HSC 389.
Prerequisites: Take HSC 388, HSC 388L.
Corequisites: Take HSC 389.
Offered: Every year, Spring
- HSC 397. Pre-Health Professions Clinical Affiliation.** **3 Credits.**
 This course provides an opportunity to observe a health professional in a student's field of interest for a minimum of 36 hours. Students observe social, ethical and medical issues in a clinical setting. Professional dress is required, and some sites may require a background check. Students are responsible to arrange their site and are provided with guidance and contacts to do so. For HSC or BMS majors only, Junior or Senior Status, with minimum 2.5 GPA
Prerequisites: Take BIO 102, BIO 102L or BIO 151.
Offered: Every year, Fall and Spring
- HSC 398. Health Professions Career Practicum.** **1-3 Credits.**
 This course is designed to provide an introduction to a health sciences career through supervised fieldwork. Course involves supervised work (paid or unpaid) in an employment setting and career development research and reflection. A one, two or three-credit pass/fail course. A maximum of 6 credits can be obtained through pass/fail courses (FLW and workshop courses including HSC 398).
Prerequisites: Take BIO 102 or BIO 151.
Offered: Every year, Summer
- HSC 399. Health & Science Studies Independent Study.** **1-6 Credits.**
- HSC 401. Introduction to Medical Problem-Solving.** **3 Credits.**
 This course offers pre-medical and pre-physician assistant students the tools necessary for developing a systematic approach to a patient and his or her medical condition. Students learn to access and evaluate the medical literature for identification of the signs and symptoms of disease presentation, the components of a history and physical, and the understanding of a differential diagnosis. In addition, students are taught the basis for developing a patient treatment plan. Students may not receive credit for both PY 401 and HSC 401.
Prerequisites: Take BIO 212. Shadowing in a health care setting is highly recommended prior to taking this course.
Offered: Every year, Fall and Spring
- HSC 460. Advanced Nutrition (AT 460).** **3 Credits.**
 This advanced-level food and nutrition course examines the composition and physiological role of nutrients and their relationships to health and the body. Macronutrient metabolism as well as a detailed examination of the role of vitamin and mineral metabolism are explored. Current nutrition issues of supplement use, weight management, sports nutrition, nutritional ecology and the application of nutrition directly to food and its preparation also are addressed.
Prerequisites: Take AT 330 or HSC 262.
Offered: Every year, Spring
- HSC 498. Independent Study in Health Sciences.** **1-4 Credits.**
 This course consists of health sciences content not offered by another QU catalog course. It must involve contact hours and scholarly activities equivalent to any regularly offered course. This course often includes a review of the scientific literature in the field of the research project and creating a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students cannot register online; registration is via a paper form only. BMS students may take up to 8 credits of BMS 482, BMS 483, BMS 498, BMS 499, HSC 498, HSC 499.
Offered: As needed
- HSC 505. Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205).** **1 Credit.**
 This course provides an opportunity to engage in active learning, implementing a program with a local community partner working with children/youth, adults or older adults. Students are required to participate in 10-15 hours of community engagement to observe and apply the concepts of interprofessional health care in a community-based setting. Community experience is supervised by faculty with expertise in analysis of community-based practice. Classroom/community engagement schedules will be determined. Course may be taken more than once.
Offered: Every year, All

HSC 506. Interprofessional Community-Based Service Learning Seminar: International (HSC 206). 1 Credit.

Students observe and apply various health/wellness concepts in an international community-based setting. Students are required to spend a minimum of 15 hours at an international site to engage in active learning by implementing a program with an international community partner. Course is taught by faculty with expertise in the analysis of community-based practice. Classroom/community engagement schedules will be determined. This course may be taken more than once. Application process for international experiences required.

Offered: Every year, All

HSC 507. Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207). 1-2 Credits.

This course involves active learning implementing a program with a local community partner working with at-risk population. Students are required to participate in 10-15 hours of community engagement to observe and apply the concepts of interprofessional health care in a community-based setting. Faculty with expertise in the analysis of community-based practice lead discussions and community engagement related to population health in the local community. This course may be taken more than once. Offerings include MTW section during Thanksgiving week.

Offered: Every year, All

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Health Science Studies

A minimum of 60 credits is required for transfer into the BS in Health Science Studies program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English		3
General Biology with Lab		4
General Chemistry with Lab		4
Introduction to Health Care		2
Math - Statistics		3
Credits		16
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Medical Terminology		2
Elective		3
Credits		16
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab		4
General Physics with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology II with Lab		4
Elective		3
Elective		3
Elective		3
Elective		2
Credits		15
Total Credits		61

Clinical Preparation Track

This track provides students with a solid foundation in patient communication and evidence-based medicine. This foundation helps to prepare students for graduate education in a variety of medical fields, such as (but not limited to) MD, DO, Dentistry, Pharmacy, Podiatry, Optometry, Audiology, Speech Language Pathology, Genetic Counselor, Anesthesiologists' Assistant, Pathologists' Assistant or Physician Assistant, and Accelerated Nursing programs. Students in the Clinical Preparation Track are required to take the following courses:

Code	Title	Credits
Core Requirements (8 credits)		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2

HSC 334	Clinical Skills Patient Communication	1
Choose one of the following courses (3 credits):		3
HSC 380	International Health Care - Field Research	
HSC 388 & 388L	EMT I Training and EMT I Training Lab	
HSC 397	Pre-Health Professions Clinical Affiliation	
Choose 8 credits from the following courses:		8
HSC 205	Age-Related Community Engagement Youth (HSC 505)	
HSC 206	Community Engagement Legacy Service Learning Seminar: International (HSC 506)	
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 507)	
HSC 210	Introduction to Evidence-Based Health Care	
HSC 230	Counseling and Teaching for Health Care Professionals	
HSC 301	Health Care Challenges and Team-Based Solutions	
HSC 305	Emotional/Social Intelligence for the Health Sciences	
HSC 315	Bioethical Issues in the 21st Century	
HSC 380	International Health Care - Field Research	
HSC 388 & 388L	EMT I Training and EMT I Training Lab	
HSC 389 & 389L	EMT Training II and EMT Training II Lab	
HSC 397	Pre-Health Professions Clinical Affiliation	
HSC 401	Introduction to Medical Problem-Solving	

Take 12 credits of science electives 12

Take 30 credits of open electives 30

Exercise & Wellness Track

This track provides students with a foundation in exercise prescription and nutrition. This foundation helps prepare students for graduate studies in areas such as Physical Therapy, Occupational Therapy, Exercise Physiologists, and Nutrition/Dietitian. Students interested in a more in-depth exploration of nutrition may consider earning a minor in nutrition (p. 496). Students in the Exercise & Wellness Track are required to take the following courses:

Code	Title	Credits
Core Requirements (13 credits)		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2
HSC 262	Nutrition in Health and Illness	3

HSC 326	Therapeutic Exercise	3
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Choose two of the following courses: 6

AT 330	Nutrition for Sport and Fitness	
AT 440	Biomechanics	
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	
HSC 214	Care and Prevention of Athletic Injuries	
HSC 230	Counseling and Teaching for Health Care Professionals	
HSC 460	Advanced Nutrition (AT 460)	

Take 12 credits of science electives 12

Take 30 credits of open electives 30

Health & Science Track

The most flexible curriculum to prepare for careers or graduate studies in one of the many other fields a student may go in with this degree, such as Health Care Management, Health Science Research, or to tailor one of the above tracks to best meet their academic needs. Students in the Health & Science Track are required to take the following courses:

Code	Title	Credits
Core Requirements		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2
Take 6 credits of health science studies electives		6
Take 18 credits of science electives		18
Take 30 credits of open electives		30

Human Movement Track

The Human Movement Track provides the foundation and application of knowledge related to human movement. The curricular model focuses on developing the early thought processes and disciplinary content for many fields in the health profession related to movement. Through the scientific understanding of human anatomy, kinesiology and biomechanics, students advance towards exploring methods of maintaining healthy movement, preventing disability and initiating an assessment of movement. The culmination of the track involves the application of human movement in clinical practice, through research in motion analysis, or in the community through the promotion of healthy living. Career paths include continuing on in fields or graduate studies related to athletic training, physical therapy, physician assistant orthopedics or biomechanics.

Code	Title	Credits
Program Required Courses		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3

HSC 221	Introduction to Health Care	2
Track Required Courses		
AT 115	Introduction to Kinesiology	3
AT 440	Biomechanics	3
AT: Movement Assessment		3
BMS 301	Physiology of Human Performance II (No Lab)	3
HSC 210	Introduction to Evidence-Based Health Care	3
Take 12 credits of science electives		12
Take 27 credits of open electives		27

Sports Medicine Track

The Sports Medicine Track is grounded in science, targeted toward students interested in healthcare professions, especially those students who have an interest in working either in athletic settings or with a physically active population. The curricular model focuses on developing the early thought processes and disciplinary content for many fields in the health professions related to sports medicine and working with an active and/or athletic population (traditional sports, tactical athletes, performing artists, etc.). Career paths include continuing on in fields or graduate studies related to athletic training, physical therapy, physician associate, orthopedics, orthotics paramedics, strength and conditioning, or exercise.

Code	Title	Credits
Program Required Courses		
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 221	Introduction to Health Care	2
Track Required Courses		
AT 115	Introduction to Kinesiology	3
AT 216	Emergency Management of Athletic Trauma	2
AT 481	Strength Training and Conditioning for the Athletic Trainer	2
BMS 301	Physiology of Human Performance II (No Lab)	3
HSC 210	Introduction to Evidence-Based Health Care	3
Take 12 credits of science electives		12
Take 28 credits of open electives		28

Physician Assistant (PA) Preparation Track (Invitation Only)

A limited number of Health Science Studies students also may be invited into the Physician Assistant (PA) Prep Track. This track is a means for well-qualified students to advance their interests in the PA profession but did not get accepted into the Entry-Level Master's in Physician Assistant (ELMPA) program. During the junior year, depending upon the number of seats available in the ELMPA cohort, approximately 3-5 students will be selected to transition into the ELMPA program. To be considered for transfer into ELMPA, students in the PA Prep concentration must meet established qualifications. The remaining PA Prep students not admitted into the ELMPA program will continue to follow a curriculum that mirrors

that of the ELMPA program. As a result, the PA Prep students will have a robust CASPA (Central Application Service for Physician Assistants) application making them a competitive applicant for other PA programs. Students interested in the PA profession who are not invited into the PA Prep Track may take similar courses via the Clinical Preparation Track. Students invited to the PA Prep Track will be required to take the following courses:

Code	Title	Credits
Core Requirements (19 credits)		
PY 104	Physician Assistant Seminar I - Orientation to the Profession	1
PY 204	Physician Assistant Seminar II - The Interdisciplinary Team	1
HSC 202	Medical Terminology	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 388 & 388L	EMT I Training and EMT I Training Lab	3
HSC 389 & 389L	EMT Training II and EMT Training II Lab	3
HSC 397	Pre-Health Professions Clinical Affiliation	3
HSC 401	Introduction to Medical Problem-Solving	3
Take 12 credits of science electives		12
Take 30 credits of open electives		30

Double-Degree BS in Industrial Engineering and BS in Health Science Studies

Program Contacts: Jason Scozzafava (jason.scozzafava@qu.edu) 203-582-7663 and Emre Tokgoz (emre.tokgoz@quinnipiac.edu) 203-582-7909

Industrial engineering is a diverse discipline that includes healthcare as one of the major focus areas of interest. Health Sciences and Industrial Engineering as a double major enables students to learn concepts and gain experience in both science and engineering of health systems. The graduates of the double major are not only expected to grow in knowledge in health systems but also to become strong members of the health system societies. They would be able to apply their health systems engineering knowledge along with the health science knowledge for a better working health system.

Industrial engineers are employed throughout various industries, including manufacturing, healthcare and service, to determine the most effective and efficient ways to utilize resources. Industrial engineers are concerned with increasing productivity through the effective management of people, processes and technology. Through exposure to the University Curriculum, foundational coursework in science, mathematics, major field courses and extracurricular activities, students graduating with a BS in Industrial Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy.

Double-Degree BS in Industrial Engineering and Health Science Studies Curriculum

A total of 142 credits is required for completion of the double-degree.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
ENR 110	The World of an Engineer	3
FYS 101	First-Year Seminar	3
MA 151	Calculus I	4
Credits		17
Spring Semester		
MA 153	Calculus II: Part A	2
MA 154	Calculus II: Part B	2
EN 102	Academic Writing and Research	3
BIO 102 & 102L	General Biology II and General Biology Lab II	4
HSC 202	Medical Terminology	2
MA 285	Applied Statistics	3
Credits		16
Summer Semester		
UC Elective		3
Credits		3
Second Year		
Fall Semester		
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
IER 220	Production Systems (MER 225)	3
IER 240	Physical Human Factors and the Workplace (MER 245)	1
IER 265	Cognitive Human Factors and the Workplace (MER 265)	2
Science Elective		3
Credits		16
Spring Semester		
CSC 106	Introduction to Programming for Engineers	3
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
UC Elective		3
IER 280	Data Analytics I	3
IER 450	Health Care Systems Engineering	3
Credits		16
Summer Semester		
UC Elective		3
Credits		3

Third Year

Fall Semester

IER 360	Operations Planning and Control	3
IER 230	Lean Systems Engineering (MER 235)	3
PHY 121	University Physics	4
IER Elective		3
HSC Elective		3
ENR 395	Professional Development Seminar	1

Credits **17**

Spring Semester

ENR 210	Engineering Economics and Project Management	3
IER 370	Industrial Robotics (MER 375)	3
IER 440	Simulation	3
HSC 221	Introduction to Health Care	2
Science Elective		3
UC Elective		3

Credits **17**

Summer Semester

UC Elective		3
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Credits **3**

Fourth Year

Fall Semester

IER 310	Operations Research I (MER 315)	3
IER 375	Statistical Process Control	3
IER 491	Capstone Project I	3
HSC Elective		3
Science Elective		3
Science Elective		3

Credits **18**

Spring Semester

IER 498	Capstone Project II	3
IER 410	Designing and Managing the Supply Chain	3
IER 490	Engineering Professional Experience	1
ENR 410	School of Engineering Integrative Capstone	3
Science Elective		3
Science Elective		3

Credits **16**

Total Credits **142**

¹ Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

Student Learning Outcomes: Health Science Studies

Upon completion of the Health Science Studies program, students will demonstrate the following competencies:

- Scientific Knowledge:** Demonstrate proficiency in understanding and explaining fundamental scientific principles in the disciplines of biology, chemistry and physics.
- Interprofessional Skills:** Effectively communicate information across the medical professions using advanced medical vocabulary.

- c. **Teamwork:** Apply an advanced understanding of the interprofessional nature of healthcare.
- d. **Health Systems:** Develop an advanced knowledge of the U.S. healthcare system and effectively describe challenges/issues that affect it.
- e. **Evidence Informed Practice:** Critically evaluate biomedical information and sources to confirm validity and reliability.
- f. **Responsible Citizen:** Evaluate the social, moral and ethical implications of scientific discoveries on medical practice.

Student Learning Outcomes Industrial Engineering

Attainment of the following outcomes prepares graduates to enter the professional practice of engineering:

- a. Ability to **identify, formulate and solve** complex engineering problems by applying principles of engineering, science and mathematics.
- b. Ability to **apply engineering design** to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors.
- c. Ability to **communicate effectively** with a range of audiences.
- d. Ability to **recognize ethical and professional responsibilities** in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts.
- e. Ability to **function effectively** on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
- f. Ability to **develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment** to draw conclusions.
- g. Ability to **acquire and apply new knowledge** as needed, using appropriate learning strategies.

Admission Requirements

Admission into the Double-Degree BS in Industrial Engineering and BS in Health Science Studies program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into program should have a strong background in mathematics and the biological sciences. To remain in good standing within the program, the student must maintain a science GPA of 2.25. First-year biology (8 credits) must be successfully completed, at the latest, by the end of a student's sophomore year.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the program based upon a review of qualification by the program director. Students, with a science GPA of 2.25 minimum, may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102, or BIO 150 & BIO 151 or BIO 211 & BIO 212, prior to entry into the upper-class component of the program.

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. These students must have earned at least 8 credits of biology if entering their junior or senior year (i.e., having earned 57 credits or more), and performance standards of the program (science GPA minimum 2.25).

Bachelor of Science in Medical Microbiology and Immunology

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)
203-582-3368

Rapid and expanding advances in the field of medical microbiology and immunology have created a need for employees with expertise in a variety of areas. Our graduates are prepared for exciting careers in the expanding medical, clinical, pharmaceutical, biotechnological, molecular and health industries. This program also prepares the student for advanced study in specialized graduate science, health and medical programs.

The program offers students a range of classroom, laboratory and independent research experiences. All courses consist of lecture and hands-on laboratories where students perform the most current research techniques. In addition to courses in the sciences, the University Curriculum (p. 51) course offerings prepare students with a broad-based conceptual understanding of science and its role in society.

Included in this program is a two-semester required undergraduate seminar/research experience performed with faculty in research laboratories. This experience allows the student to develop the expertise and experience to be successful in beginning a career or in graduate study. All of our students give formal presentations of their independent research projects. Many have presented the results of research experiences at professional scientific meetings.

Successful third- and fourth-year students may be able to obtain internships or part-time work experiences during the school year and/or summer in government labs and major pharmaceutical or biotechnology companies located in the region. To remain in good standing within the program, the student must maintain a math and science GPA of 2.25.

BS in Medical Microbiology and Immunology Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 140 or MA 141	Pre-Calculus ¹ or Calculus of a Single Variable	3
FYS 101	First-Year Seminar	3
Credits		17

Spring Semester

BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC Disciplinary Inquiry		3
UC Disciplinary Inquiry		3
Credits		17

Second Year**Fall Semester**

BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Disciplinary Inquiry		3
Credits		15

Spring Semester

CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
UC Personal Inquiry		3
Credits		15

Third Year**Fall Semester**

BMS 375 & 375L	Immunology and Immunology Lab	4
Microbiology Elective		3-4
Science Elective		4
UC Personal Inquiry ²		3
Credits		14-15

Spring Semester

CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
Microbiology Elective ³		4
Science Elective		4
UC Personal Inquiry		3
Credits		15

Fourth Year**Fall Semester**

BMS 478	Microbiology Seminar	1
Immunology Elective		3-4
Science Elective		4
Science Elective		4
UC Personal Inquiry		3
Credits		15-16

Spring Semester

BMS 479	Microbiology Research	2
Microbiology Elective		4

SHS 420	Integrative Capstone	3
Microbiology Elective		4
UC Personal Inquiry		3
Credits		16
Total Credits		124-126

¹ Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

² MA 275 strongly recommended.

³ BIO 471 and BMS 470 strongly recommended.

Microbiology and Science Electives

Code	Title	Credits
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	4
BMS 278	Research and Technology	3
BMS 299	Biomedical Sciences Journal Club	1
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 470	Virology	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 475	Special Topics in Microbiology	1-4
BMS 477	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 481	Research Techniques in Biomedical Sciences	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 526	Epidemiology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3

Immunology and Science Electives

Code	Title	Credits
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 561	Immunohematology	3
BMS 595	Transplantation Immunology	3

Recommended Science Electives

Code	Title	Credits
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BMS 332	Histology and Lab	4

Additional electives may be selected with the approval of the department chair.

Student Learning Outcomes

Upon completion of the medical microbiology and immunology program, students will demonstrate the following competencies:

- Core Disciplines:** Demonstrate advanced knowledge of the foundational principles in the disciplines of biology, chemistry and physics.
- Advanced Knowledge:** Demonstrate advanced knowledge of the fundamental concepts of microbiology and immunology.
- Organisms and Host:** Understand the symbiotic relationships that can exist between microorganisms and humans (mutualistic, commensal and pathogenic).
- Professional Skills:** Master the essential technical and analytical skills of the microbiologist/immunologist.
- Effective Scientist:** Engage in scientific research and effectively communicate the dissemination of results to various audiences.
- Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

Mission Statement

The mission of the Medical Microbiology and Immunology degree program is to provide students with a solid basic science foundation in preparation for studying the upper-level sciences related to immunology and microbiology. This is meant to provide many opportunities to students who are interested in pursuing graduate programs (MS/PhD) in the micro-biological sciences (e.g., bacteriology, virology, public health, etc.), as well as sciences related to immunology (e.g., vaccines, epidemiology, cancer biology, etc.).

Additionally, students may pursue one of the medical-related professions (e.g., physician, physician assistant, dentist, veterinarian, pharmacist, chiropractor, etc.). Students who choose not to go on to graduate or professional school are able to apply for research and development positions in pharmaceutical and biotechnology companies.

Students learn about molecular biology with hands-on student-directed laboratory projects where thinking, planning and problem-solving skills are developed. Independent research projects under the guidance of faculty allow development of these skills with “real-world” experiences.

Student skills are evaluated continuously with written and oral presentations, encouraging the refinement of communication skills

critical to a successful career. Products of student research activity are presented in seminars and at regional or national scientific meetings.

Admission

Admission into the Medical Microbiology and Immunology program is dependent on the applicant’s potential to pursue a university program and on past academic performance. The high school student applying for admission into the Medical Microbiology and Immunology program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a math and science GPA of 2.25.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac University in another program may be accepted into the Medical Microbiology and Immunology program based upon a review of qualification by the program director. Students may apply upon completion of at least one semester at Quinnipiac University. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, 8 credits of BIO 101 & BIO 102 *or* BIO 150 & BIO 151, and the general chemistry requirements, specifically, 8 credits of Quinnipiac’s CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Student also must meet the performance standards of the program (minimum math and science GPA of 2.25).

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Medical Microbiology and Immunology program. These students must meet the program’s performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac’s BIO 101 & BIO 102 *or* BIO 150 & BIO 151 and the general chemistry requirements specifically, the equivalent of 8 credits of Quinnipiac’s CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs).
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

Suggested Transfer Curriculum for BS in Medical Microbiology and Immunology

A minimum of 60 credits is required for transfer into the BS in Medical Microbiology and Immunology program. Below is a sample plan of study for the first two years.

Course	Title	Credits
First Year		
Fall Semester		
English		3
General Biology with Lab		4
General Chemistry with Lab		4
Math - Precalculus		3
Credits		14
Spring Semester		
English II		3
General Biology II with Lab		4
General Chemistry II with Lab		4
Math - Calculus		3
Elective		3
Credits		17
Second Year		
Fall Semester		
Anatomy & Physiology I with Lab		4
General Physics with Lab		4
Elective		3
Elective		3
Credits		14
Spring Semester		
Anatomy & Physiology II with Lab		4
General Physics II with Lab		4
Microbiology with Lab		4

Elective	3
Credits	15
Total Credits	60

Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2)

Program Contact: Jason Scozzafava
(jason.scozzafava@qu.edu) 203-582-7663 Stephanie Jacobson
(stephanie.jacobson@qu.edu) 203-582-8907

The Accelerated Dual-Degree BS in Health Science Studies to Master of Social Work (3+2) program is designed for students entering the School of Health Sciences who have an interest in healthcare and want to pursue a career in the field of social work and mental health. Upon admission, students choosing this 3+2 program are assigned to academic advisers who design a customized program to meet the career goals of students.

First-year students are automatically enrolled in a career exploration course to help them increase the breadth and depth of their professional interests. A strong emphasis on individualized academic advising is at the core of this program. The student-adviser relationship provides opportunity and support for each student while pursuing *their goals* within the Quinnipiac University educational experience.

The Quinnipiac University MSW program prepares social workers for specialized practice in health and mental health. The curriculum emphasizes interprofessional education to familiarize students with a team-based health and mental health care approach. The MSW program equips students to provide clients with clinical social work skills, including counseling, crisis intervention and trauma-informed treatments, as well as access to social welfare and community resources. Students are prepared for social work licensure as part of the MSW coursework. Graduates of this MSW program meet eligibility requirements for both the LMSW and the LCSW.

Social work is the major provider of mental health care and one of the fastest-growing occupations in the United States. Graduates of this MSW program enter a broad range of high-demand fields. Hospitals, rehabilitation facilities, mental health clinics, schools, health departments, social welfare, criminal justice, and community organizations rely on social workers to provide health and mental health care to a wide variety of clients. These include treating persons with trauma, such as veterans with PTSD; people with chronic illnesses; and many others. Social workers are also a crucial link between patients/clients and other healthcare professionals, ensuring that people receive critical health and mental health care.

Through this Accelerated Dual-Degree BS/MSW (3+2) program, students complete both their bachelor's degree and their Master of Social Work (p. 810) in just 5 years.

Accelerated Dual-Degree BS/MSW Program of Study Undergraduate BS in Health Science Studies Curriculum

A total of 120 credits is required for completion of the BS in Health Science Studies.

Course	Title	Credits
First Year		
Fall Semester		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: ¹		4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab	
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Credits		16
Spring Semester		
HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: ¹		4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab	
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		16
Total Credits		32

¹ Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

Subsequent Course and GPA Requirements

Health Science Studies students must maintain a minimum overall science GPA of 2.25. Students meet with their academic advisers to develop a customized plan of study that incorporates their academic and career goals. To remain in good standing in the 3+2 program, students must maintain an overall GPA of 3.0, complete 20 credits in liberal arts, and earn 120 credits for degree completion in the third year. It is essential that students work closely with their academic adviser to carefully plan their course of study.

Students in this program take 9 credits of graduate coursework in their third year. These 9 MSW credits are used to fulfill both undergraduate and graduate requirements. Students must achieve a grade of B or higher in the graduate social work courses. Students earn the Master's Degree in Social Work upon satisfactory completion of all MSW graduate curriculum requirements.

Course selections must fulfill the following:

Code	Title	Credits
Curriculum Requirements		
University Curriculum Requirements		46
Foundational Science Core (biology, chemistry & physics)		13
Health Science Core Courses		7
Health Science Track Electives		6-15
Science Electives		9-18
Open Electives		30
Total Credits		120-123

Code	Title	Credits
Health Science Studies (HSC) Possible Courses		
HSC 202	Medical Terminology *	2
HSC 205	Age-Related Community Engagement Youth (HSC 505)	1
HSC 206	Community Engagement Legacy Service Learning Seminar: International (HSC 506)	1
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 507)	1
HSC 210	Introduction to Evidence-Based Health Care	3
HSC 214	Care and Prevention of Athletic Injuries	3
HSC 215	Complementary and Alternative Medicine - a Health Science Perspective	3
HSC 220	Health Care Essentials: Structure, Policy and Professionalism *	3
HSC 221	Introduction to Health Care *	2
HSC 225	Writing in the Health Professions	3
HSC 230	Counseling and Teaching for Health Care Professionals	3
HSC 250	Communication Disorders	3
HSC 261	Scientific Study of Mummies	3
HSC 262	Nutrition in Health and Illness	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 301	Health Care Challenges and Team-Based Solutions	1
HSC 305	Emotional/Social Intelligence for the Health Sciences	2
HSC 315	Bioethical Issues in the 21st Century	3
HSC 320	The Environment and Human Health	3
HSC 322	Health Care Law (LE 322)	3
HSC 330	Leadership: Creating Adaptive Cultures	3
HSC 334	Clinical Skills Patient Communication	1
HSC 350	Language Development	3
HSC 351	Pharmacological Interventions for Common Medical Conditions	3

HSC 375	Immunology	3
HSC 378	Vaccines and Vaccine-Preventable Diseases	3
HSC 380	International Health Care - Field Research	3
HSC 388 & 388L	EMT I Training and EMT I Training Lab	3
HSC 389 & 389L	EMT Training II and EMT Training II Lab	3
HSC 397	Pre-Health Professions Clinical Affiliation	3
HSC 460	Advanced Nutrition (AT 460)	3
HSC 498	Independent Study in Health Sciences	1-4
HSC 505	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205)	1
HSC 506	Interprofessional Community-Based Service Learning Seminar: International (HSC 206)	1
HSC 507	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207)	1-2

* Health Science Studies Core Course

MSW Courses (taken in the third year)

Students admitted to the program take 9 credits of graduate coursework in their third year.

Code	Title	Credits
Fall Semester		
SW 504	Social Welfare and Social Policy	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Spring Semester		
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3

Admission Requirements

The requirements for admission into the undergraduate Health Science Studies programs are the same as those for admission to Quinnipiac University. The Accelerated Dual-Degree BS/MSW (3+2) is primarily a direct admit program for first-year students.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2)

Program Contact: Thomas Martin
(Thomas.Martin@qu.edu) 203-582-3368

This unique dual-degree program prepares students for the study of pathology and laboratory medicine with direct exposure to the clinical elements, providing an easy transition to graduate-level study. The BS in Biomedical Sciences grounds students in such subjects as biology, chemistry and microbiology, with a focus on human health and disease and the development of lab skills and research acumen. This positions students for direct entry into our highly competitive, NAACLS-accredited Pathologists' Assistant program, one of only 13 of its kind in the U.S. and Canada.

The graduate PA program blends the classroom and laboratory dynamic for a collaborative and hands-on learning experience. Students will learn to examine, process and prepare tissue specimens for a variety of clinical tests and procedures, such as light microscopy, biomedical imaging and tumor triage. The 12-month rotation places students in both community and university hospitals, where they will apply their skills in settings for both surgical and autopsy pathology. Graduates will be positioned for a range of high-demand careers in hospitals, clinical laboratories, research and medical teaching facilities.

Students begin taking PA courses as early as junior year, not only cutting down time for degree completion and easing the graduate-level course load, but saving costs on graduate education as well. Additionally, as a 4+2 undergraduate, students will still have opportunities to participate in faculty-mentored research, either during the semester as part of an independent study, or over the summer as part of the Quinnipiac Interdisciplinary Program for Research and Scholarship (QUIP-RS).

Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2) Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140 or MA 141	Pre-Calculus or Calculus of a Single Variable	3
Credits		17
Spring Semester		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3

UC Disciplinary Inquiry	3
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Credits	17
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Second Year**Fall Semester**

BIO 211 Human Anatomy and Physiology I & 211L and Human Anatomy and Physiology Lab I	4
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CHE 210 Organic Chemistry I & 210L and Organic Chemistry I Lab	4
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MA 275 Biostatistics	3
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UC Disciplinary Inquiry	3
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Credits	14
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Spring Semester

BIO 212 Human Anatomy and Physiology II & 212L and Human Anatomy and Physiology II Lab	4
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CHE 211 Organic Chemistry II & 211L and Organic Chemistry II Lab	4
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BMS 370 General Microbiology & 370L and General Microbiology Lab	4
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UC Disciplinary Inquiry	3
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Credits	15
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Third Year**Fall Semester**

CHE 315 Biochemistry I & 315L and Biochemistry I Lab	4
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PHY 110 General Physics I & 110L and General Physics I Lab	4
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Science Elective	3
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UC Personal Inquiry	3
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Credits	14
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Spring Semester

PHY 111 General Physics II & 111L and General Physics II Lab	4
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Choose one of the following	4
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BMS 472 Biotechnology ((Lecture & Lab Combined))	4
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BIO 471 Molecular Genetics & 471L and Molecular Genetics Lab	4
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PA 515 Human Physiology ¹	4
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UC Personal Inquiry	3
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Credits	15
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Fourth Year**Fall Semester**

BMS 375 Immunology & 375L and Immunology Lab	4
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PA 535 Disease Mechanisms ²	4
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UC Personal Inquiry	3
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Open Elective	3
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Credits	14
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Spring Semester

BMS 397 Biomedical Sciences Internship	3
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BMS 572 Pathogenic Microbiology ¹	4
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SHS 420 Integrative Capstone	3
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UC Personal Inquiry	3
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Open Elective	3
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Credits	16
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Fifth Year**Summer Semester**

BMS 532 Histology and Lab	4
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PA 502 Medical Terminology: Advanced	2
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PA 505 Forensic Pathology	2
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PA 506 Forensic Imaging	2
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PA 512 Human Anatomy & 512L and Human Anatomy Lab	4
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Credits	14
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Fall Semester

BMS 504 Quality and Safety in Healthcare Organization	3
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BMS 517 Human Embryology	3
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PA 511 Human Microscopic Anatomy	4
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PA 513 Basic Human Pathology I	3
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Credits	13
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Spring Semester

BMS 535 Histochemistry and Lab	3
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PA 514 Basic Human Pathology II	3
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PA 516 Clinical Pathology	4
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PA 517 Applied Anatomic Pathology	4
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Credits	14
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Sixth Year**Summer Semester**

PA 520 Autopsy Pathology I	6
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PA 523 Surgical Pathology I	6
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Credits	12
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Fall Semester

PA 521 Autopsy Pathology II	6
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PA 524 Surgical Pathology II	6
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Credits	12
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Spring Semester

PA 522 Autopsy Pathology III	6
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PA 525 Surgical Pathology III	6
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Credits	12
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Total Credits	199
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¹ Graduate course that also counts for a undergraduate science elective.

² Graduate course that fulfills the undergraduate Pathophysiology (BMS 318) requirement.

Mission Statement

The mission of Quinnipiac University's Dual-Degree BS in Biomedical Sciences/MHS Pathologists' Assistant (4+2) program (with concentrations in Medical Sciences or Microbiology) is to provide students with a strong foundation in biology, chemistry, microbiology and biomedical sciences. The curriculum will allow students to easily and effectively transition into the graduate Pathologists' Assistant program. The graduate curriculum, leading to a Master of Health Science, will train candidates to be pathologists' assistants. Upon successful completion of their training, graduates are employed by pathologists in hospital

laboratories, private laboratories and medical research centers. Currently, there is a nationwide demand for pathologists' assistants.

Admission to the Program

Candidates applying for admission into the Dual-Degree BS in Biomedical Sciences/MHS in Pathologists' Assistant from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology and one year of chemistry. Students are also encouraged to take advanced Biology electives. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations.

- Minimum high school GPA of 3.2
- Minimum SAT scores of 1200

Progression into the Graduate Program

In order to successfully progress into the Pathologists' Assistant program, students must meet the following criteria:

- Complete all requirements to fulfill a BS in Biomedical Sciences within four years
- Maintain an overall GPA of 3.2
- Maintain an overall Math and Science GPA of 3.2

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Dual-Degree BS/MHS in Biomedical Sciences (4+1)

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)
203-582-3368

The Department of Biomedical Sciences offers a five-year program leading to a Dual-Degree BS in Biomedical Sciences/MHS in Biomedical Sciences (4+1) with concentrations in Medical Sciences or Microbiology. The curriculum for this dual-degree program provides a solid foundation in the basic and biomedical sciences, which allows students to pursue many different avenues of opportunity depending upon their goals and interests. Students completing this graduate program may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, a student with this degree may wish to continue his/her education in graduate/professional school in: biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists' assistant, cardiovascular perfusion, microbiology and immunology, molecular biology, biotechnology, neurobiology, pharmacology, toxicology, cancer biology, plus many other areas.

To remain in good standing within the program, students must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of

their undergraduate careers. Students also must maintain an overall GPA of 3.0 for the graduate portion and successfully pass the comprehensive examination in their final semester of their graduate year.

Dual-Degree BS/MHS in Biomedical Sciences (Concentrations in Medical Sciences or Microbiology) Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140 or MA 141	Pre-Calculus ¹ or Calculus of a Single Variable	3
Credits		17
Spring Semester		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3
UC Disciplinary Inquiry		3
Credits		17
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
MA 275	Biostatistics	3
UC Disciplinary Inquiry		3
Credits		14
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
UC Disciplinary Inquiry		3
Credits		15
Third Year		
Fall Semester		
CHE 315 & 315L	Biochemistry I and Biochemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
Science Elective		3
UC Personal Inquiry		3
Credits		14

Spring Semester

PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472	Biotechnology ((Lecture & Lab Combined))	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Science Elective		3-4
UC Personal Inquiry		3
Credits		14-15

Fourth Year**Fall Semester**

BMS 522 & 522L	Immunology and Immunology Lab	4
Science Elective		3-4
Science Elective		3
UC Personal Inquiry		3
Open Elective		3
Credits		16-17

Spring Semester

BMS 518	Pathophysiology	3
Graduate Level BMS Specialization/Elective		3-4
SHS 420	Integrative Capstone	3
UC Personal Inquiry		3
Open Elective		3
Credits		15-16

Fifth Year**Fall Semester**

BMS 502	Research Methods	4
BMS 532 & 532L	Histology and Lab and Histology Lab	4
Graduate Level BMS Specialization/Elective		3-4
Graduate Level BMS Specialization/Elective		3
Credits		14-15

Spring Semester

BMS 670	Comp Exam/Biomedical Sciences ²	2
Graduate Level BMS Specialization/Elective		3-4
Graduate Level BMS Specialization/Elective		3
Graduate Level BMS Specialization/Elective		3
Graduate Level BMS Specialization/Elective		3
Credits		14-15

Total Credits 150-155

¹ Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

² The comprehensive exam must be completed by April 15 of the fifth year.

Comprehensive Examination

The comprehensive examination in biomedical sciences (2 credits) is a requirement for the non-thesis option in the Biomedical Sciences program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate

knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.

Areas of Specialization**Medical Sciences**

Code	Title	Credits
Core Courses		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 532	Histology and Lab	4
Specialization Electives		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 522	Immunology	3
BMS 527	Pharmacology	3
BMS 532	Histology and Lab	4
BMS 535	Histochemistry and Lab	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 576	Drug Discovery and Development	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 591	The New Genetics and Human Future	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

Microbiology

Code	Title	Credits
Core Courses		
BMS 502	Research Methods	4
BMS 522	Immunology	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
Specialization Electives		
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4

BIO 606	Protein Methods Laboratory	4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 569	Antimicrobial Therapy	3
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 579	Molecular Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3

Graduate Science Electives

Code	Title	Credits
Open Electives		
BIO 505	Writing and Science	3
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 503	Professional Development in Biomedical Sciences	1
BMS 504	Quality and Safety in Healthcare Organization	3
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 532	Histology and Lab	4
BMS 535	Histochemistry and Lab	3
BMS 536	Endocrinology	3
BMS 552	Toxicology	3
BMS 556	Seminar in Health Care Disparities	1
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4

BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 577	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 597	Biomedical Sciences Internship	4
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 681	Research Methods in Biomedical Sciences I	1-4
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 516	Clinical Pathology	4
PA 535	Disease Mechanisms	4

Mission Statement

The mission of Quinnipiac University's Dual-Degree BS/MHS in Biomedical Sciences (4+1) program (with concentrations in Medical Sciences or Microbiology) is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical schools. The program provides the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical, biotechnological and laboratory sciences—all directly applicable to real-world work environments.

Student Learning Outcomes

Upon completion of the Dual-Degree BS/MHS in Biomedical Sciences (4+1) program, students will demonstrate the following competencies:

- Foundational Knowledge:** Demonstrate advanced knowledge of the major disciplines in the Biomedical Sciences (Biology, Chemistry, Physics, Physiology, Microbiology, Immunology, Pathophysiology).
- Disease Mechanisms:** Identify factors that influence human health and disease.
- Translational Science:** Critically analyze how new research discoveries can be translated into effective patient treatments/interventions.
- Professional Skills:** Master the essential technical skills critical for success in a laboratory environment.
- Effective Scientist:** Engage in scientific research and effectively communicate the dissemination of results to various audiences.

- f. **Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

Admission to the Program

Students interested in applying to the Dual-Degree BS/MHS in Biomedical Sciences (4+1) with concentrations in Medical Sciences or Microbiology must meet with the program contact during the spring semester of their junior year. Following the meeting, the student may apply for admission into the program. Admission into the program is dependent on the applicant's potential to pursue a university program and on past academic performance. At the time of application submission, students must have a GPA of 3.0 overall, as well as in math and science. To remain in good standing within the program and be eligible to enter the graduate curriculum, the student must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of their undergraduate careers.

Students in the Health Science Studies program or other science programs such as (Behavioral Neuroscience, Biology or Chemistry) who successfully complete (BIO 212/BIO 212L, CHE 211/CHE 211L, PHY 111/PHY 111L & BMS 370/BMS 370L) also may be eligible for admittance into the graduate portion of the program and should contact the program director.

Pre-Medical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the pre-medical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Pre-Medical Studies (p. 47) for more information about the pre-medical studies program and contact the Health Professions Advisory Committee for further academic advising.

Independent Study Opportunities

Students in Biomedical Science programs may take independent study courses in biomedical science, microbiology and/or health sciences. Students who excel in the BMS program (>3.0 GPA overall and in science/math) may be eligible to work on a research project, enabling them to collaborate with faculty in research laboratories. The independent study courses BMS 498 and BMS 499 are for topics in biomedical sciences, BMS 482 and BMS 483, are for microbiology topics and HSC 498 for topics in health sciences. A maximum of 8 independent study credits may count toward the science, health science or open electives in the biomedical sciences, microbiology and immunology, or health science studies curriculum.

By definition, an independent study includes course content not offered by another QU Catalog course. However, it must involve contact hours and scholarly activities equivalent to any regularly offered course. These courses can include performing a research project, review of the scientific literature in the field of the research project and creation of a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio, or presentation at a scientific meeting. Students register for these courses by first finding a mentor and then submitting the paper registration form (available on the second floor of Echlin).

For more information about the undergraduate biomedical sciences program, please contact the chair of the Department of Biomedical Sciences: Thomas Martin (Thomas.Martin@qu.edu) 203-582-3368.

Code	Title	Credits
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
HSC 498	Independent Study in Health Sciences	1-4

Minor in Biomedical Sciences

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)
203-582-3368

The Department of Biomedical Sciences offers a minor in Biomedical Sciences, which provides students with a fundamental knowledge of the theories, principles and advances in these basic sciences. Completing this area of concentration may help students qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories or to continue their education in graduate/professional school. This concentration helps students develop critical thinking skills and understand and utilize modern research laboratory technologies.

Biomedical Sciences Minor Curriculum

The BMS minor consists of a minimum of 18 credits, all with a grade of C or better. At least two courses must be lab-based. No more than two classes may be transferred in from other institutions. The same course cannot count toward both a minor in Microbiology and Immunology and a minor in Biomedical Sciences.

Graduate courses may count for the BMS minor with permission from the department chair.

Code	Title	Credits
Laboratory Courses		
BMS 213 & 213L	Microbiology and Pathology and Microbiology and Pathology Lab	4
	or BMS 370 General Microbiology and General Microbiology Lab & 370L	
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
BMS 332	Histology and Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4

or BMS 522 Immunology and Immunology Lab & 522L		
BMS 472	Biotechnology	4
Lecture Courses		
BMS 200	Biomedical Basis and Experience of Human Aging	3
BMS 221	Physiology and Effects of Obesity in Society	3
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 299	Biomedical Sciences Journal Club	1
BMS 304	Biological Chemistry	3
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 319	Public Health: Epidemiology of Infectious Diseases	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 364	Molecular Mechanisms of Cancer Therapies	3
BMS 378	Vaccines and Vaccine-Preventable Diseases ¹	3
BMS 397	Biomedical Sciences Internship	1-4
BMS 470	Virology ²	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 475	Special Topics in Microbiology	4
BMS 477	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 481	Research Techniques in Biomedical Sciences	1-4
BMS 482	Independent Study in Microbiology (may be taken twice)	3-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4

¹ Take BMS 378 or BMS 525, not both.

² Take BMS 470 or BMS 570, not both.

Minor in Microbiology and Immunology

Program Contact: Thomas Martin (Thomas.Martin@qu.edu)
203-582-3368

The Department of Biomedical Sciences offers a minor in microbiology and immunology, which provides students with a fundamental knowledge of the theories, principles and research techniques in this exciting and rapidly evolving field. The program is committed to helping students develop the ability to ask significant scientific questions and then utilize

critical thinking skills and modern research laboratory technology to solve these problems successfully.

Microbiology and Immunology Minor Curriculum

The Microbiology and Immunology Minor consists of a minimum of 19 credits, all with a grade of C or better. Students are required to complete BMS 370 General Microbiology and one of the following immunology-based courses listed below. They also are required to take an additional 11-12 credits of elective courses. Students may only receive credit for BMS 375 or BMS 522. Students may only receive credit for BMS 378 or BMS 525 or HSC 378.

Code	Title	Credits
Microbiology Requirement		
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
Immunology Requirement (take one of the following):		3-4
BMS 375 & 375L	Immunology and Immunology Lab	
BMS 378	Vaccines and Vaccine-Preventable Diseases	
BMS 522 & 522L	Immunology and Immunology Lab	
HSC 375	Immunology	
HSC 378	Vaccines and Vaccine-Preventable Diseases	
Electives (select at least three of the following):		11-12
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
BMS 319	Public Health: Epidemiology of Infectious Diseases	
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	
BMS 373 & 373L	Mycology and Mycology Lab	
BMS 375 & 375L	Immunology and Immunology Lab	
BMS 378	Vaccines and Vaccine-Preventable Diseases	
BMS 470 & 470L	Virology and Virology Lab	
BMS 472	Biotechnology (Laboratory Component)	
BMS 473	Infections of Leisure	
BMS 474	Power of Plagues	
BMS 475	Special Topics in Microbiology	
BMS 481	Research Techniques in Biomedical Sciences	
BMS 482	Independent Study in Microbiology	

BMS 483	Independent Study in Microbiology	
HSC 375	Immunology	
HSC 378	Vaccines and Vaccine-Preventable Diseases	
Graduate courses for the Microbiology and Immunology Minor (permission required):		
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology (cannot be combined with BMS 470)	4
BMS 573	Mycology	3
BMS 572	Pathogenic Microbiology	4
BMS 575	Food Microbiology	4
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3

Minor in Nutrition

Program Contact: Dana White (dana.white@qu.edu) 203-582-6440

Nutrition is a fundamental pillar of health, wellness and health care. Dietitians and nutritionists are experts in the use of food and nutrition to promote health and manage disease. The Commission on Dietetic Registration is raising the minimum required education for prospective registered dietitians from a bachelor's degree to a graduate degree. Students typically need a six-course undergraduate sequence along with a strong chemistry background to be qualified candidates into the graduate-level programs.

The content includes general nutrition (HSC 262, HSC 460), lifespan nutrition (HSC 317) and community nutrition (HSC 318). Areas of additional cognate can include obesity (BMS 221), nutrition for athletic performance (AT 330), health care counseling (HSC 230) and biochemistry (BMS 304 or CHE 315).

Upon completion of the minor, students will have completed many of the prerequisite courses for entrance into graduate programs in dietetics. Nutrition is also a popular addition to many graduate school preparatory programs in healthcare (Medicine, Nursing, Public Health).

Outcomes

- Students will describe and apply the role of nutrients in human health.
- Students can assess dietary needs for both healthy and special needs populations.
- Students will apply nutritional principles in the evaluation of information and policies concerning food and dietary practices.
- Students will critique and effectively communicate evidence-based nutrition information.

Nutrition Minor Curriculum

The nutrition minor consists of a minimum of 18 credits, all with a grade of "C" or better. No more than two classes may be transferred in from other institutions.

Graduate courses may count for the minor with permission from the department chair.

Code	Title	Credits
Courses		
AT 330	Nutrition for Sport and Fitness	3
AT 460	Advanced Nutrition (HSC 460)	3
BMS 221	Physiology and Effects of Obesity in Society	3
BMS 304	Biological Chemistry ¹ or CHE 315 Biochemistry I	3
HSC 230	Counseling and Teaching for Health Care Professionals	3
HSC 262	Nutrition in Health and Illness	3
HSC 317	Nutrition Across the Life Cycle	3
HSC 318	Community Nutrition	3

¹ Take BMS 304 or CHE 315, not both.

Online Health Science Studies—BS Completion Track

Program Contact: Jason Scozzafava (jason.scozzafava@qu.edu) 203-582-7663

This program is designed for nontraditional, adult professionals who are looking to change careers and/or increase their opportunities in the growing health care industry, as well as for recent associate degree graduates who wish to continue their studies. Completion of this program is possible entirely online, part time, through a curriculum that builds on the individual's prior educational preparation. Course content emphasizes knowledge and skills that are essential to success in today's health care system while also allowing students a chance to explore the specific areas that interest them most. Students are guided and supported by an academic adviser, who works closely to structure the program to meet each student's unique career goals. Graduates will be well-equipped to pursue roles across a variety of fields.

For more information visit the Quinnipiac website (<https://online.quinnipiac.edu/online-programs/online-undergraduate-programs/bs-in-health-science-studies/>).

Online Degree Requirements

Code	Title	Credits
Transfer Credit from Associate's Degree		58
Open Elective Courses		9
Quinnipiac Health Science Courses		
Select 11 courses from the following list (based on availability)		33
BMS 200	Biomedical Basis and Experience of Human Aging	
BMS 318	Pathophysiology	

BMS 330	Endocrinology
BMS 474	Power of Plagues
CHE 202	Chemistry of Macro- and Micronutrients ¹
HM 404	Legal Aspects of Health Care Delivery
HSC 210	Introduction to Evidence-Based Health Care
HSC 214	Care and Prevention of Athletic Injuries
HSC 215	Complementary and Alternative Medicine - a Health Science Perspective
HSC 220	Health Care Essentials: Structure, Policy and Professionalism
HSC 225	Writing in the Health Professions
HSC 262	Nutrition in Health and Illness
HSC 270	Pillars of Public Health: Saving the World on a Population Level
HSC 315	Bioethical Issues in the 21st Century
HSC 320	The Environment and Human Health
HSC 324	Gut Microbes and Human Health
HSC 326	Therapeutic Exercise
HSC 330	Leadership: Creating Adaptive Cultures
HSC 375	Immunology
HSC 351	Pharmacological Interventions for Common Medical Conditions
HSC 378	Vaccines and Vaccine-Preventable Diseases
MA 275	Biostatistics ¹
PHY 202	Physics of Life and Technology ¹
Quinnipiac Advanced Core Courses	
Select five courses from the following list	20
GID 205	Visual Thinking: Practice and Process
GP 323	Human and Economic Geography (ENV 323)
HS 391	Colonizing the Body
HS 394	Doctors, Disease and Death in the Western World
JRN 301	Special Topics
MU 280	Music and Our Life's Work
PO 302	The Global Civic Dilemma
Total Credits	120

¹ Course offered only during the summer semester. These courses are required, unless similar courses are transferred from another institution.

Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the Health Science Studies online BS completion program, students will demonstrate the following competencies:

- Scientific Knowledge:** Demonstrate proficiency in core scientific principles in the disciplines of biology, chemistry and physics.
- Interprofessional Communication:** Effectively and professionally share information across the medical professions via written and oral communication.
- Health Systems:** Develop an advanced knowledge of the US Healthcare system and effectively describe challenges/issues that affect it.
- Evidence Informed Practice:** Critically evaluate biomedical information and sources to confirm validity and reliability.
- Responsible Citizen:** Weigh the historical, social, moral and ethical implications of scientific practices and discoveries on medical care.

Admission

Admission requirements include 45 transferable credits from a regionally accredited college or university with a grade point average of at least 2.5, transcripts from all post-secondary institutions attended, and a resume or curriculum vitae. Prerequisites for the program include 8 credits of Human Biology or Anatomy & Physiology. Students requesting transfer of college-equivalent learning (i.e., hospital-based programs and/or professional certifications), should request information from the program director.

Application procedures are managed through Quinnipiac University Online (<https://quonline.quinnipiac.edu/online-programs/online-undergraduate-programs/bs-in-health-science-studies/>).

Progression

To progress and remain in good standing, students must maintain a science GPA of 2.25 minimum. Students progress at a pace that they determine, working with their adviser to decide on the number of courses taken each semester, fall, spring and summer semesters. Most students take two, 7-week courses each semester, but schedules are flexible.

Advanced Placement Credits

Students request a transcript evaluation. A minimum of 45 credits is required (University Residency requirement) to be completed at the university to earn the bachelor's degree in science.

Advanced Core Credits

The advanced core courses developed by faculty in the College of Arts and Sciences, with the learning needs of health science adult students in mind, will enable part-time students to earn 20 credits from the University Curriculum.

The advanced core reflects the aims and goals of the traditional University Curriculum and the Essential Learning Outcomes while acknowledging the prior general education work completed at the associate's degree level. The advanced core, consisting of five 4-credit courses, are completed in seven-week blocks online and are designed to move students through in cohorts. Students can complete up to 8 credits during the fall and spring semesters and up to 7 credits in the summer. Students may start the program in the fall or spring.

Department of Diagnostic Imaging

The Department of Diagnostic Imaging at Quinnipiac University provides a quality and comprehensive education, through didactic, laboratory and clinical experiences, that prepares students for careers in diagnostic imaging and introduces them to the subspecialty areas.

We offer two bachelor of science degrees:

- BS in Diagnostic Medical Sonography, which prepares students for careers as ultrasound technologists
- BS in Radiologic Sciences, which prepares students for careers as radiologic technologists

Students who complete the BS program in Radiologic Sciences have the option to apply for advanced studies here at Quinnipiac University. Advanced study options within the Diagnostic Imaging Department include:

- MHS Advanced Medical Imaging and Leadership program (p. 790) - one-year program
- MHS Radiologist Assistant program (p. 824) - two-year program
- Bachelor of Science in Diagnostic Medical Sonography (p. 502)
- Bachelor of Science in Radiologic Sciences (p. 507)
- Master of Health Science – Advanced Medical Imaging and Leadership (p. 790)
- Master of Health Science – Radiologist Assistant (p. 824)

Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership (3+1)

Program Contact: Paula DeMaio (paula.demaio@quinnipiac.edu) 203-582-7973 or Bernadette Mele (bernadette.mele@quinnipiac.edu) 203-582-3815

The Accelerated Dual-Degree program consists of two distinct degrees: the Bachelor of Science in Radiologic Sciences and the Master of Health Science in Advanced Medical Imaging and Leadership.

The Bachelor of Science in Radiologic Sciences is a three-year accelerated degree. The mission of the Radiologic Sciences program at Quinnipiac University is to develop students' technical and interpersonal communication skills through a logical, organized and rigorous sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic procedures and imaging protocols. In addition, the program prepares graduates competent in the art and science of radiography.

Graduates of the program will meet the needs of the community as efficient and highly qualified professionals. The program prepares students, upon successful completion of all didactic and clinical work, to move on to advanced study in the Advanced Medical Imaging and Leadership program.

The Advanced Medical Imaging and Leadership program is an interprofessional program. The integrated curriculum features core business discipline courses, guided health management courses, and advanced imaging modalities in three distinct pathways: magnetic resonance imaging (MRI), computed tomography (CT), and women's imaging (WI). Graduates of the MHS-AMIL program will be prepared to

become advanced imaging professionals possessing the foundational education necessary for future entry-level leadership and managerial roles within their respective radiology healthcare organizations.

Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership Curriculum

The designated Advanced Medical Imaging (3+1) course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. The Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing ²	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics ²	3
CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I ³ or Elements of Physics	3
CHE 101L or PHY 101L	Fundamentals of General, Organic and Biological Chemistry I Lab or Elements of Physics Lab	1
RS 100	Fundamentals of Diagnostic Imaging	1
Credits		18
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II ¹	4
EN 102	Academic Writing and Research ²	3
RS 101	Introduction to Diagnostic Imaging	3
UC Elective ⁴		3
UC Elective		3
Credits		16
Summer Semester		
UC Elective (Online or On-Campus)		3
UC Elective (Online or On-Campus)		3
Credits		6
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
RS 241 & 241L	Radiographic Image Production and Evaluation and Radiographic Image Production and Evaluation Lab I	4
RS 212 & 212L	Radiographic Procedures I and Laboratory Practicum I	4
UC Elective		3
UC Elective		3
Credits		18

Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
RS 222 & 222L	Radiographic Procedures II and Laboratory Practicum II	5
RS 242 & 242L	Radiographic Image Production and Evaluation II and Radiological Processing and Exposure Lab	4
RS 250	Radiologic Clinical Education I	2
RS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3

Credits 18

Summer Semester

RS 253	Radiologic Clinical Education II	4
UC Elective		3

Credits 7

Third Year**Fall Semester**

RS 201	Human Anatomy Imaging I	1
RS 260	Radiographic Physics and Instrumentation	3
RS 232 & 232L	Radiographic Procedures III and Laboratory Practicum III	5
RS 254	Radiologic Clinical Education IV	3
RS 318	Pathology for Imaging Sciences	3
RS 414	Research: Analysis and Critique (DMS 414)	3

Credits 18

J-term

RS 336	Pharmacology for the Radiographer	2
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Credits 2

Spring Semester

RS 202	Human Anatomy Imaging II	1
RS 215	Radiation Safety and Protection	3
RS 255	Radiologic Clinical Education	3
RS 290 & 290L	Advanced Radiographic Procedures IV and Laboratory Practicum	4
RS 499	Capstone (DMS 499)	3
UC Elective		3

Credits 17

Total Credits 120

¹ BIO 101–BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.

² Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

³ Associated lab is required for both Chemistry and Physics. CHE 110 or PHY 110 with lab are acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.

⁴ If taking Chemistry or Physics in the spring, this UC elective should be taken in the fall semester.

Computed Tomography

Course	Title	Credits
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Fourth Year**Summer Semester**

AMI 523	Advanced Sectional Anatomy	3
AMI 538 & 538L	Introduction to CT Scanning and Computed Tomography Lab I	4
MBA 601	Foundations for Decision Making	1
OL 601	Foundations of Organizational Behavior and Leadership (Students interested in earning MBA should take MBA 625 instead)	3
OL 610 or OL 650	Crucial Conversations as Leaders (Students interested in earning MBA should take MBA 615 instead of OL 610 or OL 650) or Leading Organizational Change	3

Credits 14

Fall Semester

AMI 537	Computed Tomography Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3

Credits 9

Spring Semester

AMI 539	Computed Tomography Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3

Credits 14

Total Credits 37

Magnetic Resonance Imaging

Course	Title	Credits
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Fourth Year**Summer Semester**

AMI 523	Advanced Sectional Anatomy	3
AMI 515 & 515L	Introduction to Magnetic Resonance Imaging and Magnetic Resonance Imaging Principles I - Lab Practicum	4
MBA 601	Foundations for Decision Making	1
OL 601	Foundations of Organizational Behavior and Leadership (Students interested in earning MBA should take MBA 625 instead)	3
OL 610 or OL 650	Crucial Conversations as Leaders (Students interested in earning MBA should take MBA 615 instead of OL 610 or OL 650) or Leading Organizational Change	3

Credits 14

Fall Semester

AMI 516 & 516L	Advanced MRI Principles and Imaging and Magnetic Resonance Imaging Principles II - Lab Practicum	4
AMI 517	Magnetic Resonance Imaging Clinical I	2

AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
Credits		13
Spring Semester		
AMI 518	Magnetic Resonance Imaging Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		14
Total Credits		41

Women's Imaging

Course	Title	Credits
Fourth Year		
Summer Semester		
AMI 534	Bone Densitometry	1
AMI 540	Principles of Mammography	3
AMI 541L	Mammography and Bone Densitometry Lab	2
MBA 601	Foundations for Decision Making	1
OL 601	Foundations of Organizational Behavior and Leadership (Students interested in earning MBA should take MBA 625 instead)	3
OL 610 or OL 650	Crucial Conversations as Leaders (Students interested in earning MBA should take MBA 615 instead of OL 610 or OL 650) or Leading Organizational Change	3
Credits		13
Fall Semester		
AMI 530	Mammography and Bone Densitometry Clinical I	2
AMI 545	Women's Health and Imaging	3
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
Credits		12
Spring Semester		
AMI 531	Mammography and Bone Densitometry Clinical II	2
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		11
Total Credits		36

Student Learning Outcomes

Upon completion of the Bachelor of Science in Radiologic Sciences component of the AMIL (3+1) program, students will demonstrate the following competencies:

Goal 1: Students will be clinically competent.

- Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
- Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all RS coursework.

Goal 2: Students will demonstrate effective communication skills.

- Effective Communication:** Execute interpersonal communication with patients.
- Oral Proficiency:** Demonstrate their ability to present clear and creative ideas related to a case study.

Goal 3: Students will demonstrate critical thinking.

- Critical Decision Making:** Demonstrate their ability to perform non-routine and routine procedures.
- Image Analysis:** Evaluate images for quality and diagnostic value.

Goal 4: Students will grow and develop as highly qualified professionals.

- Professional Ethics:** Understand and apply ethical decision making.
- Professional Behaviors:** Conduct themselves professionally.
- Professional Research:** Create a culminating capstone project.

Goal 5: The program will continuously monitor and strive to sustain its effectiveness.

- Completion Rate:** Students who start the program will complete the program.
- Employer Satisfaction:** Employers will be satisfied with the education of the graduates of the program.
- Graduate Satisfaction:** Graduates will be satisfied with the education received from the program.
- Employment Rate:** Graduates of the program will become employed within six months of completion of the program.

Upon completion of the Advanced Medical Imaging and Leadership program, students will demonstrate the following competencies:

Goal 1: Students will be clinically competent.

- Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
- Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all AMIL coursework.

Goal 2: The students will demonstrate effective communication skills.

- Effective Communication:** Execute interpersonal communication with patients.

- b. **Oral Proficiency:** Demonstrate their ability to present clear and creative ideas in a formal manner.

Goal 3: Students will demonstrate critical thinking.

- a. **Critical Decision Making:** Demonstrate their ability to navigate typical and atypical clinical scenarios while performing non-routine and routine procedures.
- b. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal 4: Students will grow and develop as professionals.

- a. **Professionalism:** Conduct themselves professionally and understand and apply ethical decision making.
- b. **Professional Research:** Create a culminating capstone project.

Student Learning Outcomes for both components of the AMIL (3+1) program are designed to mirror one another. The AMIL (3+1) program represents a natural progression from undergraduate to graduate studies. Students in the graduate component of the program will expand upon the outcomes achieved in the BSRS component and will continue growing as Registered Radiologic Technologists and healthcare workers.

Quinnipiac University's Accelerated Dual-Degree Radiologic Science and Advanced Medical Imaging and Leadership (3+1) program provides prospective students with the opportunity to obtain both bachelor's and master's degrees as well as certification in two radiographic modalities within a four-year time frame, a rarity among health science programs. Obtaining a master's degree in health science studies is a great benefit to students as the curriculum not only advances their knowledge within the radiologic field and specialty, but also delves into health policy, health administration, and prepares these students to take on leadership roles within healthcare departments.

Quinnipiac University's Accelerated Dual-Degree BS/MHS in Advanced Medical Imaging and Leadership (3+1) program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the program is to develop each student's technical, professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to advanced imaging modalities and associated protocols. In addition, the program prepares skilled graduates competent in the art and science of radiography, fluoroscopy and interventional procedures. Graduates of the Advanced Medical Imaging and Leadership program meet the needs of the community for highly qualified professionals, and the program prepares students for career entry and advanced study.

The Accelerated Dual-Degree BS in Radiologic Sciences/MHS in Advanced Imaging and Leadership (3+1) program does not have a separate application process. Incoming first-year students admitted to the School of Health Sciences Radiologic Sciences BS who meet the dual-degree program criteria will be invited to enter the program. To be considered for this program, students must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 25 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first-quarter grades sent from their high school counselor as soon as they are available.

Additional Program Costs

As a clinical education program, the Radiologic Sciences major requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take them off campus. For these rotations, the student will typically be traveling two to three times per week. Clinic begins in the sophomore year and students are responsible for providing their own transportation. **Cost – variable.**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Cost – variable (please check with your insurance carrier).**
- c. **Background Check** – All students must undergo an initial background check prior to the start of clinical/fieldwork experience.
- i. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - ii. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost - \$32 per annual recheck.**
- d. **Drug Screening** – All students must undergo a drug screening prior to the start of the main component of the program in the sophomore year. **Cost – approximately \$42.25.**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – Students enrolled in professional programs must enroll in EXXAT and APPROVE.
- i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost – one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - ii. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites and provides notification of impending expiration dates. **Cost – \$35 for first year; \$10 per year thereafter.**

Please note – All fees are subject to change.

Accreditation information for the BSRS component of the AMIL 3+1 program included below per the JRCERT accreditation guidelines.

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology
(jrcert.org (<http://www.jrcert.org>))
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182

Phone: 312-704-5300

The program received an eight-year accreditation (the maximum available) in spring 2020. The re-accreditation process will commence in 2027 with submission of the self-study report to the JRCERT.

Bachelor of Science in Diagnostic Medical Sonography

Program Contact: Marisa Hale
(Marisa.Hale@quinnipiac.edu) 203-582-8264

Diagnostic medical sonographers play a critical role in the health care team. The sonographer provides patient services using high-frequency sound waves that produce images of internal structures. Working under the supervision of a physician responsible for the use and interpretation of ultrasound procedures, the sonographer helps gather sonographic data to diagnose a variety of conditions and diseases, as well as monitor fetal development.

To prepare students for careers in sonography and certification examinations in the subspecialty areas, Quinnipiac offers a BS in Diagnostic Medical Sonography. The Diagnostic Medical Sonography program offers didactic, laboratory and clinical training in multiple subspecialties of sonography including abdominal and small parts, breast, vascular technology, OB/GYN and musculoskeletal imaging for the student who is motivated to become a multi-credentialed member of this profession.

The first two years of the bachelor's degree program consists of University Curriculum studies in addition to an introductory course into the field of diagnostic medical sonography. The professional component of the program begins in the third year of study. Each student spends two full years concentrating on didactic sonography classes, laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Throughout the professional component of the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

Upon completion of their Bachelor of Science in Diagnostic Medical Sonography, students are eligible to apply for the American Registry of Diagnostic Medical Sonography certification. Graduates may take the Sonography Physics and Instrumentation examination in addition to the following ARDMS specialty examinations: abdomen and small parts, breast, vascular technology and obstetrics/gynecology.

Diagnostic Medical Sonography Curriculum

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession. The Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing ²	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics ²	3
DMS 100	Foundations of Diagnostic Imaging	1
Credits		14
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II ¹	4
EN 102	Academic Writing and Research	3
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab (UC Elective) ^{1,3}	4
UC Elective		3
Credits		14
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
UC Elective		3
UC Elective		3
UC Elective		3
UC Elective		3
Credits		16
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
DMS 101 & 101L	Introduction to Diagnostic Medical Sonography and Sonography Laboratory Practicum I (UC Elective)	4
UC Elective		3
UC Elective		3
Credits		14
Third Year		
Fall Semester		
DMS 200	Sonography Physics and Instrumentation I	3
DMS 210 & 210L	Abdominal and Small Parts Sonography and Abdominal and Small Parts Sonography Lab Practicum	4
DMS 250	Sonography Clinical Education I	3

DMS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
UC Elective		3

Credits 16

Spring Semester

DMS 201	Sonography Physics and Instrumentation II	3
DMS 220 & 220L	Vascular Sonography and Vascular Sonography Lab Practicum	4
DMS 260	Sonography Clinical Education II	3
UC Elective		3

Credits 13

Summer Semester

DMS 270	Sonography Clinical Education III	5
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Credits 5

Fourth Year

Fall Semester

DMS 205	Human Anatomy Lab I	1
DMS 330 & 330L	OB/GYN Sonography and OB/GYN Sonography Lab Practicum	4
DMS 380	Sonography Clinical Education IV	3
DMS 414	Research Analysis and Critique (RS 414)	3
BMS 318	Pathophysiology	3

Credits 14

Spring Semester

DMS 206	Human Anatomy Lab II	1
DMS 340 & 340L	Breast Sonography and Breast Sonography Lab Practicum	4
DMS 350 & 350L	Musculoskeletal Sonography and MSK Sonography Lab Practicum	4
DMS 390	Sonography Clinical Education V	3
DMS 499	Capstone (RS 499)	3

Credits 15

Total Credits 121

¹ BIO 101 - BIO 102 and PHY 101 are required courses for the Diagnostic Medical Sonography program and may be used to meet the university core sciences requirement.

² Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

³ Associated lab is required for Physics. PHY 110 with lab is acceptable to fulfill the requirement. Students may take the lab in the fall or spring of their first year.

All diagnostic medical sonography course requirements must be completed in the appropriate semester as indicated above. All diagnostic medical sonography courses, beginning with DMS 101 and DMS 101L, are reserved for DMS majors only.

Student Learning Outcomes

Upon completion of the Diagnostic Medical Sonography program, students will demonstrate the following competencies:

Goal: The students will be clinically competent.

- a. **Clinically Knowledgeable:** Apply foundational skills and knowledge from didactic and laboratory courses to clinical practice.
- b. **Procedurally Knowledgeable:** Demonstrate procedural knowledge from all DMS coursework.

Goal: The students will demonstrate effective communication skills.

- a. **Effective Communication:** Execute effective communication with patients.
- b. **Oral Proficiency:** Demonstrate the ability to present clear and creative ideas related to a case study.

Goal: The students will demonstrate critical thinking.

- a. **Critical Decision Making:** Demonstrate the ability to obtain, review and integrate patient history, physical examination and sonographic findings to provide a physician with an oral or written interpretation of technical findings.
- b. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal: The students will grow as professionals.

- a. **Professional Ethics:** Understand and apply ethical decision making.
- b. **Professional Behaviors:** Conduct themselves professionally.
- c. **Professional Research:** Create a culminating capstone research project.

Mission Statement

The mission of the Diagnostic Medical Sonography program at Quinnipiac University is to provide a quality and comprehensive education, through didactic, laboratory and clinical experiences, that will prepare students to become multi-credentialed sonographers. The program offers multiple clinical assignments to provide maximum exposure to diversified sonographic procedures.

The program prepares students to be competent in the art and science of diagnostic medical sonography, both for career entry and advanced study. Graduates of the program are prepared to meet the needs of the community for highly qualified professionals.

Admission to the Program

Candidates applying for admission to the Diagnostic Medical Sonography program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general physics is highly recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 20).

Program Policies

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Diagnostic Medical Sonography program:

Progression in the Program

The Diagnostic Medical Sonography program has both GPA and final course grade requirements.

A cumulative university GPA of 2.85 and programmatic GPA of 3.0 must be maintained each semester. Final course grades of D or F in any DMS

course are unacceptable. Programmatic GPA calculation and final course grade requirements begin with DMS 100 and include all DMS coursework thereafter.

Any student who does not maintain GPA requirements or earns a grade of a D or F in any DMS course will be referred to the Diagnostic Imaging Department's Academic Progression and Retention Committee (APRC) for review. Students who fail to meet the minimum cumulative university GPA requirement of 2.85 and/or the minimum programmatic GPA requirement of 3.0 will be subject to sanctions up to and including program dismissal. Students who earn a final course grade of D or F for any DMS course will be subject to program dismissal.

Technical Standards

The Diagnostic Medical Sonography program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Diagnostic Medical Sonography program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level sonographer.

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Students are required to verify they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director. A listing of the technical standards and an agreement form is located in the Diagnostic Medical Sonography student handbook as well as on the program's web page (<https://www.qu.edu/schools/health-sciences/programs/bs-diagnostic-medical-sonography.html>).

Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

Summer Study

All students are required to perform one clinical assignment during the summer semester, third year (DMS 270). This clinical practicum is performed during summer sessions I and II and may be performed only in a clinical education site currently affiliated with Quinnipiac's Diagnostic Medical Sonography program.

Transfer Students from within Quinnipiac

The admission of internal transfer students to the Diagnostic Medical Sonography major is on a space-available, competitive basis only and will be reviewed on a yearly basis every fall. These students must meet the course requirements, performance standards and technical standards of the program.

Internal transfers who wish to transfer to the Diagnostic Medical Sonography program must meet the following criteria:

- a. A programmatic GPA of 3.0, starting with RS 100/DMS 100
- b. A cumulative GPA of 2.85

- c. Successful completion of RS 100/DMS 100
- d. Successful completion of BIO 101 and BIO 101L
- e. Successful completion of MA 275

Internal transfer students will be selected competitively, based on the highest programmatic GPA, cumulative GPA and BIO grades respectively. Completion of the course RS 100/DMS 100, does not guarantee any internal transfer student a spot in the Diagnostic Medical Sonography program. All applicants must submit a change of major request form during the fall advisement period. Change of major forms will be held for approval by the Diagnostic Imaging department chair until the final grades are posted.

Transfer Students from Other Colleges and Universities

The admission of external transfer students to the Diagnostic Medical Sonography major is on a space-available, competitive basis only and will be reviewed on a yearly basis at the end of every fall semester. These students must meet the course requirements, performance standards and technical standards of the program. The program director will notify Admissions of available spots at the end of the fall semester after final grades have posted and internal transfers have been accepted. External transfer students will have the ability to take RS 100/DMS 100 online over the J-Term.

External transfers must meet the following criteria for acceptance into the major and progression into DMS 101/DMS 101L in the spring:

- a. A cumulative GPA of 2.85
- b. Successful completion of RS 100/DMS 100 by the end of J-term
- c. Successful completion of BIO 101 and BIO 101L

All diagnostic medical sonography courses must be taken and completed at Quinnipiac University. Diagnostic medical sonography courses from the student's previous institution will not be considered for replacement for any of the diagnostic medical sonography courses offered at Quinnipiac.

Additional Program Costs

As a clinical education program, the Diagnostic Medical Sonography major requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation) – **Costs: variable**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Costs: variable (please check with your insurance carrier)**
- c. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience.
 - i. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - ii. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost: \$32 per annual recheck**

- d. **Drug Screening – Cost: \$42.25**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – FOR THOSE PROGRAMS USING EXXAT ONLY. Students enrolled in professional programs must enroll in EXXAT and APPROVE.
- i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - ii. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
- g. **Certification examination costs:** Please visit the American Registry of Diagnostic Medical Sonography website (<https://www.ardms.org/>) for current cost of exams.

DMS 100. Foundations of Diagnostic Imaging. 1 Credit.

This course provides the student with a basic knowledge of the fundamentals of diagnostic imaging practice. Topics include defining diagnostic imaging as it relates to all imaging modalities, historical development of the profession, introduction to current and emerging practice arenas, and application of professional terminology. Students complete a self-study in medical terminology.

Offered: Every year, Fall

DMS 101. Introduction to Diagnostic Medical Sonography. 3 Credits.

This is an introductory course to the field of diagnostic medical sonography. This course is taken in conjunction with DMS 101L. Throughout the course, the career of sonography is defined. Students are introduced to terminology pertaining to ultrasound as well as the physics responsible for its production. Cross-sectional anatomy pertaining to the abdomen, thyroid gland, scrotum and prostate is presented. Normal sonographic anatomy of the abdomen and small parts also is presented.

Prerequisites: Take DMS 100.

Corequisites: Take DMS 101L.

Offered: Every year, Spring

DMS 101L. Sonography Laboratory Practicum I. 1 Credit.

This is an introductory lab course to the field of diagnostic medical sonography. This course is taken in conjunction with DMS 101. To produce high-quality diagnostic images, it is necessary for the students to have a thorough understanding of image orientation, acoustic properties, scanning techniques and image documentation. The students have the opportunity to utilize ultrasound equipment to learn to identify normal sonographic anatomy of the abdomen and small parts and begin to develop scanning techniques.

Prerequisites: Take DMS 100.

Corequisites: Take DMS 101.

Offered: Every year, Spring

DMS 200. Sonography Physics and Instrumentation I. 3 Credits.

This core course is designed to prepare the student toward eligibility for the Sonography Physics and Instrumentation portion of the American Registry of Diagnostic Medical Sonographers (ARDMS) registry exam. The course encompasses the theoretical concepts and practical applications related to ultrasound physics and instrumentation. Concepts include: sound, sound waves, pulse waves, intensities, interaction of sound and media, transducers, sound beams and display modes. These concepts are tied in with terms used in Introduction to Sonography course and how they apply to practical, daily scanning skills.

Prerequisites: Take DMS 101, DMS 101L, PHY 101, MA 275.

Offered: Every year, Fall

DMS 201. Sonography Physics and Instrumentation II. 3 Credits.

This core course is designed to prepare the student toward eligibility for the Sonography Physics and Instrumentation portion of the American Registry of Diagnostic Medical Sonographers (ARDMS) registry exam. The course encompasses the theoretical concepts and practical applications related to ultrasound physics and instrumentation. Concepts include: two dimensional imaging, real-time imaging, displays, harmonics, contrast agents, hemodynamics, Doppler, artifacts, quality assurance and bioeffects. These concepts are tied in with terms used in the Physics and Instrumentation I course and how they apply to practical, daily scanning skills.

Prerequisites: Take DMS 200.

Offered: Every year, Spring

DMS 205. Human Anatomy Lab I. 1 Credit.

This course presents in-depth consideration of human anatomy within systems located in the neck, abdomen and pelvis. Students discuss the structure and function of each anatomic component within each region. Conventional anatomic illustrations are correlated with their sonographic counterpart. The sonographic appearance of specific structures is correlated to images obtained using other advanced imaging modalities such as computed tomography and magnetic resonance imaging.

Prerequisites: Take BIO 212, BIO 212L.

Offered: Every year, Fall

DMS 206. Human Anatomy Lab II. 1 Credit.

This course presents in-depth consideration of human anatomy within systems located in the upper and lower extremity. For each region, students discuss the structure and function of each anatomic component. Conventional anatomic illustrations are correlated with their sonographic counterpart. The sonographic appearance of specific structures is correlated to images obtained using other advanced imaging modalities such as computed tomography and magnetic resonance imaging?

Prerequisites: Take DMS 205.

Offered: Every year, Spring

DMS 210. Abdominal and Small Parts Sonography. 3 Credits.

This course is designed to prepare the student toward eligibility for the abdomen (AB) portion of the ARDMS Registry. This course is taken in conjunction with DMS 210L. The course encompasses all aspects of abdominal and small parts scanning including: anatomy and vasculature, normal variants and congenital abnormalities, pathology, organ function and laboratory tests. The course continues to emphasize cumulative learning to include materials covered in prior ultrasound directed courses.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.

Corequisites: Take DMS 210L.

Offered: Every year, Fall

DMS 210L. Abdominal and Small Parts Sonography Lab Practicum.**1 Credit.**

This lab course is designed to prepare the student toward eligibility for the abdomen (AB) portion of the ARDMS Registry. This course is taken in conjunction with DMS 210. The course encompasses all aspects of abdominal and small parts scanning including: anatomy and vasculature, normal variants and congenital abnormalities, pathology, organ function and laboratory tests. The students utilize ultrasound equipment to learn to identify sonographic anatomy of the abdomen and small parts and develop scanning techniques. The students learn to review and critique sonographic images.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.**Corequisites:** Take DMS 210.**Offered:** Every year, Fall**DMS 220. Vascular Sonography.****3 Credits.**

This course is dedicated to the instruction of vascular sonography. It is designed to prepare students for the (VT) portion of the ARDMS registry exams. This course is taken in conjunction with DMS 220L. Anatomy pertaining to the vascular system is reviewed. Sonographic anatomy and pathologic conditions of the upper and lower extremity veins, the aorta, abdominal vasculature, the upper and lower extremity arteries, the carotid arteries and intracranial arteries are presented. Venous and arterial physiologic testing, interventional vascular procedures, surgery and other treatment options are introduced.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.**Corequisites:** Take DMS 220L.**Offered:** Every year, Spring**DMS 220L. Vascular Sonography Lab Practicum.****1 Credit.**

This lab course is dedicated to the instruction of vascular sonography. It is designed to prepare students for the (VT) portion of the ARDMS registry exams. This course is taken in conjunction with DMS 220. Sonographic anatomy and pathologic conditions of extremity veins, the aorta, abdominal vasculature, extremity arteries, the carotid arteries and intracranial arteries are presented. The students utilize ultrasound equipment to learn to identify sonographic anatomy of the vascular system and develop scanning techniques. The students learn to review and critique sonographic images.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.**Corequisites:** Take DMS 220.**Offered:** Every year, Spring**DMS 250. Sonography Clinical Education I.****3 Credits.**

This course is designed to develop the student's sonographic scanning skills and interpersonal communication skills through experiences in the clinical setting.

Prerequisites: Take DMS 101, BIO 102, MA 275.**Offered:** Every year, Fall**DMS 260. Sonography Clinical Education II.****3 Credits.**

This course, a continuation of DMS 250, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

Prerequisites: Take DMS 250.**Offered:** Every year, Spring**DMS 270. Sonography Clinical Education III.****5 Credits.**

This course, a continuation of DMS 260, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

Prerequisites: Take DMS 260.**Offered:** Every year, Summer**DMS 297. Methods of Patient Care.****2 Credits.**

This course focuses on a study of skills in providing humanistic care for the well, acute or chronically ill individual, including preparing patients for invasive as well as non-invasive imaging studies; basic clinical skills in infection control, including aseptic technique, venipuncture, vital signs and O2 administration; effective communication with emphasis on problem-solving skills. (2 lab hrs.)

Prerequisites: Take DMS 101, DMS 101L.**Corequisites:** Take DMS 297L.**Offered:** Every year, Spring**DMS 297L. Methods of Patient Care Lab.****1 Credit.**

This lab develops preclinical competency for the procedures described and demonstrated in DMS 297.

Prerequisites: Take DMS 101, DMS 101L.**Corequisites:** Take DMS 297.**Offered:** Every year, Spring**DMS 330. OB/GYN Sonography.****3 Credits.**

This course is designed to prepare the student toward eligibility for the OB/GYN ARDMS Registry exam. This course is taken in conjunction with DMS 330L. The course encompasses all aspects of gynecology, and obstetrical scanning including: anatomy and vasculature, normal variants and congenital anomalies, pathology, organ function and laboratory tests. The course continues to emphasize cumulative learning to include materials covered in prior ultrasound directed courses.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.**Corequisites:** Take DMS 330L.**Offered:** Every year, Fall**DMS 330L. OB/GYN Sonography Lab Practicum.****1 Credit.**

This lab course is designed to prepare the student toward eligibility for the OB/GYN ARDMS Registry. This course is taken in conjunction with DMS 330. The course encompasses all aspects of gynecology, and obstetrical scanning including: anatomy and vasculature, normal variants and congenital anomalies, pathology, organ function and laboratory tests. The students utilize ultrasound equipment to learn to identify sonographic anatomy of the female pelvis and develop scanning techniques. The students learn to review and critique sonographic images.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.**Corequisites:** Take DMS 330.**Offered:** Every year, Fall**DMS 340. Breast Sonography.****3 Credits.**

This course is dedicated to the instruction of the growing field of breast sonography. It is designed to prepare the student toward eligibility for the breast portion of the ARDMS Registry. This course is taken in conjunction with DMS 340L. To produce high-quality diagnostic images, it is necessary for students to have a thorough understanding of the anatomy and physiology of the breast as well as the normal and abnormal sonographic appearance of breast tissue.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.**Corequisites:** Take DMS 340L.**Offered:** Every year, Spring

DMS 340L. Breast Sonography Lab Practicum. 1 Credit.

This course is dedicated to the instruction of the growing field of breast sonography. This lab course, taken in conjunction with DMS 340, prepares the student toward eligibility for the breast portion of the ARDMS Registry. The students utilize ultrasound equipment to identify sonographic anatomy of the breast and develop scanning techniques. The students learn to review and compare sonographic and mammographic images.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.

Corequisites: Take DMS 340.

Offered: Every year, Spring

DMS 350. Musculoskeletal Sonography. 3 Credits.

This course, taken in conjunction with DMS 350L, is designed to prepare the student toward eligibility for the MSK ARDMS Registry. The course encompasses all aspects of MSK scanning including: anatomy and vasculature, normal variants, physiology, pathology, interventional procedures. The course continues to emphasize cumulative learning to include materials covered in prior ultrasound directed courses.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.

Corequisites: Take DMS 350L.

Offered: Every year, Spring

DMS 350L. MSK Sonography Lab Practicum. 1 Credit.

This lab course, taken in conjunction with DMS 350, is designed to prepare the student toward eligibility for the MSK ARDMS Registry. The course encompasses all aspects of MSK scanning including: anatomy and vasculature, normal variants, physiology, pathology and interventional procedures. The students utilize ultrasound equipment to identify MSK sonographic anatomy of the upper and lower extremities and develop scanning techniques. The students learn to review and critique sonographic images.

Prerequisites: Take DMS 101, DMS 101L, BIO 102.

Corequisites: Take DMS 350.

Offered: Every year, Spring

DMS 380. Sonography Clinical Education IV. 3 Credits.

This course, a continuation of DMS 270, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

Prerequisites: Take DMS 270.

Offered: Every year, Fall

DMS 390. Sonography Clinical Education V. 3 Credits.

This course, a continuation of DMS 380 is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of the sonographic procedures are developed and assessed.

Prerequisites: Take DMS 380.

Offered: Every year, Spring

DMS 414. Research Analysis and Critique (RS 414). 3 Credits.

This course explores the basic elements of health care research including different types of research models and research strategies. Students explore the difference between a variety of publication types, including editorial, case studies and peer-reviewed research articles. Students also learn techniques for database queries.

Prerequisites: Take DMS 101.

Offered: Every year, Fall

DMS 499. Capstone (RS 499). 3 Credits.

This capstone course is intended for radiologic sciences majors and diagnostic medical sonography majors in their final semester. Students are required to develop a research project as it relates to the field of diagnostic imaging. The project may relate to the student's chosen focus and must include either a formal thesis paper or poster presentation.

Prerequisites: Take DMS 414.

Offered: Every year, Spring

Bachelor of Science in Radiologic Sciences

Program Contact: Alicia Giaimo (Alicia.Giaimo@quinnipiac.edu)
203-582-3814

Radiographers are essential members of the healthcare team. Their knowledge of radiation protection, physics and biology, as well as technical procedures, allows them to deliver the safest and highest quality patient care through the use of multiple imaging modalities. In the evolving world of medicine, high technology imaging has become multifaceted, both in modalities and operationally.

To prepare students for careers in radiography, Quinnipiac University's Department of Diagnostic Imaging offers a BS in Radiologic Sciences. The program offers didactic, laboratory and clinical training in diverse aspects of radiography including patient care, radiation safety, image production and procedures for the student who is motivated to become a member of the imaging profession. Students complete the program in a three-year accelerated format.

The first year of the bachelor's degree program consists of University Curriculum studies. The component of the program accredited by the Joint Review Committee on Education in Radiologic Technology begins in the second year of study. During the second and third years, the students concentrate on didactic radiography classes and laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Beginning in the spring semester of the sophomore year and continuing throughout the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

At the end of the third year, students are eligible for graduation with a bachelor's degree in Radiologic Sciences, and are board-eligible for the American Registry of Radiologic Technologists (ARRT) certification examination. Students would be eligible to apply for one of two advanced studies options here at Quinnipiac University. Options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant (p. 824) program and the one-year MHS Advanced Medical Imaging and Leadership (p. 790) program.

BS in Radiologic Sciences Curriculum

The designated Radiologic Sciences course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. The Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing ²	3
FYS 101	First-Year Seminar	3
MA 275	Biostatistics ²	3
CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I ³ or Elements of Physics	3
CHE 101L or PHY 101L	Fundamentals of General, Organic and Biological Chemistry I Lab or Elements of Physics Lab	1
RS 100	Fundamentals of Diagnostic Imaging	1
Credits		18
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II ¹	4
UC Elective ⁴		3
EN 102	Academic Writing and Research ²	3
UC Elective		3
RS 101	Introduction to Diagnostic Imaging	3
Credits		16
Summer Semester		
Online or on campus:		
UC Elective		3
UC Elective		3
Credits		6
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
UC Elective		3
RS 241 & 241L	Radiographic Image Production and Evaluation and Radiographic Image Production and Evaluation Lab I	4
RS 212 & 212L	Radiographic Procedures I and Laboratory Practicum I	4
UC Elective		3
Credits		18
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
RS 222 & 222L	Radiographic Procedures II and Laboratory Practicum II	5
RS 242 & 242L	Radiographic Image Production and Evaluation II and Radiological Processing and Exposure Lab	4
RS 250	Radiologic Clinical Education I	2

RS 297 & 297L	Methods of Patient Care and Methods of Patient Care Lab	3
Credits		18
Summer Semester		
RS 253	Radiologic Clinical Education II	4
UC Elective		3
Credits		7
Third Year		
Fall Semester		
RS 201	Human Anatomy Imaging I	1
RS 260	Radiographic Physics and Instrumentation	3
RS 232 & 232L	Radiographic Procedures III and Laboratory Practicum III	5
RS 254	Radiologic Clinical Education IV	3
RS 318	Pathology for Imaging Sciences	3
RS 414	Research: Analysis and Critique (DMS 414)	3
Credits		18
J-term		
RS 336	Pharmacology for the Radiographer	2
Credits		2
Spring Semester		
RS 202	Human Anatomy Imaging II	1
RS 215	Radiation Safety and Protection	3
RS 255	Radiologic Clinical Education	3
RS 290 & 290L	Advanced Radiographic Procedures IV and Laboratory Practicum	4
RS 499	Capstone (DMS 499)	3
UC Elective		3
Credits		17
Total Credits		120

¹ BIO 101–BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.

² Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

³ Associated lab is required for both Chemistry and Physics. CHE 110 or PHY 110 with lab are acceptable to fulfill the requirement. Students may take the lab in the fall or spring of their first year.

⁴ If taking Chemistry or Physics in the spring, this UC elective should be taken in the fall semester.

All radiologic sciences course requirements must be completed in the appropriate semester as indicated above.

Completion of the above curriculum will meet requirements for graduation.

Student Learning Outcomes

Upon completion of the BS in Radiologic Sciences program, students will demonstrate the following competencies:

Goal: The students will be clinically competent.

- a. **Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
- b. **Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all Radiologic Sciences coursework.

Goal: The students will demonstrate effective communication skills.

- a. **Effective Communication:** Execute interpersonal communication with patients.
- b. **Oral Proficiency:** Demonstrate their ability to present clear and creative ideas related to a case study.

Goal: The students will demonstrate critical thinking.

- a. **Critical Decision-Making:** Demonstrate their ability to perform non-routine and routine procedures.
- b. **Image Analysis:** Evaluate images for quality and diagnostic value.

Goal: The students will grow and develop as highly qualified professionals.

- a. **Professional Ethics:** Understand and apply ethical decision-making.
- b. **Professional Behaviors:** Conduct themselves professionally.
- c. **Professional Research:** Create a culminating capstone project.

Goal: The program will continuously monitor and strive to sustain its effectiveness.

- a. **Completion Rate:** Students who start the program will complete the program.
- b. **Employer Satisfaction:** Employers will be satisfied with the education of the graduates of the program.
- c. **Graduate Satisfaction:** Graduates will be satisfied with the education received from the program.
- d. **Employment Rate:** Graduates of the program will become employed within six months of completion of the program.

Mission Statement

The Quinnipiac University Radiologic Sciences program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the Radiologic Sciences program at Quinnipiac University is to develop students' technical and interpersonal communication skills through a logical sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic procedures and imaging protocols. In addition, the program prepares graduates to be competent in the art and science of radiography. Graduates of the Radiologic Sciences program will meet the needs of the community as competent and highly qualified professionals. The program will prepare students for career entry and the ability to pursue advanced study.

Candidates applying for admission to the Radiologic Sciences program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general chemistry or physics is recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related healthcare experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 20).

Policies

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Radiologic Sciences program.

Progression in the Program

The Radiologic Sciences Program has both GPA and final course grade requirements.

A cumulative GPA of 2.5 and a programmatic GPA of 3.0 must be maintained each semester. Final course grades of D or F in an RS course are unacceptable. Programmatic GPA calculation and final course grade requirements begin with RS 100 and include all RS coursework thereafter.

Any student who does not maintain GPA requirements or earns a grade of D or F in any RS course will be referred to the Diagnostic Imaging Department's Academic Progression and Retention Committee (APRC) for review. Students who fail to meet the minimum cumulative university GPA requirement of 2.5 and/or the minimum programmatic GPA requirement of 3.0 will be subject to sanctions up to and including program dismissal. Students who earn a final course grade of D or F for any RS course will be subject to program dismissal.

Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

Summer Study

All students are required to perform one clinical assignment during the summer semester, second year (RS 253). This clinical practicum is performed during summer sessions I and II and may be performed only at a clinical affiliation currently approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the program.

Technical Standards

The Radiologic Sciences program is a rigorous program that places specific demands on its students. As stated in the mission of the program, graduates of the program will meet the needs of the community as efficient and highly qualified professionals.

The technical qualifications set forth by the American Registry of Radiologic Technologists combined with the program's views provides a guide to the essential qualities necessary to pursue a career in radiologic sciences as well as meet the expectations of the programs accrediting body (Joint Review Committee on Education of Radiologic Technologists: JRCERT).

Students in the program will be required to verify their understanding and compliance with the technical standards, or their belief that with reasonable accommodations these standards can be met, through reading, signing and returning the form to the program director.

Transfer Admissions

Internal and external transfer candidates are evaluated on a space-available, competitive basis.

Additional Program Costs

As a clinical education program, the Radiologic Sciences major requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take him/her off campus. For these rotations, the student will typically be traveling two to three times per week. Clinic begins in the sophomore year and students are responsible for providing their own transportation. **Cost – variable.**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Cost – variable (please check with your insurance carrier).**
- c. **Background Check** – All students must undergo an initial background check prior to the start of clinical/fieldwork experience.
- Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - Some clinical fieldwork sites may require an additional yearly background recheck. **Cost – \$32 per annual recheck.**
- d. **Drug Screening** – All students must undergo a drug screening prior to the start of the main component of the program in the sophomore year. **Cost – approximately \$42.25.**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – Students enrolled in professional programs must enroll in EXXAT and APPROVE.
- EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost – one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost – \$35 for first year; \$10 per year thereafter.**

Please note – All fees are subject to change.

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology (jrcert.org (<http://www.jrcert.org>))
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182

Phone: 312-704-5300

The program received an eight-year accreditation (the maximum available) in Spring 2020. The re-accreditation process will commence in 2027 with submission of the self-study report to the JRCERT.

RS 100. Fundamentals of Diagnostic Imaging. 1 Credit.

This course provides the student with a basic knowledge of the fundamentals of diagnostic imaging practice. Topics include defining diagnostic imaging as it relates to all imaging modalities, historical development of the profession, introduction to current and emerging practice arenas, and application of professional terminology. Students complete a self-study in medical terminology.

Offered: Every year, Fall

RS 101. Introduction to Diagnostic Imaging. 3 Credits.

Designed to provide an orientation to radiologic sciences, this course includes history, ethics and basic principles of radiation protections, medial and medicolegal terminology, as well as preclinical observation.

Prerequisites: Take RS 100.

Offered: Every year, Spring

RS 201. Human Anatomy Imaging I. 1 Credit.

This course presents in-depth consideration of human anatomy within systems located in the chest, abdomen and upper extremity of the body. Students discuss the structure and function of each anatomic component within each region. Conventional anatomic illustrations are correlated with their radiographic counterpart. The radiographic appearance of specific structures as demonstrated on conventional radiographic images is correlated to images obtained using other advanced imaging modalities such as computed tomography, magnetic resonance and sonography.

Prerequisites: Take BIO 212, BIO 212L, RS 222.

Corequisites: Take RS 232.

Offered: Every year, Fall

RS 202. Human Anatomy Imaging II. 1 Credit.

This course presents in-depth consideration of human anatomy within systems located in the head, neck, pelvis and lower extremity. For each region, students discuss the structure and function of each anatomic component. Conventional anatomic illustrations are correlated with their radiographic counterpart. The radiographic appearance of specific structures as demonstrated on conventional radiographic images is correlated to images obtained using other advanced imaging modalities such as computed tomography, magnetic resonance and sonography.

Prerequisites: Take RS 201.

Offered: Every year, Spring

RS 212. Radiographic Procedures I. 2 Credits.

This course introduces the student to the basic concepts, principles and applications of radiographic and radiologic procedures. Additional applications related to orthopaedic terminology, pathologies and procedures, trauma and patient-related modifications also are presented.

Prerequisites: Take RS 101, MA 275 and BIO 102.

Corequisites: Take RS 212L.

Offered: Every year, Fall

RS 212L. Laboratory Practicum I. 2 Credits.

This practicum develops preclinical competency in radiographic procedures studied in RS 212, as well as routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.

Corequisites: Take RS 212.

Offered: Every year, Fall

RS 215. Radiation Safety and Protection. 3 Credits.

Students are introduced to the effects of ionizing radiation on biological systems at the molecular, cellular, organism, and community levels, with emphasis on medical implications and radiation protection.

Prerequisites: Take RS 260.

Offered: Every year, Spring

- RS 222. Radiographic Procedures II. 3 Credits.**
This course builds on the foundations developed in RS 212. This course provides continued integration and expansion on the concepts, principles and applications of radiographic and radiologic procedures.
Prerequisites: Take RS 212.
Corequisites: Take RS 222L.
Offered: Every year, Spring
- RS 222L. Laboratory Practicum II. 2 Credits.**
Designed to develop preclinical competency in radiographic procedures studied in RS 222, this practicum focuses on radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.
Prerequisites: Take RS 212.
Corequisites: Take RS 222.
Offered: Every year, Spring
- RS 232. Radiographic Procedures III. 3 Credits.**
This course provides continued integration and expansion on the concepts, principles and applications developed in RS 212 and RS 222.
Prerequisites: Take RS 222.
Corequisites: Take RS 232L.
Offered: Every year, Fall
- RS 232L. Laboratory Practicum III. 2 Credits.**
This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.
Prerequisites: Take RS 222.
Corequisites: Take RS 232.
Offered: Every year, Fall
- RS 241. Radiographic Image Production and Evaluation. 3 Credits.**
This course presents the basic principles, concepts and practical applications of radiographic image production and diagnostic quality. Topics include radiation production, description and proper selection of exposure factors, radiation protection, imaging media, imaging equipment and basic imaging formulas.
Prerequisites: Take RS 101, MA 275 and BIO 102.
Corequisites: Take RS 241L.
Offered: Every year, Fall
- RS 241L. Radiographic Image Production and Evaluation Lab I. 1 Credit.**
The laboratory, which accompanies RS 241, is designed to demonstrate and reinforce the concepts and principles presented in class. (2 lab hrs.)
Corequisites: Take RS 241.
Offered: Every year, Fall
- RS 242. Radiographic Image Production and Evaluation II. 3 Credits.**
This course expands on the foundations developed in RS 241. Integration and application of these foundations includes the development of exposure charts, methods of image processing, and the causation and identification of image artifacts. The course also incorporates quality control concepts and testing, and introduces basic terminology and principles of quality control and digital imaging systems.
Prerequisites: Take RS 241.
Corequisites: Take RS 242L.
Offered: Every year, Spring
- RS 242L. Radiological Processing and Exposure Lab. 1 Credit.**
This laboratory, which accompanies RS 242, is designed to demonstrate and reinforce the concepts and principles presented in class. (2 lab hrs.)
Corequisites: Take RS 242.
Offered: Every year, Spring
- RS 250. Radiologic Clinical Education I. 2 Credits.**
Students are provided with their initial clinical experience under the supervision of certified clinical instructors and clinical staff. Focus is on developing clinical competency and proficiency related to radiologic procedures and concepts taught in RS 212 and RS 241.
Prerequisites: Take RS 212, RS 241.
Corequisites: Take RS 222, RS 242.
Offered: Every year, Spring
- RS 253. Radiologic Clinical Education II. 4 Credits.**
This course, a continuation of RS 250, is a 12-week, 35 hour-per-week summer clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are continually developed and assessed.
Prerequisites: Take RS 250.
Offered: Every year, Summer
- RS 254. Radiologic Clinical Education IV. 3 Credits.**
This course, a continuation of RS 253, is a clinical experience under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are continually developed and assessed.
Prerequisites: Take RS 253.
Corequisites: Take RS 232.
Offered: Every year, Fall
- RS 255. Radiologic Clinical Education. 3 Credits.**
This clinical experience is under the supervision of certified clinical instructors and clinical staff. Clinical competency and proficiency related to the performance of radiographic procedures and concepts are developed and assessed.
Prerequisites: Take RS 254.
Corequisites: Take RS 290.
Offered: Every year, Spring
- RS 260. Radiographic Physics and Instrumentation. 3 Credits.**
This course presents an analysis of the production of X-rays and the interaction of radiation with matter, units of radiation measurements and radiation protection.
Prerequisites: Take RS 242.
Offered: Every year, Fall
- RS 290. Advanced Radiographic Procedures IV. 3 Credits.**
This course provides continued integration and expansion on the concepts, principles and applications developed in RS 232. Students are introduced to the basic principles of CT, DEXA, MRI and mammography.
Prerequisites: Take RS 232.
Corequisites: Take RS 290L.
Offered: Every year, Spring
- RS 290L. Laboratory Practicum. 1 Credit.**
This practicum is designed to develop preclinical competency in routine hospital procedures and radiographic tasks, basic radiographic analysis, patient management, communications and manipulation of imaging equipment.
Prerequisites: Take RS 232.
Corequisites: Take RS 290.
Offered: Every year, Spring

RS 297. Methods of Patient Care. 2 Credits.

This course focuses on a study of skills in providing humanistic care for the well, acute or chronically ill individual, including preparing patients for invasive as well as non-invasive imaging studies; basic clinical skills in infection control, including aseptic technique, venipuncture, vital signs and O2 administration; effective communication with emphasis on problem-solving skills.

Prerequisites: Take RS 101.

Corequisites: Take RS 297L.

Offered: Every year, Spring

RS 297L. Methods of Patient Care Lab. 1 Credit.

This lab develops preclinical competency for the procedures described and demonstrated in RS 297. (2 lab hrs.)

Corequisites: Take RS 297.

Offered: Every year, Spring

RS 318. Pathology for Imaging Sciences. 3 Credits.

This course provides an introduction to the basic study of disease, including etiology, pathophysiology and current diagnostic procedures. Normal structure and function are reviewed prior to the discussion of each anatomic system.

Prerequisites: Take RS 222, BIO 212.

Offered: Every year, Fall

RS 336. Pharmacology for the Radiographer. 2 Credits.

The major classifications/categories, clinical applications and implications of pharmaceuticals used in diagnostic imaging and interventional procedures are presented.

Prerequisites: Take RS 297.

Offered: Every year, January Term

RS 414. Research: Analysis and Critique (DMS 414). 3 Credits.

This course explores the basic elements of health care research including different types of research models and research strategies. Students explore the differences between a variety of publication types, including editorials, case studies and peer-reviewed research articles. Students also learn techniques for database queries.

Prerequisites: Take RS 101.

Offered: Every year, Fall

RS 499. Capstone (DMS 499). 3 Credits.

This capstone course is intended for radiologic sciences majors and diagnostic medical sonography majors in their final semester. Students are required to develop a research project as it relates to the field of diagnostic imaging. The project may relate to the student's chosen focus and must include either a formal thesis paper or poster presentation.

Prerequisites: Take RS 414.

Offered: Every year, Spring

Department of Occupational Therapy

Occupational therapy is a client-centered health profession concerned with promoting health and well-being and enabling participation in everyday life activities. Occupational therapists work with individuals, groups, communities and populations to enhance their capacity and ability to engage in the occupations they want to, need to or are expected to do. Occupational therapists also may work collaboratively with clients to modify tasks, activities and/or environments to better support their engagement and participation [adapted from World Federation of Occupational Therapists, 2012].

Mission & Vision

The mission of the Department of Occupational Therapy at Quinnipiac University is to provide **high-quality education** to develop occupational therapy practitioner-scholars at both entry and advanced practice levels, who possess broad-based knowledge, and can **influence meaningful change** in the health and functioning of individuals, populations and communities.

We strive to be recognized for:

- Our **programs** that are models for innovative occupational therapy practice;
- Our **faculty** who are role models in practice, service leadership, teaching and clinical scholarship; and
- Our **graduates** who are forward thinkers, ethical, compassionate and competent occupational therapists.

We do so by striving for excellence in educating students to meet and exceed our program learning outcomes.

Program Philosophy

The Department of Occupational Therapy views the Entry-Level Masters Educational program through a developmental-humanistic lens. This approach acknowledges that each student has unique experiences and possesses varying abilities, which are brought to the university environment and further developed through liberal and disciplinary inquiry as well as co-curricular, community-based/experiential learning and professional experiences. The department conceptualizes "**development**" not merely as a sequential ontological event but rather as complex, iterative, heterarchical and hierarchical processes that are situated in various contexts.

The Entry-Level Doctoral Educational program is based on a transformational-humanistic perspective. This approach acknowledges that each student has a pre-existing occupational identity and possesses varying abilities and experiences, which are brought to the university environment. "Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process" (AOTA Philosophy of Occupational Therapy Education, 2018). The transformational philosophy of education assumes that students can be transformed through the questioning, analysis and re-examination of worldviews, perceptions and prior belief systems utilizing a humanistic and critical approach to solving problems (Mezirow, 1997). Students' skills and cognitive processes are enhanced and transformed through community-based involvement, experiential learning, professional interactions and opportunities for creative flow experiences.

Through mentorship and curricular experiences, faculty members apply a transformational-humanistic approach to support doctoral students in their personal and professional growth towards becoming entry-level occupational therapists and leaders. Students are also taught the value and potential of every human being (including themselves) in their capacity to self-determine and need to participate in desired occupations for health, wellness and inclusion as social beings. Creative, high impact-transformation is the basis of curriculum content while developmental transformation is reflected in how the courses are arranged in overlapping phases or tiers using a modified version of Fink's Taxonomy of Significant Learning.

- Dual-Degree BS in Health Science Studies/Master of Occupational Therapy (BS/MOT) (Direct Entry) (p. 529)
- Dual-Degree BS in Health Science Studies/Doctor of Occupational Therapy (BS/OTD) (Direct Entry) (p. 537)
- Post-Baccalaureate Doctor of Occupational Therapy (OTD) (p. 545)
- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 553)

Occupational Therapy (OT)

OT 101. Foundations of Occupational Therapy. 2 Credits.

This course provides students with the foundations of occupational therapy practice including its philosophical and historical origins, as well as its core beliefs and principles. The course also presents the various occupational therapy practice settings—both traditional and emerging—and highlights how the foundations of OT practice are threaded across settings.

Offered: Every year, Fall and Spring

OT 201. Occupation, Health, Participation. 2 Credits.

This course introduces the concept of occupation as central to the practice of occupational therapy. Emphasis is on the relationship between occupation and health. Using methods of inquiry, students gain a deeper understanding of occupational performance and its determinants from a person-centered to a population- and institution-centered perspective. Theoretical models focused on occupations are explored and applied to assessing and enhancing occupational performance.

Offered: Every year, Fall

OT 214. Professionalism in Occupational Therapy Practice. 2 Credits.

This course serves as a bridge from students' general education to the professional phase of the OT curriculum. Students explore features of contemporary occupational therapy practice, such as client-centeredness and evidence-based practice, as foundations to professionalism. Students integrate Quinnipiac essential learning proficiencies into the context of occupational therapy practice. Finally, the course helps students to internalize the values of professionalism as keys to being an effective change agent.

Offered: Every year, Spring

OT 250. Occupational Therapy Framework and Activity Analysis. 3 Credits.

This course provides a comprehensive overview of the domain and processes of occupational therapy. Emphasis is on the following processes: occupational profile and analysis of occupational performance; activity analysis; intervention planning; collaboration between practitioner and client; and collaboration within an interprofessional team. Students learn terminology associated with the occupational therapy domain and process and apply that knowledge to case analysis, self-analysis, video analysis and standardized patients/clients.

Offered: Every year, Spring and Summer

OT 314. Therapeutic Relationships and Use of Self. 2 Credits.

This course builds upon students' understanding of intentional relationships, therapeutic use of self, and the OT process to develop leadership skills in the context of a therapeutic encounter. Concurrently, this course provides students with the foundation for the application of the group process as a means of intervention. The course involves didactic lectures and practical training on professional leadership skills for both dyadic as well as group relationships.

Offered: Every year, Spring

OT 322. Functional Anatomy and Kinesiology I. 3 Credits.

This course is a comprehensive, two-part series designed to provide students with foundational expertise in human biomechanics. Students examine the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The course includes a corequisite laboratory to develop competency in basic biomechanical safety and assessment (goniometry and manual muscle testing). The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.

Prerequisites: Take BIO 211, BIO 212, PHY 101.

Offered: Every year, Fall

OT 322L. Functional Anatomy and Kinesiology Lab I. 1 Credit.

This lab, which accompanies OT 322, provides the opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings serves to enhance content delivered in the classroom; students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)

Prerequisites: Take BIO 211, BIO 212, PHY 101.

Offered: Every year, Fall

OT 323. Functional Anatomy and Kinesiology II. 3 Credits.

This course is part two of a comprehensive series designed to provide students with foundational expertise in human biomechanics. Students continue their examination of the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.

Prerequisites: Take OT 322.

Offered: Every year, Spring

OT 323L. Functional Anatomy and Kinesiology Lab II. 1 Credit.

This lab, which accompanies OT 323, provides an opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings enhances content delivered in the classroom. Students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)

Prerequisites: Take OT 322L.

Offered: Every year, Spring

OT 325. Principles of Human Development and Occupation. 3 Credits.

This course explores normal development and its impact on age appropriate occupations. The age span is from conception through early adulthood. The course provides a foundation for evaluation and intervention in human occupation.

Offered: Every year, Fall and Spring

OT 326. Principles of Human Development/Older Adults. 3 Credits.

This course builds on the developmental concepts from OT 325 to explore normal development and its impact on age appropriate occupations. The age span is from early to late adulthood. The course provides a foundation for evaluation and intervention in human occupation as well as a foundation in performance patterns, skills and context.

Offered: Every year, Fall and Spring

OT 333. Functional Neuroscience I.**3 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course provides a strong foundation for future study on neural substrates of health conditions and occupational performance. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Fall**OT 333L. Functional Neuroscience I Lab.****1 Credit.**

This course supplements OT 333 Functional Neuroscience I lecture and provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Fall**OT 334. Functional Neuroscience II.****2 Credits.**

This course builds on functional neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, language, attention, memory and learning. The course continues to introduce basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Spring**OT 350. Theoretical Models and Service Learning.****2 Credits.**

This course highlights occupational therapy models and theory development as the foundation for occupational participation and the promotion of health and well-being among clients and populations. Students directly participate in a community-based service-learning context to enhance experiential learning and the application of theoretical concepts to practice.

Offered: Every year, Fall**OT 356F. Documenting OT Practice Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in pediatric and adult settings and allows the student to observe and explore the documentation process utilized in occupational therapy. Students also have the opportunity to read documentation, compare documentation to observations, and record data and anecdotal information, utilized within the various models such as school systems, home care, and rehabilitation facilities. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum. Students have the opportunity to reflect on this experience within the lecture course.

Offered: Every year, Spring**OT 362. Documenting Occupational Therapy Practice.****1 Credit.**

This course provides an introduction to the philosophy, concepts and clinical reasoning that supports the documentation of occupational therapy practice. The course integrates ethical, legal and pragmatic considerations of documentation throughout the occupational therapy process in major practice settings. There is a simultaneous Level I Fieldwork/Seminar course that introduces students to requisite psychomotor and cognitive skills in documentation including reviewing client records, developing subjective and objective impressions from observations, and recording of data and anecdotal information.

Offered: Every year, Spring**OT 411. Mental Health and Psychosocial Occupational Therapy****I.****3 Credits.**

This course provides a comprehensive overview of OT's role for children and youth with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories guide the student's learning of the OT process within community-based and institutional settings across the continuum of service delivery. The inclusion of documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall**OT 411L. Mental Health and Psychosocial Occupational Therapy I Lab.****1 Credit.**

This lab course complements OT 411 Mental Health and Psychosocial Occupational Therapy for Children and Youth. Students are provided with the opportunity to practice the application of evaluation and intervention process for various mental health conditions across the continuum of service delivery settings. Group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and therapeutic relationships are emphasized throughout this course.

Offered: Every year, Fall**OT 412. Mental Health and Psychosocial Occupational Therapy****II.****3 Credits.**

This integrative course provides a comprehensive overview of OT's role for adults with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories as well as group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized. A culminating group protocol demonstrates the student's clinical reasoning, application of theory and integration of best practice.

Offered: Every year, Spring**OT 412L. Mental Health and Psychosocial Occupational Therapy Lab II.****1 Credit.**

This lab course complements OT 412 Mental Health and Psychosocial Occupational Therapy for Adults and Older Adults. Students are given the opportunity to practice evidence based interventions for various mental health conditions across the continuum of practice settings. Group theory and group interventions are highlighted. Related skills such as documentation, therapeutic use of self and therapeutic relationships are emphasized throughout this course.

Offered: Every year, Spring**OT 431. Barriers to Health, Occupation and Participation in Children and Youth Populations.****4 Credits.**

This course provides a comprehensive study of pediatric health conditions as they alter body structures and functions and impact activity and participation. Environmental factors and related facilitators and barriers to occupational performance are incorporated. This course also provides a clinical/professional reasoning model for structured case review and clinical decision-making and problem-solving.

Offered: Every year, Fall and Spring

OT 432. Barriers to Health, Occupation and Participation in Adults/Older Adults. 4 Credits.

This course provides a comprehensive study of various conditions that impact health and occupational performance among adults and older adult populations. Emphasis is given to understanding common diagnoses encountered by occupational therapists. This course also provides a clinical/professional reasoning model for structured case review with clinical decision-making and problem-solving.

Offered: Every year, Fall and Spring

OT 451. Occupational Therapy Process in Children and Youth. 6 Credits.

This course provides a comprehensive overview of the evaluation and intervention planning processes used in OT for children and youth. It covers specific procedures and tools for assessment, and strategies for intervention, which consider a variety of cultural and environmental factors. The emphasis is placed on theoretical underpinnings; the family and structural systems where children live, learn and play; clinical/professional reasoning; and documentation of the OT process in a variety of pediatric practice contexts.

Offered: Every year, Fall and Spring

OT 451F. Occupational Therapy Process in Children and Youth Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children and youth population. The experience allows the student to explore the evaluation and treatment process and the application of frame of reference utilized in occupational therapy models of practice. Students have the opportunity to reflect on this experience within the lecture course.

Offered: Every year, Fall and Spring

OT 451L. Occupational Therapy Process in Children and Youth Lab. 1 Credit.

This course accompanies OT 451 and OT 451F. It provides a comprehensive overview of the evaluation process and intervention planning utilized in pediatric occupational therapy. This includes specific assessment tools and intervention strategies, which consider a variety of cultural and environmental factors.

Offered: Every year, Fall and Spring

OT 452. Occupational Therapy Process in Adults and Older Adults. 6 Credits.

This course provides a comprehensive overview of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. While opportunities are provided to learn specific assessment tools and intervention techniques, emphasis is placed on the professional and clinical reasoning process and reflected on proper documentation of the processes. Application of theory, frames of reference, evidence and appreciation for diversity and systems are highlighted.

Offered: Every year, Fall and Spring

OT 452F. Occupational Therapy Process in Adult and Older Adult Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the adult and older adult population. The experience allows the student to explore the evaluation and treatment process and the application of frame of reference utilized in occupational therapy models of practice. Students have the opportunity to reflect on this experience within the lecture course.

Offered: Every year, Fall and Spring

OT 452L. Occupational Therapy Process in Adults and Older Adults Lab. 1 Credit.

This course complements OT 452 and OT 452F and provides an opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Fall and Spring

OT 499. Independent Study. 1-6 Credits.

Offered: As needed

OT 501F. Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork IIa). 3 Credits.

This six- to seven-week fieldwork experience provides students with in-depth opportunities to integrate theory, research and best practice in psychosocial and/or mental health settings. The experience promotes clinical reasoning, reflective practice and professionalism while enhancing one's therapeutic use of self. Practice settings may include traditional mental health agencies, community-based programs and nontraditional sites that promote psychological and social factors for occupational engagement and well-being.

Offered: Every year, Summer

OT 501S. Fieldwork Seminar. 1 Credit.

This course runs concurrently with the mental health/psychosocial summer experience and is delivered in an online format. It is designed to enhance professional and clinical reasoning while promoting the integration of theory to practice. Students are encouraged to critique the system of care as it relates to best practice for an identified population.

Offered: Every year, Summer

OT 502. Pharmacology in Occupational Therapy Practice. 2 Credits.

This course addresses the pharmacokinetics, side effects and drug interactions of medications prescribed to clients who are commonly referred for occupational therapy services. The course emphasizes the role of the occupational therapist in medication management as a health maintenance activity and in monitoring the impact of drug therapy on the therapeutic process and occupational performance of clients.

Offered: Every year, Summer

OT 511. Administration and Management in Occupational Therapy. 4 Credits.

This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.

Offered: Every year, Fall

OT 522L. Biomechanical Interventions in Occupational Therapy. 2 Credits.

This lab provides students with "hands-on" learning experience and clinical reasoning in the safe and effective application of biomechanically-oriented interventions including physical agents and modalities, orthotic fitting and fabrication, and therapeutic exercise. Students also are introduced to prosthetics and the role of occupational therapy during pre-prosthetic and prosthetic training. Students apply clinical reasoning to identify the most appropriate biomechanical interventions based on the client's evaluation and socio-cultural factors to facilitate occupational performance. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall

OT 531. Sensory Processing and Integration. 3 Credits.

This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall and Spring

OT 531F. Sensory Processing and Integration Fieldwork. 1 Credit.

This course provides structured fieldwork experience to observe and analyze sensory processing the pediatric population. The experience emphasize exposure to the clinical application of the Ayres' sensory integration principles learned in the OT curriculum with fieldwork coordinators with advanced training. Students have the opportunity to reflect on this experience within the lecture course.

Offered: Every year, Fall and Spring

OT 531L. Sensory Processing and Integration Lab. 1 Credit.

This course provides practical experientials designed to assimilate sensory processing and integration concepts. Evaluation, direct intervention and collaboration strategies in traditional environments are emphasized. Additionally, application of sensory integrative concepts into currently relevant community-based contexts and systems are explored to facilitate functional participation and engagement in purposeful, context-specific activities. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall and Spring

OT 532. Neurorehabilitation in Occupational Therapy. 3 Credits.

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. This course integrates the use of various theoretical models/frames of reference, current evidence and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Key concepts in interprofessional practice and health literacy are incorporated. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall and Spring

OT 532F. Neurorehabilitation in Occupational Therapy Practice Fieldwork. 1 Credit.

This course provides a structured fieldwork experience to observe, participate in, and document the OT process with adult neurological populations in neurorehabilitation settings. Emphasis is on applying evidence and theory into practice and the development of professional identity and may observe inter- and intra-professional collaboration and patient/client education. Students have the opportunity to reflect on this experience within the lecture course.

Offered: Every year, Fall and Spring

OT 532L. Neurorehabilitation in Occupational Therapy Lab. 1 Credit.

This course complements OT 532 Neurorehabilitation in OT Practice in providing a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. Students have the opportunity to apply methods and techniques according to various theoretical models/frames of reference and current evidence-based interventions. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall and Spring

OT 540. Special Topics in Occupational Therapy. 1.5-3 Credits.

This course provides an opportunity for students to delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Students further explore the specialized roles of the occupational therapist beyond that of a direct provider of skilled services, such as organizational/community leader, educator, case manager, entrepreneur and consultant at the systems level. In addition, students learn various modes of care delivery and systems of care including but not limited to tele-health, community building/development and train-the-trainer; they also evaluate the outcomes of such modes.

Offered: Every year, Spring

OT 541. Assistive Technology in Occupational Therapy. 2 Credits.

This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall

OT 541L. Assistive Technology in Occupational Therapy Lab. 1 Credit.

This lab course provides students with hands-on experience in advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.

Offered: Every year, Fall

OT 542. Work and Ergonomics. 3 Credits.

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation. Prerequisite: Matriculation as an MOT student

Offered: Every year, Spring

- OT 550. OT Research Methods. 4 Credits.**
This course addresses the importance of research in the practice of occupational therapy. The course examines the research approaches and methods in occupational therapy practice. Students participate in designing and implementing entry-level research studies as well as analyzing and interpreting the professional literature. Students begin work on their spring capstone project.
Offered: Every year, Fall
- OT 556. Professional Development. 3 Credits.**
This distance learning course focuses on the current issues related to the roles of the student transitioning to professional. The course emphasizes linking theory to practice, self-analysis and reflection upon academic experience, and relating those to different facets of clinical and professional reasoning as a funding mechanism in practice. Continued professional growth through the development of understanding of personal and professional responsibilities as a practicing therapist and a commitment to lifelong learning and professional advocacy also are addressed. Grant writing is included.
Offered: Every year, Spring
- OT 565. Integrative Case Studies. 2 Credits.**
This course explores individual, group and population case studies of clients in occupational therapy. Students analyze each case using clinical reasoning, qualitative research strategies, frames of reference and best practices to develop integrative evaluation and intervention skills.
Offered: Every year, Spring
- OT 570. Capstone Graduate Projects. 3 Credits.**
This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all course-based material and fieldwork experiences with practical application. Students participate in designing and executing a research or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Spring
- OT 580. Fieldwork Level IIa. 6 Credits.**
This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through concurrent online seminars. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.
Offered: Every year, Summer
- OT 581. Fieldwork Level IIb. 6 Credits.**
This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through concurrent online seminars. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.
Offered: Every year, Fall
- OT 599. OT Independent Study. 1-3 Credits.**
Offered: As needed
- OT 615. Critical Writing I. 3 Credits.**
This course is the first in a sequence of courses focusing on scholarly reading and writing. Students investigate a specific area of interest, describe best practices as supported by evidence and theory and learn how to conduct a peer review of writing.
Offered: Every year, Spring Online
- OT 616. Self-Directed Study in Clinical Practice. 3 Credits.**
This self-directed course focuses on each individual student's goals and objectives within an area of specialty practice. Students create a proposal and learning contract with objectives, methods and timelines to meet individualized learning goals toward certifications or in-depth learning of a particular topic. The purpose of this course is to work toward individualized professional development goals.
Offered: Every year, Spring Online
- OT 620. Foundations in Teaching and Learning I. 3 Credits.**
This course is the first in a series of courses focusing on advanced topics in teaching and learning. Students explore various theoretical frameworks regarding learning and the relationship between learning theory and occupational therapy. Students work to develop the ability to incorporate learning theory into their educational practice.
Offered: Every year, Spring Online
- OT 621. Creating Effective Learning Environments and Experiences. 3 Credits.**
This course is the second course in the series of courses focusing on advanced topics in teaching and learning. Building upon theoretical foundations explored in OT 620 Foundations in Teaching and Learning I, students explore various educational models and tools to enhance teaching and utilize design steps to develop professional, educational presentations.
Prerequisites: Take OT 620.
Offered: Every year, Summer Online
- OT 625. Special Topics in School-Based Practice I. 3 Credits.**
This course is the first in a series of courses focusing on advanced topics in school-based practice. Students critique existing scholarship and professional documents regarding best practices in school-based practice, and identify and critique existing interventions utilized in school-based practice and their efficacy. Topics covered include legislations, assessment, intervention and whole school programming.
Offered: Every year, Spring Online
- OT 626. Special Topics in School-Based Practice II. 3 Credits.**
This course is the second in a series of courses focusing on advanced topics in school-based practice. Students build upon work completed as part of OT 625 Special Topics in School-Based Practice I to develop a model of practice/intervention addressing "best practice" for practitioners working in school-based practice.
Prerequisites: Take OT 625.
Offered: Every year, Summer Online
- OT 630. CAGS Hand Therapy I. 3 Credits.**
This course is the first in a series of courses focusing on advanced topics in hand therapy. Students critique existing scholarship and professional documents regarding best practice in hand therapy practice, and identify and critique existing assessments and interventions utilized in hand therapy practice.
Offered: Every year, Spring Online

OT 631. CAGS Hand Therapy II.**3 Credits.**

This course is the second in a series of hand therapy courses. Building on the first course, students continue to explore best practices and evidence and have the opportunity to synthesize their knowledge through a critique of clinical protocols and practice guidelines. The course culminates with a plan of action to further advance one's professional development.

Offered: Every year, Summer Online**OT 635. Scholarly Use of Evidence in Writing.****3 Credits.**

This course is the second in a sequence of courses focusing on scholarly reading and writing. Emphasis on determining proper use of evidence occurs throughout the course. Synthesis of scholarly evidence and literature culminates in the creation of a manuscript for submission to a professional trade magazine or journal.

Prerequisites: Take OT 615.**Offered:** Every year, Summer Online**OT 640. Directed Study in Evidence-Based Practice.****3 Credits.**

Students learn the steps of the evidence-based practice continuum. Each student follows the steps using actual practice case studies from his/her individual practice sites and presents the responses to each step in the process to discover evidence to guide the practice case questions. Peer interaction and feedback is critical to the realistic development of evidence to guide practice decisions. A major assignment is to have each student participate in the writing of a systematic review or an evidence-based practice brief for the profession. Students complete a needs assessment of a particular site or practice area as well.

Prerequisites: Take OT 654.**Offered:** Every year, Spring**OT 650. Application of Theory and Exploration of Occupation.****3 Credits.**

This course explores occupation—the central construct of the profession, and occupational science as a disciplinary knowledge base of the profession. Students examine a variety of theories relevant to occupational therapy and analyze their practice using critical theory.

Offered: Every year, Spring**OT 651. Systems.****3 Credits.**

Knowledge of health care delivery in the U.S. is fundamental to providing occupational therapy services. A key element to providing relevant health care services is an understanding of the broader systems that influence and drive delivery models. This course addresses the general systems model as applied to the delivery of health care services. System components are addressed including the resources, the internal processes, external influences, measurable outcomes and stakeholders in service delivery systems. The course examines the range of service delivery models in OT including the traditional medical model, school-based, community, educational, home health, hospice and telehealth, among others. The course prepares students to analyze the key components of delivery system and determine how OT services are optimized in specific models.

Offered: Every year, Fall**OT 652. Doctoral Seminar.****1 Credit.**

Students develop learning strategies for doctoral work and explore contemporary leadership theory and create a professional development plan for doctoral work with goals and objectives related to becoming an agent of change.

Offered: Every year, Fall**OT 653. Policy/Ethics.****2 Credits.**

The future leaders of the profession need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. Students explore the role of the occupational therapist in advocacy as well as the concepts of social justice. The impact of these policies and decisions are reviewed in relationship to all settings and the occupational as well as psychosocial well-being of the individual client and populations of clients.

Offered: Every year, Fall**OT 654. Critical Inquiry of Scholarship.****3 Credits.**

This course is the first of a series of courses focusing on scholarship in the profession. Emphasis is placed on understanding qualitative and quantitative research methods and building a solid foundation needed to carry out a scholarly project. This course covers the scholarship process, with a focus on developing a question for scholarly exploration, ways of answering questions and approaches to analyzing results.

Offered: Every year, Fall**OT 655. Professional Seminar.****3 Credits.**

This course integrates prior learning into the discussion of how to become an "agent of change" within systems. Topics include advocacy, leadership and leadership theories, group dynamics and change management. Student integrate this knowledge through the development of a program proposal and evaluation.

Offered: Every year, Summer**OT 656. Critical Inquiry of Scholarship II.****4 Credits.**

This course is the second of a series of courses focusing on scholarship in the profession. Emphasis is placed on developing a proposal for a scholarly project. Drawing on the content of OT 654 students develop the background to the project and problem statement, questions guiding the project informed by theory, and write a design a scholarly proposal in regards to ethical policies and procedures necessary to conduct research.

Prerequisites: Take OT 640, OT 654.**Offered:** Every year, Summer**OT 660. Seminar: Innovations and Emerging Issues in Children and Youth.****3 Credits.**

The OT seminars OT 660 and OT 662 present core content that is the same for both courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student.

Offered: Every year, Fall**OT 662. Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum.****3 Credits.**

The OT seminars OT 660 and OT 662 present core content that is the same for both courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student.

OT 663. Seminar: Innovations and Emerging Issues.**3 Credits.**

This course will initially focus on environmental scanning for evidence of change and locating evidence in the literature for that change within a student-identified area of interest. Then, weeks four through seven focus on the individual theme as selected by each student.

Offered: Every year, Spring

- OT 670. Leadership in Program Development/Business. 3 Credits.**
Students analyze leadership styles as they relate to supervision in both public and private sectors. The course includes a review of skills required to be an entrepreneur, own a practice and navigate the policies required of a business.
Offered: Every year, Spring
- OT 671. Leadership in Higher Education. 3 Credits.**
Students analyze trends in higher education and health care. Building on these trends students create one course including a full syllabus, learning objectives, learning outcomes and assessment. This course provides a foundation for teaching in the future, either full or part time.
- OT 680. Capstone I. 2 Credits.**
This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Fall
- OT 681. Capstone II. 2 Credits.**
This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Spring
- OT 699. OT Independent Study. 1-6 Credits.**
Offered: As needed
- OT 700. Philosophy and Science of Occupational Therapy. 3 Credits.**
This course presents the philosophical, historical and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.
Offered: Every year, Summer
- OT 701. Occupational Therapy Theory. 3 Credits.**
This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.
Offered: Every year, Fall
- OT 702L. OT Service Learning. 1 Credit.**
This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation provides a natural experience of learning about human occupations.
Offered: Every year, Fall
- OT 703. OT Practice Framework and Professional Reasoning. 3 Credits.**
This course explores the vocabulary of the profession, The Occupational Therapy Practice Framework, and links the terminology to knowledge and skills in the identification and analysis of occupation in context, personal factors and occupational performance and the application of clinical reasoning to the occupational therapy process.
Offered: Every year, Fall
- OT 705. Research Methods and Evidence-Based Practice. 3 Credits.**
This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.
Offered: Every year, Fall
- OT 710. Clinical Anatomy in OT Practice. 4 Credits.**
This course provides a comprehensive study of the musculoskeletal system with emphasis on clinical correlation to occupational therapy practice and the biomechanical basis of occupational performance. The course has a corresponding dissection and palpation lab.
Offered: Every year, Summer
- OT 710L. Clinical Anatomy in OT Practice Lab. 1 Credit.**
This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.
Offered: Every year, Summer
- OT 711. Applied Kinesiology. 2 Credits.**
This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.
Offered: Every year, Fall
- OT 711L. Applied Kinesiology Lab. 1 Credit.**
This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.
Offered: Every year, Fall
- OT 712. Neuroanatomy in OT Practice. 3 Credits.**
This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems and examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. The course also introduces basic neurobehaviors and dysfunctions.
Offered: Every year, Summer
- OT 713. Applied Neuroscience. 2 Credits.**
This course builds on neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning.
Offered: Every year, Fall

OT 713L. Applied Neuroscience Lab.**1 Credit.**

This course builds on functional neuroanatomy and is an adjunct to Applied Neuroscience as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance and applies screening procedures. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Fall**OT 720. Occupational Therapy Mental Health and Psychosocial Practice I.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.

Offered: Every year, Spring**OT 720L. Occupational Therapy Mental Health and Psychosocial Practice I Lab.****1 Credit.**

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring**OT 721. OT Mental Health and Psychosocial Practice II.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall**OT 721F. OT Mental Health and Psychosocial Practice II****Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

Offered: Every year, Fall**OT 721L. OT Mental Health and Psychosocial Practice II Lab Lab.****1 Credit.**

This lab builds upon concepts from OT 512 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

Offered: Every year, Fall**OT 722. Occupational Therapy for Children and Youth I.****6 Credits.**

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures and regulations dictating pediatric practice is highlighted throughout the course.

Offered: Every year, Spring and Summer**OT 722F. Occupational Therapy for Children and Youth I****Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in various settings working with the children/youth population. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of health care for the children and youth population.

Offered: Every year, Spring and Summer**OT 722L. Occupational Therapy for Children and Youth I Lab.****1 Credit.**

This lab course complements the OT 531 and OT 531F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer**OT 723. Occupational Therapy for Children and Youth II.****6 Credits.**

This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.

Offered: Every year, Fall and Spring**OT 723F. OT for Children and Youth II Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

Offered: Every year, Fall and Spring

- OT 723L. OT for Children and Youth II Lab. 1 Credit.**
This lab integrates the advanced intervention techniques/specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities and brain-based behavioral challenges. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.
Offered: Every year, Fall and Spring
- OT 724. Occupational Therapy for Adults and Older Adults I. 6 Credits.**
This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.
Offered: Every year, Spring and Summer
- OT 724F. Occupational Therapy for Adults and Older Adults I Fieldwork. 1 Credit.**
This course provides structured fieldwork observation in various settings working with the adult population. It allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.
Offered: Every year, Spring and Summer
- OT 724L. Occupational Therapy for Adults and Older Adults I Lab. 1 Credit.**
This lab course complements the OT 532 and OT 532F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.
Offered: Every year, Spring and Summer
- OT 725. OT for Adults and Older Adults II. 6 Credits.**
This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.
Offered: Every year, Fall and Spring
- OT 725F. OT for Adults and Older Adults II Fieldwork. 1 Credit.**
This course provides structured fieldwork observation in neurorehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.
Offered: Every year, Fall and Spring
- OT 725L. OT for Adults and Older Adults II Lab. 1 Credit.**
This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.
Offered: Every year, Fall and Spring
- OT 726. Technology in OT Practice. 2 Credits.**
This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.
Offered: Every year, Summer
- OT 726L. Technology in OT Practice Lab. 1 Credit.**
This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.
Offered: Every year, Summer
- OT 727. Work and Ergonomics. 3 Credits.**
This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.
Offered: Every year, Spring
- OT 728L. Biomechanical Intervention Lab. 2 Credits.**
Students experience hands on learning in biomechanical principles such as splinting, physical agent modalities, and therapeutic exercise programs. Specifically, students evaluate and fabricate splints for specific diagnoses and discuss the role of splinting as part of an overall intervention plan. Students are introduced to various prosthetic devices and the role of occupational therapy during pre-prosthetic and prosthetic training. Students demonstrate the ability to use and apply various physical agent modalities to intervention planning assignments
Offered: Every year, Spring
- OT 730. Administration and Management of Systems. 3 Credits.**
This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.
Offered: Every year, Spring

- OT 731. Leadership and Change. 2 Credits.**
This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.
Offered: Every year, Summer
- OT 751. Capstone Seminar I - Exploration. 2 Credits.**
This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.
Offered: Every year, Fall
- OT 752. Knowledge Translation and Synthesis. 3 Credits.**
This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.
Offered: Every year, Spring
- OT 753. Capstone Seminar II - Planning. 2 Credits.**
This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.
Offered: Every year, Summer
- OT 754. Capstone Seminar III - Preparation. 2 Credits.**
This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.
Offered: Every year, Spring
- OT 760. Special Topics Or Independent Study. 3 Credits.**
Students delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Exploration of specialized roles beyond that of a direct provider of skilled services, such as educator, case manager and consultant at the systems level. Students also learn various modes of care delivery and systems of care and evaluate the outcomes of such modes.
Offered: Every year, Spring
- OT 762. Health Policy, Law, and Advocacy. 2 Credits.**
This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy as well as the concepts of social justice is explored as well.
Offered: Every year, Spring
- OT 764. Business Leadership and Entrepreneurship in OT. 3 Credits.**
This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.
Offered: Every year, Spring
- OT 766. Methods of Teaching and Learning in OT. 3 Credits.**
This course introduces students to the principles of the teaching-learning process in order to meet the needs of clients, family, significant others, communities, colleagues, other health providers and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods and best practices in clinical and academic teaching.
Offered: Every year, Spring
- OT 780. Fieldwork Level IIA. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.
Offered: Every year, Summer
- OT 781. Fieldwork Level IIB. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTD 580.
Offered: Every year, Fall
- OT 782. Professional Development. 2 Credits.**
This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.
Offered: Every year, Spring
- OT 790. Doctoral Project Seminar. 2 Credits.**
This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.
Offered: Every year, Summer

OT 791. Doctoral Experience. 2-4 Credits.

The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.

Offered: Every year, Summer

OT 799. Independent Study in OT. 1-6 Credits.

Offered: As needed

Occupational Therapy Masters (OTM)

OTM 501. OT Theory. 3 Credits.

This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.

Offered: Every year, Fall

OTM 502L. OT Service Learning. 1 Credit.

This course applies the concepts of observation and therapeutic use of self to a community setting where the students will observe and conduct an applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation will provide a natural experience of learning about human occupations.

Offered: Every year, Fall

OTM 503. OT Practice Framework and Professional Reasoning. 2 Credits.

This course explores the vocabulary of the profession, The Occupational Therapy Practice Framework, and links the terminology to knowledge and skills in the identification and analysis of occupation in context, personal factors and occupational performance and the application of clinical reasoning to the occupational therapy process.

Offered: Every year, Fall

OTM 505. Research Methods and Evidence-Based Practice. 3 Credits.

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

Offered: Every year, Fall

OTM 520. OT Mental Health & Psychosocial Practice. 3 Credits.

This course provides a comprehensive overview of OT's role for children and youth with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories guide the student's learning of the OT process within community-based and institutional settings across the continuum of service delivery. The inclusion of documentation, therapeutic use of self and evidence-based practice are emphasized

Offered: Every year, Spring

OTM 520L. OT Mental Health and Psychosocial Practice Lab. 1 Credit.

This course builds upon concepts from OTM 520 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups, and organizations. Students will practice assessments and evidence-based intervention modalities for various mental health conditions across the life span. Application of theoretical models and frames of reference will be highlighted. Additionally, students will enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring

OTM 521. OT in Mental Health & Psychosocial Practice II. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OTM 521F. OT in Mental Health & Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan; it will allow the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students will also have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students will develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

Offered: Every year, Fall

OTM 521L. OT in Mental Health & Psychosocial Practice II Lab. 1 Credit.

This lab builds upon concepts from OT 521 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote the therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

Offered: Every year, Fall

OTM 522. OT For Children and Youth I. 6 Credits.

This course provides a comprehensive overview of pediatric health conditions as they alter function and participation, environmental factors as they relate to barriers for occupational performance, and evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence will be utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures, and regulations dictating pediatric practice will be highlighted throughout the course.

Offered: Every year, Spring

OTM 522F. OT For Children & Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population; it will allow the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students will also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of healthcare for the children and youth population.

Offered: Every year, Spring

OTM 522L. OT For Children & Youth I Lab. 1 Credit.

This lab course complements the OTM 522 and OTM 522F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring

OTM 523. OT for Children & Youth II. 6 Credits.

This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Documentation within these various systems will be illustrated, discussed, and produced.

Offered: Every year, Fall

OTM 523F. OT for Children & Youth II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students will also have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as healthcare, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

Offered: Every year, Fall

OTM 523L. OT for Children & Youth II Lab. 1 Credit.

This lab integrates the advanced intervention techniques / specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities, and brain-based behavioral challenges. Opportunities will be provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall

OTM 524. OT for Adults/Olders Adults I. 6 Credits.

This course provides a comprehensive overview of various conditions that impact health and occupational performance among adults and older adult populations, with emphasis given to understanding common diagnoses encountered and assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology, and orthopedics. This course will integrate the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation will be highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy will be incorporated.

Offered: Every year, Summer

OTM 524F. OT for Adults/Older Adults I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the adult population; it will allow the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students will develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

Offered: Every year, Summer

OTM 524L. OT for Adults/Older Adults I Lab. 1 Credit.

This lab course complements the OTM 524 and OTM 524F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Summer

OTM 525. OT for Adults/Older Adults II. 6 Credits.

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. This course will integrate the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation will be highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy will be incorporated.

Offered: Every year, Spring

OTM 525F. OT for Adults/Older Adults II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in neuro-rehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.

Offered: Every year, Spring

OTM 525L. OT for Adults/Older Adults II Lab. 1 Credit.

This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities will be provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Spring

OTM 526. Technology in OT Practice. 2 Credits.

This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in education, home, work, leisure and community practice domains.

Offered: Every year, Summer

- OTM 527. Work & Ergonomics. 3 Credits.**
This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.
Offered: Every year, Spring
- OTM 528L. Biomechanical Interventions Lab. 1 Credit.**
Students experience hands on learning in safe and effective application of biomechanically-oriented interventions and principles for splinting, physical agent modalities, and therapeutic exercise programs. Specifically, students evaluate and fabricate splints for specific diagnoses and discuss the role of splinting as part of an overall intervention plan. Students are introduced to various prosthetic devices and the role of occupational therapy during pre-prosthetic and prosthetic training. Students demonstrate the ability to use and apply various physical agent modalities to intervention planning assignments.
Offered: Every year, Summer
- OTM 530. Administration and Management of System. 3 Credits.**
This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.
Offered: Every year, Spring
- OTM 560. Special Topics in OT. 2 Credits.**
Students will delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Exploration of specialized roles beyond that of a direct provider of skilled services, such as educator, case manager, and consultant at the systems level. Students will also learn various modes of care delivery and systems of care and evaluate the outcomes of such modes.
Offered: Every year, Spring
- OTM 562. Professional Development. 2 Credits.**
This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. The course emphasizes linking theory to practice, self-analysis and reflection upon academic experience, and relating those to different facets of clinical and professional reasoning in practice. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure, and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy, and inter-/intra-professional collaboration will be explored.
Offered: Every year, Spring
- OTM 570. Scholarly Project I. 1 Credit.**
This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of participating in the research process. Under faculty mentorship, students are expected to complete a comprehensive literature review related to their topic of study.
Offered: Every year, Summer
- OTM 571. Scholarly Project II. 1 Credit.**
Under faculty mentorship, students in small groups participate in the design and implementation of entry-level research studies by analyzing and interpreting the professional literature, and beginning to work on their spring capstone project.
Prerequisites: TAKE OTM 570
Offered: Every year, Fall
- OTM 572. Scholarly Project III. 1 Credit.**
This seminar course is designed to facilitate the completion of the students Capstone Project and promote an in-depth reflection on the program learning outcomes. Final outcome of the seminar is a scholarly manuscript and public dissemination of the results of the completed project.
Prerequisites: TAKE OTM 570 OTM 571
Offered: Every year, Spring
- OTM 580. Fieldwork Level IIA. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.
Offered: Every year, Summer
- OTM 581. Fieldwork Level IIB. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTM 580.
Prerequisites: TAKE OTM 580
Offered: Every year, Fall

Occupational Therapy Doctoral (OTD)

- OTD 500. Philosophy and Science of Occupational Therapy. 2 Credits.**
This course presents the philosophical, historical, and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.
Offered: Every year, Summer
- OTD 501. Occupational Therapy Theory. 3 Credits.**
This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.
Offered: Every year, Fall

OTD 502L. OT Service Learning.**1 Credit.**

This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation provides a natural experience of learning about human occupations.

Offered: Every year, Fall**OTD 503. OT Practice Framework & Professional Reasoning.****2 Credits.**

This course explores the profession's domain and scope through the Occupational Therapy Practice Framework and links the terminology to the analysis of occupation and occupational performance in context, as well as the various forms of professional reasoning used in the occupational therapy process.

Offered: Every year, Fall**OTD 505. Development of Human Occupations Seminar.****2 Credits.**

This course explores typical human development and more specifically, occupational development from conception through early (emerging) adulthood. In this course, traditional theories of development are explored along with more contemporary and occupation-focused theories. Each of these sets of theories will contribute to an understanding of how biologic capacity, environmental, and cultural factors influence occupational development.

Offered: Every year, Summer**OTD 510. Clinical Anatomy in Occupational Therapy.****3 Credits.**

This course provides a comprehensive study of the musculoskeletal system and the peripheral nervous system with emphasis on their correlation to health conditions and occupational dysfunctions as well as the biomechanical basis of occupational performance. This course has a corresponding dissection and palpation lab.

Offered: Every year, Summer**OTD 510L. Clinical Anatomy in OT Practice Lab.****1 Credit.**

This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.

Offered: Every year, Summer**OTD 511. Applied Kinesiology.****2 Credits.**

This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.

Offered: Every year, Fall**OTD 511L. Applied Kinesiology Lab.****1 Credit.**

This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.

Offered: Every year, Fall**OTD 512. Applied Neuroscience in OT Practice.****4 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

Prerequisites: Take OTD 510**Offered:** Every year, Fall**OTD 512L. Applied Neuroscience in OT Practice Lab.****1 Credit.**

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

Prerequisites: Take OTD 510L**Offered:** Every year, Fall**OTD 515. Research Methods and Evidence-Based Practice.****3 Credits.**

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

Offered: Every year, Fall**OTD 520. Occupational Therapy Mental Health and Psychosocial Practice I.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.

Offered: Every year, Spring**OTD 520L. Occupational Therapy Mental Health and Psychosocial Practice I Lab.****1 Credit.**

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring**OTD 521. OT Mental Health and Psychosocial Practice II.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OTD 521F. OT Mental Health and Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.
Offered: Every year, Fall

OTD 521L. OT Mental Health and Psychosocial Practice II Lab. 1 Credit.

This lab builds upon concepts from OT 512 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.
Offered: Every year, Fall

OTD 522. Occupational Therapy for Children and Youth I. 6 Credits.

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures and regulations dictating pediatric practice is highlighted throughout the course.

Offered: Every year, Spring and Summer

OTD 522F. Occupational Therapy for Children and Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of health care for the children and youth population.
Offered: Every year, Spring and Summer

OTD 522L. Occupational Therapy for Children and Youth I Lab. 1 Credit.

This lab course complements the OT 531 and OT 531F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.
Offered: Every year, Spring and Summer

OTD 523. Occupational Therapy for Children and Youth II. 6 Credits.

This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.

Offered: Every year, Fall and Spring

OTD 523F. OT for Children and Youth II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.
Offered: Every year, Fall and Spring

OTD 523L. OT for Children and Youth II Lab. 1 Credit.

This lab integrates the advanced intervention techniques/specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities and brain-based behavioral challenges. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring

OTD 524. Occupational Therapy for Adults and Older Adults I. 6 Credits.

This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Spring and Summer

OTD 524F. Occupational Therapy for Adults and Older Adults I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the adult population. It allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

Offered: Every year, Spring and Summer

OTD 524L. Occupational Therapy for Adults and Older Adults I Lab. 1 Credit.

This lab course complements the OT 532 and OT 532F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer

OTD 525. OT for Adults and Older Adults II. 6 Credits.

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Fall and Spring

OTD 525F. OT for Adults and Older Adults II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in neurorehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.

Offered: Every year, Fall and Spring

OTD 525L. OT for Adults and Older Adults II Lab. 1 Credit.

This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring

OTD 526. Technology in OT Practice. 2 Credits.

This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.

Offered: Every year, Summer

OTD 526L. Technology in OT Practice Lab. 1 Credit.

This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.

Offered: Every year, Summer

OTD 527. Work and Ergonomics. 3 Credits.

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.

Offered: Every year, Spring

OTD 528L. Biomechanical Interventions Lab. 1 Credit.

This course provides hands on learning in the therapeutic application of orthotics, physical agents and modalities, and exercise programs. Students will develop the skills to evaluate and develop an intervention plan for specific conditions. Students also learn the role of occupational therapy during pre-prosthetic and prosthetic training.

Offered: Every year, Summer

OTD 530. Administration and Management of Systems. 3 Credits.

This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.

Offered: Every year, Spring

OTD 531. Leadership and Change. 2 Credits.

This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.

Offered: Every year, Summer

OTD 580. Fieldwork Level IIA. 6 Credits.

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.

Offered: Every year, Summer

OTD 581. Fieldwork Level IIB. 6 Credits.

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTD 580.

Offered: Every year, Fall

OTD 582. Professional Development. 2 Credits.

This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.

Offered: Every year, Spring

OTD 751. Capstone Seminar I - Exploration. 2 Credits.

This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.

Offered: Every year, Fall

OTD 752. Knowledge Translation and Synthesis. 3 Credits.

This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.

Offered: Every year, Spring

OTD 753. Capstone Seminar II - Planning. 2 Credits.

This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.

Offered: Every year, Summer

OTD 754. Capstone Seminar III - Preparation. 2 Credits.

This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.

Offered: Every year, Spring

OTD 760. Principles of Teaching/Learning. 2 Credits.

This course introduces students to the principles of the teaching-learning process to meet the needs of clients, communities, other health providers, and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods, and best practices in clinical and academic teaching.

Offered: Every year, Spring

OTD 762. Health Policy, Law & Advocacy. 2 Credits.

This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy and concepts of social justice are explored.

Offered: Every year, Spring

OTD 764. Business Leadership and Entrepreneurship. 2 Credits.

This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.

Offered: Every year, Spring

OTD 790. Doctoral Project Seminar. 1 Credit.

This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.

Offered: Every year, Summer

OTD 791. Doctoral Experience. 2-4 Credits.

The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.

Offered: Every year, Summer

Dual-Degree BS in Health Science Studies/Master of Occupational Therapy

Program Contact: Courtney Richards (Courtney.Richards@qu.edu)
203-582-8418

Our five-and-a-half-year, entry-level, Dual-Degree Bachelor of Science/Master of Occupational Therapy program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively at entry-level, within various healthcare, educational and social systems. Our curriculum consists of three overlapping tiers: University Curriculum, professional component, and fieldwork. Upon successful completion of the fourth year, the BS in Health Science Studies is awarded.

- Tier 1: University Curriculum.** During the first two years, students take most of their University Curriculum (UC) courses. Concurrently, students take prerequisite science courses for the OT program (PHY 101 + PHY 101L, BIO 211 + BIO 211L, BIO 212 + BIO 212L, and MA 275) as well as OT foundational courses (OT 101, OT 201 and OT 214). Prior to entry in the junior year, students must satisfy the following requirements: acquire a grade of B- or better in 100- and 200-level OT courses; satisfactorily complete a minimum of 40 credits of the University Curriculum; achieve a cumulative grade point average (GPA) of 3.0 or better; and achieve a science prerequisite GPA of 2.75 or better. It is highly recommended that students take all **prerequisite** science courses at Quinnipiac University. If a student is granted permission to take a science course at another four-year institution, the science grade will be factored into the required science GPA of 2.75. Failure to meet the cumulative GPA of 3.0 with Quinnipiac University courses only or the science prerequisite GPA of 2.75 by the start of the junior year will result in dismissal from the program.
- Tier 2: Professional Component.** The professional component of the program consists of all occupational therapy courses from the junior, senior and graduate years. Upon entry into the professional component, students must maintain a GPA of 3.0 each semester in the occupational therapy courses. To progress through the program, students must meet the minimum GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses.
- Tier 3: Fieldwork Component.** All fieldwork level II experiences (OTM 580 and OTM 581) must be completed with a "P" (pass) to graduate.

Fieldwork Requirements

Students are responsible for transportation to all fieldwork experiences. All students are required to maintain a viable health insurance,

malpractice insurance, CPR certification and current immunization record according to their fieldwork placements. A fieldwork site may have additional requirements as part of its affiliation agreement such as background checks and site-specific mandatory in-services. Failure to comply with fieldwork requirements may negatively impact a student's ability to participate in fieldwork. The department also requires current membership with the American Occupational Therapy Association.

Accreditation

The Quinnipiac Dual-Degree BS/MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department
 American Occupational Therapy Association
 6116 Executive Boulevard, Suite 200
 North Bethesda, MD 20852-4929
 Phone: 301-652-6611 (ext. 2914)
 Fax: 301-652-1417
 Email: accred@aota.org
 Website: acoteonline.org (<https://acoteonline.org/>) c/o Accreditation Department

Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning for the Dual-Degree BS/MOT program. This responsibility includes the delivery of course content, satisfactory completion of the educational program, and granting of the degree. The university also is responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.

Dual-Degree BS/MOT Curriculum

The curriculum for the professional courses in the program are reviewed regularly and are subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
OT 101	Foundations of Occupational Therapy	2
UC Course 1		3
Credits		15
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
MA 275	Biostatistics	3

OT 214	Professionalism in Occupational Therapy Practice	2
UC Course 2		3
Credits		15
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
UC Course 3		3
UC Course 4		3
HSC 202	Medical Terminology	2
Credits		16
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
UC Course 5		3
UC Course 6		3
UC Course 7		3
OT 201	Occupation, Health, Participation	2
Credits		15
Third Year		
Fall Semester		
OT 322 & 322L	Functional Anatomy and Kinesiology I and Functional Anatomy and Kinesiology Lab I	4
OT 325	Principles of Human Development and Occupation	3
OT 333 & 333L	Functional Neuroscience I and Functional Neuroscience I Lab	4
HSC Community Engagement ²		2
HSC 205	Age-Related Community Engagement Youth (HSC 505)	
HSC 206	or Community Engagement Legacy Service Learning Seminar: International (HSC 506)	
or	or Interprofessional Community-Based	
HSC 207	Service Learning Seminar: Special Populations (HSC 507)	
or	or Community Engagement Veterans	
HSC 208	or Community Engagement Leadership or Health Professions Career Practicum	
or	HSC 308	
or	HSC 398	
HSC 220	Health Care Essentials: Structure, Policy and Professionalism (or HSC Elective) ¹	3
Credits		16
Spring Semester		
OT 323 & 323L	Functional Anatomy and Kinesiology II and Functional Anatomy and Kinesiology Lab II	4
OT 326	Principles of Human Development/Older Adults	3
OT 334	Functional Neuroscience II	2
HSC Community Engagement ²		1

HSC 205	Age-Related Community Engagement Youth or (HSC 505)		
HSC 206	or Community Engagement Legacy Service Learning Seminar: International (HSC 506)		
HSC 207	or Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 507)		
HSC 208	or Community Engagement Veterans or Community Engagement Leadership or Health Professions Career Practicum		
HSC 308			
HSC 398			
HSC 220	Health Care Essentials: Structure, Policy and Professionalism (or HSC Elective) ¹	3	
Open Elective 1		3	
Credits		16	
Fourth Year			
Fall Semester			
OTM 501	OT Theory	3	
OTM 502L	OT Service Learning	1	
QU 420	Integrative Capstone	3	
OTM 503	OT Practice Framework and Professional Reasoning	2	
OTM 505	Research Methods and Evidence-Based Practice	3	
Open Elective 2		3	
Credits		15	
Spring Semester			
OTM 522	OT For Children and Youth I	6	
OTM 522L	OT For Children & Youth I Lab	1	
OTM 522F	OT For Children & Youth I Fieldwork	1	
OTM 520	OT Mental Health & Psychosocial Practice	3	
OTM 520L	OT Mental Health and Psychosocial Practice Lab	1	
OTM 530	Administration and Management of System	3	
Credits		15	
Total Credits		123	

¹ HSC Electives may include HSC 262, HSC 322, HSC 326, HSC 354

² HSC Community Engagement have options for 1, 2, or 3 credits at a time.

Students earn the Bachelor of Science in Health Science Studies after completing 123 credits.

Post-Baccalaureate Phase (Master's)

Students earn the Master of Occupational Therapy after completing 54 credits in this phase.

Course	Title	Credits
Fifth Year		
Summer Semester		
MASTER'S YEAR 2		
OTM 524	OT for Adults/Olders Adults I	6
OTM 524F	OT for Adults/Older Adults I Fieldwork	1
OTM 524L	OT for Adults/Older Adults I Lab	1
OTM 526	Technology in OT Practice	2
OTM 528L	Biomechanical Interventions Lab	1
OTM 570	Scholarly Project I	1
Credits		12
Fall Semester		
OTM 521	OT in Mental Health & Psychosocial Practice II	3
OTM 521L	OT in Mental Health & Psychosocial Practice II Lab	1
OTM 521F	OT in Mental Health & Psychosocial Practice II Fieldwork	1
OTM 523	OT for Children & Youth II	6
OTM 523L	OT for Children & Youth II Lab	1
OTM 523F	OT for Children & Youth II Fieldwork	1
OTM 571	Scholarly Project II	1
Credits		14
Spring Semester		
OTM 525	OT for Adults/Older Adults II	6
OTM 525L	OT for Adults/Older Adults II Lab	1
OTM 525F	OT for Adults/Older Adults II Fieldwork	1
OTM 527	Work & Ergonomics	3
OTM 560	Special Topics in OT	2
OTM 562	Professional Development	2
OTM 572	Scholarly Project III	1
Credits		16
Sixth Year		
Summer Semester		
OTM 580	Fieldwork Level IIA	6
OTM 581	Fieldwork Level IIB	6
Credits		12
Total Credits		54

Progression, Retention and Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the OT Student Manual. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

University Curriculum and OT Prerequisite Phase

Prior to entry in the junior year, students must satisfy the following requirements:

- Complete a minimum of 40 credits of the University Curriculum, all OT prerequisites and all OT foundational courses with a minimum cumulative grade point average of 3.0;
- All foundational OT courses must be at a grade of B- or better; and

- Achieve a minimum science GPA of 2.75. Courses that are considered in the science GPA are BIO 101 +BIO 101L, BIO 102 + BIO 102L and all the OT prerequisites.

Professional Component and Fieldwork Phases

To progress through the program, students must meet the minimum semester GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses. In addition, all students must acquire a “Pass” in their fieldwork level II. Failing to meet the aforementioned requirements will result in a referral to the Occupational Therapy Academic Progression and Retention Committee (APRC). The outcome of such referral may be: program probation with course remediation; a program probation with a course repeat (and a repayment); or a program dismissal.

All courses must be taken sequentially as indicated in the program of study. Students may request in writing to the department chairperson, any deviations from the course sequence, waivers from occupational therapy courses, and/or transfer credits from other occupational therapy programs. All requests must be approved by the Occupational Therapy APRC and the department chairperson.

Successful completion of all didactic and fieldwork requirements is necessary for graduation with the degree of Master of Occupational Therapy.

Student Learning Outcomes

Upon completion of the **baccalaureate phase** of the Dual-Degree Bachelor of Science/Master of Occupational Therapy (BS/MOT) program, students will demonstrate the following competencies:

- Synthesis of Occupation:** Articulate in-depth knowledge of occupation with health and participation to guide the practice of occupational therapy.
- Professional Identity and Role Competence:** Demonstrate professionalism and competent role performance.
- Advocacy:** Advocate for the distinct value of occupational therapy for individuals, groups and populations.
- Professional Reasoning:** Apply occupation and client-centered principles and professional reasoning as part of the occupational therapy process to produce positive outcomes with individuals, communities and populations within systems.
- Evidence-Based Practice and Knowledge Translation:** Evaluate, synthesize, translate and contribute evidence to inform practice and support the delivery of OT services.
- Occupational Therapy Roles in Systems and Practice Contexts:** Demonstrate knowledge of systems and occupational therapy roles in order to work collaboratively in intra/interprofessional teams within traditional and role emerging settings.

Mission Statement

The Department of Occupational Therapy aims to provide high-quality education to develop occupational therapy practitioner-scholars, who possess broad-based knowledge and can influence meaningful change in the health and functioning of individuals, populations and communities.

Philosophy

The OT Department views the entry-level educational experience with a developmental-humanistic lens. This approach acknowledges that each

student has unique experiences and possesses varying abilities, which are brought to the university environment and further developed through liberal and disciplinary inquiry as well as, co-curricular, community-based/ experiential learning and professional experiences.

The department conceptualizes “**development**” not merely as a sequential ontological event but rather as a complex iterative, heterarchical and hierarchical sets of processes that are situated in various contexts. This developmental curriculum concept is reflected below using Fink’s Taxonomy of Significant Learning:

- **Foundational Knowledge (and Caring and Learning to Learn)** – refers to understanding, remembering information and ideas; developing interests and professional values; and developing the skills to learn or self-direct one’s learning
- **Application and Integration (and Learning About Oneself/Others)** – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events and realms of life; as well as developing a depth of awareness of oneself and of others
- **Application and Synthesis** – refers to continued refinement of practical, creative and critical thinking skills through understanding of systems and embracing one’s agency

Through advising, mentorship and curricular experiences, the faculty applies a **humanistic approach** to support students in their personal and professional growth toward becoming an entry-level occupational therapist. Students are also taught the value and potential of every human being and their capacity to self-determine.

Admission to the Program

The high school student applying for admission to the Occupational Therapy program should present four years of mathematics and four years of science. The general Quinnipiac University requirements for admissions must be met. All students applying for admission are strongly encouraged to have 10–20 hours of observation in occupational therapy. The department is prepared to provide reasonable accommodations for students who have special needs or challenges.

Transfer Students

The Occupational Therapy department has procedures in place for transfer admission into the Dual-Degree Bachelor of Science/Master of Occupational Therapy program. Acceptance as a transfer into the BS/MOT program is on a *space-available basis only*. When the number of qualified applicants exceeds the number of available slots, prospective students will be evaluated and ranked. *A student with a prior history of dismissal from any of the programs within the Occupational Therapy department is ineligible for transfer admission.* Additional information is available upon request from Program Director Courtney Richards at courtney.richards@quinnipiac.edu; 203-582-8418 or Professor Deanna Proulx-Sepelak at deanna.proulx-sepelak@quinnipiac.edu (Deanna.Proulx-Sepelak@quinnipiac.edu); 203-582-8675.

Additional Program Costs

As a clinical education program, the BS/MOT dual degree major requires some expenses that go beyond standard university tuition and fees:

- Clinical/Fieldwork Education Travel** – Students are responsible for all expenses (gas, parking, maintenance) related to transportation to get to a fieldwork site. This includes private transportation, public transportation, and air travel as necessary. **Cost: variable**

- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Cost: variable (please check with your insurance carrier)**
- c. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience. Students in the BS/MOT program are required to have a background check prior to the start of the clinical portion of the curriculum in Junior year and again before beginning Level II fieldwork.
- Initial background check cost is **\$63** for all domestic addresses for the past 7 years or **\$158** for students who have resided in **New York state** in the last 7 years due to NY state surcharge.
 - Some clinical fieldwork sites may require an additional yearly background recheck. **Cost: \$32 per annual recheck**
- d. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: \$42.25**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – FOR THOSE PROGRAMS USING EXXAT ONLY. Students enrolled in professional programs must enroll in EXXAT and APPROVE.
- EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the BS/MOT major (students are responsible for this cost).**
 - APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
- g. **Professional Association Membership** – All occupational therapy students are required to purchase a student membership from the American Occupational Therapy Association (AOTA). The cost of the student membership is **\$75 per year**. Students have full access to all of the resources as part of this membership including journal articles, videos, and other class and professional learning materials needed for program completion.
- h. **Certification Examination Costs** – All occupational therapy students upon successful completion of the academic and fieldwork requirements of the BS/MOT program must take a certification examination in order to practice as a registered occupational therapist. This is given by the National Board of Certification of Occupational Therapy (NBCOT) and **costs \$555.00 (2021 cost)** to take the examination.

The Quinnipiac Dual-Degree BS/MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department
 American Occupational Therapy Association
 6116 Executive Boulevard, Suite 200
 North Bethesda, MD 20852-4929
 Phone: 301-652-6611 (ext. 2914)
 Fax: 301-652-1417

Email: accred@aota.org

Website: [acoteonline.org \(https://acoteonline.org/\)](https://acoteonline.org/)

Accreditation

The combined Bachelor of Science/Master of Occupational Therapy program at Quinnipiac University is an entry-level master's degree program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is 301-652-AOTA, and its web address is [acoteonline.org \(http://www.acoteonline.org\)](http://www.acoteonline.org). Graduates of the occupational therapy program are eligible to sit for the NBCOT (National Board for Certification in Occupational Therapy) exam. After successful completion of the exam, you will be an Occupational Therapist, Registered (OTR). All states and jurisdictions require graduation from an ACOTE-accredited occupational therapy program and passing the NBCOT exam as a requirement for state licensure.

State-by-State Occupational Therapy Licensure

All 50 states and the jurisdictions of Washington, D.C.; Guam; and Puerto Rico have licensure laws for occupational therapists. The American Occupational Therapy Association (AOTA) website provides links to state regulations regarding qualifications and licensure, continuing competency requirements, regulations, supervision and telehealth.

NBCOT offers an interactive US map with links to each state's OT State Regulatory Board Contact List and AOTA links to each state's licensure requirements.

AOTA's Student Guide to Registration and Licensure (<https://www.aota.org/publications/student-articles/career-advice/virtual-tour/>) offers a self-directed "tour" for graduates seeking information on the NBCOT exam and obtaining state licensure.

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Dual-Degree BS/MOT program.

Occupational Therapy (OT)

OT 101. Foundations of Occupational Therapy. 2 Credits.

This course provides students with the foundations of occupational therapy practice including its philosophical and historical origins, as well as its core beliefs and principles. The course also presents the various occupational therapy practice settings—both traditional and emerging—and highlights how the foundations of OT practice are threaded across settings.

Offered: Every year, Fall and Spring

OT 201. Occupation, Health, Participation. 2 Credits.

This course introduces the concept of occupation as central to the practice of occupational therapy. Emphasis is on the relationship between occupation and health. Using methods of inquiry, students gain a deeper understanding of occupational performance and its determinants from a person-centered to a population- and institution-centered perspective. Theoretical models focused on occupations are explored and applied to assessing and enhancing occupational performance.

Offered: Every year, Fall

OT 214. Professionalism in Occupational Therapy Practice. 2 Credits.

This course serves as a bridge from students' general education to the professional phase of the OT curriculum. Students explore features of contemporary occupational therapy practice, such as client-centeredness and evidence-based practice, as foundations to professionalism. Students integrate Quinnipiac essential learning proficiencies into the context of occupational therapy practice. Finally, the course helps students to internalize the values of professionalism as keys to being an effective change agent.

Offered: Every year, Spring

OT 322. Functional Anatomy and Kinesiology I. 3 Credits.

This course is a comprehensive, two-part series designed to provide students with foundational expertise in human biomechanics. Students examine the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The course includes a corequisite laboratory to develop competency in basic biomechanical safety and assessment (goniometry and manual muscle testing). The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.

Prerequisites: Take BIO 211, BIO 212, PHY 101.

Offered: Every year, Fall

OT 322L. Functional Anatomy and Kinesiology Lab I. 1 Credit.

This lab, which accompanies OT 322, provides the opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings serves to enhance content delivered in the classroom; students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)

Prerequisites: Take BIO 211, BIO 212, PHY 101.

Offered: Every year, Fall

OT 323. Functional Anatomy and Kinesiology II. 3 Credits.

This course is part two of a comprehensive series designed to provide students with foundational expertise in human biomechanics. Students continue their examination of the musculoskeletal system in conjunction with principles of kinetics and kinematics as the basis of practice in physical rehabilitation. The series culminates by merging all aspects of human movement as the basis for engaging in everyday occupational activities.

Prerequisites: Take OT 322.

Offered: Every year, Spring

OT 323L. Functional Anatomy and Kinesiology Lab II. 1 Credit.

This lab, which accompanies OT 323, provides an opportunity to learn in the Human Anatomy Lab, Clinical Skills Lab, Rehabilitation Science Lab and the Model Apartment as students develop proficiency with basic biomechanical safety and assessment (goniometry and manual muscle testing). This variety of laboratory settings enhances content delivered in the classroom. Students are guided to first visualize human anatomy via donor dissection and then apply that learning in the simulated clinical settings. Students are alternately scheduled among spaces weekly and in accordance with progression of region in the human body. (2 lab hrs.)

Prerequisites: Take OT 322L.

Offered: Every year, Spring

OT 325. Principles of Human Development and Occupation. 3 Credits.

This course explores normal development and its impact on age appropriate occupations. The age span is from conception through early adulthood. The course provides a foundation for evaluation and intervention in human occupation.

Offered: Every year, Fall and Spring

OT 326. Principles of Human Development/Older Adults. 3 Credits.

This course builds on the developmental concepts from OT 325 to explore normal development and its impact on age appropriate occupations. The age span is from early to late adulthood. The course provides a foundation for evaluation and intervention in human occupation as well as a foundation in performance patterns, skills and context.

Offered: Every year, Fall and Spring

OT 333. Functional Neuroscience I. 3 Credits.

This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course provides a strong foundation for future study on neural substrates of health conditions and occupational performance. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Fall

OT 333L. Functional Neuroscience I Lab. 1 Credit.

This course supplements OT 333 Functional Neuroscience I lecture and provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems that are key to normal human health and function. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Fall

OT 334. Functional Neuroscience II. 2 Credits.

This course builds on functional neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, language, attention, memory and learning. The course continues to introduce basic screening procedures to identify neurobehavioral dysfunctions.

Offered: Every year, Spring

Occupational Therapy (OTM)

OTM 501. OT Theory. 3 Credits.

This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.

Offered: Every year, Fall

OTM 502L. OT Service Learning. 1 Credit.

This course applies the concepts of observation and therapeutic use of self to a community setting where the students will observe and conduct an applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation will provide a natural experience of learning about human occupations.

Offered: Every year, Fall

OTM 503. OT Practice Framework and Professional Reasoning. 2 Credits.

This course explores the vocabulary of the profession, The Occupational Therapy Practice Framework, and links the terminology to knowledge and skills in the identification and analysis of occupation in context, personal factors and occupational performance and the application of clinical reasoning to the occupational therapy process.

Offered: Every year, Fall

OTM 505. Research Methods and Evidence-Based Practice. 3 Credits.

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

Offered: Every year, Fall

OTM 520. OT Mental Health & Psychosocial Practice. 3 Credits.

This course provides a comprehensive overview of OT's role for children and youth with mental health and psychosocial needs. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Psychological and OT theories guide the student's learning of the OT process within community-based and institutional settings across the continuum of service delivery. The inclusion of documentation, therapeutic use of self and evidence-based practice are emphasized

Offered: Every year, Spring

OTM 520L. OT Mental Health and Psychosocial Practice Lab. 1 Credit.

This course builds upon concepts from OTM 520 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups, and organizations. Students will practice assessments and evidence-based intervention modalities for various mental health conditions across the life span. Application of theoretical models and frames of reference will be highlighted. Additionally, students will enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring

OTM 521. OT in Mental Health & Psychosocial Practice II. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OTM 521F. OT in Mental Health & Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan; it will allow the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students will also have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students will develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

Offered: Every year, Fall

OTM 521L. OT in Mental Health & Psychosocial Practice II Lab. 1 Credit.

This lab builds upon concepts from OT 521 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote the therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

Offered: Every year, Fall

OTM 522. OT For Children and Youth I. 6 Credits.

This course provides a comprehensive overview of pediatric health conditions as they alter function and participation, environmental factors as they relate to barriers for occupational performance, and evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence will be utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified.

Documentation related to contextual philosophies, procedures, and regulations dictating pediatric practice will be highlighted throughout the course.

Offered: Every year, Spring

OTM 522F. OT For Children & Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population; it will allow the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students will also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of healthcare for the children and youth population.

Offered: Every year, Spring

OTM 522L. OT For Children & Youth I Lab. 1 Credit.

This lab course complements the OTM 522 and OTM 522F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring

OTM 523. OT for Children & Youth II. 6 Credits.

This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Documentation within these various systems will be illustrated, discussed, and produced.

Offered: Every year, Fall

- OTM 523F. OT for Children & Youth II Fieldwork.** **1 Credit.**
This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students will also have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as healthcare, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.
Offered: Every year, Fall
- OTM 523L. OT for Children & Youth II Lab.** **1 Credit.**
This lab integrates the advanced intervention techniques / specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities, and brain-based behavioral challenges. Opportunities will be provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.
Offered: Every year, Fall
- OTM 524. OT for Adults/Olders Adults I.** **6 Credits.**
This course provides a comprehensive overview of various conditions that impact health and occupational performance among adults and older adult populations, with emphasis given to understanding common diagnoses encountered and assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology, and orthopedics. This course will integrate the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation will be highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy will be incorporated.
Offered: Every year, Summer
- OTM 524F. OT for Adults/Older Adults I Fieldwork.** **1 Credit.**
This course provides structured fieldwork observation in various settings working with the adult population; it will allow the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students will develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.
Offered: Every year, Summer
- OTM 524L. OT for Adults/Older Adults I Lab.** **1 Credit.**
This lab course complements the OTM 524 and OTM 524F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.
Offered: Every year, Summer
- OTM 525. OT for Adults/Older Adults II.** **6 Credits.**
This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. This course will integrate the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation will be highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy will be incorporated.
Offered: Every year, Spring
- OTM 525F. OT for Adults/Older Adults II Fieldwork.** **1 Credit.**
This course provides structured fieldwork observation in neuro-rehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.
Offered: Every year, Spring
- OTM 525L. OT for Adults/Older Adults II Lab.** **1 Credit.**
This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities will be provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.
Offered: Every year, Spring
- OTM 526. Technology in OT Practice.** **2 Credits.**
This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in education, home, work, leisure and community practice domains.
Offered: Every year, Summer
- OTM 527. Work & Ergonomics.** **3 Credits.**
This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.
Offered: Every year, Spring
- OTM 528L. Biomechanical Interventions Lab.** **1 Credit.**
Students experience hands on learning in safe and effective application of biomechanically-oriented interventions and principles for splinting, physical agent modalities, and therapeutic exercise programs. Specifically, students evaluate and fabricate splints for specific diagnoses and discuss the role of splinting as part of an overall intervention plan. Students are introduced to various prosthetic devices and the role of occupational therapy during pre-prosthetic and prosthetic training. Students demonstrate the ability to use and apply various physical agent modalities to intervention planning assignments.
Offered: Every year, Summer
- OTM 530. Administration and Management of System.** **3 Credits.**
This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.
Offered: Every year, Spring

OTM 560. Special Topics in OT.**2 Credits.**

Students will delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Exploration of specialized roles beyond that of a direct provider of skilled services, such as educator, case manager, and consultant at the systems level. Students will also learn various modes of care delivery and systems of care and evaluate the outcomes of such modes.

Offered: Every year, Spring**OTM 562. Professional Development.****2 Credits.**

This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. The course emphasizes linking theory to practice, self-analysis and reflection upon academic experience, and relating those to different facets of clinical and professional reasoning in practice. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure, and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy, and inter-/intra-professional collaboration will be explored.

Offered: Every year, Spring**OTM 570. Scholarly Project I.****1 Credit.**

This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of participating in the research process. Under faculty mentorship, students are expected to complete a comprehensive literature review related to their topic of study.

Offered: Every year, Summer**OTM 571. Scholarly Project II.****1 Credit.**

Under faculty mentorship, students in small groups participate in the design and implementation of entry-level research studies by analyzing and interpreting the professional literature, and beginning to work on their spring capstone project.

Prerequisites: TAKE OTM 570**Offered:** Every year, Fall**OTM 572. Scholarly Project III.****1 Credit.**

This seminar course is designed to facilitate the completion of the students Capstone Project and promote an in-depth reflection on the program learning outcomes. Final outcome of the seminar is a scholarly manuscript and public dissemination of the results of the completed project.

Prerequisites: TAKE OTM 570 OTM 571**Offered:** Every year, Spring**OTM 580. Fieldwork Level IIA.****6 Credits.**

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.

Offered: Every year, Summer**OTM 581. Fieldwork Level IIB.****6 Credits.**

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTM 580.

Prerequisites: TAKE OTM 580**Offered:** Every year, Fall

Dual-Degree BS in Health Science Studies/Doctor of Occupational Therapy

Program Contact: Susan M. Higgins (Susan.Higgins@quinnipiac.edu)
203-582-7543

Overview

Our six-year, entry-level, Dual-Degree Bachelor of Science/Doctor of Occupational Therapy program prepares students with a breadth and depth of knowledge and skills in the profession to practice autonomously or collaboratively at entry level, within various healthcare, educational and social systems.

Our curriculum consists of four overlapping tiers: University Curriculum and Professional Foundations, Professional Practice Component, Fieldwork Component and Doctoral Capstone. Upon successful completion of the fourth year, the BS in Health Science Studies is awarded.

Tier 1: University Curriculum and Professional Foundations. During the first two years, students take most of their University Curriculum (UC) courses. Concurrently, students take:

- prerequisite science courses for the OT program (PHY 101+PHY 101L, BIO 211+BIO 211L, BIO 212+BIO 212L, and MA 275). A grade of C+ or better is required for each of the prerequisites.
- OT foundational courses (OT 101, OT 201, and OT 214). A grade of B- or better is required.

Before the junior year, students must satisfy the following requirements:

- Complete all OT foundation courses with a grade of B- or better
- Complete all prerequisites with a GPA of 3.0 or better
- Attain an overall GPA of 3.2 or better

When a student is granted transfer credits in their prerequisite courses at another four-year institution, the grade will be factored into the required science GPA of 3.0. The program does not accept AP credits toward their prerequisites. Failure to meet the cumulative GPA of 3.2 with Quinnipiac University courses only or the science prerequisite GPA of 3.0 by the start of the junior year will result in non-progression into the junior year OT curriculum.

During the junior year, students complete professional foundations in occupational therapy and the health sciences as follows:

- OT 300-level courses. A grade of C+ or better is required.
- Health Science Core and Electives (HSC 200- and 300-level). A grade of B- or better is required for each of the HSC courses.

To progress into the next Tier, students must achieve a semester GPA of 3.2. Failure to meet the GPA requirement may result in program dismissal.

Tier 2: Professional Practice Component. The professional component of the program consists of all occupational therapy courses at 500-level in the senior and the first graduate year. Students must earn a minimum grade of B- in all OT lecture courses and a B+ in all lab and experiential courses (fieldwork, service learning) with a semester GPA of 3.2.

Tier 3: Fieldwork Component and Entry-Level Practice. The goal of Level II Fieldwork is to prepare a student to become an entry-level practitioner. Students will complete one traditional and one non-traditional/role emerging fieldwork experience. All fieldwork Level II experiences must be completed with a "P" (pass) to advance to Tier 4.

Tier 4: Doctoral Capstone Component and In-Depth Knowledge. Students will complete didactic coursework at 700-level representing advance competencies in occupational therapy. Students must pass a competency exam and submit a portfolio documenting entry-level practice skills and the program learning outcomes prior to their Doctoral Capstone.

Fieldwork Expectations

Students are responsible for transportation to all fieldwork experiences. All students are required to maintain viable health insurance, malpractice insurance, CPR certification and current immunization record according to their fieldwork placement requirements. A fieldwork site may have additional requirements as part of its affiliation agreement such as background checks and site-specific mandatory in-services. Failure to comply with fieldwork requirements may negatively impact a student's ability to participate in fieldwork. The department also requires current membership in the American Occupational Therapy Association.

Capstone Expectations

All students are required to complete a capstone experience (OTD 791) and a capstone project (OTD 790) in the final semester. All fieldwork and didactic requirements must be satisfactorily fulfilled, and a student must pass a comprehensive competency exam prior to matriculating into OTD 790 and OTD 791.

- **OTD 791 CAPSTONE EXPERIENCE:** The capstone experience is a mentored process by an individual with demonstrated expertise in the student's area of interest. The capstone experience may occur in a traditional clinical site or non-traditional/non-clinical site that is appropriate for the implementation of the capstone project and the integration of learning. Students are responsible for transportation to all capstone experiences. All students are required to maintain viable health insurance, malpractice insurance, CPR certification and current immunization record according to their capstone placements. A capstone site may have additional requirements as part of its affiliation agreement or memorandum of understanding such as background checks and site-specific mandatory in-services. Failure to comply with capstone experiential requirements may negatively impact a student's ability to participate.
- **OTD 790 CAPSTONE PROJECT:** The doctoral capstone project is an opportunity for students to demonstrate in-depth knowledge in occupational therapy and the attainment of all program learning outcomes. The project concludes in the production of a scholarly manuscript and oral presentation to the occupational therapy practice community.

Dual-Degree BS/OTD Curriculum

The curriculum for the professional courses in the program is reviewed regularly and is subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 275	Biostatistics	3
FYS 101	First-Year Seminar	3
OT 101	Foundations of Occupational Therapy	2
Credits		15
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
OT 214	Professionalism in Occupational Therapy Practice	2
UC Course 1		3
Credits		16
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
HSC 202	Medical Terminology	2
UC Course 2		3
UC Course 3		3
UC Course 4		3
Credits		15
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
OT 201	Occupation, Health, Participation	2
UC Course 5		3
UC Course 6		3
UC Course 7		3
Credits		15
Third Year		
Fall Semester		
OT 322 & 322L	Functional Anatomy and Kinesiology I and Functional Anatomy and Kinesiology Lab I	4
OT 325	Principles of Human Development and Occupation	3
OT 333 & 333L	Functional Neuroscience I and Functional Neuroscience I Lab	4
HSC 220	Health Care Essentials: Structure, Policy and Professionalism (or HSC Elective) ¹	3
HSC Community Engagement ²		2

HSC 205	Age-Related Community Engagement Youth or (HSC 505)	
HSC 206	or Community Engagement Legacy Service Learning Seminar: International (HSC 506)	
or	or Interprofessional Community-Based	
HSC 207	Service Learning Seminar: Special Populations (HSC 507)	
or	or Community Engagement Veterans	
HSC 208	or Community Engagement Leadership or Health Professions Career Practicum	
or		
HSC 308		
or		
HSC 398		
Credits		16

Spring Semester

OT 323 & 323L	Functional Anatomy and Kinesiology II and Functional Anatomy and Kinesiology Lab II	4
OT 326	Principles of Human Development/Older Adults	3
OT 334	Functional Neuroscience II	2
HSC 220	Health Care Essentials: Structure, Policy and Professionalism (or HSC Elective) ¹	3
HSC Community Engagement ²		1
HSC 205	Age-Related Community Engagement Youth or (HSC 505)	
HSC 206	or Community Engagement Legacy Service Learning Seminar: International (HSC 506)	
or	or Interprofessional Community-Based	
HSC 207	Service Learning Seminar: Special Populations (HSC 507)	
or	or Community Engagement Veterans	
HSC 208	or Community Engagement Leadership or Health Professions Career Practicum	
or		
HSC 308		
or		
HSC 398		
Open Elective 1		3
Credits		16

Fourth Year**Fall Semester**

BS FOURTH YEAR - DOCTORAL YEAR 1		
OTD 501	Occupational Therapy Theory	3
OTD 502L	OT Service Learning	1
OTD 503	OT Practice Framework & Professional Reasoning	2
OTD 515	Research Methods and Evidence-Based Practice	3
QU 420	Integrative Capstone	3
Open Elective 2		3
Credits		15

Spring Semester

OTD 522	Occupational Therapy for Children and Youth I	6
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OTD 522L	Occupational Therapy for Children and Youth I Lab	1
OTD 522F	Occupational Therapy for Children and Youth I Fieldwork	1
OTD 520	Occupational Therapy Mental Health and Psychosocial Practice I	3
OTD 520L	Occupational Therapy Mental Health and Psychosocial Practice I Lab	1
OTD 530	Administration and Management of Systems	3
Credits		15
Total Credits		123

¹ HSC Electives may include HSC 262, HSC 322, HSC 326, HSC 354² HSC Community Engagement have options for 1, 2, or 3 credits at a time.**Post Baccalaureate Phase (Doctorate)**

Students earn the Doctor of Occupational Therapy after completing 75 credits.

Course	Title	Credits
Second Year		
Summer Semester		
DOCTORAL YEAR 2		
OTD 524	Occupational Therapy for Adults and Older Adults I	6
OTD 524F	Occupational Therapy for Adults and Older Adults I Fieldwork	1
OTD 524L	Occupational Therapy for Adults and Older Adults I Lab	1
OTD 526	Technology in OT Practice	2
OTD 526L	Technology in OT Practice Lab	1
OTD 528L	Biomechanical Interventions Lab	1
OTD 531	Leadership and Change	2
Credits		14
Fall Semester		
OTD 521	OT Mental Health and Psychosocial Practice II	3
OTD 521F	OT Mental Health and Psychosocial Practice II Fieldwork	1
OTD 521L	OT Mental Health and Psychosocial Practice II Lab	1
OTD 523	Occupational Therapy for Children and Youth II	6
OTD 523F	OT for Children and Youth II Fieldwork	1
OTD 523L	OT for Children and Youth II Lab	1
OTD 751	Capstone Seminar I - Exploration	2
Credits		15
Spring Semester		
OTD 525	OT for Adults and Older Adults II	6
OTD 525F	OT for Adults and Older Adults II Fieldwork	1
OTD 525L	OT for Adults and Older Adults II Lab	1
OTD 527	Work and Ergonomics	3
OTD 752	Knowledge Translation and Synthesis	3
OTD 760	Principles of Teaching/Learning	2
Credits		16

Third Year**Summer Semester**DOCTORAL YEAR 3 ¹

OTD 580	Fieldwork Level IIA	6
OTD 753	Capstone Seminar II - Planning	2
Credits		8

Fall Semester

OTD 581	Fieldwork Level IIB	6
Credits		6

Spring Semester

OTD 582	Professional Development (J-Term)	2
OTD 754	Capstone Seminar III - Preparation	2
OTD 762	Health Policy, Law & Advocacy	2
OTD 764	Business Leadership and Entrepreneurship	2
Doctoral Project and Experience		
OTD 790	Doctoral Project Seminar (Spring B)	1
OTD 791	Doctoral Experience (Spring B)	2
Credits		11

Fourth Year**Summer Semester**DOCTORAL YEAR 4 ²

Doctoral Project and Experience		
OTD 790	Doctoral Project Seminar	1
OTD 791	Doctoral Experience	4
Credits		5
Total Credits		75

¹ Doctoral Year 3 - Spring: OTD 754, OTD 762, OTD 764 are courses that will be offered in a 7-week format during Spring A.

² Doctoral Year 4 - Summer: OTD 790 and OTD 791 are experiential components that will begin in Spring B and will conclude in Summer I.

Student Learning Outcomes

Upon completion of the **baccalaureate phase** of the Dual-Degree Bachelor of Science/Doctor of Occupational Therapy (BS/OTD) program, students will demonstrate the following competencies:

- Occupation:** Articulate the unique nature and significance of human occupation to personal identity, health and participation.
- Professionalism and Leadership Development:** Demonstrate professionalism and attributes of leadership in the educational context.
- Inclusive Excellence and Diversity:** Recognize the significance of diversity and intersectionality of identities and opportunities for meaningful occupations among individuals, groups and populations.
- Professional Reasoning:** Identify the occupational therapy process and recognize professional reasoning in the delivery of the OT process.
- Evidence-Based Practice:** Identify and critique evidence that informs OT practice and service delivery.
- Roles and Systems:** Describe the role of OT in intra/interprofessional teams in the broad health, educational and social systems.

Upon completion of the graduate phase of the Doctor of Occupational Therapy program, students will demonstrate the following competencies:

- Synthesis of Occupation:** Synthesize and articulate in-depth knowledge of occupation with health and participation to guide the practice of occupational therapy.
- Professionalism and Leadership Development:** Demonstrate professionalism, competent role performance and leadership.
- Advocacy:** Advocate for the distinct value of occupational therapy for individuals, groups and populations.
- Professional Reasoning:** Apply occupation and client-centered principles and professional reasoning to produce positive outcomes with individuals, communities and populations within broader systems.
- Knowledge Translation and Evidence-Based Practice:** Evaluate, synthesize, translate and contribute to evidence that informs practice and supports OT service.
- Systems and Practice Contexts:** Demonstrate in-depth knowledge of systems and work collaboratively in and lead intra/interprofessional teams within traditional and non-traditional/role emerging settings.

Mission Statement

The mission of the OTD program is to provide high-quality education to develop occupational therapy practitioner-scholars who possess broad-based knowledge and skills to influence meaningful change in the health and functioning of individuals, populations and communities. The program aims to graduate entry-level occupational therapists who possess in-depth knowledge and skills in advocacy, occupational therapy process, systems, professional leadership, evidence-based practice and in the synthesis of occupation, health and participation.

Philosophy

The Department of Occupational Therapy views the Entry-Level Doctoral Educational program with an occupational and transformational-humanistic lens. This approach acknowledges that each student has a pre-existing occupational identity and possesses varying abilities and experiences, which are brought to the University environment. "Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process" (AOTA Philosophy of Occupational Therapy Education, 2018). The transformational philosophy of education assumes that students can be shaped and transformed through the questioning, analysis and re-examination of worldviews, perceptions and prior belief systems utilizing a humanistic and critical approach to solving problems (Mezirow, 1997). Utilizing community-based, experiential learning; professional interactions; and opportunities for creative flow experiences, student's perceptions, skills and cognitive processes are enhanced and transformed.

Through mentorship and curricular experiences, faculty members apply a transformational humanistic approach to support doctoral students in their personal and professional growth towards becoming an entry-level occupational therapist and leader. Students are also taught the value and potential of every human being (including themselves) in their capacity for self-determination and need to participate in desired occupations for health, wellness and inclusion as social beings.

The department conceptualizes both development and transformation not merely as a sequential ontological event but rather as a complex iterative, heterarchical and hierarchical set of processes that are situated in various contexts. Creative, high impact-transformation is the basis of curriculum content while developmental transformation is

reflected in how the courses are arranged in overlapping phases or tiers using a modified version of Fink's Taxonomy of Significant Learning:

- Foundational Knowledge (Caring and Learning to Learn) – refers to understanding, remembering information and ideas; developing interests and professional values; and self-directing one's learning.
- Application and Integration (Learning About Oneself/Others) – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events and realms of life, as well as in-depth exploration and integration of awareness of oneself and of others.
- Application and Synthesis – refers to continued refinement of practical, creative and critical thinking and reflection through the understanding of systems and embracing one's agency in decision-making on complex issues affecting individuals, communities and society.

Admission to the Program

The high school student applying for admission to the Occupational Therapy program should present four years of mathematics and four years of science. The general Quinnipiac University requirements for admissions must be met. All students applying for admission are strongly encouraged to have 10-20 hours of observation in occupational therapy. The department is prepared to provide reasonable accommodations for students who have special needs or challenges.

Transfer Students

The Occupational Therapy department has procedures in place for transfer admission into the Dual-Degree Bachelor of Science/Doctor of Occupational Therapy program. This includes a review of the student's academic aptitude and past experiences of service and scholarly engagement, and an interview. Details of the policies and procedures available upon request.

To be eligible, students must have:

- A minimum of 30 college credits earned
- A minimum overall GPA of 3.0
- Completed the following prerequisites with a minimum of C+ and an overall prerequisite GPA of 3.0: BIO 101+BIO 101L, BIO 102+BIO 102L, BIO 211+BIO 211L, BIO 212+BIO 212L, PHY 101+PHY 101L, MA 275
- A minimum of 30 hours of clinical observation or relevant service to groups, populations or organizations that may benefit from occupational therapy

Acceptance as a transfer into the BS/OTD program is on **space-available basis only**. When the number of qualified applicants exceeds the number of available slots, prospective students will be evaluated and ranked. **A student with a prior history of dismissal from any of the programs within the Occupational Therapy department is ineligible for transfer admission.**

Accreditation

The Entry-Level Doctor of Occupational Therapy (OTD) program at Quinnipiac University has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department
American Occupational Therapy Association

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: [acoteonline.org \(https://acoteonline.org/\)](https://acoteonline.org/)

As a program with Candidacy Status, Quinnipiac University may admit students into the Entry-Level OTD according to the approved timeline and may proceed to the Preaccreditation Review step of the accreditation process. The program must have a preaccreditation review, complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states and jurisdictions require graduation from an ACOTE-accredited occupational therapy program and passing the NBCOT exam is a requirement for state licensure. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The American Occupational Therapy Association (AOTA) website provides links to state regulations regarding qualifications and licensure, including continuing competency requirements, scope of practice by state and a list of the states that offer temporary licensure to graduates from ACOTE-accredited programs who have not yet passed the NBCOT exam.

Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning for the Entry-Level OTD program. This responsibility includes the delivery of course content, satisfactory completion of the educational program, and granting of the degree. The university also is responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the Entry-Level OTD program.

Occupational Therapy Doctoral (OTD)

OTD 500. Philosophy and Science of Occupational Therapy. 2 Credits.

This course presents the philosophical, historical, and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.

Offered: Every year, Summer

OTD 501. Occupational Therapy Theory. 3 Credits.

This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.

Offered: Every year, Fall

OTD 502L. OT Service Learning.**1 Credit.**

This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation provides a natural experience of learning about human occupations.

Offered: Every year, Fall**OTD 503. OT Practice Framework & Professional Reasoning.****2 Credits.**

This course explores the profession's domain and scope through the Occupational Therapy Practice Framework and links the terminology to the analysis of occupation and occupational performance in context, as well as the various forms of professional reasoning used in the occupational therapy process.

Offered: Every year, Fall**OTD 505. Development of Human Occupations Seminar.****2 Credits.**

This course explores typical human development and more specifically, occupational development from conception through early (emerging) adulthood. In this course, traditional theories of development are explored along with more contemporary and occupation-focused theories. Each of these sets of theories will contribute to an understanding of how biologic capacity, environmental, and cultural factors influence occupational development.

Offered: Every year, Summer**OTD 510. Clinical Anatomy in Occupational Therapy.****3 Credits.**

This course provides a comprehensive study of the musculoskeletal system and the peripheral nervous system with emphasis on their correlation to health conditions and occupational dysfunctions as well as the biomechanical basis of occupational performance. This course has a corresponding dissection and palpation lab.

Offered: Every year, Summer**OTD 510L. Clinical Anatomy in OT Practice Lab.****1 Credit.**

This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.

Offered: Every year, Summer**OTD 511. Applied Kinesiology.****2 Credits.**

This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.

Offered: Every year, Fall**OTD 511L. Applied Kinesiology Lab.****1 Credit.**

This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.

Offered: Every year, Fall**OTD 512. Applied Neuroscience in OT Practice.****4 Credits.**

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

Prerequisites: Take OTD 510**Offered:** Every year, Fall**OTD 512L. Applied Neuroscience in OT Practice Lab.****1 Credit.**

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

Prerequisites: Take OTD 510L**Offered:** Every year, Fall**OTD 515. Research Methods and Evidence-Based Practice.****3 Credits.**

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

Offered: Every year, Fall**OTD 520. Occupational Therapy Mental Health and Psychosocial Practice I.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.

Offered: Every year, Spring**OTD 520L. Occupational Therapy Mental Health and Psychosocial Practice I Lab.****1 Credit.**

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring**OTD 521. OT Mental Health and Psychosocial Practice II.****3 Credits.**

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OTD 521F. OT Mental Health and Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.
Offered: Every year, Fall

OTD 521L. OT Mental Health and Psychosocial Practice II Lab. 1 Credit.

This lab builds upon concepts from OT 512 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.
Offered: Every year, Fall

OTD 522. Occupational Therapy for Children and Youth I. 6 Credits.

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures and regulations dictating pediatric practice is highlighted throughout the course.

Offered: Every year, Spring and Summer

OTD 522F. Occupational Therapy for Children and Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of health care for the children and youth population.

Offered: Every year, Spring and Summer

OTD 522L. Occupational Therapy for Children and Youth I Lab. 1 Credit.

This lab course complements the OT 531 and OT 531F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer

OTD 523. Occupational Therapy for Children and Youth II. 6 Credits.

This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.

Offered: Every year, Fall and Spring

OTD 523F. OT for Children and Youth II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

Offered: Every year, Fall and Spring

OTD 523L. OT for Children and Youth II Lab. 1 Credit.

This lab integrates the advanced intervention techniques/specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities and brain-based behavioral challenges. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring

OTD 524. Occupational Therapy for Adults and Older Adults I. 6 Credits.

This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Spring and Summer

OTD 524F. Occupational Therapy for Adults and Older Adults I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the adult population. It allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

Offered: Every year, Spring and Summer

OTD 524L. Occupational Therapy for Adults and Older Adults I Lab. 1 Credit.

This lab course complements the OT 532 and OT 532F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer

OTD 525. OT for Adults and Older Adults II. 6 Credits.

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Fall and Spring

- OTD 525F. OT for Adults and Older Adults II Fieldwork. 1 Credit.**
This course provides structured fieldwork observation in neurorehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.
Offered: Every year, Fall and Spring
- OTD 525L. OT for Adults and Older Adults II Lab. 1 Credit.**
This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.
Offered: Every year, Fall and Spring
- OTD 526. Technology in OT Practice. 2 Credits.**
This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.
Offered: Every year, Summer
- OTD 526L. Technology in OT Practice Lab. 1 Credit.**
This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.
Offered: Every year, Summer
- OTD 527. Work and Ergonomics. 3 Credits.**
This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.
Offered: Every year, Spring
- OTD 528L. Biomechanical Interventions Lab. 1 Credit.**
This course provides hands on learning in the therapeutic application of orthotics, physical agents and modalities, and exercise programs. Students will develop the skills to evaluate and develop an intervention plan for specific conditions. Students also learn the role of occupational therapy during pre-prosthetic and prosthetic training.
Offered: Every year, Summer
- OTD 530. Administration and Management of Systems. 3 Credits.**
This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.
Offered: Every year, Spring
- OTD 531. Leadership and Change. 2 Credits.**
This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.
Offered: Every year, Summer
- OTD 580. Fieldwork Level IIA. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.
Offered: Every year, Summer
- OTD 581. Fieldwork Level IIB. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTD 580.
Offered: Every year, Fall
- OTD 582. Professional Development. 2 Credits.**
This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.
Offered: Every year, Spring
- OTD 751. Capstone Seminar I - Exploration. 2 Credits.**
This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.
Offered: Every year, Fall

OTD 752. Knowledge Translation and Synthesis. 3 Credits.

This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.

Offered: Every year, Spring

OTD 753. Capstone Seminar II - Planning. 2 Credits.

This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.

Offered: Every year, Summer

OTD 754. Capstone Seminar III - Preparation. 2 Credits.

This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.

Offered: Every year, Spring

OTD 760. Principles of Teaching/Learning. 2 Credits.

This course introduces students to the principles of the teaching-learning process to meet the needs of clients, communities, other health providers, and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods, and best practices in clinical and academic teaching.

Offered: Every year, Spring

OTD 762. Health Policy, Law & Advocacy. 2 Credits.

This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy and concepts of social justice are explored.

Offered: Every year, Spring

OTD 764. Business Leadership and Entrepreneurship. 2 Credits.

This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.

Offered: Every year, Spring

OTD 790. Doctoral Project Seminar. 1 Credit.

This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.

Offered: Every year, Summer

OTD 791. Doctoral Experience. 2-4 Credits.

The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.

Offered: Every year, Summer

Post-Baccalaureate Doctor of Occupational Therapy

Program Contact: Susan M. Higgins (Susan.Higgins@quinnipiac.edu)
203-582-7543

Our Post-Baccalaureate Doctor of Occupational Therapy (OTD) program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively within various healthcare, educational and social systems. Our curriculum consists of three distinct elements:

- Academics: didactics integrated with laboratory and immersive clinical experiences
- Clinicals: two 12-week, full-time fieldwork experiences designed to prepare students for entry-level practice
- Capstone: doctoral capstone seminar series that culminates in a 14-week doctoral capstone experience and scholarly project that represents in-depth knowledge in occupational therapy

Throughout each phase of the program, each student is required to maintain a professional portfolio that coincides with the program's learning outcomes. This OTD program is a full-time, intensive program designed to be completed in three years (fall, spring, summer) of coursework for a total of 115 credits.

Post-Baccalaureate OTD Curriculum

The curriculum is reviewed regularly and subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and to keep current with best practices in the profession.

Course	Title	Credits
First Year		
Summer Semester		
OTD 510	Clinical Anatomy in Occupational Therapy	3
OTD 500	Philosophy and Science of Occupational Therapy	2
OTD 510L	Clinical Anatomy in OT Practice Lab	1
OTD 505	Development of Human Occupations Seminar	2
Credits		8
Fall Semester		
OTD 501	Occupational Therapy Theory	3
OTD 502L	OT Service Learning	1
OTD 503	OT Practice Framework & Professional Reasoning	2
OTD 515	Research Methods and Evidence-Based Practice	3

OTD 511	Applied Kinesiology	2
OTD 511L	Applied Kinesiology Lab	1
OTD 512	Applied Neuroscience in OT Practice	4
OTD 512L	Applied Neuroscience in OT Practice Lab	1
Credits		17

Spring Semester

OTD 522	Occupational Therapy for Children and Youth I	6
OTD 522L	Occupational Therapy for Children and Youth I Lab	1
OTD 522F	Occupational Therapy for Children and Youth I Fieldwork	1
OTD 520	Occupational Therapy Mental Health and Psychosocial Practice I	3
OTD 520L	Occupational Therapy Mental Health and Psychosocial Practice I Lab	1
OTD 530	Administration and Management of Systems	3
Credits		15

Second Year**Summer Semester**

OTD 524	Occupational Therapy for Adults and Older Adults I	6
OTD 524L	Occupational Therapy for Adults and Older Adults I Lab	1
OTD 524F	Occupational Therapy for Adults and Older Adults I Fieldwork	1
OTD 528L	Biomechanical Interventions Lab	1
OTD 531	Leadership and Change	2
OTD 526	Technology in OT Practice	2
OTD 526L	Technology in OT Practice Lab	1
Credits		14

Fall Semester

OTD 523	Occupational Therapy for Children and Youth II	6
OTD 523F	OT for Children and Youth II Fieldwork	1
OTD 523L	OT for Children and Youth II Lab	1
OTD 521	OT Mental Health and Psychosocial Practice II	3
OTD 521F	OT Mental Health and Psychosocial Practice II Fieldwork	1
OTD 521L	OT Mental Health and Psychosocial Practice II Lab	1
OTD 751	Capstone Seminar I - Exploration	2
Credits		15

Spring Semester

OTD 525	OT for Adults and Older Adults II	6
OTD 525F	OT for Adults and Older Adults II Fieldwork	1
OTD 525L	OT for Adults and Older Adults II Lab	1
OTD 527	Work and Ergonomics	3
OTD 760	Principles of Teaching/Learning	2
OTD 752	Knowledge Translation and Synthesis	3
Credits		16

Third Year**Summer Semester**

OTD 580	Fieldwork Level IIA	6
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OTD 753	Capstone Seminar II - Planning	2
Credits		8

Fall Semester

OTD 581	Fieldwork Level IIB	6
Credits		6

Spring Semester

OTD 582	Professional Development	2
OTD 754	Capstone Seminar III - Preparation	2
OTD 790	Doctoral Project Seminar	1
OTD 791	Doctoral Experience	2
OTD 762	Health Policy, Law & Advocacy	2
OTD 764	Business Leadership and Entrepreneurship	2
Credits		11

Fourth Year**Summer Semester**

OTD 790	Doctoral Project Seminar	1
OTD 791	Doctoral Experience	4
Credits		5

Total Credits	115
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Fieldwork Expectations

All students are responsible for transportation to all fieldwork experiences. All students are required to maintain viable health insurance, malpractice insurance, CPR certification and current immunization record according to their fieldwork placement requirements. A fieldwork site may have additional requirements as part of its affiliation agreement such as background checks and site-specific mandatory in-services. Failure to comply with fieldwork requirements may negatively impact a student's ability to participate in fieldwork. The department also requires current membership in the American Occupational Therapy Association.

Capstone Expectations

All students are required to complete a capstone experience (OT 791) and a capstone project (OT 790) in the final semester. All fieldwork and didactic requirements must be satisfactorily fulfilled and a student must pass a comprehensive competency exam prior to matriculating into OT 790 and OT 791.

- **CAPSTONE EXPERIENCE:** The capstone experience is a mentored process by an individual with demonstrated expertise in the student's area of interest. The capstone experience may occur in a traditional clinical site or non-traditional/non-clinical site that is appropriate for the implementation of the capstone project and the integration of learning. Students are responsible for transportation to all capstone experiences. All students are required to maintain viable health insurance, malpractice insurance, CPR certification and current immunization record according to their capstone placements. A capstone site may have additional requirements as part of its affiliation agreement or memorandum of understanding such as background checks and site-specific mandatory in-services. Failure to comply with capstone experiential requirements may negatively impact a student's ability to participate.
- **CAPSTONE PROJECT:** The doctoral capstone project is an opportunity for students to demonstrate in-depth knowledge in occupational therapy and the attainment of all program learning outcomes. The project concludes in the production of a scholarly

manuscript and oral presentation to the occupational therapy practice community.

Progression, Retention and Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the OTD Student Handbook. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

Grade and Course Sequence Requirements

The program uses a tiered approach to curricular progression.

- During Tier 1 (summer and fall of the first year), students must meet a semester GPA of 3.0 and a C+ in all OT courses.
- During Tiers 2–4 (remainder of the program), students must meet a semester GPA of 3.2 and a B- in all lecture courses, and a B+ in laboratory courses and in Level I fieldwork.
- In addition, all students must acquire a “Pass” in their Level II fieldwork (Tier 3) and Doctoral Capstone Experience (Tier 4).

Failure to meet the aforementioned requirements will result in a referral to the Academic Progression and Retention Committee (APRC). The outcome of such referral may be: program probation with course remediation; a program probation with a course repeat (and repay); or a program dismissal.

All courses must be taken sequentially as indicated in the program of study. Students may request in writing to the department chairperson (or designee) any deviations from the course sequence, waivers from occupational therapy courses, and/or transfer credits from other occupational therapy programs. All requests must be approved by the APRC and the department chairperson.

Fieldwork Requirements

- a. Students must complete all the required didactic coursework and be in good academic standing prior to starting Level II fieldwork (OT 780 and OT 781).
- b. All Level II fieldwork experiences must be completed within 12 months following completion of the didactic portion of the program.

Capstone Requirements

- a. Students must complete all didactic coursework and Level II fieldwork, be in good academic standing and pass a comprehensive exam prior to starting the Doctoral Capstone Experience (OT 791) and Project (OT 790).
- b. The Doctoral Capstone Experience and Project must be completed within 12 months following the successful passing of the comprehensive exam.

Successful completion of all didactic, fieldwork and capstone requirements is necessary for graduation with the degree of Doctor of Occupational Therapy.

Student Learning Outcomes

Upon completion of the Doctor of Occupational Therapy program, students will demonstrate the following competencies:

- **Synthesis of Occupation:** Synthesize and articulate in-depth knowledge of occupation with health and participation to guide the practice of occupational therapy.
- **Professionalism and Leadership Development:** Demonstrate professionalism, competent role performance and leadership.
- **Advocacy:** Advocate for the distinct value of occupational therapy for individuals, groups and populations.
- **Professional Reasoning:** Apply occupation and client-centered principles and professional reasoning as part of the occupational therapy process to produce positive outcomes with individuals, communities and populations within broader systems.
- **Knowledge Translation and Evidence-Based Practice:** Evaluate, synthesize, translate and contribute evidence to inform practice and support the delivery of OT services.
- **Systems and Practice Contexts:** Demonstrate in-depth knowledge of systems and occupational therapy roles in order to work collaboratively in and lead intra/interprofessional teams within traditional and role emerging settings.

Program Mission

The mission of the OTD program is to provide high-quality education to develop occupational therapy practitioner-scholars who possess broad-based knowledge and skills to influence meaningful change in the health and functioning of individuals, populations and communities. The program aims to graduate entry-level occupational therapists who possess **in-depth knowledge and skills** in advocacy, occupational therapy process, systems, professional leadership, evidence-based practice and in the synthesis of occupation, health and participation.

Program Philosophy

The Department of Occupational Therapy views the Entry-Level Doctoral Educational program with an occupational and transformational-humanistic lens. This approach acknowledges that each student has a pre-existing occupational identity and possesses varying abilities and experiences, which are brought to the university environment. “Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process” (AOTA Philosophy of Occupational Therapy Education, 2018). The transformational philosophy of education assumes that students can be shaped and transformed through the questioning, analysis and re-examination of worldviews, perceptions and prior belief systems utilizing a humanistic and critical approach to solving problems (Mezirow, 1997). Utilizing community-based, experiential learning; professional interactions; and opportunities for creative flow experiences, student’s perceptions, skills and cognitive processes are enhanced and transformed.

Through mentorship and curricular experiences, faculty apply a transformational humanistic approach to support doctoral students in their personal and professional growth toward becoming an entry-level occupational therapist and leader. Students are also taught the value and potential of every human being (including themselves) in their capacity for self-determination and need to participate in desired occupations for health, wellness and inclusion as social beings.

The department conceptualizes both development and transformation not merely as a sequential ontological event but rather as a complex

iterative, heterarchical and hierarchical set of processes that are situated in various contexts. Creative, high impact-transformation is the basis of curriculum content while developmental transformation is reflected in how the courses are arranged in overlapping phases or tiers using a modified version of Fink's Taxonomy of Significant Learning:

- Foundational Knowledge (Caring and Learning to Learn) – refers to understanding, remembering information and ideas; developing interests and professional values; and self-directing one's learning.
- Application and Integration (Learning About Oneself/Others) – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events and realms of life, as well as in-depth exploration and integration of awareness of oneself and of others.
- Application and Synthesis – refers to continued refinement of practical, creative and critical thinking and reflection through the understanding of systems and embracing one's agency in decision-making on complex issues affecting individuals, communities and society.

Admission

Application Process

Students are admitted to the Post-Baccalaureate OTD program using a holistic review process. A holistic review takes into account multiple factors about the candidate's potential for meeting the expected outcomes of the E-OTD program, as well as their potential contribution to the educational experience of their fellow students.

There are two stages to the application process: a screening stage and an interview stage.

- a. The **screening stage** involves a review of the applicant's GPA, prerequisites and observation hours as listed below. After the screening stage, the most qualified applicants will be offered an interview.
- b. The **interview stage** involves an actual interview, as well as a review of the applicant's recommendation letters, personal essay and resume.

There are three potential outcomes of the application process: 1) acceptance; 2) conditional acceptance; or 3) denial of admission. An applicant may be denied admission at either stage of the process. **Note: A student with a prior history of dismissal from any of the programs within the QU Occupational Therapy department is ineligible for admission.**

Application Timeline

Students are admitted to the Post-Baccalaureate OTD program on a rolling basis. As the program begins in the Summer I session (mid-late May), applications are accepted until March 15 of the same year the applicant plans to matriculate. Interviews are required and offered to the most qualified candidates. Applicants are notified of their acceptance on or before April 1st.

Admission Requirements

- a. Bachelor's degree prior to matriculation into the program.
- b. A minimum GPA of 3.2 in all post-secondary coursework.
- c. A minimum prerequisite GPA of 3.0 with a grade of C+ or better in each prerequisite course.
- d. A minimum of 40 verifiable observation hours in the past 3 years. These hours may be completed in a combination of traditional/

clinical and non-traditional/non-clinical settings and patient/client populations.

- e. Three letters of recommendation, with at least one from an academic adviser or faculty member, and at least one from a supervisor in an employee or volunteer capacity.
- f. Supplemental personal statement that includes reasons for pursuing the Post-Baccalaureate OTD at Quinnipiac and examples of personal attributes as well as professional and academic experiences that demonstrate capacity for rigor of doctoral studies and future success as a well-rounded occupational therapist and leader.
- g. Resume or curriculum vitae.
- h. Applicant must have access to technology devices needed for online or hybrid courses that are interwoven throughout the curriculum. Courses labeled DE or HY indicate that they are delivered in part or whole as online. Student should be knowledgeable in utilizing technology software including Word, Excel, PowerPoint, video conferencing (Zoom, Microsoft Teams) and email communication. Information on recommended computing device and software may be accessed through information technology services at techhelp.quinnipiac.edu/ (<https://techhelp.quinnipiac.edu/>)
- i. Successful in-person interview with the OTD Admissions Committee.

Scores from the Graduate Record Examination (GRE) are not required. However, applicants may submit scores if they believe it can enhance the strength of their application.

OTD Prerequisites

The OTD prerequisite courses are as follows:

- a. Biological Sciences
 - i. Anatomy and Physiology I with Lab (4 credits)
 - ii. Anatomy and Physiology II with Lab (4 credits)
- b. Quantitative Literacy
 - i. General Physics (3-4 credits). A course in Calculus or Biomechanics may be used as a substitute.
 - ii. Biostatistics or Statistics for Social and Behavioral Sciences (3 credits)
- c. Social Sciences
 - i. Lifespan Development including Child Development and Adult Development (3-6 credits)
 - ii. Abnormal Psychology (3 credits)
 - iii. Sociology or Cultural Anthropology (3 credits)

In order to be credited, prerequisites must meet the following conditions:

- a. Prerequisites must be completed within 8 years of application from a regionally or nationally accredited institution of higher learning. For students whose credentials were received from a foreign institution, submit an academic equivalency evaluation from a credentialed agency ([naces.org](https://www.naces.org/) (<https://www.naces.org/>)).
- b. Each prerequisite course must be completed with a grade of C+ or better. Each prerequisite course may only be repeated once.
- c. For prerequisite courses with a separate lab course grade (e.g., Anatomy and Physiology), the lecture and lab components will be weighted and calculated based on credit hour, and recorded as a single course grade.
- d. At the time of application, up to two prerequisite courses (excluding labs) may be in progress or pending but must be completed by May before starting the OTD program. Qualified candidates whose

prerequisites are in progress or pending may be granted conditional acceptance until all prerequisites are satisfactorily met.

The following courses are not required but strongly recommended:

- Coursework on the disease process (e.g., Pathophysiology, Human Health and Disease, Biology of Aging, etc.)
- Coursework on health systems, health policy or leadership
- Coursework in Humanities such as philosophy, logic, ethics and courses on Western thought and ideas

Required Documents

- a. Application form completed through OTCAS
- b. Letter of intent
- c. Supplemental personal statement
- d. Official transcripts from all undergraduate, graduate and professional schools attended
- e. Three letters of recommendation
- f. Observation hours (40) that are verified in an official letter from the supervising occupational therapist with contact information

NOTE: Incomplete submissions will not be reviewed.

Additional Program Costs (all cost estimates are subject to change)

As a clinical education program, the Post-Baccalaureate Doctor of Occupational Therapy degree requires some expenses that go beyond university graduate tuition and fees:

- a. **Clinical/Fieldwork Education Travel** – Students are responsible for all expenses (gas, parking, maintenance) related to transportation to get to a fieldwork site. This includes private transportation, public transportation and air travel as necessary. **Cost: variable**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and, in some cases, titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences and must be maintained until graduation. **Cost: variable (please check with your insurance carrier)**
- c. **Background Check** – All students must undergo an initial background check prior to the start of any clinical/fieldwork experience. Students in the OTD program are required to have a background check prior to the start of program in the first summer and again before beginning Level II fieldwork.
 - i. Initial background check cost is **\$63** for all domestic addresses for the past 7 years or **\$158 for students who have resided in New York state** in the last 7 years due to NY state surcharge.
 - ii. Some clinical fieldwork sites may require an additional yearly background recheck. **Cost: \$32 per annual recheck**
- d. **Drug Screening** – Drug screenings may be required and are dependent upon individual fieldwork site requirements. **Cost: \$42.25**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – FOR THOSE PROGRAMS USING EXXAT ONLY. Students enrolled in professional programs must enroll in EXXAT and APPROVE.

- i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **A one-time payment of \$150 per student for the OTD program is required (students are responsible for this cost).**
 - ii. **APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites and provides notification of impending expiration dates.** Cost: \$35 for first year, \$10 per year thereafter
- g. **Professional Association Membership** – All occupational therapy students in the OTD program are required to purchase a student membership from the American Occupational Therapy Association (AOTA). The cost of the student membership is **\$75 per year**. Students have full access to all of the resources as part of this membership including journal articles, videos, and other class and professional learning materials needed for program completion.
 - h. **Certification Examination Costs** – All occupational therapy students upon successful completion of the academic and fieldwork requirements of the OTD program must take a certification examination in order to practice as a registered occupational therapist. This is given by the National Board of Certification of Occupational Therapy (NBCOT) and **costs \$515 (2022 cost)** to take the examination.

Accreditation

The Doctor of Occupational Therapy (OTD) program at Quinnipiac University has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's contact information is as follows: phone: 301-652-6611 (ext. 2914); fax: 301-652-1417; email: accred@aota.org; website: acoteonline.org/

As a program with Candidacy Status, Quinnipiac University may admit students into the OTD according to the approved timeline and may proceed to the Preaccreditation Review step of the accreditation process. The program must have a preaccreditation review, complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states and jurisdictions require graduation from an ACOTE-accredited occupational therapy program and passing the NBCOT exam is a requirement for state licensure. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The American Occupational Therapy Association (AOTA) website (<https://www.aota.org/>) provides links to state regulations regarding qualifications and licensure, including continuing competency requirements, scope of practice by state and a list of the states that offer#temporary licensure#to graduates from ACOTE-accredited programs who have not yet passed the NBCOT exam.

Program Sponsorship

Quinnipiac University assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning for the OTD program. This responsibility includes the delivery of course content, satisfactory completion of the educational program and granting of

the degree. The university also is responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Quinnipiac University complies with the administrative requirements for maintaining accreditation of the OTD program.

OTD 500. Philosophy and Science of Occupational Therapy. 2 Credits.

This course presents the philosophical, historical, and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.

Offered: Every year, Summer

OTD 501. Occupational Therapy Theory. 3 Credits.

This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.

Offered: Every year, Fall

OTD 502L. OT Service Learning. 1 Credit.

This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation provides a natural experience of learning about human occupations.

Offered: Every year, Fall

OTD 503. OT Practice Framework & Professional Reasoning. 2 Credits.

This course explores the profession's domain and scope through the Occupational Therapy Practice Framework and links the terminology to the analysis of occupation and occupational performance in context, as well as the various forms of professional reasoning used in the occupational therapy process.

Offered: Every year, Fall

OTD 505. Development of Human Occupations Seminar. 2 Credits.

This course explores typical human development and more specifically, occupational development from conception through early (emerging) adulthood. In this course, traditional theories of development are explored along with more contemporary and occupation-focused theories. Each of these sets of theories will contribute to an understanding of how biologic capacity, environmental, and cultural factors influence occupational development.

Offered: Every year, Summer

OTD 510. Clinical Anatomy in Occupational Therapy. 3 Credits.

This course provides a comprehensive study of the musculoskeletal system and the peripheral nervous system with emphasis on their correlation to health conditions and occupational dysfunctions as well as the biomechanical basis of occupational performance. This course has a corresponding dissection and palpation lab.

Offered: Every year, Summer

OTD 510L. Clinical Anatomy in OT Practice Lab. 1 Credit.

This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.

Offered: Every year, Summer

OTD 511. Applied Kinesiology. 2 Credits.

This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.

Offered: Every year, Fall

OTD 511L. Applied Kinesiology Lab. 1 Credit.

This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.

Offered: Every year, Fall

OTD 512. Applied Neuroscience in OT Practice. 4 Credits.

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

Prerequisites: Take OTD 510

Offered: Every year, Fall

OTD 512L. Applied Neuroscience in OT Practice Lab. 1 Credit.

This course provides a comprehensive study of neuroanatomy including the structures, functions, and interrelationships of neural subsystems that are key to occupational performance. Students apply their understanding of these neural substrates including motor behaviors, sensory-perception, emotional processing, cognition, and learning, to the analysis of human occupations and dysfunctions in occupational performance.

Prerequisites: Take OTD 510L

Offered: Every year, Fall

OTD 515. Research Methods and Evidence-Based Practice. 3 Credits.

This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.

Offered: Every year, Fall

OTD 520. Occupational Therapy Mental Health and Psychosocial Practice I. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.

Offered: Every year, Spring

OTD 520L. Occupational Therapy Mental Health and Psychosocial Practice I Lab. 1 Credit.

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring

OTD 521. OT Mental Health and Psychosocial Practice II. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OTD 521F. OT Mental Health and Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

Offered: Every year, Fall

OTD 521L. OT Mental Health and Psychosocial Practice II Lab. 1 Credit.

This lab builds upon concepts from OT 512 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

Offered: Every year, Fall

OTD 522. Occupational Therapy for Children and Youth I. 6 Credits.

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures and regulations dictating pediatric practice is highlighted throughout the course.

Offered: Every year, Spring and Summer

OTD 522F. Occupational Therapy for Children and Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of health care for the children and youth population.

Offered: Every year, Spring and Summer

OTD 522L. Occupational Therapy for Children and Youth I Lab. 1 Credit.

This lab course complements the OT 531 and OT 531F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer

OTD 523. Occupational Therapy for Children and Youth II. 6 Credits.

This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.

Offered: Every year, Fall and Spring

OTD 523F. OT for Children and Youth II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

Offered: Every year, Fall and Spring

OTD 523L. OT for Children and Youth II Lab. 1 Credit.

This lab integrates the advanced intervention techniques/specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities and brain-based behavioral challenges. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring

OTD 524. Occupational Therapy for Adults and Older Adults I. 6 Credits.

This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Spring and Summer

OTD 524F. Occupational Therapy for Adults and Older Adults I Fieldwork.**1 Credit.**

This course provides structured fieldwork observation in various settings working with the adult population. It allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

Offered: Every year, Spring and Summer**OTD 524L. Occupational Therapy for Adults and Older Adults I Lab.****1 Credit.**

This lab course complements the OT 532 and OT 532F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer**OTD 525. OT for Adults and Older Adults II.****6 Credits.**

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Fall and Spring**OTD 525F. OT for Adults and Older Adults II Fieldwork.****1 Credit.**

This course provides structured fieldwork observation in neurorehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.

Offered: Every year, Fall and Spring**OTD 525L. OT for Adults and Older Adults II Lab.****1 Credit.**

This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring**OTD 526. Technology in OT Practice.****2 Credits.**

This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.

Offered: Every year, Summer**OTD 526L. Technology in OT Practice Lab.****1 Credit.**

This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.

Offered: Every year, Summer**OTD 527. Work and Ergonomics.****3 Credits.**

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.

Offered: Every year, Spring**OTD 528L. Biomechanical Interventions Lab.****1 Credit.**

This course provides hands on learning in the therapeutic application of orthotics, physical agents and modalities, and exercise programs. Students will develop the skills to evaluate and develop an intervention plan for specific conditions. Students also learn the role of occupational therapy during pre-prosthetic and prosthetic training.

Offered: Every year, Summer**OTD 530. Administration and Management of Systems.****3 Credits.**

This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.

Offered: Every year, Spring**OTD 531. Leadership and Change.****2 Credits.**

This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.

Offered: Every year, Summer**OTD 580. Fieldwork Level IIA.****6 Credits.**

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.

Offered: Every year, Summer

OTD 581. Fieldwork Level IIB.**6 Credits.**

This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTD 580.

Offered: Every year, Fall**OTD 582. Professional Development.****2 Credits.**

This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.

Offered: Every year, Spring**OTD 751. Capstone Seminar I - Exploration.****2 Credits.**

This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.

Offered: Every year, Fall**OTD 752. Knowledge Translation and Synthesis.****3 Credits.**

This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.

Offered: Every year, Spring**OTD 753. Capstone Seminar II - Planning.****2 Credits.**

This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.

Offered: Every year, Summer**OTD 754. Capstone Seminar III - Preparation.****2 Credits.**

This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.

Offered: Every year, Spring**OTD 760. Principles of Teaching/Learning.****2 Credits.**

This course introduces students to the principles of the teaching-learning process to meet the needs of clients, communities, other health providers, and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods, and best practices in clinical and academic teaching.

Offered: Every year, Spring**OTD 762. Health Policy, Law & Advocacy.****2 Credits.**

This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy and concepts of social justice are explored.

Offered: Every year, Spring**OTD 764. Business Leadership and Entrepreneurship.****2 Credits.**

This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.

Offered: Every year, Spring**OTD 790. Doctoral Project Seminar.****1 Credit.**

This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.

Offered: Every year, Summer**OTD 791. Doctoral Experience.****2-4 Credits.**

The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.

Offered: Every year, Summer

Online Post-Professional Occupational Therapy Doctorate (OTD)

Program Contact: B (Francine.Seruya@quinnipiac.edu)arbara Nadeau (barbara.nadeau@qu.edu) 203-582-8691

The Post-Professional Occupational Therapy Doctorate (OTD) is designed for practicing registered occupational therapists who want to merge their experience and practical skills with contemporary professional knowledge and scholarship.

The program enables registered occupational therapists to advance their skills to become future leaders and evidence-based scholars of the profession. The degree can be completed in five semesters online with minimal on-campus requirements and is tailored for the working professional.

Courses run in online modules of varying duration (i.e., 5-week, 7-week, 14-week). Students are required to attend a one-week, on-campus residency during the summer between the first and second year in the program as well as the Symposium Day at the end of the curriculum.

The online program offers an opportunity for practicing occupational therapists to continue their education without interrupting their careers. The pace of the program permits steady accumulation of skills that can be applied immediately to the workplace. Practitioners develop refined skills allowing increased specialization and direct practical application. This program is designed to further the American Occupational Therapy Association "Vision 2025" by creating practitioners who are equipped to lead the profession to meet society's occupational needs and to be "agents of change" within their communities and the occupational therapy profession.

The Occupational Therapy department offers multiple avenues for registered occupational therapists to advance their education.

Bridge from BSOT to OTD

This program recognizes the fact that a number of experienced practitioners previously entered the field of occupational therapy when the bachelor's degree was the accepted entry-level degree. As demands within healthcare have evolved, so did the educational requirements for students. This track is designed for individuals who currently have an entry-level BS in occupational therapy with initial National Certification Board for Occupational Therapy (NBCOT/AOTCB) certification to form a bridge from BS to an OTD.

Students in the Bridge from BSOT to OTD track will complete 12 credits of graduate coursework over the course of two semesters prior to beginning the doctoral phase of the program. Upon admission to the BSOT to OTD track, students will be assigned an adviser within the occupational therapy program who will work with students to determine an individualized plan of study. This program begins in the spring semester.

Occupational Therapy Doctorate

To be eligible to apply directly to the online post-professional Occupational Therapy Doctorate (OTD) program, students need to have completed either a bachelor's degree in occupational therapy with a separate master's degree or a master's degree in occupational therapy. The program provides students with an opportunity to integrate clinical experience with theoretical concepts within the clinical literature, incorporate advanced concepts of policy and advocacy into practice, and develop the capacity for clinical scholarship. Students can customize most assignments to their own area of interest so that they can immediately apply what they are learning into their practice environment.

On-Campus Residency Requirement

All students in the online post-professional OTD program are required to attend one summer course at Quinnipiac University for the duration of one week (OT 656). Students also are required to attend the Symposium Day at the completion of the second year to present their final project.

Interprofessional Program of Distinction

In addition to their degree, students in the post-professional OTD program will have an option to earn a Distinction in Interprofessional Healthcare Education. Visit the Interprofessional Healthcare (<https://www.qu.edu/academics/centers-and-institutes/center-for-interprofessional-healthcare-education/>) page on our website for more information.

Class Schedule

OTD classes begin in the fall. The program requires five semesters: two academic years and summer between.

Occupational Therapy Course of Study

Course	Title	Credits
First Year		
Fall Semester		
OT 651	Systems	3
OT 652	Doctoral Seminar	1
OT 654	Critical Inquiry of Scholarship	3
Credits		7
Spring Semester		
OT 640	Directed Study in Evidence-Based Practice	3
OT 650	Application of Theory and Exploration of Occupation	3
Credits		6
Summer Semester		
OT 655	Professional Seminar	3
OT 656	Critical Inquiry of Scholarship II ¹	4
Credits		7
Second Year		
Fall Semester		
OT 653	Policy/Ethics	2
OT 680	Capstone I	2
OT 671	Leadership in Higher Education	3
Credits		7
Spring Semester		
OT 681	Capstone II	2
OT 663	Seminar: Innovations and Emerging Issues	3
Credits		5
Total Credits		32

¹ A portion of this course is taken at Quinnipiac University to fulfill the residency requirement.

Graduation Requirements

Completion of all courses with a cumulative GPA of 3.0.

Student Learning Outcomes

Upon completion of the occupational therapy doctorate program, students will demonstrate the following competencies:

- Leadership:** Demonstrate in-depth knowledge of leadership skills.
- Advocacy:** Synthesize knowledge of healthcare policies and systems to be an advocate at an individual, group and population level.
- Evidence-Based Practice:** Critique clinical practice based on current theoretical concepts and evidence within the clinical literature.
- Research:** Contribute to occupational therapy clinical research and scholarship.

Program Mission

The mission of the Post-Professional Occupational Therapy Doctorate (OTD) program is to provide excellent online educational opportunities

that build upon the clinical experience of each student, to enable students to become an “agent of change” for their professional community and to foster lifelong learning and continued professional growth in the field of occupational therapy.

Program Philosophy

Because the OTD program philosophy is humanistic and developmental in nature, it is recognized that students enter the program with unique experiences and interests. The OTD program is designed to allow students to reflect upon their own experiences and incorporate their particular interests into their coursework. To support students in an individual manner, a faculty adviser is assigned to each student from the beginning of the program. This allows the adviser to guide the student throughout the entire OTD curriculum.

Admission Requirements

To qualify for admission to the Occupational Therapy Doctorate (OTD) program, a student must meet the following admission criteria:

- A bachelor's degree in occupational therapy with a GPA of 3.0 or higher. Students applying for direct entry into the OTD program must also have a related master's degree, OR an entry-level master's degree in occupational therapy with a GPA of 3.0 or higher.
- Official transcript(s), indicating the year of graduation from an Accreditation Council for Education of Occupational Therapy (ACOTE) or a World Federation of Occupational Therapy (WFOT) accredited entry-level professional program.
- Proof of initial certification by the National Board for Certification of Occupational Therapy (NBCOT) or American Occupational Therapy Certification Board (AOTCB) initial certification (prior to NBCOT). International applicants who do not have NBCOT certification must provide proof of qualification/licensure in their home country.
- Students for whom English is not their first language must take the iBT (internet version of the TOEFL, Test of English as a Foreign Language).
- Verification of current employment as an occupational therapist.
- Proof of active licensure to practice (if applicable in the state of current practice).
- Current membership to the American Occupational Therapy Association.

In addition, the student must submit the following documents, which will be used to evaluate the applicant's fit and potential for success in the OTD program:

- Two professional references, at least one of which must be from a supervisor or administrator.
- A personal essay that sets forth the applicant's professional goals and compatibility with the program's learning objectives. The essay must address focused questions that coincide with the program's mission. Question prompts may include:
 - Describe a professional issue in your practice area and identify how you might address or resolve this issue.
 - How would this program assist you in meeting this professional need?
 - Reflect upon and describe your professional goals and motivations.

Responses to EACH question should be at most 350 words.
Responses MUST include current references utilizing APA

formatting. The essay will be evaluated based on depth of content, as well as writing ability.

Finally, a telephone interview may be required in the admission process. Qualified applicants will be notified via email if they are selected for an interview.

Classes in the OTD program begin in August for the fall term. Classes for the BSOT to OTD bridge program begin in January. Candidates are advised to submit applications as early as possible.

Program Requirements

- Students in the OTD program are required to achieve a GPA of 3.0 upon the completion of their first 9 credits, and must maintain a cumulative GPA of 3.0 thereafter, as stated in the Graduate Student Handbook.
- A student must earn a grade of C+ or above in all coursework. Any student who receives a grade below a C+ in a course is required to repeat and repay for that course.

In the event that a student does not achieve a 3.0 upon completion of the first 9 credits, they will be referred to the Progression and Retention Committee and placed on academic probation. The student must achieve a 3.0 semester GPA thereafter to demonstrate progression.

In the event that the student does not meet the GPA requirement in any semester after the first 9 credits, they will be referred to the Progression and Retention Committee and placed on academic probation.

If the student does not achieve a 3.0 per semester subsequent to being placed on academic probation, they will be dismissed from the program. A student may appeal dismissal by writing a letter to the dean. Please refer to the Graduate Handbook for specific policies regarding the appeal process.

OT 640. Directed Study in Evidence-Based Practice. 3 Credits.

Students learn the steps of the evidence-based practice continuum. Each student follows the steps using actual practice case studies from his/her individual practice sites and presents the responses to each step in the process to discover evidence to guide the practice case questions. Peer interaction and feedback is critical to the realistic development of evidence to guide practice decisions. A major assignment is to have each student participate in the writing of a systematic review or an evidence-based practice brief for the profession. Students complete a needs assessment of a particular site or practice area as well.

Prerequisites: Take OT 654.

Offered: Every year, Spring

OT 650. Application of Theory and Exploration of Occupation. 3 Credits.

This course explores occupation—the central construct of the profession, and occupational science as a disciplinary knowledge base of the profession. Students examine a variety of theories relevant to occupational therapy and analyze their practice using critical theory.

Offered: Every year, Spring

OT 651. Systems. 3 Credits.

Knowledge of health care delivery in the U.S. is fundamental to providing occupational therapy services. A key element to providing relevant health care services is an understanding of the broader systems that influence and drive delivery models. This course addresses the general systems model as applied to the delivery of health care services. System components are addressed including the resources, the internal processes, external influences, measurable outcomes and stakeholders in service delivery systems. The course examines the range of service delivery models in OT including the traditional medical model, school-based, community, educational, home health, hospice and telehealth, among others. The course prepares students to analyze the key components of delivery system and determine how OT services are optimized in specific models.

Offered: Every year, Fall

OT 652. Doctoral Seminar. 1 Credit.

Students develop learning strategies for doctoral work and explore contemporary leadership theory and create a professional development plan for doctoral work with goals and objectives related to becoming an agent of change.

Offered: Every year, Fall

OT 653. Policy/Ethics. 2 Credits.

The future leaders of the profession need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. Students explore the role of the occupational therapist in advocacy as well as the concepts of social justice. The impact of these policies and decisions are reviewed in relationship to all settings and the occupational as well as psychosocial well-being of the individual client and populations of clients.

Offered: Every year, Fall

OT 654. Critical Inquiry of Scholarship. 3 Credits.

This course is the first of a series of courses focusing on scholarship in the profession. Emphasis is placed on understanding qualitative and quantitative research methods and building a solid foundation needed to carry out a scholarly project. This course covers the scholarship process, with a focus on developing a question for scholarly exploration, ways of answering questions and approaches to analyzing results.

Offered: Every year, Fall

OT 655. Professional Seminar. 3 Credits.

This course integrates prior learning into the discussion of how to become an "agent of change" within systems. Topics include advocacy, leadership and leadership theories, group dynamics and change management. Student integrate this knowledge through the development of a program proposal and evaluation.

Offered: Every year, Summer

OT 656. Critical Inquiry of Scholarship II. 4 Credits.

This course is the second of a series of courses focusing on scholarship in the profession. Emphasis is placed on developing a proposal for a scholarly project. Drawing on the content of OT 654 students develop the background to the project and problem statement, questions guiding the project informed by theory, and write a design a scholarly proposal in regards to ethical policies and procedures necessary to conduct research.

Prerequisites: Take OT 640, OT 654.

Offered: Every year, Summer

OT 671. Leadership in Higher Education. 3 Credits.

Students analyze trends in higher education and health care. Building on these trends students create one course including a full syllabus, learning objectives, learning outcomes and assessment. This course provides a foundation for teaching in the future, either full or part time.

OT 663. Seminar: Innovations and Emerging Issues. 3 Credits.

This course will initially focus on environmental scanning for evidence of change and locating evidence in the literature for that change within a student-identified area of interest. Then, weeks four through seven focus on the individual theme as selected by each student.

Offered: Every year, Spring

OT 680. Capstone I. 2 Credits.

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.

Offered: Every year, Fall

OT 681. Capstone II. 2 Credits.

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.

Offered: Every year, Spring

Department of Physical Therapy

The Department of Physical Therapy at Quinnipiac University is a member of the Early Assurance Consortium for physical therapy education.

Qualified students are admitted as first-year students into the Entry-Level Dual-Degree Bachelor of Science in Health Sciences Studies/Doctor of Physical Therapy (DPT) program.

The undergraduate curriculum, which can be completed in 3 or 4 years, is specifically designed to prepare students for the DPT program. Students study human movement and explore methods of maintaining healthy movement, preventing disability and assessment of movement. Students choose an area of concentration, either in Human Movement or Sports Medicine, to best prepare for graduate studies.

Upon successful completion of the Bachelor of Science in Health Science Studies and after meeting specific program requirements, students are guaranteed admission to the graduate DPT program. The Doctor of Physical Therapy program cultivates critical and reflective thinking, clinical decision-making and lifelong learning by utilizing an evidence-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration. The program provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management.

Doctor of Physical Therapy (DPT) Program Mission Statement

The Department of Physical Therapy at Quinnipiac University provides an innovative, student-oriented environment to prepare students who

can meet the evolving health needs of society. The program is dedicated to developing lifelong learners who will enhance the profession through a commitment to reflective practice, interprofessional collaboration, leadership and socially aware action. The educational experience embodies both the university and APTA's core values. Students provide patient-centered care using evidence-informed practice to optimize movement and positively transform society.

Undergraduate Direct-Entry

- Direct-Entry Bachelor of Science (BS) to Doctor of Physical Therapy (p. 557):
 - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (p. 559)
 - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (p. 560)

Graduate Program

- Doctor of Physical Therapy (graduate component)* (p. 799)

*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Entry-Level Dual-Degree Bachelor of Science to Doctor of Physical Therapy

The Department of Physical Therapy at Quinnipiac University is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted as first-year students into the Entry-Level Dual-Degree Bachelor of Science in Health Science Studies/Doctor of Physical Therapy (DPT) program.

The undergraduate curriculum, which can be completed in 3 or 4 years, is specifically designed to prepare students for the DPT program. Students study human movement and explore methods of maintaining healthy movement, preventing disability and assessment of movement. Students choose an area of concentration, either in Human Movement or Sports Medicine, to best prepare for graduate studies.

Human Movement Track: This track explores movement across the lifespan, from pediatrics to geriatrics, with the intent to provide a foundational understanding of normal human movement. The curricular model focuses on developing the early thought processes and disciplinary content for many fields in the health profession related to movement. Through the scientific understanding of human anatomy, kinesiology and biomechanics, students advance toward exploring methods of maintaining healthy movement, preventing disability and initiating assessment of movement. The culmination of the track involves application of human movement in clinical practice, through research in motion analysis, or in the community through promotion of healthy living.

Sports Medicine Track: This track explores movement from the perspective of athletic performance. The curricular model focuses on developing the early thought processes and disciplinary content for many fields in the health professions related to sports medicine and working with an active and/or athletic population (traditional sports, tactical athletes, performing artists, etc.).

Upon successful completion of the Bachelor of Science in Health Science Studies and after meeting specific program requirements, students are guaranteed admission to the graduate DPT program. At the beginning of the spring semester of the first undergraduate year, students are required to select and adhere to coursework in either the three- or four-year preprofessional track. If the three-year track is selected, students will not be allowed transfer into the four-year curriculum at a later date. The decision for a three-year versus four-year track is individual, yet multifactorial. Factors to be considered include, but are not limited to, the following: accumulation of college credits upon entering the university, involvement in athletics, financial aid, necessity of summer and/or J-term coursework and study abroad opportunities.

Student Learning Outcomes

Upon completion of the Health Science Studies program for physical therapy, students will demonstrate the following competencies:

Goal: Students will have a strong foundation in sciences to prepare them for the graduate Doctor of Physical Therapy program.

- Foundational Science Knowledge:** Demonstrate a knowledge of foundational sciences.
- Interprofessional Healthcare:** Identify the roles of various healthcare professionals.

Goal: Students will demonstrate diverse and innovative thinking.

- Creative Thinking:** Define and devise imaginative and original solutions to various challenges.
- Diversity:** Identify the role and impact diversity plays in health.

Admission to the Program

Statement on Nondiscrimination and Compliance: The Quinnipiac University Physical Therapy program supports equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of race, color, disability, religion, age, gender, sexual orientation, or ethnic or national origin.

Admissions: Candidates applying for admission to the Dual-Degree BS Health Science Studies/Doctor of Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Office of Admissions a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the dean of admissions

for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a first-year student and pre-professional program requirements are met.

AP Credits and Course Substitutions

A student who scores a 4 on the AP exam for biology will take BIO 101-BIO 102 at Quinnipiac University and have alternative credits awarded.

A student who scores a 4 or 5 on the AP exam for calculus or has transfer credits may choose to be awarded credit for MA 141.

If AP credits are awarded and accepted for CHE 110-CHE 111, the student and adviser will discuss other sciences to be considered as replacements.

A student who receives a 4 or 5 on the AP exam for biostatistics or has transfer credits may choose to be awarded credit for MA 275.

No other AP credits will be accepted in the math and science categories; AP credits or transfer credits for other non-math and science core curriculum requirements will be accepted.

Preprofessional Bachelor's Degree Program Requirements

The Department of Physical Therapy Graduate Admissions Committee is responsible for evaluating and ensuring that all early-assurance candidates meet the requirements of the preprofessional component of the program.

To be eligible for the professional graduate DPT program, students must achieve a minimum overall GPA of 3.2 during the preprofessional component of the program. In addition, a 3.2 cumulative GPA in preprofessional program science and math coursework is required for admission to the professional graduate DPT component of the program. (D and F grades in the required preprofessional science and math courses are unacceptable.) Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 141. All students are required to complete a minor or concentration in a subject area of their choice. The following courses in the preprofessional component must be successfully completed with a C- or better and are calculated into the GPA for science and math coursework.

Preprofessional Undergraduate Courses Calculated into 3.2 Math/Science Requirement

Code	Title	Credits
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BMS 200	Biomedical Basis and Experience of Human Aging	3

BMS 301	Physiology of Human Performance II	3
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
HSC 210	Introduction to Evidence-Based Health Care	3
MA 141	Calculus of a Single Variable	3
MA 275	Biostatistics	3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
AT 115	Introduction to Kinesiology	3
AT 250	Introduction to Evaluation and Treatment of Musculoskeletal Injuries	3
AT 440	Biomechanics	3
Total Credits		48

Professional DPT Program Requirements

Please see the DPT Requirements (p. 801) tab for criteria and requirements necessary for continuation in the graduate program.

Undergraduate Direct-Entry

- Entry-Level Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (p. 559)
- Entry-Level Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (p. 560)

Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3)

Program Contact: Michelle Broggi (michelle.broggi@qu.edu) 203-582-8057 or Ken Kosior (ken.kosior@qu.edu) 203-582-3931

This program is for direct entry only. Students accepted into the HSS-DPT program as first-year students may complete the Bachelor of Science in Health Science Studies in three years. All students must complete 120 university credits to include the required University Curriculum (UC) courses, DPT required courses, and required courses in either the Human Movement or Sports Medicine track. Students must achieve a 3.2 cumulative GPA and a 3.2 average for 48 credits of selected math and science courses for admission to the graduate Doctor of Physical Therapy (DPT) program. In this fast-paced curriculum, students are expected to enroll in course work during summer terms (two courses per summer) and a J-term (one course in one J-term). Online courses are available for summer and J-term coursework.

The Department of Physical Therapy Graduate Admissions Committee is responsible for evaluating and ensuring that all early-assurance candidates meet the requirements of the preprofessional component of the program.

Curriculum for Dual-Degree BS in Health Science Studies/DPT (3+3) for Direct Entry

The BS in Health Science Studies requires the completion of 120 credits.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141 or MA 151	Calculus of a Single Variable or Calculus I	3
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
MA 275	Biostatistics	3
PS 101	Introduction to Psychology (UC Social Science)	3
Credits		17
Summer Semester		
UC Humanities Elective		3
UC Fine Arts Elective		3
Credits		6
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
AT 115	Introduction to Kinesiology	3
HSC 210	Introduction to Evidence-Based Health Care (UC Social Science)	3
HSC 262	Nutrition in Health and Illness	3
Credits		17
J-term		
Open Elective		3
Credits		3
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
BMS 200	Biomedical Basis and Experience of Human Aging (UC Humanities)	3
UC Humanities Elective		3

Open Elective		3
Credits		17
Summer Semester		
PS 272	Abnormal Psychology (UC Social Science)	3
UC Open Elective		3
Credits		6
Third Year		
Fall Semester		
AT 250	Introduction to Evaluation and Treatment of Musculoskeletal Injuries	3
AT 440	Biomechanics	3
HSC 354	Health Science Education	3
Open Elective		3
Track/Minor Elective ¹		3
Clinical/Research/Service		1
Credits		16
Spring Semester		
SHS 420	Integrative Capstone	3
BMS 301	Physiology of Human Performance II	3
UC Open Elective		3
Track/Minor Elective ¹		3
Track/Minor Elective		3
Credits		15
Summer Semester		
Open Elective		3
Open Elective		3
Credits		6
Total Credits		120

¹ Sports Medicine Track includes two additional required emergency management electives.

The sequencing of coursework for the preprofessional track has some flexibility; however, some course sequences must be maintained. All requirements in the curriculum must be completed prior to entry into the graduate DPT program.

For information about the graduate portion of the program, please see Post-Bachelor's Doctor of Physical Therapy (p. 799).

Mission Statement

The mission of the Health Science Studies bachelor's degree program is to facilitate and enrich students' development into knowledgeable, proficient and culturally competent interprofessional collaborators, who are leaders and lifelong learners, equally prepared for advanced healthcare education or direct entry into a health science career.

Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3)

Program Contact: Michelle Broggi (michelle.broggi@qu.edu) 203-582-8057 or Ken Kosior (ken.kosior@qu.edu) 203-582-3931

This program is for direct entry only. Students accepted into the HSS-DPT program as first-year students may complete the Bachelor of Science in Health Science Studies in four years. All students must complete 120 university credits to include the required University Curriculum (UC) courses, DPT required courses, and required courses in either the Human Movement or Sports Medicine tracks. Students must achieve a 3.2 cumulative GPA and a 3.2 average for 48 credits of selected math and science courses for admission to the graduate Doctor of Physical Therapy (DPT) program.

The Department of Physical Therapy Graduate Admissions Committee is responsible for evaluating and ensuring that all early-assurance candidates meet the requirements of the preprofessional component of the program.

Curriculum for Dual-Degree BS in Health Science Studies/DPT (4+3)

The BS in Health Science Studies requires the completion of 120 credits.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141 or MA 151	Calculus of a Single Variable or Calculus I	3
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
MA 275	Biostatistics	3
PS 101	Introduction to Psychology (UC Social Sciences)	3
Credits		17
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
HSC 262	Nutrition in Health and Illness	3
AT 115	Introduction to Kinesiology	3
UC Humanity Elective		3
UC Fine Art Elective		3
Credits		16
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
HSC 210	Introduction to Evidence-Based Health Care (UC Social Science)	3
PS 272	Abnormal Psychology (UC Social Science)	3

UC Humanity Elective		3
UC Open Elective		3
Credits		16
Third Year		
Fall Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
AT 250	Introduction to Evaluation and Treatment of Musculoskeletal Injuries	3
BMS 301	Physiology of Human Performance II	3
HSC 354	Health Science Education	3
Open Elective		3
Credits		16
Spring Semester		
PHY 111 & 111L	General Physics II and General Physics II Lab	4
AT 440	Biomechanics	3
BMS 200	Biomedical Basis and Experience of Human Aging (UC Humanity)	3
Track/Minor Elective ¹		3
Credits		13
Fourth Year		
Fall Semester		
Clinical/Research/Service		1
Track/Minor Elective ¹		3
UC Open Elective		3
Open Elective		3
Open Elective		3
Credits		13
Spring Semester		
SHS 420	Integrative Capstone	3
Track/Minor Elective		3
Open Elective		3
Open Elective		3
Credits		12
Total Credits		120

¹ Sports Medicine Track includes two additional required emergency management electives.

The sequencing of coursework for the preprofessional track has some flexibility; however, some course sequences must be maintained. All requirements in the curriculum must be completed prior to entry into the graduate DPT program.

For information about the graduate portion of the program, please see Post-Bachelor's Doctor of Physical Therapy (p. 799).

Mission Statement

The mission of the Health Science Studies bachelor's degree program is to facilitate and enrich students' development into knowledgeable, proficient and culturally competent interprofessional collaborators, who are leaders and lifelong learners, equally prepared for advanced healthcare education or direct entry into a health science career.

Department of Physician Assistant Studies

The physician assistant profession has grown to meet the healthcare needs of our communities and nation. The Department of Physician Assistant Studies at Quinnipiac University educates qualified individuals to be highly skilled licensed healthcare providers who practice team-based medicine in collaboration with physicians. The department offers a dual-degree program, which consists of an undergraduate pre-PA program known as the Entry-Level Master's Physician Assistant (ELMPA) program and the accredited graduate Master of Health Science (MHS) Physician Assistant program.

The ELMPA program provides students who are serious about entering the physician assistant profession with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants as well as the six competencies for the physician assistant profession. Upon successful completion of all of the requirements of the ELMPA program, students receive a Bachelor of Science in Health Science Studies and directly matriculate into reserved seats in the MHS program.

The graduate MHS Physician Assistant program is a 27-month intensive educational experience that prepares students with the core competencies to be a caring, compassionate, competent and highly skilled healthcare provider. The program consists of a total of 15 months didactic and 12 months clinical education. Students are required to meet core professional competencies, standards of professionalism and mission-driven program requirements prior to graduation from the program. Each graduate cohort is composed of students entering from the ELMPA program as well as external candidates who apply for admission through the Central Application Service for Physician Assistants (CASPA).

Undergraduate Program

- Entry-Level Master's Physician Assistant (p. 565)

Graduate Program

- Master of Health Science (p. 820)

Physician Assistant (PY)

PY 104. Physician Assistant Seminar I - Orientation to the Profession. **1 Credit.**

This course is for ELMPA majors only. Students gain a basic knowledge of the fundamentals of the physician assistant profession and are introduced to the competencies of the PA profession. PA education, role expectations and practice settings are examined. In addition, historical information on the profession is presented. Students must have active AAPA student membership.

Offered: Every year, Spring

PY 204. Physician Assistant Seminar II - The Interdisciplinary Team. **1 Credit.**

In this seminar course, students explore the roles of those professionals who are part of the health care team and learn how team practice affects patient care. Experts from a variety of health care fields explore the relationship of the practicing PA in each professional domain.

Prerequisites: Take PY 104, PY 397.

Offered: Every year, Spring

PY 388. Clinical Training I. **3 Credits.**

This course is for ELMPA majors only. It includes classroom and clinical experiences and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Emphasis is placed on patient assessment, clinical signs and symptoms, pathophysiology and the practical skills necessary to manage the pre-hospital care of patients. Clinical rotations with an ambulance service are required. At the discretion of the course instructor, students may be required to meet for additional practical sessions outside of class time. Successful completion of the PY 388-389 sequence and fulfillment of state-mandated hours of instruction are required to be eligible for certification.

Prerequisites: Take PY 104.

Offered: Every year, Fall

PY 388L. Clinical Training I Lab. **0 Credits.**

Lab to accompany PY 388. (3 lab hrs.)

Offered: Every year, Fall

PY 389. Clinical Training II. **3 Credits.**

This course is a continuation of PY 388 and is for ELMPA majors only.

Prerequisites: Take PY 388.

Offered: Every year, Spring

PY 389L. Clinical Training II Lab. **0 Credits.**

Lab to accompany PY 389. (3 lab hrs.)

Offered: Every year, Spring

PY 397. Pre-Health Professions Clinical Affiliation. **3 Credits.**

The pre-clinical experience pairs an undergraduate student who displays maturity, dedication and sensitivity with a physician assistant for a 12-week period. The affiliation is designed to provide the student with the opportunity to observe PA practice and the competencies of the PA profession in a clinical setting. Students may register for the course according to the following criteria: permission of faculty; completion of a minimum of three semesters at Quinnipiac; satisfactory GPA; compliance with pre-clinical health and uniform requirements.

Prerequisites: Take PY 104.

Offered: Every year, Spring

PY 401. Introduction to Clinical Problem Solving. **3 Credits.**

This course offers the pre-physician assistant student the tools necessary for developing a systematic approach to the patient and his or her medical condition. Students learn to access and evaluate the medical literature for identification of the signs and symptoms of disease presentation, the components of a history and physical, and the understanding of a differential diagnosis. In addition, students are taught the basis for developing a patient assessment plan. Students may not receive credit for both PY 401 and HSC 401.

Prerequisites: Take PY 104, PY 397.

Offered: Every year, Fall

PY 501. Human Physiology. **4 Credits.**

This course takes a system approach to the physiologic and biochemical functions of the human body, including relevant anatomical correlations. Laboratory sessions emphasize clinical application to systemic function.

Offered: Every year, Summer

- PY 501L. Physiology Lab.** **0 Credits.**
Lab to accompany PY 501. (3 lab hrs.)
Offered: Every year, Summer
- PY 503. Principles of Interviewing.** **3 Credits.**
This course explores the various methods of approaching and interviewing patients focusing on the establishment of a relationship, effects of cultural backgrounds, gender and age on giving and receiving of information in order to obtain an accurate medical history.
Offered: Every year, Summer
- PY 504. History, Roles and Responsibilities of the PA.** **1 Credit.**
This course explores through lecture and discussion the factors affecting the development of the profession and role socialization with emphasis on standards of quality assurance, credentialing of continued competence, policies and regulations governing clinical responsibilities and dynamics of membership on a health care team.
Offered: Every year, Spring
- PY 505. Clinical Pharmacology I.** **2 Credits.**
This distance education course covers the classification, mechanism of action, toxicity and clinical use of therapeutics agents. Side effects, indications, dose response and management of therapeutics are emphasized.
Offered: Every year, Fall
- PY 506. Principles of Internal Medicine.** **6 Credits.**
This course takes an organ system approach to disease emphasizing the pathogenesis, clinical presentation, differential diagnosis, diagnostic and therapeutic approach to disease processes. Laboratory sessions focus on clinical problem solving through the use of real cases.
Corequisites: Take PY 520L.
Offered: Every year, Fall
- PY 506L. Clinical Correlation Lab.** **0 Credits.**
Lab to accompany PY 506. (1 lab hr.)
Offered: Every year, Fall
- PY 507. Principles of Electrocardiography.** **1 Credit.**
This course offers a directed approach to understanding the principles of electrocardiography and its applications to clinical practice. Throughout this course, general principles of the etiologies of abnormal EKG patterns, the differential diagnosis and clinical management are discussed to correlate the EKG with clinical situations.
Offered: Every year, Summer
- PY 507L. EKG Lab.** **0 Credits.**
Lab to accompany PY 507. (1 lab hr.)
Offered: Every year, Summer
- PY 508. Diagnostic Methods I.** **2 Credits.**
Clinical laboratory medicine is examined with emphasis on indications for tests, normal values, interpretation of results and correlation with clinical conditions. Laboratory sessions provide students with practical experience performing basic laboratory tests.
Offered: Every year, Summer
- PY 508L. Diagnostic Methods Lab.** **0 Credits.**
Lab to accompany PY 508. (2 lab hrs.)
Offered: Every year, Summer
- PY 509. Principles of Obstetrics and Gynecology.** **3 Credits.**
Anatomy and physiology of the human reproductive system are examined, including the changes in pregnancy, prenatal care, medical and surgical complications of pregnancy, pre- and postpartum care. Common gynecologic conditions, methods and effectiveness of contraception, cancer detection methods and the diagnosis and treatment of sexually transmitted infections in the female are explored.
Offered: Every year, Spring
- PY 510. Principles of Pediatrics.** **3 Credits.**
This course examines the physical and psychological fundamentals of normal growth and development. Focus is on the major pediatric illnesses and conditions, their signs, symptoms and treatment. Immunization schedules, the various medications used in the pediatric population, their doses and indication are examined; the management of pediatric emergencies such as acute cardiac and respiratory arrest, anaphylaxis, seizures and trauma also are explored.
Offered: Every year, Spring
- PY 511. Principles of Surgery and Emergency Medicine.** **4 Credits.**
The fundamentals of surgical disease are explored with discussions on the etiology, pathophysiology, clinical manifestations and appropriate management of major and minor surgical conditions and care of the acutely injured and critically ill patient. Topics are discussed with emphasis on clinical presentation and pre- and post-operative management. The course introduces the principles of life support technique and the initial management of acute medical and traumatic conditions. Laboratory sessions are used to familiarize the student with aseptic technique and basic surgical procedures such as airway control, various catheter placements, surgical bleeding control and wound management.
Offered: Every year, Spring
- PY 511L. Clinical Skill Lab.** **0 Credits.**
Lab to accompany PY 511. (2 lab hrs.)
Offered: Every year, Spring
- PY 512. Psychosocial Issues in Health Care.** **2 Credits.**
This course explores how cultural belief systems and values in a multicultural society relate to the provision of appropriate health care/ counseling. Students become familiarized with the biological and psychological attributes contributing to sexual expression as well as societal values that shape perception and expression. Factors associated with communicating with and caring for individuals from different cultures, opposite genders or differing sexual preference are explored. Lab sessions help students gain experience and develop confidence in approaching patients through preclinical clerkships. Students improve their clinical skills in the areas of eliciting a history, performing a physical exam, presenting an oral report and medical documentation via the patient chart note.
Offered: Every year, Spring
- PY 512L. Psychosocial Issues Lab.** **0 Credits.**
Lab to accompany PY 512. (2 lab hrs.)
Offered: Every year, Spring

- PY 513. Behavioral Medicine.** **3 Credits.**
 This one-semester course gives students an overview of some of the most important areas in behavioral psychiatry. The course includes an overview of basic psychiatric concepts and focuses on assessing patients who manifest psychological symptoms. Topics include diagnosis and treatment of anxiety disorders, mood disorders, common child and adolescent disorders, somatoform and factitious disorders, psychotic disorders, sleep disorders, adjustment and personality disorders, drug and alcohol abuse, and addresses forensic issues in behavioral health.
Offered: Every year, Spring
- PY 514. Diagnostic Methods II.** **1 Credit.**
 This course covers the basic principles of radiologic and imaging techniques, indication for various tests and recognition of abnormal findings.
Offered: Every year, Fall
- PY 515. Clinical Pathology.** **3 Credits.**
 Basic human pathology is examined from a systemic and cellular level, pathogenesis and various disease states. Topics include histology, inflammation and repair, endocrine, cardiovascular, pulmonary, musculoskeletal, GI and GU pathology.
Offered: Every year, Summer
- PY 516. Clinical Pharmacology II.** **2 Credits.**
 This continuation of Clinical Pharmacology I emphasizes commonly prescribed therapeutic agents.
Offered: Every year, Spring
- PY 518. Physical Diagnosis.** **3 Credits.**
 This lecture course presents the techniques for performing a complete and competent physical examination with an understanding of the pathophysiology presented by the patient. Along with the comprehensive complete physical examination, students learn the problem-oriented physical examination as well as special examination tools and techniques. Synthesis of historical and physical presentations for an accurate evaluation of the patient are emphasized.
Prerequisites: Take PY 503.
Corequisites: Take PY 518L.
Offered: Every year, Fall
- PY 518L. Physical Diagnosis Lab.** **1 Credit.**
 This laboratory/pre-clinical clerkship course presents and explores the techniques for performing a complete and competent physical examination and organizing and reporting the findings in both written and oral format. The pre-clinical clerkships allow the student to gain experience and develop confidence in approaching patients prior to entering the clinical year. Instructional techniques include small group discussion, practical experience with other students and patients, and the observation and critique of physical examination, write-ups and oral presentations.
Prerequisites: Take PY 503.
Corequisites: Take PY 518.
Offered: Every year, Fall
- PY 519. Human Anatomy.** **3 Credits.**
 This lecture experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and clinical application. Approach to the material is both regional and systemic. Content includes the basic concepts of embryology, the comparison of normal and abnormal structural relationships and demonstration of how these things relate to health and disease. To meet the instructional goals and objectives, students attend lectures and review online reusable learning modules while making connections to concepts encountered in PY 519L.
Offered: Every year, Summer
- PY 519L. Human Anatomy Lab.** **1 Credit.**
 This lab experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and clinical application. Approach to the material is both regional and systemic. To meet the instructional goals and objectives, students complete full cadaveric dissections and a self-study osteology review.
Corequisites: Take PY 519.
Offered: Every year, Summer
- PY 520L. Clinical Decision Making.** **1 Credit.**
 The purpose of this course is to reinforce materials taught in Principles of Internal Medicine and to provide clinical correlations by working through a case scenario, in either a simulation or seminar setting. Students develop critical thinking skills by working through a history, physical exam, laboratory tests and diagnostic studies, and developing a differential diagnosis for each case, which leads to a diagnosis so that the student can formulate a treatment plan.
Prerequisites: Take PY 501, PY 519, PY 519L.
Corequisites: Take PY 506.
Offered: Every year, Fall
- PY 526. Principles of Epidemiology.** **3 Credits.**
 This graduate-level course in epidemiology directs itself toward application of epidemiological principles. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. Both communicable and chronic disease case studies are used, as well as case studies of occupationally induced diseases.
Offered: Every year, Summer
- PY 536. Biostatistics.** **3 Credits.**
 This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, collection and reduction of data, probabilistic models estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods.
Offered: Every year, Summer

- PY 548. Ethics in Health Care Delivery I. 2 Credits.**
This course provides an overview of the discipline of Medical Ethics presenting the study and application of relevant principles, insights and understandings of modern medical practice. The course includes a study of ethical theories, which lay the foundation for subsequent investigation into specific ethical problems found in medical science and technology. A framework of ethical decision making is introduced and practiced using realistic medical cases. The purpose of the course is to provide a framework that enables the student to reason clearly and effectively about the ethics involved in medical science and technology. This course better prepares students to identify ethical issues they may encounter during the clinical year and provides a method for ethical decision making when faced with these issues. The course assumes no prior knowledge of philosophical ethics or medical science.
Offered: Every year, Summer
- PY 572. Medical Microbiology and Infectious Diseases. 3 Credits.**
This detailed study of microorganisms and the diseases they cause in man includes consideration of infectious disease microorganisms including their biochemical, serological and virulence characteristics, and clinical manifestations. An organ system approach is used to examine the fundamentals of pathogenicity, host response, epidemiological aspects of infectious disease, as well as clinical manifestations, diagnosis and treatment of infections.
Offered: Every year, Fall
- PY 608. Graduate Seminar. 3 Credits.**
This seminar prepares students for the specific requirements of entering professional practice. Faculty active in the profession cover such issues as malpractice coverage, licensure regulation, risk management and legal issues, and aspects of the financing of health care. Lab sessions are designed as small group seminars. Through guided discussion in these small seminar settings, students explore the current literature and thinking on the competencies for the physician assistant profession.
Offered: Every year, Summer
- PY 608L. Graduate Seminar Lab. 0 Credits.**
Lab to accompany PY 608. (1.5 lab hrs.)
Offered: Every year, Summer
- PY 611. Clinical Residency I. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Summer
- PY 612. Clinical Residency II. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Summer
- PY 613. Clinical Residency III. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Summer
- PY 614. Clinical Residency IV. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Fall
- PY 615. Clinical Residency V. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Fall
- PY 616. Clinical Residency VI. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Fall
- PY 617. Clinical Residency VII. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Spring

PY 618. Clinical Residency VIII.**3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

Offered: Every year, Spring**PY 619. Clinical Residency IX.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

Offered: Every year, Spring**PY 648. Ethics/Health Care Delivery II.****1 Credit.**

This 1-credit course occurs in the third summer after the student completes their clinical rotations. The course is a continuation of the PY 548 Ethics in Health Care I. The purpose of the course is to reinforce a framework of ethical decision-making which enables the student to reason clearly and effectively about the ethics involved in medical science and technology and reflect on ethical issues encountered during the clinical year. Student experiences encountered during their clinical year are used to exemplify the theoretical course material.

Offered: Every year, Summer**PY 650. Medical Writing Workshop/Journal Club.****1 Credit.**

The purpose of the medical writing course is to educate the PA student in the interpretation of medical literature and provide experiences in the various forms of medical writing and presentations. The course begins in summer semester of the second year with lectures, modules and on-campus activities, and then spans the clinical year using distance-education resources. Learning topics progress from a basic overview of writing mechanics and proper referencing to specific types of medical articles. Success in the medical writing course is determined by the quality of the researched written clinical papers and posters.

Offered: Every year, Summer**PY 676. Comprehensive Examination.****2 Credits.**

This comprehensive examination is a capstone of the physician assistant program. The purpose of the exam is twofold. First, to ascertain if the student has both the broad and specific knowledge expected of someone holding a master's degree. Second, to determine whether the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the students' own specialization to other fields of study. The student is given an oral exam, a written examination and a clinical skills examination in the form of an Objective Score of Clinical Evaluation (OSCE).

Offered: Every year, Summer

Entry-Level Master's Physician Assistant

Program Contact: Laurie Seeger (p. 7) 203-582-3882

The Entry-Level Master's Physician Assistant (ELMPA) is a dual-degree program that offers the qualified pre-physician assistant students an opportunity to pursue a Bachelor of Health Science Studies and a Master of Health Science in the Physician Assistant program at Quinnipiac University. The program is divided into a four-year preprofessional component and a 27-month professional component. To progress to the professional phase, all ELMPA courses and program requirements must be completed within four years.

Student Learning Outcomes

Upon completion of the Entry-Level Master's Physician Assistant program, students will demonstrate the following competencies:

Goal: Students will have a strong foundation in sciences and the healthcare system preparing them for the rigors of the graduate PA program.

- Core Science Knowledge:** Demonstrate a knowledge of core sciences.
- Interprofessional Health Care:** Understand the roles and shared values of various healthcare professionals.

Goal: Students will become advocates of professional responsibility.

- Professionalism:** Demonstrate the attributes of a high-quality professional.
- Interpersonal and Communication Skills:** Possess the ability to safely and effectively communicate with various populations.
- Community Service:** Engage all students in active and ongoing community outreach.
- Leadership:** Support a culture of leadership in the university and the community.

Preprofessional Component

The mission of the Quinnipiac University Entry-Level Master's Physician Assistant (ELMPA) program is to begin the education and preparation of master's-level physician assistants who practice medicine with physicians and other members of the healthcare team. The program has been designed to benefit from faculty expertise in both the graduate and undergraduate divisions as well as practitioners from a variety of clinical settings and specialties. These collaborative strategies are intended to prepare graduates to enter the physician assistant profession and ultimately become outstanding healthcare providers.

Admission to the Program

Candidates applying for admission to the Dual-Degree BS in Health Science Studies/MHS Physician Assistant program must have: a minimum of three years of high school mathematics including geometry, algebra and precalculus; and four years of science—physics, anatomy and physiology, AP biology and advanced chemistry are some of the suggested courses. In addition, advanced electives in the biological sciences are recommended. Related healthcare experience and shadowing is highly desirable.

Prospective candidates must also satisfy the admission requirements of Quinnipiac. Transfer students are not admitted to the entry-level master's physician assistant program. Admission into the preprofessional component of the program does not guarantee admission into the professional component of the program, unless all requirements are met.

Technical Standards

All students entering the MHS Physician Assistant program at Quinnipiac University must be able to meet the established abilities and expectations of the graduate PA program technical standards, which can be found on the program's website (p. 822). Upon admission to the ELMPA program, students are required to review and verify that they understand the technical standards requirement. Prior to participation in the preclinical experiences, the student's primary care provider must verify, based on a complete history and physical examination, that the student meets the technical standards of the graduate PA program. In the event that a student is unable to fulfill these technical standards, the student may not be able to participate in preclinical affiliations and may not be able to progress to the graduate PA program.

Background Checks/Drug Screens

Students should be aware that certain preclinical sites may require a criminal background check and/or urine drug screen before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining these requirements. The cost of the background check and drug screen is the responsibility of each individual student. All students are required to have a new or updated background check upon progression to the MHS Physician Assistant program.

Undergraduate Program

- Dual-Degree BS in Health Science Studies/MHS Physician Assistant (p. 565)

Graduate Program

- MHS Physician Assistant (p. 820)

Dual-Degree BS in Health Science Studies/MHS Physician Assistant

Program Contact: Laurie Seeger
(laurie.seeger@quinnipiac.edu) 203-582-3882

This entry-level dual-degree Physician Assistant program leading to a Bachelor of Health Science Studies and Master of Health Science is divided into a 4-year preprofessional component and a 27-month professional component.

The preprofessional component provides students with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants as well as the six competencies for the physician assistant profession. The program addresses the need for medical experience by providing students with emergency medical technician (EMT) training (PY 388/PY 389) as well as extensive time shadowing practicing physician assistants (PY 397). EMT ride time and preclinical experiences take place at off-campus sites, and students are responsible for transportation to and from all off-campus sites beginning in the sophomore year. In addition, students must meet specific program health and immunization requirements for participation in the preclinical experiences. Program costs associated with the preclinical affiliations and EMT course, including uniform, parking, certification exam, health requirements documentation, background check and additional program fees are the responsibility of the student.

Entry-Level Master's Physician Assistant Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable	3
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
PY 104	Physician Assistant Seminar I - Orientation to the Profession	1
Credits		15
Summer Semester		
Patient Contact Hours		
Credits		0
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PY 388 & 388L	Clinical Training I and Clinical Training I Lab ¹	3
Credits		15
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PY 397	Pre-Health Professions Clinical Affiliation	3
PY 389 & 389L	Clinical Training II and Clinical Training II Lab ¹	3
HSC 202	Medical Terminology	2
Credits		16
Summer Semester		
Patient Contact Hours		
Credits		0

Third Year**Fall Semester**

BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
BIO/BMS Core science elective		3-4
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
Open Elective		3

Credits 16-17

Spring Semester

BMS 200	Biomedical Basis and Experience of Human Aging	3
BMS 304	Biological Chemistry	3
BIO/BMS Core science elective		3-4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 1 (Fine Arts, Humanities, Social Sciences)		3

Credits 15-17

Summer Semester

Patient Contact Hours		
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Credits 0

Fourth Year**Fall Semester**

PY 401	Introduction to Clinical Problem Solving	3
BIO/BMS Core science elective		3-4
UC Personal Inquiry 1 (Fine Arts, Humanities, Social Sciences)		3
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
Open Elective		3

Credits 15-16

Spring Semester

PY 204	Physician Assistant Seminar II - The Interdisciplinary Team	1
BMS 332	Histology and Lab	4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
SHS 420	Integrative Capstone	3

Credits 14-15

Total Credits 123-128

¹ If student has current EMT licensure on admission to the program, two additional science electives are taken instead of PY 388 and PY 389.

Total number of credits required for completion of the preprofessional component = 123

Students who have earned advanced placement credit or other college credit in an introductory-level science course are encouraged to still take BIO 101/BIO 102 and CHE 110/CHE 111 at Quinnipiac. Students opting out of those courses are required to take the equivalent number of hours at a higher level in the same area of course work. Students with AP credits in nonscience courses may elect to take only 14 credits in the fall semester of the first year.

Acceptable Core Science Electives

Code	Title	Credits
Select three of the following courses:		
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	3-4
	or HSC 375 Immunology	
BIO 350	Cardiovascular Physiology	3

Additional Science Electives

Code	Title	Credits
Select two courses from core science electives OR from the following:		
BIO 282 & 282L	Genetics and Genetics Lab	4
	or BIO 471 Molecular Genetics	
BIO 298	Research Methods in Biology	3
	or BMS 278 Research and Technology	
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BMS 318	Pathophysiology	3
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 365	Cancer Biology	3
BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
BMS 276	Drug Development	3
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 470	Virology	4
BMS 473	Infections of Leisure	3
	or BMS 474 Power of Plagues	
BMS 475	Special Topics in Microbiology	4
BMS 482	Independent Study in Microbiology ¹	2-4
BMS 498	Independent Study in Biomedical Sciences I ¹	2-4
BMS 499	Independent Study in Biomedical Sciences II ¹	2-4
BMS 525	Vaccines and Vaccine Preventable Diseases ¹	3
BMS 556	Seminar in Health Care Disparities	1
BMS 595	Transplantation Immunology ¹	3
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3

HSC 225	Writing in the Health Professions	3
HSC 262	Nutrition in Health and Illness	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 315	Bioethical Issues in the 21st Century	3
HSC 322	Health Care Law (LE 322)	3
HSC 498	Independent Study in Health Sciences	1-4

¹ With permission. Students who complete an independent study course for 2 credits must also complete a 4-credit science elective course in order to have at least 6 credits of science electives.

Acceptable UC Social Sciences (Disciplinary Inquiry/Personal Inquiry 1)

Code	Title	Credits
PS 101	Introduction to Psychology	3
PS 210	Human Sexuality (WGS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 244	Psychology of Prejudice	3
PS 261	Social Psychology	3
PS 262	Psychology of Women and Gender (WGS 262)	3
PS 272	Abnormal Psychology	3
PS 284	LGBTQ Identities and Communities (SO/WGS 284)	3
SO 101	Introduction to Sociology	3
SO 280	Sociology of Health and Illness	3
SO 284	LGBTQ Identities and Communities (PS/WGS 284)	3

Acceptable UC Elective (Personal Inquiry 2)

Code	Title	Credits
BMS 200	Biomedical Basis and Experience of Human Aging	3

Program Requirements

Formal evaluation of the pre-physician assistant student by the Academic Progression and Retention Committee takes place at the end of the spring semester of the first year. To continue in the program, students must have a minimum cumulative GPA of 3.2 and a minimum cumulative science GPA of 3.2. Following the initial evaluation, students are evaluated after completion of each semester. Failure to maintain a minimum cumulative GPA of 3.2 and a minimum cumulative science GPA of 3.2 results in dismissal from the program. In addition, a minimum GPA (both cumulative and science) is required for participation in preclinical affiliations. All required courses must be completed with a course grade of C- or better.

By February 1 of the fourth year, students are required to have accumulated at least 1,000 hours of documented direct patient contact through paid and/or volunteer experiences (e.g., certified nurse's aide, medical assistant, phlebotomy technician, emergency room technician, EMT). While patient contact hours must be preapproved by program faculty, students are responsible for making their own arrangements to

obtain these direct patient contact hours. In addition, all students are required to obtain student membership in the American Academy of Physician Assistants (AAPA).

Requirements for Progression to the MHS Physician Assistant Program

For a student in the Entry-Level Master's Physician Assistant (ELMPA) program to progress to the MHS Physician Assistant program at Quinnipiac University, the student must successfully complete all requirements to obtain a BS degree in Health Science Studies, including all prerequisite courses for the PA program admission. Students progressing to the professional phase of the program may not have any course failures or grades of incomplete, and no outstanding academic integrity or professionalism issues at the time of progression. In addition, students must meet the established requirements for direct patient contact hours and EMT certification. Prior to beginning the Physician Assistant program, students meet with a faculty member from the Department of Physician Assistant Studies for a final academic review. The student must meet all academic, curricular, professional, health and immunization, background check and technical standards requirements of the PA program to matriculate into the program.

For information on the professional component of the Entry-Level Master's Physician Assistant program, please see the Graduate Studies section (p. 820).

PY 104. Physician Assistant Seminar I - Orientation to the Profession. 1 Credit.

This course is for ELMPA majors only. Students gain a basic knowledge of the fundamentals of the physician assistant profession and are introduced to the competencies of the PA profession. PA education, role expectations and practice settings are examined. In addition, historical information on the profession is presented. Students must have active AAPA student membership.

Offered: Every year, Spring

PY 204. Physician Assistant Seminar II - The Interdisciplinary Team. 1 Credit.

In this seminar course, students explore the roles of those professionals who are part of the health care team and learn how team practice affects patient care. Experts from a variety of health care fields explore the relationship of the practicing PA in each professional domain.

Prerequisites: Take PY 104, PY 397.

Offered: Every year, Spring

PY 388. Clinical Training I. 3 Credits.

This course is for ELMPA majors only. It includes classroom and clinical experiences and provides students with an opportunity to develop the knowledge and skills required for Emergency Medical Technician National Certification. Emphasis is placed on patient assessment, clinical signs and symptoms, pathophysiology and the practical skills necessary to manage the pre-hospital care of patients. Clinical rotations with an ambulance service are required. At the discretion of the course instructor, students may be required to meet for additional practical sessions outside of class time. Successful completion of the PY 388-389 sequence and fulfillment of state-mandated hours of instruction are required to be eligible for certification.

Prerequisites: Take PY 104.

Offered: Every year, Fall

PY 388L. Clinical Training I Lab. 0 Credits.

Lab to accompany PY 388. (3 lab hrs.)

Offered: Every year, Fall

PY 389. Clinical Training II. 3 Credits.

This course is a continuation of PY 388 and is for ELMPA majors only.

Prerequisites: Take PY 388.

Offered: Every year, Spring

PY 389L. Clinical Training II Lab. 0 Credits.

Lab to accompany PY 389. (3 lab hrs.)

Offered: Every year, Spring

PY 397. Pre-Health Professions Clinical Affiliation. 3 Credits.

The pre-clinical experience pairs an undergraduate student who displays maturity, dedication and sensitivity with a physician assistant for a 12-week period. The affiliation is designed to provide the student with the opportunity to observe PA practice and the competencies of the PA profession in a clinical setting. Students may register for the course according to the following criteria: permission of faculty; completion of a minimum of three semesters at Quinnipiac; satisfactory GPA; compliance with pre-clinical health and uniform requirements.

Prerequisites: Take PY 104.

Offered: Every year, Spring

PY 401. Introduction to Clinical Problem Solving. 3 Credits.

This course offers the pre-physician assistant student the tools necessary for developing a systematic approach to the patient and his or her medical condition. Students learn to access and evaluate the medical literature for identification of the signs and symptoms of disease presentation, the components of a history and physical, and the understanding of a differential diagnosis. In addition, students are taught the basis for developing a patient assessment plan. Students may not receive credit for both PY 401 and HSC 401.

Prerequisites: Take PY 104, PY 397.

Offered: Every year, Fall

Department of Rehabilitation, Health and Wellness

The Department of Rehabilitation, Health and Wellness is a vibrant six member group with expertise across multiple aspects of human health, fitness, injury prevention and rehabilitation; faculty are active in aspects of fitness, health care and education at the state, regional and national level. Faculty members collaborate with other health care educators across the School of Health Sciences, School of Medicine and School of Nursing to deliver an interprofessional educational experience.

The department is not currently accepting new students into its BS in Athletic Training nor into its Dual-Degree BS in Athletic Training/DPT (4+3) program. The Department offers classes to the broader campus community in areas of Fitness, Leisure and Wellness (FLW) and collaborates with the Department of Biomedical Sciences in offering the Minor in Nutrition.

- Bachelor of Science in Athletic Training (p. 569) not currently accepting new students
- Minor in Nutrition (p. 496)

Athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA), Health Resources Services Administration (HRSA) and the Department of Health and Human Services (HHS) as an allied health care profession.

Athletic trainers (ATs) are highly qualified, multiskilled health care professionals who collaborate with physicians to provide preventive

services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes.

At Quinnipiac, the program in athletic training emphasizes practical clinical experience along with a strong foundation in anatomy and physiology, nutrition and fitness and conditioning, among other subjects. The program values personal responsibility and critical decision making in the development of high-quality, patient-centered care. Students work with student-athletes from Quinnipiac's Division I volleyball, soccer, field hockey, cross country, tennis, basketball and ice hockey teams as well as athletes in local high schools and community-based healthcare settings, all under the supervision of certified athletic trainers and other licensed healthcare providers.

Fitness, Leisure and Wellness

Program Contact: Debora H. Lavigne (debora.lavigne@qu.edu)
203-582-7943

Quinnipiac's School of Health Sciences offers courses that promote and encourage personal growth in the areas of fitness, leisure and wellness. In keeping with the school's mission, the courses are dedicated and focused on the development of the entire person with the goal of encouraging the essential habits of lifetime fitness, leisure and wellness. Classes take place on both the Mount Carmel and York Hill campuses, as well as at off-campus locations. See FLW course descriptions (<http://catalog.qu.edu/courses-undergraduate/flw/>) for a detailed list of offerings.

Bachelor of Science in Athletic Training

Program Contact: Stephen Straub (Stephen.Straub@quinnipiac.edu)
203-582-8443

The Bachelor of Science in Athletic Training program at Quinnipiac is a four-year undergraduate program preparing students to sit for the national certification exam (bocac.org (<http://www.bocac.org/>)), which permits the student to work as a Certified Athletic Trainer (nata.org (<http://www.nata.org/>)). This direct-entry program is accredited by the Commission on Accreditation of Athletic Training Education (caate.net (<https://caate.net>)) and offers a highly personalized learning environment featuring small classes and ready access to faculty, which reflects the university's commitment to excellence in teaching, as well as support for scholarship and professional development.

The Athletic Training faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments, and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

BS in Athletic Training Curriculum Preprofessional Component

Examination and an evaluation of high school units presented determine initial placement in the English and mathematics courses. The minimum mathematics requirement is MA 275. Biology and athletic training courses must be completed in the appropriate semesters as indicated.

The following courses must be completed with a C- or better and a minimum GPA of 2.67.

Code	Title	Credits
Required Courses		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab ¹	4
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab ¹	4
MA 275	Biostatistics	3
Total Credits		27

Where applicable, courses may be used to satisfy University Curriculum requirements. Progression to the professional component occurs in the fourth semester or second year, spring semester.

The following courses must be completed with a minimum of a B- at Quinnipiac and prior to entry into the professional component of the Athletic Training program. All AT courses must be taken at Quinnipiac.

Code	Title	Credits
AT 114	Introduction to Athletic Training/ Sports Medicine	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness and Conditioning	2
AT 214	Care and Prevention of Athletic Injuries	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab	3
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries	4
Total Credits		17

Professional Component

The Admissions, Progression and Retention Committee for the program in athletic training is responsible for evaluating and screening candidates

for the professional component of the program. Program requirements are established in conjunction with the guidelines established by the Commission on Accreditation of Athletic Training Education and are acceptable to the school and university administration. Clinical assignments (clinical practicum I–V) are divided between Quinnipiac and off-campus sites. Students are responsible for transportation to and from all off-campus sites and should plan to have a vehicle by the fourth semester. Most off-campus sites are within 15 miles from the main campus. Students involved in varsity athletics typically require additional semester(s) to complete the program.

The curriculum for the professional courses in the program is subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Athletic Training Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab (UC science)	4
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab ¹	4
EN 101	Introduction to Academic Reading and Writing (UC)	3
UC Fine Arts		3
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
AT 114	Introduction to Athletic Training/Sports Medicine ²	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness and Conditioning ²	2
BIO 102 & 102L	General Biology II and General Biology Lab II (UC Science)	4
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab ¹	4
EN 102	Academic Writing and Research (UC)	3
Credits		18
Second Year		
Fall Semester		
AT 214	Care and Prevention of Athletic Injuries	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab	3
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries	4
BIO 211 & 211L	Human Anatomy and Physiology I and Human Anatomy and Physiology Lab I	4
MA 275	Biostatistics (UC Quantitative Literacy)	3
Credits		17

Spring Semester

AT 215 & 215L	Therapeutic Modalities and Therapeutic Modalities Lab	4
AT 210	Introduction to Evidence-Based Practice	2
AT 251 & 251L	Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries and Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries Lab	4
AT 290	Clinical Practicum I, Risk Management and Injury Prevention	2
AT 290C	Clinical Practicum I	1
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4

Credits 17
Third Year**Fall Semester**

AT 350 & 350L	Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries and Evaluation and Treatment of Musculoskeletal Injuries Lab	4
AT 351 & 351L	General Medical Conditions and Treatment and General Medical Conditions and Treatments Lab	4
AT 390	Clinical Practicum II, Athletic Protective Equipment	2
AT 390C	Clinical Practicum II, Clinical	1
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
PS 101	Introduction to Psychology (UC social science)	3

Credits 18
Spring Semester

AT 330	Nutrition for Sport and Fitness	3
AT 352 & 352L	Evaluation and Treatment of Spinal Injuries and Evaluation and Treatment of the Spinal Injuries Lab	4
AT 391C	Clinical Practicum III	1
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
PS 272	Abnormal Psychology (UC social science)	3

Credits 15
Fourth Year**Fall Semester**

AT 450	Administration and Management in Athletic Training	3
AT 490C	Clinical Practicum IV	1
UC Electives (2)		6
SHS 420	Integrative Capstone	3

Credits 13
Spring Semester

AT 491	Clinical Practicum V, Professional and Career Preparation	2
AT 491C	Clinical Practicum V, Clinical	1
UC Elective		3
UC Humanities		3

UC Humanities 3

Credits 12

Total Credits 127

¹ Students enrolled in the AT/DPT dual program or interested in certain graduate programs should substitute CHE 110–CHE 111 for CHE 101–CHE 102.

² These AT courses have a laboratory and/or clinical component.

**Students admitted to the AT/DPT dual major need to take PHY 110, PHY 111 and MA 141 (total credits 129). Additionally, students must achieve a 3.2 cumulative GPA and a 3.2 average for 46 credits of selected math and science courses at the completion of all credits for admission to the graduate DPT program.

A GPA of 3.0 must be maintained each semester during the professional component; C, D and F grades are unacceptable in the core courses during the professional component of the program.

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Student Learning Outcomes

Upon completion of the undergraduate degree program in athletic training, students will demonstrate the following competencies:

- Professional Competence:** Engage in quality patient interactions displaying entry-level professional attributes.
- Clinical Competence:** Provide quality patient care and clinical decision-making during all clinical experiences.
- Clinical Decision-Making:** Deliver high-quality patient care and make critical patient care decisions.
- High-Quality Patient Interaction:** Engage in interprofessional collaboration and patient care.
- Interprofessional Health Care:** Collaborate and communicate with professions across the health system.
- Evidence-Based Practice:** Partake in evidence-informed practice by engaging in the development and presentation of a PICO-based question.

Goal: Students will display personal responsibility.

- Personal Development:** Understand and engage as personally responsible professionals during clinical experiences.
- Adhere to Standards of Professional Practice:** Understand and engage within all legal and professional standards for healthcare providers.
- Professional Presentation:** Display personal responsibility, professionalism and subject area specialization to healthcare peers.

Goal: Students will demonstrate critical and creative thinking.

- Research Appraisal:** Effectively appraise and present current evidence for use in patient care decision-making.
- Education:** Engage in creative dissemination of professional attributes and/or health care promotion.
- Critical Thinking:** Demonstrate declarative and procedural knowledge of thinking.
- Rehabilitation Planning:** Create and implement patient care plans that exhibit both critical and creative development.

Goal: Students will demonstrate entry-level professional competence.

- a. **BOC Pass Rate:** Pass the national certification examination.
- b. **Senior Level Proficiency:** Display entry-level knowledge, skills and abilities within all domains of athletic training via individual assessments.

Departmental and Program Mission Statement

The mission of the Athletic Training Education Program is to provide a quality education program through which students obtain the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. Importance is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training. Strong emphasis is placed on the practical clinical experience coupled with specific professional coursework. Recognizing the importance of excellence in teaching and instruction, the faculty, in its commitment to the combination of diverse clinical and intellectual experiences, collaborates in educating students.

The Athletic Training Education Program offers a highly personalized learning environment featuring small classes and ready access to faculty. Reflecting the university's commitment to excellence in teaching, the Athletic Training and Sports Medicine faculty members share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

Athletic Training Education Program Goals

The program will:

- a. Provide effective clinical placement sites supervised by willing and participatory preceptors.
- b. Demonstrate excellence in teaching.
- c. Provide professional mentorship to guide students through their undergraduate experience to their selected post-graduate placement.

Direct Entry

The School of Health Sciences is not currently accepting new students into the Bachelor of Science in Athletic Training.

Candidates applying for admission to the Athletic Training program from high school are recommended to have four years of math and science. Math must include Algebra I & II, Geometry through Pre-Calculus or Calculus. Biology and Chemistry are required and a relevant fourth year of science (i.e., Physics, Anatomy & Physiology, AP Biology, Advanced Chemistry, Bio II, Human Anatomy). Some observation hours are recommended, with a Certified Athletic Trainer. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include three letters of reference. A personal interview may be requested with representatives of the Admissions Office to discuss program requirements and the applicant's professional interests and commitments.

Applications are accepted for admission to the fall semester only.

Admission to Quinnipiac University does not guarantee admission to the Athletic Training program, unless officially accepted into the program. Students enrolled in the program (semesters 1–3) must achieve a B- or better in AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 and a minimum cumulative GPA of 2.67 upon completion of all program science and math requirements to qualify for advancement into the professional component of the program (D and F grades in the required science and math courses are unacceptable).

All AT courses must be taken and completed at Quinnipiac University. Professional component students (semesters 4–8) must earn at least a B- in all professional component courses and maintain a GPA of 3.0 each semester during the professional component. Students who fail to maintain these grade requirements are subject to dismissal from the program.

Students enrolled in the Athletic Training program, or other majors that provide prerequisite requirements for the graduate DPT program, may apply for entry into the three-year Doctor of Physical Therapy. Please see Entry-Level Dual-Degree Bachelor of Science to DPT (p. 557) for information on application for entry into the three-year Doctor of Physical Therapy graduate program.

Technical Standards for Admission

The Athletic Training program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency: Commission on Accreditation of Athletic Training Education (CAATE).

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Candidates for selection to the program are required to verify that they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director during the spring semester of the student's first year. Click the link for a listing of the technical standards and agreement form (<https://www.qu.edu/schools/health-sciences/programs/bachelors-degree/athletic-training/>) for the Athletic Training program. **It is recommended the student read and understand the agreement form prior to enrollment at the university. Please address any questions to the Office of Student Accessibility.**

Background Check and Immunizations

All students entering the Athletic Training program, and the healthcare professions in general, should be aware that most professional credentialing agencies require a background check prior to awarding professional credentials. Information regarding background checks for those seeking to become certified athletic trainers can be found at bocatc.org (<https://bocatc.org/state-regulation/state-regulation/>).

For Athletic Training, the affidavit portion of the certification exam application requires candidates to report any felony or misdemeanor conviction along with any judgments of negligence, malpractice or misconduct. During the application process for the national certifying examination, candidates must submit an explanation of the events that led to the conviction(s) and a copy of court document(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines.

Candidates may request a predetermination of eligibility at any time by submitting their documentation prior to their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee's decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details.

Students enrolled in the Quinnipiac University Athletic Training program will be required to complete criminal and sex offender background checks and submit required health and immunization records (including titer testing) prior to initiation of clinical rotations. The cost of the background checks and all immunization related costs are the responsibility of the individual student. A complete listing of the immunizations is available under "Additional Program Costs."

Additional Program Costs

As a clinical education program, the Athletic Training major requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical Education Travel** (gas, parking, public transportation) – Students will have at least two clinical rotation experiences that take place off campus. For this rotation, the student typically travels 4 to 5 times per week for practice, games and treatments. While a car is not absolutely required, it increases the variety and flexibility of clinical experiences available to the student. These rotations start during the sophomore year. **Costs: variable.**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB, influenza and COVID-19. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Costs: variable (please check with your insurance carrier).**
- c. **Background Check** – All students must undergo a background check prior to the start of clinical observations in the sophomore year. **Cost:** Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
- d. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- e. **Medical Record Tracking** – Consistent with School of Health Sciences policy, students must sign up for and maintain an online account to confirm all required medical records and certifications. This program tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: approximately \$35 per year.**
- f. **Professional Association Membership** – Students are strongly encouraged (but not required) to join the professional association (NATA). **Cost: approximately \$85 per year, depending on home state.**
- g. **BOC Certification Exam** – Professional certification is limited to those who pass the BOC certification examination (typically taken during the last semester of enrollment). **Cost: \$365 for NATA members; \$390 for non-NATA members.**
- h. **Appropriate Uniforms/Clothing** – Each clinical site determines appropriate dress for their location. The student is responsible for meeting the dress code. **Cost: estimated \$100 per year.**

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Athletic Training program based on space availability. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards of the program. The students must complete the general science requirements, AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 prior to entry into the professional component of the program or the fourth semester of the course sequence. AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 must be taken at Quinnipiac.

Athletic Training courses from the student's previous institution will not be considered for replacement of BMS 300, BMS 301 or any of the athletic training courses offered at Quinnipiac.

Transfer Students from Within Quinnipiac

Students currently attending Quinnipiac in another program may be accepted into the Athletic Training program based on space availability and review of qualifications by the program director. Students may apply through the department upon completion of the general science requirements, AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 prior to entry into the professional component of the program or the fourth semester of the course sequence. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards (<https://www.qu.edu/schools/health-sciences/programs/bachelors-degree/athletic-training/>) of the program.

The Athletic Training education program at Quinnipiac University is accredited by:

The Commission on Accreditation Athletic of Training Education (CAATE.net (<http://caate.net/>))

2001 K Street NW, 3rd Floor North Washington, DC 20006

Phone: 512-733-9700 Toll-free: 844-GO-CAATE (844-462-2283)

The program received a 10-year accreditation (the maximum available) in 2019. The re-accreditation process will commence in June 2028 with the submission of a self-study report to CAATE.

Complete program outcomes can be found at our program link at CAATE_QU (<https://caate.net/program-info/214/>)

To become a Certified Athletic Trainer, a candidate must pass a national certification examination. The program has a three-year aggregate first-time pass rate of 95 percent. Here are our certification examination results by year:

Student BOC Pass Rate	2018-2019	2019-2020	2020-2021	3 Yr Aggregate
Number of students graduating from program	15	14	22	51
Number of graduating students who took examination	15	14	22	51
Number of students who passed exam on first attempt	13	14	21	48
Percentage who passed exam on first attempt	87	100	95	94
Number of students who passed exam regardless of # of attempts	14	14	21	49
Percentage who passed exam regardless of # of attempts	93	100	95	96

AT 114. Introduction to Athletic Training/Sports Medicine. 2 Credits.

This course is designed to familiarize the student with the role of an athletic trainer in sports and health care. AT major only or permission of instructor.

Corequisites: Take AT 114L.

Offered: Every year, Spring

AT 114L. Introduction to the Clinical Environment. 0 Credits.

Lab to accompany AT 114. This eight-week session is required for AT majors or those considering transferring into the major. AT major only or permission of instructor. (2 lab hrs.)

Corequisites: Take AT 114.

Offered: Every year, Spring

AT 115. Introduction to Kinesiology. 3 Credits.

This introductory course explores the way the musculoskeletal system produces movement patterns in humans. Musculoskeletal anatomy, joint arthrology, muscular mechanics and biomechanical principals are used to perform muscular analyses of both the upper and lower extremities and the trunk. AT major only or permission of instructor.

Prerequisites: Take BIO 101.

Offered: Every year, Spring

AT 116. Introduction to Fitness and Conditioning. 2 Credits.

This introductory lab and lecture course teaches the fundamentals of basic fitness and exercise. Students engage in fitness assessments and design of personal conditioning programs for healthy subjects. For AT major only or permission of instructor.

Offered: Every year, Spring

AT 201. Medical Aspects of Sports and Activity (SPS 201). 3 Credits.

This course is aimed at individuals who are interested in working in a sports-related field (e.g., coaches, journalists or managers). It provides an overview of a variety of sports medicine-related topics, including common sports injuries, an introduction to sports psychology and current events in the sports medicine. Students who take AT 201 cannot also receive credit for AT 214.

Prerequisites: Take one 4-credit lab science course.

Offered: Every year, Fall and Spring

AT 210. Introduction to Evidence-Based Practice. 2 Credits.

Evidence-based practice in health care is the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences. This is an introductory course in the processes associated with collecting and utilizing evidence to make clinical decisions.

Prerequisites: Take MA 275.

Offered: Every year, Spring

AT 214. Care and Prevention of Athletic Injuries. 3 Credits.

This course is designed to provide an overview of the athletic training profession with an emphasis on the basic fundamentals utilized by the athletic trainer in prevention, recognition, care, treatment and rehabilitation of athletic injuries. AT major only or permission of instructor. Students who take AT 214 cannot also receive credit for AT 201 or HSC 214.

Prerequisites: Take BIO 102, BIO 102L, AT 114.

Offered: Every year, Fall

AT 214L. CPR, AED and First Aid. 1 Credit.

Students learn principles of first aid and complete health provider certification in cardiopulmonary resuscitation and automated external defibrillator. For PT majors only. (2 lab hrs.)

Offered: Every year, Fall and Spring

AT 215. Therapeutic Modalities. 3 Credits.

Therapeutic Modalities is an introductory course designed to provide students with knowledge of theory and operation of the most commonly used therapeutic devices.

Prerequisites: Take AT 214, AT 216.

Corequisites: Take AT 215L.

Offered: Every year, Spring

AT 215L. Therapeutic Modalities Lab. 1 Credit.

This lab includes the practical application of therapeutic modalities and must be taken in conjunction with AT 215. (2 lab hrs.)

Corequisites: Take AT 215.

Offered: Every year, Spring

AT 216. Emergency Management of Athletic Trauma. 2 Credits.

This laboratory and lecture course teaches the basic skills and decision-making processes necessary to manage emergency medical situations common to athletic activity. Students also perform general first aid. All students are required to pass Red Cross CPR/AED for the Professional Rescuer and Emergency Oxygen Administration (or equivalent).

Prerequisites: Take BIO 102, AT 115.

Corequisites: Take AT 216L.

Offered: Every year, Fall

AT 216L. Emergency Management of Athletic Trauma Lab. 1 Credit.

This lab includes the practical application of basic skills and decision-making processes necessary to manage emergency medical situations. Must be taken in conjunction with AT 216.

Corequisites: Take AT 216.

Offered: Every year, Fall

- AT 232. Leadership in Disruptive Times. 3 Credits.**
 Leadership is considered a "wicked problem" because it's impossible to fully frame, always evolving, and based in relationships. In this course, students investigate leadership from multiple perspectives and emerging theories, work to understand the complexity of the leadership environment, how diverse perspectives matter, and how these group/social/cultural differences often manifest on a level of different communities. This course is web-based but has a twice weekly residency requirement with the professor and the students' team.
Prerequisites: Take FYS 101 or FYS 150 and EN 102 or EN 103H.
Offered: Every year, Fall and Spring
- AT 250. Introduction to Evaluation and Treatment of Musculoskeletal Injuries. 3 Credits.**
 This lecture and laboratory course provides the student with a basic systematic approach to the process of physical evaluation and therapeutic exercise program development. It includes processes of history taking and physical exam techniques, indications and contraindications of therapeutic interventions, and treatment adjustments as related to patient injury, prevention, reconditioning and return-to-activity guidelines.
Prerequisites: Take AT 114, AT 115, AT 116.
Corequisites: Take AT 250L.
Offered: Every year, Fall
- AT 250L. Introduction to Evaluation and Treatment of Musculoskeletal Injuries. 1 Credit.**
 This lab includes the practical application of recognizing, evaluating and treating common musculoskeletal injuries. Must be taken in conjunction with AT 250.
Corequisites: Take AT 250.
Offered: Every year, Fall
- AT 251. Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries. 3 Credits.**
 This lecture and laboratory course provides the student with a basic evaluation process and techniques involved in assessing musculoskeletal injuries of the lower extremity. The assessment information is then used to design and implement treatment and rehabilitative protocols. Emphasis is placed on integrating kinesiological principals with injury/illness recognition skills and rehabilitative concepts.
Prerequisites: Take AT 250.
Corequisites: Take AT 251L.
Offered: Every year, Spring
- AT 251L. Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries Lab. 1 Credit.**
 This lab includes the practical application of recognizing, evaluating and treating common musculoskeletal injuries. Must be taken in conjunction with AT 251.
Corequisites: Take AT 251.
Offered: Every year, Spring
- AT 290. Clinical Practicum I, Risk Management and Injury Prevention. 2 Credits.**
 This practicum introduces students to the general policies and procedures of the Quinnipiac University athletic training room. Students are instructed in taping techniques, proper medical documentation skills, ambulatory aids, the preparticipation examination, and the Quinnipiac University Emergency Action Plan. Hands-on practical experience is emphasized in class sessions.
Prerequisites: Take AT 214, AT 216.
Corequisites: Take AT 290C.
Offered: Every year, Spring
- AT 290C. Clinical Practicum I. 1 Credit.**
 During the semester, students gain minimum 100 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)
Prerequisites: Take AT 214, AT 216.
Corequisites: Take AT 290.
Offered: Every year, Spring
- AT 299. AT Independent Study. 1-6 Credits.**
- AT 330. Nutrition for Sport and Fitness. 3 Credits.**
 In this foundational course, students learn nutritional concepts related to wellness, injury prevention and maximizing human performance. Students also explore concepts surrounding eating disorders, nutrition for the injured athlete, and dietary supplements.
Prerequisites: Take AT 290 or HSC 262.
Offered: Every year, Spring
- AT 350. Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries. 3 Credits.**
 Students learn the evaluation process and techniques involved in assessing musculoskeletal injuries of the upper extremity. The assessment information is then used to design and implement treatment and rehabilitative protocols. Emphasis is placed on integrating kinesiological principals with injury/illness recognition skills and rehabilitative concepts.
Corequisites: Take AT 350L.
Offered: Every year, Fall
- AT 350L. Evaluation and Treatment of Musculoskeletal Injuries Lab. 1 Credit.**
 This lab includes the practical application of musculoskeletal injury evaluation and rehabilitation. Must be taken in conjunction with AT 350.
Corequisites: Take AT 350.
Offered: Every year, Fall
- AT 351. General Medical Conditions and Treatment. 3 Credits.**
 This course enables the athletic training student to recognize, evaluate and differentiate common systemic diseases, understand appropriate pharmacological interventions, understand the principles of pharmacology and common issues that arise when specific pharmacological agents are employed. Students who take AT 351 may not also receive credit for HSC 351.
Prerequisites: Take AT 251, AT 216.
Corequisites: Take AT 351L.
Offered: Every year, Fall
- AT 351L. General Medical Conditions and Treatments Lab. 1 Credit.**
 This lab includes the practical application of recognizing, evaluating, differentiating and treating common medical conditions. Must be taken in conjunction with AT 351.
Corequisites: Take AT 351.
Offered: Every year, Fall

AT 352. Evaluation and Treatment of Spinal Injuries. 3 Credits.

Students learn the evaluation process and techniques involved in assessing common spinal pathologies in the orthopedic and sport setting. The assessment information is then used to design and implement treatment and rehabilitative protocols. Emphasis is on the evaluation process, critical thinking, choosing appropriate treatment techniques, as well as indications and contraindications of specific spinal disorders and exercise progression as related to spinal dysfunction/disorders. Manual therapy as a treatment technique and current trends for treating spinal disorders is also covered.

Prerequisites: Take AT 350, AT 351.

Corequisites: Take AT 352L.

Offered: Every year, Spring

AT 352L. Evaluation and Treatment of the Spinal Injuries Lab. 1 Credit.

This lab includes the practical application of the evaluation process of all musculoskeletal injuries with emphasis on the spine and demonstration of evidence based treatment techniques and must be taken in conjunction with AT 352.

Corequisites: Take AT 352.

Offered: Every year, Spring

AT 390. Clinical Practicum II, Athletic Protective Equipment. 2 Credits.

Students are introduced to proper fitting of athletic equipment, as well as sporting rules relevant to safety and the role of the medical professional.

The course includes instruction in fabricating and applying protective equipment, such as pads, splints and supports, and advanced taping and wrapping techniques used in athletic training; hands-on practical experience is emphasized in class sessions.

Prerequisites: Take AT 290.

Offered: Every year, Fall

AT 390C. Clinical Practicum II, Clinical. 1 Credit.

During the semester, students gain a minimum 200 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

Corequisites: Take AT 390.

Offered: Every year, Fall

AT 391C. Clinical Practicum III. 1 Credit.

During the semester, students gain a minimum of 200 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

Prerequisites: Take AT 350, AT 351, AT 390C.

Offered: Every year, Spring

AT 440. Biomechanics. 3 Credits.

This course focuses on the advanced study of human movement, concentrating on the principles of mechanics they relate to the human body. Areas of athletic injury, pathology, sport performance, occupational risks, injury prevention, and rehabilitation are addressed. Projects are designed not only to achieve scientific insights into biomechanical problems but also to train students in state-of-the-art interdisciplinary research procedures. Kinematic and kinetic analyses are conducted.

Prerequisites: Take BIO 211, BIO 212 or permission of instructor.

Offered: Every year, Fall and Spring

AT 450. Administration and Management in Athletic Training. 3 Credits.

Organizational and administrative procedures and considerations, as well as the legal aspects of athletic training and sports medicine are included in this course.

Prerequisites: Take AT 391C.

Offered: Every year, Fall

AT 460. Advanced Nutrition (HSC 460). 3 Credits.

This advanced-level food and nutrition course examines the composition and physiological role of nutrients and their relationships to health and the body. Macronutrient metabolism as well as a detailed examination of the role of vitamin and mineral metabolism are explored. Current nutrition issues of supplement use, weight management, sports nutrition, nutritional ecology and the application of nutrition directly to food and its preparation also are addressed. Students receive hands-on instruction in cooking throughout the semester.

Prerequisites: Take AT 330 or HSC 262.

Offered: Every year, Fall

AT 481. Strength Training and Conditioning for the Athletic Trainer. 2 Credits.

The purpose of the course is to expand the students' knowledge of rehabilitation beyond general concepts. Students learn theory pertaining to a variety of conditioning methods including: periodization, plyometrics and functional training. Lifting techniques and injury prevention related to conditioning are discussed and applied to both the individual athlete and team training concepts. The course is taught as a combination of classroom and laboratory experiences to ensure that students are capable of translating theory into practice.

Prerequisites: Take AT 352 or permission of instructor.

Offered: Every year, Spring

AT 482. Advanced Rehabilitation Options in Sports Medicine. 2 Credits.

This course examines in-depth rehabilitative techniques and advanced manual therapy skills for the sports medicine setting. Practical application of current concepts and research-driven rehabilitative protocols are emphasized. The course also addresses trends in sports medicine surgical procedures, research behind new rehabilitative techniques, and effective mechanisms for evaluating clinical relevance of new products.

Prerequisites: Take AT 352.

Offered: Every year, Fall

AT 490. AT Independent Study. 1-6 Credits.

Offered: As needed

AT 490C. Clinical Practicum IV. 1 Credit.

During the semester, students gain a minimum of 200 hours of clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

Prerequisites: Take AT 351 AT 391C.

Offered: Every year, Fall

AT 491. Clinical Practicum V, Professional and Career Preparation. 2 Credits.

This course provides students with a means to integrate and augment all concepts, skills and knowledge covered in the athletic training curriculum. Much of the course is discussion based and requires the students to be fully participative.

Prerequisites: Take AT 490C.

Corequisites: Take AT 491C.

Offered: Every year, Spring

AT 491C. Clinical Practicum V, Clinical. 1 Credit.

During the semester, students gain a minimum of 200 hours of supervised clinical experience. Students are required to complete specific NATA clinical competencies and proficiencies. (3 lab hrs.)

Corequisites: Take AT 491.

Offered: Every year, Fall and Spring

Department of Social Work

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433

The Master of Social Work (MSW) program at Quinnipiac University prepares social workers for specialized practice in health and mental health through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

The program prepares students for achievement and leadership in the field of social work. The curricular approach of the MSW program is unique in that it directly engages students in interprofessional education and the health care team approach.

Quinnipiac's MSW program embraces the university's commitment to the development of professional expertise through practice experience. The two field placements offer students the opportunity to practice skills learned in the classroom in real-world settings. A seminar that supports the student in integrating academic and fieldwork is held monthly. Upon completion of the MSW degree, the student will have at least 1,000 hours of professional preparation in the field.

Students entering Quinnipiac as undergraduates who are interested in the social work program also have the option of pursuing a dual-degree bachelor's-master's program. There are two options: the Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 487) or the Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) (p. 281) program. Graduate students in the MSW program also have the option of pursuing a dual-degree JD/MSW (p. 807).

Additional program costs:

As a clinical education program, the MSW program requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation): You are responsible for the costs associated with travel to and from field internships. Costs – variable.
- b. **Background Check:** Quinnipiac University and its clinical affiliates require that all students undergo a criminal background check, through the university vendor, prior to beginning classes (University Criminal Background Check Policy (<https://catalog.qu.edu/university-policies/background-checks/>)). Please note that placement sites may require that students participate in the agency's background check, in addition to the one required by the university.
 - i. University background check cost – \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - ii. Some students may be required to do an annual recheck one year after the initial background recheck. Cost – \$32 per annual recheck.
- c. **Drug Screening:** Some sites require physical and/or substance use drug screens as well as fingerprinting. MSW students are expected to comply with all agency requirements prior to beginning field internships.
- d. **Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required

clinical activity. Students may choose to purchase additional coverage at their own expense.

- e. **EXXAT and APPROVE:** Students enrolled in the MSW program must enroll in EXXAT and APPROVE.
 - i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. Cost – one-time payment of \$150 per student enrolled in the MSW program (students are responsible for this cost).
 - ii. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. Cost – \$35 for first year, \$10 per year after.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for specialized practice in health and mental health through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

MSW Program Values

The MSW program's core values reflect the NASW Code of Ethics for Social Workers: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity and competence.

MSW Program Goals:

The MSW program has the following five goals:

- a. Prepare students to be competent, ethical social workers in a variety of health and mental health settings.
- b. Prepare students to engage in anti-racist and anti-oppressive clinical and organizational social work practice.
- c. Prepare students to advocate for equity and social justice at all levels of social work practice.
- d. Prepare students to integrate social work perspectives within interprofessional collaborations and across systems.
- e. Promote lifelong learning and professional development for students, alumni and social work colleagues.

- Master of Social Work (p. 810)
- Advanced Standing MSW (p. 813)
- Dual-Degree JD/MSW (p. 807)
- Accelerated Dual-Degree BS in Health Science Studies/MSW (3+2) (p. 487)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 281)

Social Work (SW)

SW 500. Generalist Field Education Practicum I.

3 Credits.

This is the first of two field placements. The generalist field placement is offered in the generalist year for 16 hours a week for a minimum of 400 hours. In addition to the hours required in the agency placement, there is a requirement to attend a Field Seminar on campus throughout the months of the placement.

Corequisites: Take SW 501.

Offered: Every year, Fall

SW 501. Social Work Practice I: Social Work Practice with Individuals and Families. 3 Credits.

This is the first semester of the generalist practice sequence. Social Work Practice I provides an introduction to social work practice. The courses present the knowledge and skills necessary for competent generalist social work practice with individuals and families. Skills taught in this course are interviewing, problem identification, problem exploration, formulating the presenting complaint, data gathering, differential assessment, planning, beginning intervention, termination, and evaluation.

Corequisites: Take SW 500. Take SW 511

Offered: Every year, Fall

SW 502. Generalist Field Education Practicum II. 3 Credits.

This is the second of two field placements. The generalist field placement is offered in the generalist year for 16 hours a week for a minimum of 400 hours. In addition to the hours required in the agency placement, there is a requirement to attend a Field Seminar on campus throughout the months of the placement.

Corequisites: Take SW 503.

Offered: Every year, Spring

SW 503. Social Work Practice II: Social Work Practice with Groups, Organizations and Communities. 3 Credits.

This is the second semester of the generalist practice sequence. Social Work Practice II provides an introduction to social work practice. The courses present the knowledge and skills necessary for competent social work practice with groups, organizations and communities. There is special attention given to vulnerable and disenfranchised populations.

Prerequisites: Take SW 501.

Corequisites: Take SW 502.

Offered: Every year, Spring

SW 504. Social Welfare and Social Policy. 3 Credits.

This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It covers the formation of the social work profession and its role in the creation and implementation of social policy and its tradition of advocacy, social action, and reform. Students take steps to engage in policy practice to advance social and economic justice.

Offered: Every year, Fall

SW 505. Social Work Research. 3 Credits.

The purpose of this course is to provide the generalist MSW student with a solid foundation in social work research, with an emphasis on evidence-based practice. As consumers and producers of research, social workers need to understand the core concepts of scientifically sound and rigorous research. Students become prepared to critically evaluate the research and learn to synthesize empirical research into a systematic review. The impact of bias in research is identified.

Offered: Every year, Fall

SW 507. Issues of Diversity and Oppression. 3 Credits.

This course examines the dynamics of racism and other forms of oppression in society and within us, and how those dynamics are intertwined with policy and practice. The course places oppression in the economic, political and social context of the U.S. Students analyze racism, sexism and ethnocentrism as they operate at the individual, community and institutional levels. The course aims to increase self-awareness and cultural humility for social work practice.

Offered: Every year, Spring

SW 508. Psychopathology. 3 Credits.

This course provides students with extensive knowledge of the major forms of emotional illness and their treatment. Students develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-V). They develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness.

Prerequisites: Take SW 500, SW 501.

Offered: Every year, Spring

SW 511. Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families. 3 Credits.

Using a person-in-environment framework, this course provides an understanding of the relationship between the major theories of individual and family functioning among biological, social, psychological and spiritual dimensions as they affect and are affected by human behavior and family life. Students examine the role that culture and intersectionality play in human development, within the context of biological and social systems, psychodynamic, ecological, social constructionist, humanistic, cognitive and behavioral theories.

Offered: Every year, Fall

SW 512. Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities. 3 Credits.

Using an ecosystems framework, this course provides an understanding of the major theories that explain the structures, functions, and dynamics of groups, organizations and communities. Students master core ideas of theories that provide the conceptual base for engaging in interventions that occur in the macro social environment. The course focuses on utilizing theories that promote empowerment of key stakeholders within groups, organizations and communities and that address social and economic injustice.

Offered: Every year, Spring

SW 580. Clinical Assessment and Diagnosis. 3 Credits.

This course is designed to provide students with extensive knowledge of the major forms of emotional illness and their treatment. Students will develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-V). They will develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Strength-based approaches to mental health care is emphasized.

Prerequisites: Take SW 500 SW 501

Offered: As needed

SW 600. Specialized Practice Field Education Practicum in Health/Behavioral Health I. 4 Credits.

This specialized practice field placement is the first of two field placements and offers a social work experience focused on health/behavioral health in a variety of settings. Students complete 24 hours a week for a minimum of 600 hours. In addition to the hours required in the agency placement, there is a requirement to attend a monthly Field Seminar.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 601.

Offered: Every year, Fall

SW 601. Social Work Practice III: Specialized Clinical Social Work Practice. 3 Credits.

This course focuses on clinical perspectives associated with social work in various fields of practice, particularly behavioral health consultation in the health care system. Skills to be acquired include how to make comprehensive psychosocial assessments and treatment plans for clients according to particular treatment perspectives. Multicultural applications for practice are incorporated. Attention is given to developing students' ability to apply ethical standards to clinical practice.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 600.

Offered: Every year, Fall

SW 602. Specialized Practice Field Education Practicum in Health/Behavioral Health II. 4 Credits.

This specialized practice field placement is the second of two field placements and offers a social work experience focused on health/behavioral health in a variety of settings. Students complete 24 hours a week for a minimum of 600 hours. In addition to the hours required in the agency placement, there is a requirement to attend a monthly Field Seminar.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 603.

Offered: Every year, Spring

SW 603. Social Work Practice IV: Specialized Organizational Social Work Practice. 3 Credits.

This course is designed to expand students' knowledge and understanding of human service organizations and to provide approaches for designing and managing programs. Students are exposed to various organizational and management theories and practices. In addition, emphasis is placed on organizational practice within the field of behavioral health in primary care settings.

Prerequisites: All generalist curriculum courses and SW 601.

Corequisites: Take SW 602.

Offered: Every year, Spring

SW 604. Evaluation Research Work Programs and Practice. 2 Credits.

This course focuses on the necessity of program evaluation for agency accountability and for improving services for clients. The course provides an overview of the methods of program evaluation and builds upon learned research knowledge for elaborating on the conceptual, methodological and administrative aspects of evaluation research. Students gain knowledge on how to utilize evaluation studies to inform their own practice at the micro and mezzo levels.

Prerequisites: All generalist curriculum courses.

Offered: Every year, Fall

SW 605. Integrative Seminar/Capstone Project. 2 Credits.

This course requires students to integrate core areas of generalist and specialized practice knowledge to a current issue relevant for social work practice. Students research human behavior theory, innovative evidence-based practice, policy and advocacy, as well as the latest data on health/behavioral health promotion to disseminate strategies for ameliorating the negative impact of a social problem on a specific marginalized population.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602, SW 603.

Offered: Every year, Spring

SW 611. Social Work in Health-Related Settings. 3 Credits.

This specialized practice MSW course focuses on the roles and functions of social workers serving clients in a rapidly changing health and behavioral health care industry. A strengths-based, family-centered and culturally sensitive approach to practice in a variety of health and behavioral health care settings is presented.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602.

Offered: Every other year, Spring

SW 612. Social Work Practice in Child Welfare and Behavioral Health Settings. 3 Credits.

This specialized practice social work course focuses on the characteristics, strengths and service needs of families and children in the child welfare, behavioral health and juvenile justice systems. It examines issues and builds practice skills related to those facing separation, reunification, effects of traumatic experiences, and mental health concerns.

Prerequisites: All generalist curriculum courses.

Offered: Every other year, Spring

SW 613. Social Work Practice in Schools. 3 Credits.

This specialized practice social work course presents knowledge and skills for engaging in social work practice from preschool through high school in educational settings across the continuum from direct practice, to school and district level programming and policy, to partnering with community stakeholders to advance programming and policy.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602, SW 603.

Offered: Every year, Spring

SW 614. Social Work Issues in Health and Illness. 3 Credits.

This course discusses the importance of cultural and socioeconomic factors in the creation of major health disparities in the United States. Physiological, psychological, social and environmental factors are considered in relationship to cultural and socioeconomic factors in explaining both etiology and consequences of disease. The framework is applied to common diseases in the life course.

Prerequisites: All generalist curriculum courses.

Offered: Every other year, Spring

SW 622. Multicultural Practice in Communities and Organizations. 3 Credits.

This specialized elective course provides students with an understanding of multicultural practice in organizational and community settings. Students examine concepts and techniques of multicultural practice; consider and evaluate relevant strategies and tactics that promote multiculturalism, including community capacity building, empowerment processes, intercultural communication, diversity training and cross-cultural supervision, and apply them to both community organizing and community-based agency practice settings.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall and Spring

SW 623. Child and Family Social Services Policy. 3 Credits.

This specialized practice MSW course provides a perspective on public and private sector social policies and service programs for children and families. The course includes topics related to policy objectives; history and values underpinning services; administration, economics, and funding of services; politics, interest group activities, and evaluation of policy and programs. The course builds on the evaluative concepts of social policy analysis included in the generalist policy course.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall and Spring

SW 624. Rape Crisis Victim Advocacy. 3 Credits.

This class prepares students to be certified to be rape crisis victim advocates and peer educators. The class is centered on the victim's perspective on sexual assault, sexual abuse, as well educating others about helping rape survivors. The course will cover basic information about sexual violence and rape myths, the protocol for reporting rape in different venues (e.g., on campus, police, hospital, rape crisis center), and methods for assisting survivors.

Offered: As needed

SW 630. Clinical Social Work with Military Service Members and Families. 3 Credits.

This specialized clinical elective provides conceptual theories of best practice approaches with, and research findings on working with service members and their families, with a primary focus on service members who have served in combat. Topics covered include strengths-based assessment and core evidence-based treatment interventions, and prevention strategies for working with service members and their families. The impact of working with traumatized individuals and families on social workers is reviewed with recommendations for self-care.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Spring and Summer

SW 633. Clinical Social Work Practice and Stress Management Techniques. 3 Credits.

The psychological, physiological and sociocultural aspects of stress are taught in this specialized clinical practice course. Stress management techniques are explored didactically and experientially. The purpose of this course is to teach students to understand the cognitive, affective and neurobiological impact of stress. Specific interventions to address traumatic stress also are discussed.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 634. Clinical Social Work with Substance Abuse and Addictive Behaviors Abuse and Addictive Behaviors. 3 Credits.

This course teaches the specialized practice social work student the theories and concepts of addiction. Students learn about the current research and approaches to counseling the chemically dependent client and/or family member, as well as the role of relevant systems, and how the addictive behavior affects these systems. The course emphasizes the application of social work values and ethics in the delivery of addiction services.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 635. Clinical Social Work Evidence-Based Treatment With Children and Adolescents. 3 Credits.

This specialized elective course provides students with a framework for understanding evidence-based mental health treatment with children and adolescents. Students become familiar with the most commonly used EBTs in the field and gain an understanding of the obstacles inherent in moving clinical practice from research to real-world settings. Models presented cover a range of diagnoses with an emphasis on children who have experienced emotional trauma. Individual, family and group treatment are addressed.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 636. Clinical Social Work in Relation To Death, Dying, Bereavement and Life-Threatening Illness. 3 Credits.

This specialized elective course provides a framework of knowledge, skills and values for culturally competent and responsive social work practice in helping clients who confront the issues of death and dying and life-threatening illnesses. A comparative, critically reflective approach to content is employed. Students explore experiences of clients dealing with these issues in relation to diversity of ethnicity or culture, age, gender, sexual orientation and social class.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 640. Clinical Social Work Practice with Adult Trauma. 3 Credits.

This specialized clinical elective focuses on the conceptual theories of trauma from cognitive/behavioral, psychodynamic and attachment theory perspectives. Emphasis is on the role of gender, race, ethnicity and culture in individuals' responses to trauma. Students apply diagnoses, assessment, psycho-education, stress management, affect regulation and emotional processing as core treatment components. The course includes application to selected groups, including adult survivors of complex PTSD such as sexual abuse, combat trauma and survivors of acute incident trauma.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Spring

SW 698. Community-Based Service Learning Semina. 3 Credits.**SW 699. Special Topics in Social Work. 3 Credits.**

This course is offered to present a topic that is not part of the current course listings. It meets the curriculum standards of the MSW program for elective credit only.

Offered: As needed

SCHOOL OF LAW

The School of Law combines rigorous academics, personalized attention, and a practice-focused curriculum to enable every student to develop the core legal skills that are fundamental to a successful and rewarding legal career. The law school has several legal clinics and numerous externship opportunities through which students acquire client-based legal experience and do pro bono work in the community, supervised by practicing attorneys. Students can further refine their critical problem-solving skills in more than a dozen classroom-based simulation courses.

The School of Law offers full-time, part-time, and flex-time programs leading to the JD degree, as well as joint JD/MBA, JD/MSW, and JD/MELP (Master of Environmental Law and Policy) degrees. Students may also choose to concentrate in one or more of several subject matter areas: Civil Advocacy and Dispute Resolution, Criminal Law and Advocacy, Family Law, Health Law, Intellectual Property, International Law and Policy, Tax Law, Workplace Law, and Privacy, Cybersecurity, and Information Technology Law.

The student experience at the School of Law is enhanced through many other activities, including three student-edited scholarly journals – the Law Review, the Health Law Journal, and the Probate Law Journal; intramural and interschool competitions sponsored by the Moot Court Society, the Mock Trial Society, and the Society for Dispute Resolution; and a range of student organizations, including affinity bar organizations such as the Black Law Students Association, the Women’s Law Society, the Latin American Law Association, and Outlaws, our LGBTQA organization. The law school’s International Human Rights Law Society travels each year and a course in International Human Rights and Transitional Justice gives students the opportunity to make presentations at the annual Summit of Nobel Peace Laureates.

Quinnipiac’s Accelerated Dual-Degree Bachelor’s/JD (3+3) program offers qualified freshmen and sophomores the opportunity to complete both their BA or BS degree and the JD degree in six years instead of seven. Visit the Pre-Law (p. 46) section of this Catalog for program details.

Nondiscrimination

Quinnipiac University School of Law admits students of any race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Quinnipiac University School of Law is committed to equal educational opportunity and full participation for persons with qualified disabilities. No qualified person will be excluded from participation in any university program or be subject to any form of discrimination.

Mission Statement

At Quinnipiac University School of Law, we seek to imbue our students with the knowledge, skills and attitudes necessary for competent and ethical service in the legal profession. Accordingly, we strive – through rigorous classroom instruction and practical training in lawyering skills – to educate attorneys who prepare carefully, think independently and creatively, reason critically, act with compassion and respect for others, and express themselves cogently, both orally and in writing. We also

strive to inspire our students to embrace the professional ethic of service and to appreciate the value of “practical wisdom.” To this end, we work with our students to help them develop sound judgment and personal approaches that will help them to succeed in a changing world and to serve effectively as advocates, problem-solvers and counselors. We also demonstrate our own commitment to professionalism and to the advancement of knowledge and justice, by engaging in scholarship that facilitates the understanding and just solution of complex problems and by providing service to governmental and public interest agencies and to the community at large. In addition, recognizing the important pedagogical benefits realized when an educational community is meaningfully diverse – and conscious of the role that law schools must play in helping diversify the legal profession – we strive to maintain meaningful diversity in our student body and in our faculty and staff.

Right to Modify

This Catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the programs, policies and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School of Law reserves the right to modify the academic requirements, admission requirements and program of study; to change the arrangement and content of courses, the instructional material and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School of Law also reserves the right to change the semester schedule and examination times and locations. Nothing in this Catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Law.

Admission to the Bar

Bar Examination

Some states require registration with their State Board of Law Examiners at the start of law studies for students who expect to take the bar examination upon graduation. Applicants are urged to consult the regulations of the Board of Law Examiners in the states where they expect to practice. The State of Connecticut does not require such registration. Students are also urged to check each state bar’s school credit and residency requirements, including possible limits on non-classroom credits, for bar certification in each state where they expect to take the bar examination. For students planning to sit for the New York Bar, we call attention to that state’s extensive experiential education requirement, which is more demanding than the requirement established by the ABA and Quinnipiac Law School. This New York requirement is set forth in Appendix A to this Catalog.

Character and Fitness for Admission to the Bar

It is extremely important for students to determine the applicable character, fitness, and other qualifications of the bar admission authorities in the state(s) in which he or she intends to practice. In particular, any student who has been subjected to disciplinary action by an educational institution, who has incurred a judgment of civil liability, or who has been charged with or convicted of a criminal offense is strongly encouraged to check with the bar admission authority in the jurisdiction(s) in which he or she intends to practice to determine the effect of such action on the person’s admissibility to the bar.

Juris Doctor

- Full-Time Juris Doctor Program (p. 582)
- Part-Time Juris Doctor Program (p. 591)

Concentrations

- Civil Advocacy and Dispute Resolution (p. 604)
- Criminal Law and Advocacy (p. 605)
- Family Law (p. 607)
- Health Law (p. 608)
- International Law and Policy (p. 611)
- Intellectual Property (p. 610)
- Tax (p. 612)
- Workplace Law (p. 613)
- Privacy, Cybersecurity, and Information Technology Law (p. 614)

Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 600)
- JD/MBA (p. 603)
- JD/MELP (p. 603)
- JD/MERL (p. 603)
- JD/MFALP (p. 603)
- JD/MSW (p. 603)

Master of Laws

- LLM in Health Law (p. 617)

School of Law Academic Calendar

2022–23 Academic Calendar

Summer 2022

May 9	Monday	First day of classes
June 20	Monday	Juneteenth observed; no classes
June 24	Friday	Classes meet on a Monday schedule; last day of classes; last day to withdraw from courses.
June 28–30	Tues–Thurs	Examination period

Fall 2022

August 19–20	Fri–Sat	First-Year Orientation
August 22	Monday	1L classes begin
August 22	Monday	Business Literacy Bootcamp (for 2Ls)
August 24	Wednesday	Upper-level classes begin
August 30	Tuesday	Last day to add/drop classes
September 5	Monday	Labor Day—university holiday; no classes
October 5	Wednesday	Yom Kippur—university holiday; no classes
November 22	Tuesday	Classes meet on a Wednesday schedule
November 23–27	Wed–Sun	Thanksgiving Recess
December 2	Friday	Last day of 1L classes; last day for 1Ls to withdraw from courses
December 6	Tuesday	Last day of upper-level classes; last day for upper-level students to withdraw from courses

December 7	Wednesday	Class makeup day
December 8–20	Thursday–Tuesday	Examination period
December 21	Wednesday	Exam makeup day for weather-related postponements; last day for graduating students to complete coursework
December 22–January 8	Thursday–Sunday	Holiday Recess

Spring 2023

January 9	Monday	Upper-level classes begin
January 9–10	Mon–Tues	Gateway to Practice Program (for 1Ls)
January 11	Wednesday	1L classes begin
January 13	Friday	Last day to add/drop classes
January 16	Monday	Martin Luther King Jr. Day—university holiday; no classes
March 13–17	Mon–Fri	Spring Recess
April 7	Friday	Good Friday—no classes
April 15	Saturday	Transition to Practice for law students and recent graduates (optional)
April 25	Tuesday	Classes meet on a Friday schedule; last day of upper-level classes; last day for upper-level students to withdraw from courses
April 26	Wednesday	1L classes meet on a Monday schedule
April 27	Thursday	1L classes meet on a Tuesday schedule; last day of 1L classes; last day for 1Ls to withdraw from courses
April 28	Friday	Class makeup day
May 1–11	Mon–Thursday	Examination period - Last day for graduating students to complete coursework
May 12	Friday	School of Law Commencement 1:00 PM

* All references to "1Ls" and "2Ls" include both day and evening sections.

Summer 2023

May 15	Monday	First day of classes
May 29	Monday	Memorial Day—university holiday; no classes
June 19	Monday	Juneteenth observed; no classes
June 23	Friday	Classes meet on a Monday schedule
June 30	Friday	Last day of classes
July 5–7	Wednesday–Friday	Examination period

Juris Doctor

Full-Time JD Program

This program is designed for those students who are able to devote substantially all of their time to the study of law. Classes generally are taken during the day, but students may choose to enroll in evening elective courses during their second and third years, if space is available. The first year curriculum is entirely prescribed. The second year curriculum consists of core electives and general electives. Students must take at least four of the core electives as described below (see Academic Regulations (p. 617), section I.B. and I.C,

Requirements for Graduation). In addition, prior to graduation, a student must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before Fall 2016) or the Experiential Learning Requirement (for students matriculating Fall 2016 or later), and satisfy the Advanced Writing Requirement (p. 617).

Summer Session

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

Bridge to Practice Program

The Bridge to Practice program at Quinnipiac Law is a three-part, three-year series of not-for-credit courses – two of them mandatory for full-time students – intended to contextualize the rest of the students' legal education, highlighting particularly the ways in which lawyers work with clients to clarify and achieve client goals. The goal is to help students begin the transition to law practice while in school.

1L Gateway to Practice

All full-time, first-year students are required to participate in this mandatory two-day workshop in law and lawyering, which is offered during the first two days of the second semester in January. For part-time students, the program is optional but recommended. Students are assigned to "law firms" as junior associates and work with practitioners who serve as partners, conducting a variety of tasks in simulated cases for mock clients. Over 60 lawyers from the state and the region volunteer to work with students.

The program is intended to provide several benefits:

- **Foundation:** First-year students learn the basics of law and legal analysis. This program shows students how lawyers use doctrine and basic legal skills in helping clients in the everyday practice of law.
- **Balance:** Students supplement their classroom experience with activities ordinarily not part of the first-year curriculum, including deriving facts from a client interview, brainstorming strategies with law firm colleagues, explaining options to clients and engaging clients in decision-making.
- **Context:** The program integrates transactional lawyering and litigation, and helps students to better understand the relationship between legal theory and practice.
- **Group work and collaboration:** Students work in teams to strategize and solve problems.
- **Immediate preparation:** The program helps students prepare for summer employment and gives them a start in developing networking skills.

2L Business Concepts Bootcamp

All full-time, second-year students are required to participate in a day-and-a-half program to kick off the fall semester in August. Part-time, second-year students are encouraged but not required to attend the program. They will be required to watch related video material and attend a Saturday Business Concepts Bootcamp in September.

The goal of the program is to expose students to basic financial and business concepts, many of which will arise in upper-level courses, both within the core curriculum and in other elective courses. The program

should be helpful not only to students who intend to practice business law, but also to those who will practice in a host of other specialties, such as litigation or family law. The program includes both panel presentations and interactive, hands-on workshops. Students select two practice area workshops in which a lawyer specializing in the field will discuss the types of clients served in the practice, the types of problems presented, and the skills and substantive legal expertise needed to work in the area. The practitioner leads the students in solving a typical client problem using the business and financial concepts the students learned in earlier sessions of the Bootcamp.

The program is intended to provide several benefits:

- Provide business context for doctrinal principles in upper-level courses.
- Address employers' concerns that the lack of business and financial literacy represents a major gap in new lawyers' knowledge.
- Demonstrate that an understanding of business concepts is critical in all areas of practice: private, government, public interest and nonprofit.
- Help students to better understand public policy debates.

Transition to Practice Workshop

The Transition to Practice workshop is an optional, one-day program offered on a Saturday in the spring semester to all students. While the 1L and 2L segments of the Bridge to Practice trilogy have focused on the business of clients as the context for lawyers' work, this workshop emphasizes the business aspects of the lawyer's own work. Although students have learned the law, they also need to understand the *business and organizational aspects of legal practice* to be ready for work. Legal employers of all types – private firms, in-house counsel, government and public interest – have to deal with the economics of serving clients. Panels of practitioners and recent graduates explain the business aspects of the practice of law whether in private practice, government or public interest. Topics include: the economics of practice, timekeeping, billing, marketing, project management, innovation and work-life balance. Students also choose workshops with practitioners related to the practice environment they hope to join upon graduation: small firm and solo, large firm and government/public interest.

Full-Time Juris Doctor Program of Study

Course	Title	Credits
First Year		
Fall Semester		
LAWS 101	Civil Procedure I	3
LAWS 103	Contracts I	3
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
LAWS 113	Criminal Law	3
Credits		15
Spring Semester		
LAWS 102	Civil Procedure II	2
LAWS 104	Contracts II	3
LAWS 105	Property	4
LAWS 110	Constitutional Law	4
LAWS 112	Legal Skills II	2
Credits		15

Second Year	
Fall Semester	
Core Elective ¹	4
Core Elective ¹	3
General Electives	7
Credits	14
Spring Semester	
Core Elective ¹	4
Core Elective ¹	3
Experiential Course ²	2
General Electives	5
Credits	14
Third Year	
Fall Semester	
LAWS 321 Lawyers' Professional Responsibility	3
Experiential Course ²	2
Core Elective ¹	4
General Electives	5
Credits	14
Spring Semester	
Core Elective ¹	3
Experiential Course ²	2
General Electives	9
Credits	14
Total Credits	86

¹ Full-time students **must** take 3 core electives in the second year. Core electives are:
 LAWS*114 - Administrative Law - 3 credits. Offered fall and spring
 LAWS*205 - Business Organizations - 4 credits. Offered spring only.
 LAWS*305 - Federal Income Tax - 4 credits. Offered fall only.
 LAWS*307 - Trusts & Estates - 3 credits. Offered fall and spring.
 LAWS*311 - Evidence - 3 credits. Offered fall only.
 LAWS*323 - Commercial Law - 4 credits. Offered spring only.
Students must take a total of four core electives. One of the four must be Federal Income Tax or Commercial Law.

² **Experiential Learning Requirement** (applicable to students matriculating Fall 2016 or later): Each student must also satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential

Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

I. Introduction

The School of Law has organized its institutional learning outcomes into two general categories: "first tier" learning outcomes and "second tier" learning outcomes.

- **First Tier Learning Outcomes** are outcomes that *all* students should achieve by graduation, regardless of the practice area(s) in which they expect to focus in post-law school employment.
- **Second Tier Learning Outcomes** are tailored to particular areas of the law in which students plan to focus in post-law school employment. For that reason, the law school does not expect that *all* students will achieve *all* of these second tier outcomes.

Students who have not yet settled upon a particular focus for post-law school employment should achieve *at least* the first tier learning outcomes, and they should also aspire to achieve those second tier learning outcomes that relate to their likely future practice focuses.

II. First Tier Learning Outcomes

Outcome 1: Graduates are expected to demonstrate competency in legal analysis and reasoning and legal problem solving.

Specific Criteria

Graduates are expected to demonstrate competency in the following:

- Reading cases, statutes and regulations effectively to glean rules and –if in play–the developmental history and policies underlying the rules.
- Recognizing issues and possible rules implicated in new and unfamiliar factual situations.
- Applying applicable rules effectively to understand potential arguments and counter-arguments in new and unfamiliar factual situations.
- Assessing what additional facts may need to be gathered for appropriate analysis of a legal issue.
- Assessing the relative strength of arguments and predicting likely outcomes effectively for legal issues.
- Analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems.

Outcome 2: Graduates are expected to demonstrate knowledge and understanding of legal theory, systems and doctrine, including core areas of substantive and procedural law and alternative methods for resolving disputes.

Specific Criteria

Graduates are expected to demonstrate knowledge and understanding of the following:

- The American federal and state legal systems, including their structures of rule-making and governance and their historical background.
- Core doctrine and theory in "foundation" areas, including those that will be tested on the bar examination.
- The range of dispute resolution processes and the ability to advise clients and others on choices of process/forum.

- d. Appellate review standards and practices.
- e. The impact of law and legal rules on society and its various sub-groups.

Outcome 3: Graduates are expected to demonstrate competency in oral and written communication in the legal context.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings and contexts.
- b. Competency in listening effectively to clients and others.
- c. Competency in cogently communicating analysis and advice in writing across a range of types of writings (e.g., memos, briefs and client letters).
- d. At least a basic understanding of principles of logic and rhetoric.
- e. At least novice-level understanding of and competency in a spectrum of advocacy skills.

Outcome 4: Graduates are expected to demonstrate competency in legal research and understanding of the factual research needed to solve legal problems.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research.
- b. Understanding of factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems.

Outcome 5: Graduates are expected to demonstrate knowledge and understanding of the attorney's professional and ethical responsibilities to clients and the legal system.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Knowledge and understanding of the professional rules and the ability to recognize and resolve ethical dilemmas in a range of practice settings.
- b. Knowledge and understanding of the attorney's ethical obligation to represent clients diligently and competently.
- c. Knowledge and understanding of the attorney's ethical obligation to behave professionally and civilly.
- d. Knowledge and understanding of the attorney's ethical obligation to behave in accordance with the rules governing confidentiality and conflicts of interest.
- e. Knowledge and understanding of the attorney's ethical obligation to strive to promote justice (including access to justice) and fairness and to assist the profession in providing legal services to those who cannot afford to pay for them.

Outcome 6: Graduates are expected to demonstrate at least novice-level competency in other professional skills needed for competent, effective and ethical participation as a member of the legal profession.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. At least novice-level understanding of and competency in approaches for managing conflict for effective problem solving.
- b. At least novice-level competency in collaborative work approaches.
- c. At least novice-level understanding of and competency in effective approaches for client interviewing and counseling.
- d. At least novice-level understanding of and competency in effective negotiation practices.
- e. At least novice-level understanding of and competency in "learning how to learn" (techniques for finding guidance for unfamiliar tasks).
- f. Competency in interviewing for employment and planning for long-term career development.

III. Second Tier Learning Outcomes

(Approved December 5, 2018)

FOR ALL GRADUATES EARNING CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CADR Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CADR Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies.
- c. Understanding of the psychology of decision-making.
- d. Understanding of the ethical issues in negotiation.

- e. Competency in planning for and conducting effective negotiation, both with and without an ongoing relationship between the parties.
- f. Competency in conducting negotiation in presence of mediator, by interacting with the mediator effectively.

Second Tier/CADR Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, mediation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of mediation theory and terminology, including the fundamental principles of mediation and the range of possible mediator approaches.
- b. Understanding of the Standards of Conduct for Mediators.
- c. Understanding of the current controversies and issues in the use of mediation as a dispute resolution process.
- d. Understanding of effectiveness as a consumer of mediation.
- e. Competency as an advocate in the mediation context.
- f. Competency in participating in a mediation in accordance with the fundamental principles of mediation, including the appropriate use of joint and caucus sessions, and the ability to encourage the creative generation of potential solutions.

Second Tier/CADR Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the nature of arbitration.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the rules and regulation of arbitration.
- b. Understanding of the contractual issues and framework of arbitration.
- c. Understanding of the current controversies and issues in the use of arbitration as a dispute resolution process.
- d. Understanding of, and competence in, advocating for clients in arbitration.

Second Tier/CADR Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and the current issues and controversies in the use of trial as a dispute resolution process.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

FOR ALL GRADUATES EARNING CRIMINAL LAW AND ADVOCACY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CLA Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of criminal law and criminal procedure.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of crimes including the construction of criminal statutes, elements of crimes, and defenses to crimes, as well as the concepts of causation, criminal responsibility and capacity, justification and excuse.
- b. Understanding of the investigative stage of the criminal justice process including the constitutional limitations on law enforcement—and the means of enforcing those limitations—with respect to arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.
- c. Understanding of the adjudicative stage of the criminal justice process including the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, double jeopardy, and the constitutional limitations on the adjudication of criminal matters.
- d. Understanding of the role and impact of the criminal justice system in the United States including current debates and controversies relating to criminal justice policies and practices.

Second Tier/CLA Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, pretrial, trial, and sentencing advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the pretrial, trial, and sentencing phases of criminal cases.
- b. Understanding of the elements of effective advocacy in criminal cases including the pretrial, trial, and sentencing phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

- f. Understanding of, and competency in, developing and using mitigating evidence in sentencing advocacy.

Second Tier/CLA Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CLA Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of the psychology of decision-making.
- c. Understanding of the ethical issues in negotiation and plea bargaining in criminal cases.
- d. Competency in planning for and conducting effective negotiations in criminal cases.

FOR ALL GRADUATES EARNING FAMILY LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/FAMILY Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of doctrine and related topics in family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of topics in family law such as marriage, divorce, jurisdiction, spousal and child support, property division, and custody and parenting issues.
- b. Understanding of the emotional and psychological impact of divorce on family members.

- c. Understanding of child development principles and how parental separation and conflict affects child development.
- d. Understanding of the dynamics of domestic violence, including child abuse, and the array of criminal and civil responses to it.
- e. Understanding of the financial and property aspects of divorce, including the tax implications.

Second Tier/FAMILY Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, working with professionals from other disciplines and navigating the ethical aspects of the practice of family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, working with mental health professionals, as treating professionals, consultants, witnesses, and expert witnesses.
- b. Understanding of, and competency in, working with financial professionals, such as divorce financial planners, business evaluators, and tax advisors.
- c. Understanding of, and competency in, the special ethical challenges of serving as an advocate and an advisor for clients in family law, particularly when there are children in the family.
- d. Understanding of, and competency in, providing for the physical and emotional safety in the lives of clients.
- e. Understanding of, and competency in, educating clients about the need for reducing conflict and enhancing the ability of parents to co-parent children.

Second Tier/FAMILY Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, managing relationships, and on-going self-improvement of dispute resolution skills.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in managing relationships with clients, other parties, and with counterparts.
- b. Understanding of, and competency in, interviewing and counseling family law clients.
- c. Competency in managing conflict for effective problem-solving.
- d. Competency in listening, and in using effective communication skills.
- e. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.

Second Tier/FAMILY Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation and mediation in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation and mediation theory and terminology.
- b. Competency in planning for and conducting effective negotiation, especially cooperative strategies for clients with an ongoing relationship.
- c. Understanding of the ethical and negotiation principles in Collaborative Practice.

- d. Understanding of the psychology of decision-making.
- e. Understanding of the ethical issues in negotiation and mediation.
- f. Understanding of how to conduct negotiation in the presence of mediator, by preparing clients for mediation and interacting with the mediator effectively.

Second Tier/FAMILY Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and current issues and controversies in the use of trial as a dispute resolution process in family law.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony and expert witnesses, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
- f. Understanding of, and competency in, working with child advocates in court.

FOR ALL GRADUATES EARNING HEALTH LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/HEALTH Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, business and financial activities and transactions relating to health care organizations.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in negotiating, drafting, and interpreting contracts related to commercial enterprises in the healthcare industry.
- b. Competency in reading and interpreting financial reports, profit and loss statements, and budget documents.
- c. Understanding of how insurance reimbursement policies affect the health care delivery system.
- d. Understanding of the federal and state tax implications associated with for-profit and not-for-profit corporations.

- e. Competency in demonstrating the necessary personal integrity, sound judgment, and commitment to accountability in negotiating health care-related transactions.

Second Tier/HEALTH Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in, health care regulation including federal, state, and local laws impacting the delivery of health care.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the major health law statutes including, but not limited to:
Medicare
Medicaid
Patient Protection and Affordable Care Act
Health Information and Technology for Economic and Clinical Health Act (HITECH)
Emergency Medical Treatment and Active Labor Act (EMTALA)
Health Insurance Portability and Accountability Act (HIPAA)
The Antitrust Statutes (Sherman Act, Clayton Act, Federal Trade Commission Act, Robinson Patman Act)
Fraud and Abuse Statute
Ethics in Patient Referrals Act (Stark Act)
- b. Understanding of the connection between the legislative process and regulatory agency rule-making.
- c. Competency in conducting research and drafting correspondence that interprets statutory and regulatory requirements related to a client’s particular circumstances.
- d. Understanding of federal and state regulations affecting labor relations, institutional and professional licensing, not-for-profit and for-profit organizations, and patients’ rights.

Second Tier/HEALTH Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level of understanding of the evolving nature of health care policy and competency in health law practices.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in analyzing the financial, antitrust and patient care-related issues associated with hospital acquisition of physicians’ practices.
- b. Understanding of the shift in the focus of patient care from inpatient-centric, sick care to outpatient, technology-centric, preventive well care.
- c. Understanding of the key policy questions relating to public health insurance.
- d. Understanding of the negative impact on patient care caused by lack of coordination within the United States health care system.
- e. Understanding of the statutory and historical basis for the peer review process for disciplining physicians.
- f. Understanding of the policy and political forces driving a shift away from a fee-for-service payment system to a value-based care payment system.

Second Tier/HEALTH Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and

competency in examining, the connection between health, health care, health care inequities and social determinants of health.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in describing and analyzing the connection between the practice of medicine, the practice of health law, and the impact of law on medicine.
- b. Understanding of, and competency in, examining and discussing the question of whether or not there is a “right” to health care for both citizens and immigrants.
- c. Competency in analyzing and discussing the connection between the formation of the doctor-patient relationship and medical malpractice.
- d. Understanding of the tension between the ethical expectations and the legal obligations of physicians.
- e. Competency in analyzing the police powers of the states to restrict private autonomy in the name of public health promotion and protection.
- f. Understanding that shifting legislative priorities in response to political changes have resulted in creation of new health-related rights.

FOR ALL GRADUATES EARNING INTERNATIONAL LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IL Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, using the foundational international law sources.

Specific Criteria

Concentration graduates are expected to demonstrate competency in the following:

- a. Competency in reading and understanding treaties, other dual nation and multilateral accords, international customs, generally recognized principles of international law, and international judicial decisions and juristic writings.
- b. Competency in recognizing issues and possible rules implicated in new and unfamiliar factual situations in the international context.
- c. Competency in applying applicable rules effectively to understand potential arguments and counter arguments in new and unfamiliar factual situations in the international context.
- d. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems in the international context.

Second Tier/IL Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understating of, and

competency in, oral and written communication and advocacy in the international legal context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings in the international context.
- b. Competency in cogently communicating analysis and advice in written form in a range of settings in the international context.
- c. Competency in listening effectively to clients and others in the international context.
- d. Understanding of, and competency in, use of the principles of logic and rhetoric as they apply in the international context.
- e. Understanding of, and competency in, use of a spectrum of advocacy skills as they apply in the international context.

Second Tier/IL Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level competency in legal research and understanding of the factual research needed to solve legal problems in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research, in the international context.
- b. Understanding of, and competency in, factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems in the international context.

Second Tier/IL Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the attorney’s professional and ethical responsibilities to clients and the legal system in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the ethical implications of differing political systems.
- b. Understanding of the ethical implications of differing legal systems.
- c. Understanding of the ethical implications of differing levels of economic development.

FOR ALL GRADUATES EARNING INTELLECTUAL PROPERTY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, the substantive and procedural law of intellectual property, and legal analysis, reasoning and legal problem solving in the context of intellectual property.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the law of patents, trademarks, copyrights, and trade secrets.
- b. Competency in reading cases, statutes, and regulations effectively to glean rules, and understand the developmental history and policies underlying the rules in the context of IP matters.
- c. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to clients' IP problems.
- d. Understanding of the structures of rule-making and governance and their historical background with respect to patents, trademarks, copyrights and trade secrets.

Second Tier/IP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level competency in oral and written communication in the legal context as relates to intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in listening effectively to clients and others in order to understand and address clients' IP matters.
- b. Understanding of, and competency in, a spectrum of oral and written advocacy skills on behalf of IP clients.
- c. Competency in listening and in oral and written communication modes.

Second Tier/IP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, factual and legal research in intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in IP legal research, including effective use of specialized resources for IP matters.
- b. Understanding of, and competency in, effective strategies and practices for gathering the facts needed to evaluate legal issues relating to IP matters.

Second Tier/IP Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management and dispute resolution skills in the context of intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.

- c. Competency in advising clients on choices of process/forum in the context of the specific IP problem.
- d. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies as a means to resolve IP disputes.

Second Tier/IP Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the intellectual property context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, the litigation process in validity and enforcement proceedings in one or more of trademark, copyright, or patent matters.
- b. Understanding of the current issues and controversies in the use of trial as a dispute resolution process in the context of patent, trademark, and copyright validity and enforceability matters.

FOR ALL GRADUATES EARNING TAX CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/TAX Learning Outcome 1: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, reading and engaging with the sources of tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in reading and comprehending case law related to tax law.
- b. Competency in reading and comprehending the Internal Revenue Code and Regulations.
- c. Competency in reading and comprehending various other sources of tax law, such as Private Letter Rulings and other administrative pronouncements, legislative histories, tax treaties, and major secondary sources/compilations of tax law.
- d. Understanding of the relative importance, and legal weight of authority, of these various sources of tax law.
- e. Understanding of major administrative procedures related to the enactment and enforcement of tax law.

Second Tier/TAX Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, applying tax law to specific problems faced by tax clients.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in identifying relevant facts presented by a client and identifying the tax principles implicated by those facts.
- b. Competency in determining which provisions of the Internal Revenue Code are relevant to a given factual situation.
- c. Competency in assessing the likely tax implications of actions of a client.
- d. Competency in communicating analysis and advice regarding tax matters, both orally and in writing.

Second Tier/TAX Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, engaging in in-depth study of specific issues in tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of tax law, policy, and procedure.
- b. Competency in tax research.
- c. Competency in written analysis of issues in tax law.

FOR ALL GRADUATES EARNING WORKPLACE LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/WP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of the legal theory, systems, and doctrine in the law involving the workplace.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of public and private labor law in union and non-union-settings, employment law, employment discrimination, disability, worker compensation, and benefits.
- b. Understanding of administrative law and procedures, and the role of administrative agencies in the investigative stage of employment discrimination matters.
- c. Understanding of the federal and state laws and regulations governing labor law.
- d. Understanding of the role and impact of employment and labor law in the United States including current debates and controversies relating to workplace policies and practices.

Second Tier/WP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, and managing relationships in the workplace law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in interviewing and counseling clients in workplace cases.
- c. Competency in managing conflict for effective problem-solving.
- d. Competency in listening and in communication modes and skills in different settings in the workplace law context.

Second Tier/WP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation, arbitration, and litigation in the workplace context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of the role and practice of arbitration in the labor and employment context.
- c. Understanding of the ethical issues in employment negotiation, labor bargaining, arbitration, and trial practice.
- d. Competency in planning for and conducting effective negotiations in labor and employment cases, both with and without a mediator.
- e. Understanding of how to plan for and conduct effective arbitrations in labor and employment cases.
- f. Understanding of how to plan for and conduct effective litigation in labor and employment cases.

Concentrations

There are eight optional concentrations offered within the juris doctor degree program.

- Civil Advocacy and Dispute Resolution (p. 604)
- Criminal Law and Advocacy (p. 605)
- Family Law (p. 607)
- Health Law (p. 608)
- Intellectual Property (p. 610)
- International Law and Policy (new Fall 2017) (p. 611)
- Tax Law (p. 612)
- Workplace Law (p. 613)

Part-Time Juris Doctor

Part-Time Evening JD Program

This program is designed for those students who are employed or otherwise occupied for most of their time, and who are able to devote only a portion of their time to the study of law. The completion of this program requires four academic years and one or two summer sessions of residence. Part-time students are admitted for evening courses. They may be allowed to enroll in day classes if space is available. All part-time students are required to take the prescribed program of required courses listed below and at least four of the core electives as described below (see Academic Regulations (p. 617), section I.B. and I.C, Requirements

for Graduation). In addition, prior to graduation, students must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before Fall 2016) or the Experiential Learning Requirement (for students matriculating Fall 2016 or later), and satisfy the Advanced Writing Requirement (p. 617).

Flex-Time Day JD Program

This program is designed for a limited number of students who, because of work or family commitments, cannot attend either the full-time day or part-time evening program. Students admitted to this program must meet with the associate dean for academic affairs to arrange an appropriate schedule.

Summer Session

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

Part-Time Juris Doctor Program of Study

Course	Title	Credits
First Year		
Fall Semester		
LAWS 101	Civil Procedure I	2
LAWS 103	Contracts I	2
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
Credits		10
Spring Semester		
LAWS 102	Civil Procedure II	3
LAWS 104	Contracts II	4
LAWS 112	Legal Skills II	2
Credits		9
Second Year		
Fall Semester		
LAWS 105	Property	4
LAWS 113	Criminal Law	3
Core Elective ¹		4
Credits		11
Spring Semester		
LAWS 110	Constitutional Law	4
Core Elective ¹		4
Experiential Course ²		3
Credits		11
Summer Semester		
Core Elective / General Elective ³		3
Credits		3
Third Year		
Fall Semester		
Core Elective ¹		4
Experiential Course ²		2
General Electives		4
Credits		10

Spring Semester

Core Elective ¹	4	
Experiential Course ²	2	
General Electives	4	
Credits		10

Fourth Year

Fall Semester

Core Elective ¹	3	
Experiential Course ²	2	
General Electives	6	
Credits		11

Spring Semester

Core Elective ¹	4	
Generals Electives	7	
Credits		11
Total Credits		86

¹ Part-time students must take two core electives by the end of the second year. Fewer core elective credits in the second year can be taken if one or more core electives in the summer between the first and second years have been completed.

Core electives are:

- LAWS 114 - Administrative Law - 3 credits.
- LAWS 205 - Business Organizations - 4 credits.
- LAWS 305 - Federal Income Tax - 4 credits.
- LAWS 307 - Trusts & Estates - 3 credits.
- LAWS 311 - Evidence - 3 credits.
- LAWS 323 - Commercial Law - 4 credits.

Students must take a total of four core electives. One of the four must be Federal Income Tax or Commercial Law.

² **Experiential Learning Requirement** (applicable to students matriculating Fall 2016 or later): Each student also must satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

³ Taking at least one summer course over the course of study will be necessary to reach the required 86 credits needed for graduation by the end of your fourth year.

I. Introduction

The School of Law has organized its institutional learning outcomes into two general categories: “first tier” learning outcomes and “second tier” learning outcomes.

- **First Tier Learning Outcomes** are outcomes that *all* students should achieve by graduation, regardless of the practice area(s) in which they expect to focus in post-law school employment.
- **Second Tier Learning Outcomes** are tailored to particular areas of the law in which students plan to focus in post-law school employment. For that reason, the law school does not expect that *all* students will achieve *all* of these second tier outcomes.

Students who have not yet settled upon a particular focus for post-law school employment should achieve *at least* the first tier learning outcomes, and they should also aspire to achieve those second tier learning outcomes that relate to their likely future practice focuses.

II. First Tier Learning Outcomes

Outcome 1: Graduates are expected to demonstrate competency in legal analysis and reasoning and legal problem solving.

Specific Criteria

Graduates are expected to demonstrate competency in the following:

- a. Reading cases, statutes and regulations effectively to glean rules and –if in play–the developmental history and policies underlying the rules.
- b. Recognizing issues and possible rules implicated in new and unfamiliar factual situations.
- c. Applying applicable rules effectively to understand potential arguments and counter- arguments in new and unfamiliar factual situations.
- d. Assessing what additional facts may need to be gathered for appropriate analysis of a legal issue.
- e. Assessing the relative strength of arguments and predicting likely outcomes effectively for legal issues.
- f. Analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems.

Outcome 2: Graduates are expected to demonstrate knowledge and understanding of legal theory, systems and doctrine, including core areas of substantive and procedural law and alternative methods for resolving disputes.

Specific Criteria

Graduates are expected to demonstrate knowledge and understanding of the following:

- a. The American federal and state legal systems, including their structures of rule-making and governance and their historical background.
- b. Core doctrine and theory in “foundation” areas, including those that will be tested on the bar examination.
- c. The range of dispute resolution processes and the ability to advise clients and others on choices of process/forum.
- d. Appellate review standards and practices.

- e. The impact of law and legal rules on society and its various sub-groups.

Outcome 3: Graduates are expected to demonstrate competency in oral and written communication in the legal context.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings and contexts.
- b. Competency in listening effectively to clients and others.
- c. Competency in cogently communicating analysis and advice in writing across a range of types of writings (e.g., memos, briefs and client letters).
- d. At least a basic understanding of principles of logic and rhetoric.
- e. At least novice-level understanding of and competency in a spectrum of advocacy skills.

Outcome 4: Graduates are expected to demonstrate competency in legal research and understanding of the factual research needed to solve legal problems.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research.
- b. Understanding of factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems.

Outcome 5: Graduates are expected to demonstrate knowledge and understanding of the attorney’s professional and ethical responsibilities to clients and the legal system.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Knowledge and understanding of the professional rules and the ability to recognize and resolve ethical dilemmas in a range of practice settings.
- b. Knowledge and understanding of the attorney’s ethical obligation to represent clients diligently and competently.
- c. Knowledge and understanding of the attorney’s ethical obligation to behave professionally and civilly.
- d. Knowledge and understanding of the attorney’s ethical obligation to behave in accordance with the rules governing confidentiality and conflicts of interest.
- e. Knowledge and understanding of the attorney’s ethical obligation to strive to promote justice (including access to justice) and fairness and to assist the profession in providing legal services to those who cannot afford to pay for them.

Outcome 6: Graduates are expected to demonstrate at least novice-level competency in other professional skills needed for competent, effective and ethical participation as a member of the legal profession.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. At least novice-level understanding of and competency in approaches for managing conflict for effective problem solving.
- b. At least novice-level competency in collaborative work approaches.
- c. At least novice-level understanding of and competency in effective approaches for client interviewing and counseling.
- d. At least novice-level understanding of and competency in effective negotiation practices.
- e. At least novice-level understanding of and competency in “learning how to learn” (techniques for finding guidance for unfamiliar tasks).
- f. Competency in interviewing for employment and planning for long-term career development.

III. Second Tier Learning Outcomes

(Approved December 5, 2018)

FOR ALL GRADUATES EARNING CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CADR Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CADR Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies.
- c. Understanding of the psychology of decision-making.
- d. Understanding of the ethical issues in negotiation.

- e. Competency in planning for and conducting effective negotiation, both with and without an ongoing relationship between the parties.
- f. Competency in conducting negotiation in presence of mediator, by interacting with the mediator effectively.

Second Tier/CADR Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, mediation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of mediation theory and terminology, including the fundamental principles of mediation and the range of possible mediator approaches.
- b. Understanding of the Standards of Conduct for Mediators.
- c. Understanding of the current controversies and issues in the use of mediation as a dispute resolution process.
- d. Understanding of effectiveness as a consumer of mediation.
- e. Competency as an advocate in the mediation context.
- f. Competency in participating in a mediation in accordance with the fundamental principles of mediation, including the appropriate use of joint and caucus sessions, and the ability to encourage the creative generation of potential solutions.

Second Tier/CADR Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the nature of arbitration.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the rules and regulation of arbitration.
- b. Understanding of the contractual issues and framework of arbitration.
- c. Understanding of the current controversies and issues in the use of arbitration as a dispute resolution process.
- d. Understanding of, and competence in, advocating for clients in arbitration.

Second Tier/CADR Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and the current issues and controversies in the use of trial as a dispute resolution process.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

FOR ALL GRADUATES EARNING CRIMINAL LAW AND ADVOCACY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CLA Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of criminal law and criminal procedure.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of crimes including the construction of criminal statutes, elements of crimes, and defenses to crimes, as well as the concepts of causation, criminal responsibility and capacity, justification and excuse.
- b. Understanding of the investigative stage of the criminal justice process including the constitutional limitations on law enforcement—and the means of enforcing those limitations—with respect to arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.
- c. Understanding of the adjudicative stage of the criminal justice process including the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, double jeopardy, and the constitutional limitations on the adjudication of criminal matters.
- d. Understanding of the role and impact of the criminal justice system in the United States including current debates and controversies relating to criminal justice policies and practices.

Second Tier/CLA Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, pretrial, trial, and sentencing advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the pretrial, trial, and sentencing phases of criminal cases.
- b. Understanding of the elements of effective advocacy in criminal cases including the pretrial, trial, and sentencing phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

- f. Understanding of, and competency in, developing and using mitigating evidence in sentencing advocacy.

Second Tier/CLA Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CLA Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of the psychology of decision-making.
- c. Understanding of the ethical issues in negotiation and plea bargaining in criminal cases.
- d. Competency in planning for and conducting effective negotiations in criminal cases.

FOR ALL GRADUATES EARNING FAMILY LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/FAMILY Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of doctrine and related topics in family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of topics in family law such as marriage, divorce, jurisdiction, spousal and child support, property division, and custody and parenting issues.
- b. Understanding of the emotional and psychological impact of divorce on family members.

- c. Understanding of child development principles and how parental separation and conflict affects child development.
- d. Understanding of the dynamics of domestic violence, including child abuse, and the array of criminal and civil responses to it.
- e. Understanding of the financial and property aspects of divorce, including the tax implications.

Second Tier/FAMILY Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, working with professionals from other disciplines and navigating the ethical aspects of the practice of family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, working with mental health professionals, as treating professionals, consultants, witnesses, and expert witnesses.
- b. Understanding of, and competency in, working with financial professionals, such as divorce financial planners, business evaluators, and tax advisors.
- c. Understanding of, and competency in, the special ethical challenges of serving as an advocate and an advisor for clients in family law, particularly when there are children in the family.
- d. Understanding of, and competency in, providing for the physical and emotional safety in the lives of clients.
- e. Understanding of, and competency in, educating clients about the need for reducing conflict and enhancing the ability of parents to co-parent children.

Second Tier/FAMILY Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, managing relationships, and on-going self-improvement of dispute resolution skills.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in managing relationships with clients, other parties, and with counterparts.
- b. Understanding of, and competency in, interviewing and counseling family law clients.
- c. Competency in managing conflict for effective problem-solving.
- d. Competency in listening, and in using effective communication skills.
- e. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.

Second Tier/FAMILY Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation and mediation in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation and mediation theory and terminology.
- b. Competency in planning for and conducting effective negotiation, especially cooperative strategies for clients with an ongoing relationship.
- c. Understanding of the ethical and negotiation principles in Collaborative Practice.

- d. Understanding of the psychology of decision-making.
- e. Understanding of the ethical issues in negotiation and mediation.
- f. Understanding of how to conduct negotiation in the presence of mediator, by preparing clients for mediation and interacting with the mediator effectively.

Second Tier/FAMILY Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and current issues and controversies in the use of trial as a dispute resolution process in family law.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony and expert witnesses, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
- f. Understanding of, and competency in, working with child advocates in court.

FOR ALL GRADUATES EARNING HEALTH LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/HEALTH Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, business and financial activities and transactions relating to health care organizations.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in negotiating, drafting, and interpreting contracts related to commercial enterprises in the healthcare industry.
- b. Competency in reading and interpreting financial reports, profit and loss statements, and budget documents.
- c. Understanding of how insurance reimbursement policies affect the health care delivery system.
- d. Understanding of the federal and state tax implications associated with for-profit and not-for-profit corporations.

- e. Competency in demonstrating the necessary personal integrity, sound judgment, and commitment to accountability in negotiating health care-related transactions.

Second Tier/HEALTH Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in, health care regulation including federal, state, and local laws impacting the delivery of health care.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of the major health law statutes including, but not limited to:
Medicare
Medicaid
Patient Protection and Affordable Care Act
Health Information and Technology for Economic and Clinical Health Act (HITECH)
Emergency Medical Treatment and Active Labor Act (EMTALA)
Health Insurance Portability and Accountability Act (HIPAA)
The Antitrust Statutes (Sherman Act, Clayton Act, Federal Trade Commission Act, Robinson Patman Act)
Fraud and Abuse Statute
Ethics in Patient Referrals Act (Stark Act)
- Understanding of the connection between the legislative process and regulatory agency rule-making.
- Competency in conducting research and drafting correspondence that interprets statutory and regulatory requirements related to a client's particular circumstances.
- Understanding of federal and state regulations affecting labor relations, institutional and professional licensing, not-for-profit and for-profit organizations, and patients' rights.

Second Tier/HEALTH Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level of understanding of the evolving nature of health care policy and competency in health law practices.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Competency in analyzing the financial, antitrust and patient care-related issues associated with hospital acquisition of physicians' practices.
- Understanding of the shift in the focus of patient care from inpatient-centric, sick care to outpatient, technology-centric, preventive well care.
- Understanding of the key policy questions relating to public health insurance.
- Understanding of the negative impact on patient care caused by lack of coordination within the United States health care system.
- Understanding of the statutory and historical basis for the peer review process for disciplining physicians.
- Understanding of the policy and political forces driving a shift away from a fee-for-service payment system to a value-based care payment system.

Second Tier/HEALTH Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and

competency in examining, the connection between health, health care, health care inequities and social determinants of health.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Competency in describing and analyzing the connection between the practice of medicine, the practice of health law, and the impact of law on medicine.
- Understanding of, and competency in, examining and discussing the question of whether or not there is a "right" to health care for both citizens and immigrants.
- Competency in analyzing and discussing the connection between the formation of the doctor-patient relationship and medical malpractice.
- Understanding of the tension between the ethical expectations and the legal obligations of physicians.
- Competency in analyzing the police powers of the states to restrict private autonomy in the name of public health promotion and protection.
- Understanding that shifting legislative priorities in response to political changes have resulted in creation of new health-related rights.

FOR ALL GRADUATES EARNING INTERNATIONAL LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level" we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IL Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, using the foundational international law sources.

Specific Criteria

Concentration graduates are expected to demonstrate competency in the following:

- Competency in reading and understanding treaties, other dual nation and multilateral accords, international customs, generally recognized principles of international law, and international judicial decisions and juristic writings.
- Competency in recognizing issues and possible rules implicated in new and unfamiliar factual situations in the international context.
- Competency in applying applicable rules effectively to understand potential arguments and counter arguments in new and unfamiliar factual situations in the international context.
- Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems in the international context.

Second Tier/IL Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, oral and written communication and advocacy in the international legal context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings in the international context.
- b. Competency in cogently communicating analysis and advice in written form in a range of settings in the international context.
- c. Competency in listening effectively to clients and others in the international context.
- d. Understanding of, and competency in, use of the principles of logic and rhetoric as they apply in the international context.
- e. Understanding of, and competency in, use of a spectrum of advocacy skills as they apply in the international context.

Second Tier/IL Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level competency in legal research and understanding of the factual research needed to solve legal problems in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research, in the international context.
- b. Understanding of, and competency in, factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems in the international context.

Second Tier/IL Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the attorney's professional and ethical responsibilities to clients and the legal system in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the ethical implications of differing political systems.
- b. Understanding of the ethical implications of differing legal systems.
- c. Understanding of the ethical implications of differing levels of economic development.

FOR ALL GRADUATES EARNING INTELLECTUAL PROPERTY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of

knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, the substantive and procedural law of intellectual property, and legal analysis, reasoning and legal problem solving in the context of intellectual property.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the law of patents, trademarks, copyrights, and trade secrets.
- b. Competency in reading cases, statutes, and regulations effectively to glean rules, and understand the developmental history and policies underlying the rules in the context of IP matters.
- c. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to clients' IP problems.
- d. Understanding of the structures of rule-making and governance and their historical background with respect to patents, trademarks, copyrights and trade secrets.

Second Tier/IP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level competency in oral and written communication in the legal context as relates to intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in listening effectively to clients and others in order to understand and address clients' IP matters.
- b. Understanding of, and competency in, a spectrum of oral and written advocacy skills on behalf of IP clients.
- c. Competency in listening and in oral and written communication modes.

Second Tier/IP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, factual and legal research in intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in IP legal research, including effective use of specialized resources for IP matters.
- b. Understanding of, and competency in, effective strategies and practices for gathering the facts needed to evaluate legal issues relating to IP matters.

Second Tier/IP Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management and dispute resolution skills in the context of intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.

- b. Competency in managing conflict for effective problem-solving.
- c. Competency in advising clients on choices of process/forum in the context of the specific IP problem.
- d. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies as a means to resolve IP disputes.

Second Tier/IP Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the intellectual property context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, the litigation process in validity and enforcement proceedings in one or more of trademark, copyright, or patent matters.
- b. Understanding of the current issues and controversies in the use of trial as a dispute resolution process in the context of patent, trademark, and copyright validity and enforceability matters.

FOR ALL GRADUATES EARNING TAX CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/TAX Learning Outcome 1: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, reading and engaging with the sources of tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in reading and comprehending case law related to tax law.
- b. Competency in reading and comprehending the Internal Revenue Code and Regulations.
- c. Competency in reading and comprehending various other sources of tax law, such as Private Letter Rulings and other administrative pronouncements, legislative histories, tax treaties, and major secondary sources/compilations of tax law.
- d. Understanding of the relative importance, and legal weight of authority, of these various sources of tax law.
- e. Understanding of major administrative procedures related to the enactment and enforcement of tax law.

Second Tier/TAX Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, applying tax law to specific problems faced by tax clients.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in identifying relevant facts presented by a client and identifying the tax principles implicated by those facts.
- b. Competency in determining which provisions of the Internal Revenue Code are relevant to a given factual situation.
- c. Competency in assessing the likely tax implications of actions of a client.
- d. Competency in communicating analysis and advice regarding tax matters, both orally and in writing.

Second Tier/TAX Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, engaging in in-depth study of specific issues in tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of tax law, policy, and procedure.
- b. Competency in tax research.
- c. Competency in written analysis of issues in tax law.

FOR ALL GRADUATES EARNING WORKPLACE LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/WP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of the legal theory, systems, and doctrine in the law involving the workplace.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of public and private labor law in union and non-union-settings, employment law, employment discrimination, disability, worker compensation, and benefits.
- b. Understanding of administrative law and procedures, and the role of administrative agencies in the investigative stage of employment discrimination matters.
- c. Understanding of the federal and state laws and regulations governing labor law.
- d. Understanding of the role and impact of employment and labor law in the United States including current debates and controversies relating to workplace policies and practices.

Second Tier/WP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, and managing relationships in the workplace law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- Competency in interviewing and counseling clients in workplace cases.
- Competency in managing conflict for effective problem-solving.
- Competency in listening and in communication modes and skills in different settings in the workplace law context.

Second Tier/WP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation, arbitration, and litigation in the workplace context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of negotiation theory and terminology.
- Understanding of the role and practice of arbitration in the labor and employment context.
- Understanding of the ethical issues in employment negotiation, labor bargaining, arbitration, and trial practice.
- Competency in planning for and conducting effective negotiations in labor and employment cases, both with and without a mediator.
- Understanding of how to plan for and conduct effective arbitrations in labor and employment cases.
- Understanding of how to plan for and conduct effective litigation in labor and employment cases.

Pre-Law

Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at prelawadvising@qu.edu, for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Law School Qualifications

Students interested in attending law school must have and should work toward success in each of the following during undergraduate study:

- Undergraduate degree:** Student must have earned a bachelor (BA or BS) degree.
- Standardized test:** Completion of the Law School Admission Test (LSAT) is required by most American Bar Association–approved law schools; some others will accept the Graduate Record Examination (GRE) in addition to or in lieu of the LSAT.
- Curriculum:** No single pre-law course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools:
 - Developing fundamental reading skills;
 - The ability to think and write clearly and succinctly;
 - Logical reasoning and analytical skills; and
 - An appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of their academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge.

Law School at Quinnipiac

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths:

- Accelerated:** Participate in the Accelerated Dual-Degree Bachelor's/JD (3+3) program (p. 600) which allows students to complete their undergraduate and their law degree in six years, one year less than the traditional path.
- Traditional:** Obtain a BA or BS degree in four years followed by three years of law school. (NOTE: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

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

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

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

Benefits

The Accelerated Dual-Degree Bachelor's/JD (3+3) program provides a number of benefits. In addition to the opportunity to complete both degrees in only six years, students may:

- Live in Quinnipiac housing for four years.
- Participate in specific programming including interacting with the law school dean and faculty throughout the undergraduate years.
- Enroll in a 1-credit LSAT prep class offered to help students prepare for the exam.

Applicants accepted through the Office of Undergraduate Admissions prior to their first year at QU will also receive financial benefits consistent with Quinnipiac University's accelerated dual-degree programs (<https://www.qu.edu/one-stop-student-administrative-services/managing-student-finances/policy-information/accelerated-dual-degree-programs-financial-policy/>) policy:

- Frozen tuition and student fee rate for the first four (three undergraduate and one law/transition) years.
- January term courses (up to 3 credits) and summer courses (up to 7 credits per summer term) during the first three (undergraduate) years included in annual tuition.
- Renewed merit scholarships throughout law school, subject to law school renewal policies.

For more information, visit the Accelerated Dual-Degree Programs Financial Policy. (<https://www.qu.edu/one-stop-student-administrative-services/managing-student-finances/policy-information/accelerated-dual-degree-programs-financial-policy/>)

Students who enter the 3+3 program post-matriculation have access to January term courses (up to 3 credits) and summer courses (up to 7 credits per summer term) within annual tuition but neither of the other financial benefits apply (i.e., frozen tuition and fees, renewed merit scholarships).

Qualifications

The Accelerated Dual-Degree Bachelor's/JD (3+3) program is designed for students who know that they want to attend law school at Quinnipiac School of Law. Entrance into the 3+3 program can happen in two ways:

Upon Matriculation

Entering students who indicate Pre-Law or the Accelerated Dual-Degree program on their Admissions application must:

- Be admitted to a major in the College of Arts and Sciences or in the Schools of Business, Communications, Computing and Engineering or Health Sciences at Quinnipiac.
- Earn a 3.5 grade point average (GPA) in high school.
- Rank in the top 20 percent of their high school class.
- Achieve a combined critical reading and math SAT score of at least 1200 or a composite ACT of at least 25 or higher.

*Students interested in the program who are close to but do not meet the admission criteria may apply to the Office of Undergraduate Admissions for special consideration.

Post-Matriculation

First-year students and sophomores attending Quinnipiac, as well as first-year and sophomore transfer students, may apply to the program through the Pre-Law Advising Office. Students must:

- Meet or be close to the same eligibility criteria for first-year students entering the program directly through the Office of Undergraduate Admissions.
- Sophomores entering the program must have a minimum of 27 credits with at least a 3.0 GPA at the end of their first year.

Program Requirements

Students admitted to the Accelerated Dual-Degree Bachelor's/JD (3+3) program are required to:

- Complete all major and University Curriculum requirements before entering the School of Law.
- Complete at least 60 undergraduate (non-law) credits at Quinnipiac immediately prior to matriculation in the School of Law.
- Regularly meet with Quinnipiac's pre-law adviser as well as the academic adviser in their major to be certain they have completed all major and University Curriculum requirements before entering the School of Law.
- Complete course overloads as necessary to satisfy the undergraduate degree requirements in the accelerated time period.

Program Structure

There are two options for completion of the program:

- Option 1 requires completion of a minimum of 90 undergraduate credits, including all major and University Curriculum requirements, by the end of the third year. Students following Option 1 will:
 - Use the first year of law school for their fourth year of undergraduate credits and count up to 30 law school credits toward their undergraduate degree.

- Be full-time law students in the first semester of their fourth year.
- Earn a bachelor's degree at the end of their first year of law school/fourth year of college.
- Option 2 requires completion of a minimum of 105 undergraduate credits by the end of the third year. Students following Option 2 will:
 - Participate in a "bridge" semester – the fall semester of the fourth year – consisting of 6 credits of undergraduate courses and 10 credits of law school courses.
 - Be considered full-time law students in the second semester of the fourth year.
 - Enroll in 6 credits of law school courses in the summer between the fourth and the fifth years.
 - Receive their bachelor's degree at the end of the bridge semester.

Law School Transition

In their third year, students in the Accelerated Dual-Degree Bachelor's/JD (3+3) program must:

- Have a cumulative GPA of 3.4 by the end of the third year.
- Take the Law School Admission Test (LSAT) no later than March of that academic year and achieve a score equal to, or greater than, the law school's first year class median at the time the law school application is submitted.
- File a law school application with the Law School Admissions Council (LSAC) receiving assistance from the Quinnipiac School of Law Admissions Office if necessary.
- Pass review by the Quinnipiac School of Law Admissions Committee ensuring that the prerequisites are met and there are no character and fitness issues. Students who do not meet the minimum GPA or LSAT score requirements may still be considered by the Law School Admissions Committee. If they are admitted, they would not be guaranteed the scholarship awarded at the undergraduate level.

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

Program of Study

Option 1

Students will use the first year of law school for their fourth year of undergraduate credits and count up to 30 law school credits toward their undergraduate degree. Students will earn a bachelor's degree by the end of their first year of law school/fourth year of undergraduate.

The program is structured as follows:

Years 1 through 3 (Undergraduate)

Students will focus efforts on working toward their undergraduate degree program requirements according to the Academic Catalog and guidance from their academic and pre-law adviser.

By the end of the third year, students must:

- Complete all major and University Curriculum requirements for a total of at least 90 credits (which can include any AP or advanced standing credits as determined when they enter as first-year students) with a minimum cumulative 3.4 GPA.
- Complete at least 60 undergraduate (non-law) credits at Quinnipiac immediately prior to matriculation at the School of Law.

- Take the Law School Admission Test (LSAT) no later than March of their third year and achieve an LSAT score equal to, or greater than, the law school's first year class median.
 - Students who do not meet the GPA and/or LSAT score requirements may still be considered by the Admissions Committee to determine whether they are eligible for early admission to the law school, and if so, whether they will receive merit scholarship funds.
 - A score of 155 or higher may be sufficient to increase undergraduate scholarship to a higher level as the student enters the School of Law, subject to the law school renewal policy.

If those prerequisites are met, and there are no character and fitness issues, the student would be admitted to the law school and guaranteed a scholarship in the amount awarded to them as undergraduates, subject to the law school renewal policy.

Year 4 (Law)

Students will be full-time law students upon entering the law school. Students will complete their undergraduate degree (BA or BS) by the end of the spring semester of their fourth year and will participate in the undergraduate Commencement ceremony in May. All courses in this option will be day courses.

Code	Title	Credits
Fall Courses		
LAWS 101	Civil Procedure I	2-3
LAWS 103	Contracts I	2-3
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
LAWS 113	Criminal Law	3
Spring Courses		
LAWS 102	Civil Procedure II	2-3
LAWS 104	Contracts II	3-4
LAWS 105	Property	4
LAWS 110	Constitutional Law	4
LAWS 112	Legal Skills II	2

Summer courses are not required.

Years 5 and 6

Students will complete the remaining JD program requirements, including optional clinics and externships, according to the Law Academic Catalog and with the guidance of a law faculty adviser.

Accelerated Dual-Degree Bachelor's/JD (3+3) Program of Study Option 2

The fall semester of the fourth year will be a "bridge" semester during which students can complete 6 credits of undergraduate work (for example, a senior "capstone" course) along with 10 credits in the School of Law. Up to 10 of those law course credits will count toward the 120-122 credits required for the undergraduate degree.

Years 1 through 3 (Undergraduate)

Students will focus efforts on working toward their undergraduate degree program requirements according to the university Catalog and guidance from their academic and pre-law adviser.

By the end of the third year, students must:

- Complete all major and University Curriculum requirements for a total of at least 90 credits (which can include any AP or advanced standing credits as determined when they enter as first-year students) with a minimum cumulative 3.4 GPA.
- Complete at least 60 undergraduate (non-law) credits at Quinnipiac immediately prior to matriculation at the School of Law.
- Take the Law School Admission Test (LSAT) no later than March of their third year and achieve an LSAT score equal to, or greater than, the law school's first year class median.
 - Students who do not meet the GPA and/or LSAT score requirements may still be considered by the Admissions Committee to determine whether they are eligible for early admission to the law school, and if so, whether they will receive merit scholarship funds.
 - A score of 155 or higher may be sufficient to increase undergraduate scholarship to a higher level as the student enters the School of Law, subject to the law school renewal policy.

If those prerequisites are met, and there are no character and fitness issues, the student would be admitted to the law school and guaranteed a scholarship in the amount awarded to them as undergraduates, subject to the law school renewal policy.

Year 4 (Law)

Students will complete their undergraduate degree (BA or BS) by the end of the fall semester of their fourth year and will participate in the undergraduate Commencement ceremony in May. The law school will be flexible in designing a schedule of first-year law courses to accommodate each student's needs for the completion of the undergraduate requirements.

Code	Title	Credits
Fall Courses		
Two undergraduate courses		6
LAWS 101	Civil Procedure I	2-3
LAWS 103	Contracts I	2-3
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
Spring Courses		
LAWS 102	Civil Procedure II	2-3
LAWS 104	Contracts II	3-4
LAWS 105	Property	4
LAWS 112	Legal Skills II	2
Elective		2

Summer courses:

- Courses vary depending on need. Generally students will complete 6 credits in the summer term.

Years 5 and 6

Students will complete the remaining JD program requirements, including optional clinics and externships, according to the law academic catalog and with the guidance of a law faculty adviser.

Dual-Degree JD/MBA

In today's changing and competitive marketplace, there is an increasing need for lawyers who are fully trained in all aspects of business, management and administration. Students who are seeking a comprehensive and sophisticated business education for their legal or business careers will find the Dual-Degree JD/MBA program extremely attractive.

Taken separately, the MBA normally requires 45 credits, and the JD normally requires 86 credits. However, the dual-degree program requires only 33 business credits and 77 law credits, a savings of 20 credits.

Students may apply for acceptance to both the Law School and the MBA program and, upon completion of both programs, receive a business and a law degree. A student in the dual-degree program may not obtain either degree until the requirements for both have been met.

To enroll in the dual-degree program, a student must apply to and be accepted by both of the schools. Students may begin at either school. Each school assists in adapting the program to the needs and interests of the enrolled student by approving schedules and joint credits for courses. Students may apply to both schools before they actually begin classes. Students must file separate applications and take the Law School Admission Test (LSAT). Students who begin a single degree program either in the School of Law or the School of Business may apply to the other school at a later time (prior to the completion of degree requirements) to be considered for the dual-degree program.

Upon admission to the dual-degree program, the enrolled student must meet with the director of the MBA program and the associate dean for academic affairs of the Law School for academic counseling. Students may attend either full-time or part-time.

View the MBA curriculum (p. 705).

View the JD curriculum (p. 583).

Dual-Degree JD/MELP

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Environmental Law and Policy (JD/MELP). Students in the program earn their JD from Quinnipiac and their MELP from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MELP coursework online or on campus during the summer. Students also complete a required MELP externship during the summer, which can be scheduled anywhere in the United States or abroad. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MELP coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MELP courses (14 credits); Vermont Law MELP externship (7 credits); and Quinnipiac Law courses (from

approved course list) (up to 9 credits). Students will participate in the externship during the summer of their second year.

Dual-Degree JD/MERL

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Energy Regulation and Law (JD/MERL). Students in the program earn their JD from Quinnipiac and their MERL from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MERL coursework online or on campus during the summer. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MERL coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MERL courses (12 credits); Vermont Law MERL Project/Writing Requirement courses; Energy Electives (6 credits) and Quinnipiac Law courses (from approved course list) (up to 9 credits).

Dual-Degree JD/MFALP

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Food and Agriculture Law and Policy (JD/MFALP). Students in the program earn their JD from Quinnipiac and their MFALP from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MFALP coursework online or on campus during the summer. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MFALP coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MFALP courses (9 credits); Vermont Law MFALP Food and Agriculture elective courses (9 credits); general elective courses (3 credits); project/writing requirement courses (2 credit minimum); and Quinnipiac law courses (from approved course list) (up to 9 credits).

Dual-Degree JD/MSW

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433; Carolyn Kaas (carolyn.kaas@qu.edu) 203-582-3234

Students interested in earning both a JD degree and a Master of Social Work degree may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program.

The two degree programs, if completed separately, require 146 credits – 86 for the JD and 60 for the MSW. Students in the dual-degree program are required to complete only 131 total credits. Dual-degree students earn 1) their JD with 77 law credits and 9 social work credits (from courses approved in advance by the law school associate dean for academic affairs); and 2) their MSW with 54 social work credits and 6 law

credits (from courses approved by the MSW program director). The two programs, which require five years of study if taken separately, can be completed in 4½ years in the ordinary course, or in 4 calendar years if 11 law credits are earned during summer semesters.

Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program. Upon admission to the dual-degree program, the enrolled student must meet with the MSW program director and the law school associate dean for academic affairs.

Students may begin their study in either program but must complete the first year in each program before any advanced courses can be taken in that program. To obtain either degree, students must complete all graduation requirements for both degrees, including the core upper-level law courses, legal writing requirements, lawyer professional responsibility course, experiential law credits and the social work field work requirements.

For more information on this program, see the Social Work page. (p. 807)

Civil Advocacy and Dispute Resolution

Students who earn the certificate for this concentration develop an understanding of a variety of advocacy methods, dispute resolution tools, and remedies, in an array of civil law contexts. Skill development focuses on litigation, negotiation, mediation and arbitration.

The civil advocacy and dispute resolution concentration lets you explore all the varied ways that lawyers help clients solve problems and resolve conflicts. You will hone your skills as a creative negotiator, as a wise adviser and as an effective courtroom litigator. You'll learn the theory and the practice of the different alternative methods to resolve disputes, make deals and reach settlements outside of court, such as mediation and arbitration. Most important, you can help us achieve our vision: to reimagine the law as a healing profession.

Our dispute resolution program was ranked 14th in the nation by U.S. News & World Report. Our Center on Dispute Resolution – with its Quinnipiac/Yale Workshop Speaker Series, training sessions and student-run Society for Dispute Resolution – are all valuable resources that are at your disposal. The center's programs offer you the opportunity to learn and train with practicing professionals in the field. The highly decorated student competition teams provide you the stage to hone your advocacy skills through regional and national mock trial, moot court, negotiation, mediation and client counseling competitions.

After two semesters, you'll have the opportunity to practice what you are learning in the classroom in one of our legal clinics and in our diverse externship program. As a certified legal intern, you can counsel actual clients, negotiate, mediate cases and argue in courts.

For specific information on the program offerings, please contact:

Professor Carolyn Wilkes Kaas
 Director of Experiential Education
 Director, CA&DR Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue, Hamden, CT 06518

Phone: 203-582-3234

Fax: 203-582-3237

Email: carolyn.kaas@qu.edu (carolyn.kaas@quinnipiac.edu)

Civil Advocacy and Dispute Resolution Concentration

Prerequisites

To be eligible for the Civil Advocacy and Dispute Resolution concentration, you must take LAWS 311 as one of your core electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement.

Requirements

1. Coursework

To receive the certificate for this concentration, you must earn 21 civil advocacy and dispute resolution specialty credits, divided as follows (not all courses are offered every year):

Required Coursework

In addition to LAWS 311 (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

Code	Title	Credits
LAWS 315	Trial Practice Exp	2-3
LAWS 428	Negotiation	2-3
LAWS 515	Alternative Dispute Resolution Exp.	2-3

¹ In lieu of ADR, students may substitute LAWS 374 Introduction to Mediation and either LAWS 356 Arbitration or LAWS 683 Advocacy in Arbitration.

Remaining Credits

The balance of the credits are to be earned from the following advocacy and dispute resolution-related courses. Courses marked with an asterisk (*) are particularly recommended for this concentration. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 114	Administrative Law (*)	3
LAWS 316	Advanced Trial Practice (*)	2
LAWS 338	Visual Persuasion in the Law Exp (*)	3
LAWS 347	Remedies (*)	3-4
LAWS 356	Arbitration (*)	3
LAWS 357	Federal Courts (*)	3
LAWS 372	Representation in Mediation Exp (*)	2
LAWS 374	Introduction to Mediation (*)	2
LAWS 438	Advanced Family Law II (*)	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare (*)	2-3
LAWS 574	Pretrial Litigation in State Courts (*)	2-3
LAWS 599	Intro to Representing Clients (*)	2
LAWS 683	Advocacy in Arbitration Exp (*)	2-3
LAWS 686	Negotiation in Criminal Practice (*)	2

Other related courses:

LAWS 305	Federal Income Tax	4
LAWS 327	Labor Law	3
LAWS 370	Family Law	2-3
LAWS 371	Divorce and the Divorcing Family	2
LAWS 373	Products Liability	3
LAWS 384	Juvenile Law	3
LAWS 393	Business Planning	4
LAWS 431	Criminal Procedure - Adj.	3
LAWS 434	Employment Law	3
LAWS 435	Advanced Family Law I - S	2
LAWS 525	Moot Court I	1
LAWS 526	Moot Court II	1-2
LAWS 528	Moot Court III	1
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2

Substantial-paper courses or independent study where the paper is devoted to an advocacy and/or dispute resolution topic approved by the concentration director.

Additional clinic or externship courses in addition to those required above, as approved by the concentration director.

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

Competitions: The concentration director may deem participation in a noncredit competition in mock trial, negotiation or representing clients in mediation to satisfy the requirement of 1 or 2 credits of coursework in this category.

2. Clinical Requirement

At least 3 credits must be earned in a clinic and/or externship placement approved by the concentration director in consultation with the director of the relevant clinic or externship. Credits for IRC (LAWS 599) do not count toward this clinical requirement.

3. Writing Requirement

A substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to advocacy and/or dispute resolution. (If you write a substantial paper, you may use that paper to satisfy the law school advanced writing requirement, provided that you meet the guidelines for the advanced writing requirement as set forth in the Academic Regulations (p. 617), section I.E.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA, so long as the course is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waivers

Students who are interested in this concentration but fall short of specific credits or coursework may apply for a waiver of requirements, to be granted at the discretion of the concentration director and the associate dean of academic affairs.

Criminal Law and Advocacy

Students who earn the certificate for this concentration encounter a variety of experiences to help develop an understanding of criminal law and procedure in both a theoretical and practical context. They explore both the substantive criminal law as well as the constitutional overlay of criminal procedure. In addition, they experience aspects of criminal trial and motion work. Development focuses on advocacy skills: litigation, negotiation and other alternate dispute resolution methods that apply in a criminal context.

You'll develop cutting-edge trial skills, such as the innovative use of visual persuasion techniques in the courtroom, and you'll examine ethical issues unique to criminal practice settings. You'll experience the criminal justice system in action in our clinics and externships, which will refine your ability to engage in both prosecution and defense work. You can advocate for real clients at the trial or appellate levels, represent the government, or help judges in criminal cases. You also can work on national criminal justice reform projects, such as advocating for more humane treatment of children charged with crimes, or challenging the death penalty.

Your negotiation and litigation skills will be honed through participation in mock trials and courtroom simulations, and every year we host the Northeast Regional Criminal Justice Trial Advocacy Competition. Our active Criminal Law Society sponsors several networking events and activities focused on helping you connect with legal professionals.

For specific information on the program offerings, please contact:

Professor Sarah French Russell
 Director, Criminal Law and Advocacy Concentration
 275 Mount Carmel Avenue, Hamden, CT 06518
 Phone: 203-582-5258
 Fax: 203-582-3244
 Email: s (Sarah.Russell@quinnipiac.edu)arah.russell@qu.edu
 (Sarah.Russell@quinnipiac.edu)

Criminal Law and Advocacy Concentration Prerequisite

To be eligible for the Criminal Law and Advocacy Concentration, you must take Evidence (LAWS 311) as one of your core electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement in determining whether or not the certificate is awarded with honors. All students must also successfully complete the required course of Criminal Law (LAWS 113).

Requirements**1. Coursework**

To receive the certificate for this concentration, you must earn 21 Criminal Law and Advocacy specialty credits, divided as follows (not all courses are offered every year):

Clinical Requirement:

You must earn at least 3 credits through participation in the following programs. No more than 6 clinical credits count toward the 21-credit requirement for the concentration, except with the permission of the concentration director. The credit allotted to coursework in conjunction with a clinic counts as a course credit, not as a clinic credit.

Code	Title	Credits
	Defense Appellate Clinic (LAWS 299 & LAWS 300)	6
	Prosecution Appellate Clinic (LAWS 301, LAWS 302, & LAWS 303)	6
	An externship placement at a site dedicated to criminal defense or prosecution	3-6
	A judicial externship placement in a court at which the director can certify has a significant criminal docket	3-6

Required Coursework:

In addition to LAWS 311 (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

Code	Title	Credits
LAWS 315	Trial Practice Exp	2-3
LAWS 431	Criminal Procedure - Adj.	3
LAWS 432	Criminal Procedure Inv.	3
	Select one of the following courses:	2-3
LAWS 428	Negotiation	
LAWS 515	Alternative Dispute Resolution Exp.	

The remaining credits needed to satisfy the requirements for this concentration should come from the following designated courses:

Code	Title	Credits
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 315	Trial Practice Exp	2-3
LAWS 316	Advanced Trial Practice	2
LAWS 318	Mock Trial ²	1-2
LAWS 338	Visual Persuasion in the Law Exp	3
LAWS 360	International Criminal Law	3
LAWS 367	Counterterrorism Law	2
LAWS 384	Juvenile Law	3
LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 387	Advanced Juvenile Law: Delinquency Proceedings	2
LAWS 410	Theories of Punishment S,W	2
LAWS 412	Habeas Corpus	2
LAWS 423	State Constitutional Law	2-3
LAWS 429	International Human Rights	2
LAWS 515	Alternative Dispute Resolution Exp. ¹	2-3
LAWS 525	Moot Court I ³	1
LAWS 551	Federal Criminal Law	2
LAWS 599	Intro to Representing Clients	2

LAWS 602	Law and Forensic Science	2
LAWS 615	Conn. Adjudicative Criminal Procedure	2
LAWS 636	Sentencing, Prisons, and Reentry	2

- ¹ Alternate Dispute Resolution interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as advocate, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)
- ² Mock trial interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, and schedulers, while extremely important, are not eligible for credit. Participation in the legal aspects – i.e., litigator, problem drafter – of the Quinnipiac University School of Law Criminal Trial Advocacy Competition will count. (1, 2, or 3 credits)
- ³ Moot Court interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)

2. Writing Requirement

You must write a substantial paper (or a series of shorter writings that, taken together, comprise a substantial amount of written work) on a topic or topics related to Criminal Law or Procedure. (If you write a substantial paper, you may use that paper to satisfy the law school's Advanced Writing Requirement, as set forth in the Academic Regulations (p. 617), section I.E., as well as the Criminal Law and Advocacy certification program.) A paper written for a journal may qualify if the concentration director approves the topic. A brief written for a moot court competition or within an externship position may qualify if the student can attest that the work was his or her own. The concentration director must approve the topic and the format for the written work used to satisfy this requirement. Note: It is possible for completed work to count for more than one concentration if there is sufficient coverage of both subject matters.

3. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive certificate for the concentration with honors.

4. Options

If you have excess credits, you may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration, and you meet the concentration requirements with another course. If you have more than 21 credits, the concentration director will count the courses with the highest grades in determining whether or not to bestow the honors designation. Note that the GPA calculation includes all courses required for the concentration, including LAWS 311 – Evidence.

5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirement for the concentration (other than the GPA

requirement), if both agree to do so. Any waiver requests must be submitted in writing with the application for the concentration.

Family Law

The Family Law concentration uses an innovative, interprofessional approach that gives you an opportunity to collaborate with other professionals – such as social workers – to develop creative solutions to potentially volatile cases. Because litigation is rarely the most appropriate course of action for families, you'll learn alternative methods of dispute resolution, including mediation and other negotiation and collaborative approaches that promote the abilities of families to thrive and communicate peacefully, well after the legal case has ended.

Quinnipiac's extensive clinic and externship courses let you go out in the field and serve family law clients while honing your skills. Our Family and Juvenile Law Society is a valuable resource for career development events and networking opportunities with lawyers in the field. And our nationally recognized Center on Dispute Resolution hosts a variety of symposia, professional workshops and special training sessions aimed at building sophisticated problem-solving skills that are particularly key in the practice of family law.

For specific information on the program offerings, please contact:

Professor Carolyn Wilkes Kaas
 Director of Experiential Education
 Director, Family Law Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue, Hamden, CT 06518
 Phone: 203-582-3234
 Fax: 203-582-3237
 Email: carolyn.kaas@qu.edu (carolyn.kaas@quinnipiac.edu)

Family Law Concentration

Prerequisites

To be eligible for the Family Law concentration, a student must take both LAWS 311 and LAWS 305 as two of the core electives. Credits for these courses do not count toward the 18-credit concentration requirement, but grades in these prerequisites do count toward the concentration GPA requirement.

Requirements

To receive the certificate for this concentration, a student must earn 18 family law credits, divided as follows (not all courses are offered every year):

1. Coursework

Required Coursework

In addition to LAWS 311 and LAWS 305 (credits for which do not count toward the 18-credit concentration requirement) a student must take the following courses. Credits for these courses will count toward the 18-credit concentration requirement:

Code	Title	Credits
LAWS 370	Family Law	2-3
LAWS 435	Advanced Family Law I - S	2-3
LAWS 438	Advanced Family Law II	2-3
LAWS 371	Divorce and the Divorcing Family	1-3
Select one of the following courses:		2-3
LAWS 372	Representation in Mediation Exp	

LAWS 374	Introduction to Mediation
LAWS 428	Negotiation
LAWS 515	Alternative Dispute Resolution Exp.

Recommended Core Courses

(Not all of these are offered every year.)

Code	Title	Credits
LAWS 307	Trusts and Estates	3
LAWS 384	Juvenile Law	3
LAWS 385	Advanced Juvenile Law - Child Protection Practices	2
LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 387	Advanced Juvenile Law: Delinquency Proceedings	2
LAWS 388	Elder Law	2-3
LAWS 600	Law and Gender	2
LAWS 644	Elder Law Lab Exp	1-2
LAWS 646	Children, Social Science, and the Law	3
LAWS 684	Race, Child Welfare, and Juven	3

Other courses as approved by the concentration director in consultation with the course instructor.

Remaining Credits

The balance of the credits, if any, are to be earned from the following family law–related courses, or from other core courses listed above. (Not all of these are offered every year.)

Code	Title	Credits
LAWS 114	Administrative Law	3
LAWS 205	Business Organizations	4
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 313	Advanced Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 315	Trial Practice Exp	2-3
LAWS 369	Real Estate Transactions	3
LAWS 396	Bankruptcy and Creditors' Rights	3
LAWS 471	Education Law	2
LAWS 549	Bioethics	3
LAWS 564	Poverty Law	2
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 599	Intro to Representing Clients	2

Substantial paper courses where the paper is devoted to a family or juvenile law topic approved by the concentration director.

LAWS 525	Moot Court I ¹	1
LAWS 526	Moot Court II ¹	1-2
LAWS 528	Moot Court III ¹	1

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

¹ Moot Court credits, if the student participates in the Family Law Moot Court Competition (1, 2, or 3)

2. Clinical Requirement

At least 3, but no more than 3, of the 18 family law credits must be earned in the Civil Justice Clinic and/or in a family and/or juvenile law–related externship placement. Credits for IRC (LAWS 599) do not count toward the clinical requirement. (A student may exceed 3 credits for the clinical course but may only count 3 credits toward the clinical requirement of this concentration.)

- The concentration director will determine the family-law status of any given clinic or externship.
- The clinical requirement may be waived if the student has substantial family or juvenile law work experience. The concentration director will make this determination.
- If the clinical requirement is waived, the student must still earn 18 credits elsewhere within the concentration to receive the concentration.

3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to family or juvenile law. (If a student writes a substantial paper, it may be used to satisfy the Advanced Writing Requirement, provided that the guidelines are met as set forth in the Academic Regulations (p. 617), section I.E.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

5. Options

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

6. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Health Law

This concentration offers a comprehensive foundation in the areas in which health law intersects with business, public policy and a variety of federal regulations concerning the pharmaceutical and biomedical industries.

You'll examine key topics such as bioethics, public health law, health care fraud and disability law, and you'll explore methods of dispute resolution used specifically in health care. We also give you the flexibility to chart your own path through the program and select courses that most interest you and that provide the skills to assist the type of clientele you plan to represent.

Because the School of Law shares a campus with our medical, nursing and health sciences schools, you'll also have opportunities for interprofessional collaboration and access to a wide range of research materials related to the health care industry. Starting in your second year, you can participate in our diverse clinic and externship courses, and be part of our medical-legal partnership, or our Health Law Externship, where you may be placed with the Department of Public Health, a hospital or pharmaceutical legal department, or a law firm practicing health law. And you may apply to write for Quinnipiac's Health Law Journal, join the Health Law Society and attend our speaker series that invites prominent figures from the health law field to campus.

For specific information on the concentration offerings, please contact:

Professor Leonard Dwarica
 Quinnipiac University School of Law
 275 Mount Carmel Avenue
 Hamden, CT 06518
 Telephone: 203-582-3879
 Fax: 203-582-3244
 Email: leonard.dwarica@qu.edu (leonard.dwarica@quinnipiac.edu)

Health Law Concentration Requirements

(effective for students entering their second year in Fall 2018 or later):

To be eligible for the Health Law Concentration Certificate, a student must complete 21 credits as described below.

- Students must take Administrative Law (LAWS 114) (3 credits) and either Business Planning (LAWS 393) (4 credits) or Business Organizations (LAWS 205) (4 credits). Credits for these courses will not count toward the 21-credit concentration requirement, but grades will count toward the GPA honors requirement. If a student elects to take both Business Organizations and Business Planning, the higher grade will count towards the GPA honors requirement, but the credits will not.
- In addition, students must take Health Law LAWS 345) (3 credits). Credits for Health Law will count toward the 21-credit concentration requirement and grades will count toward the GPA honors requirement.
- These three courses do not have to be taken prior to taking other courses in the concentration, but it is strongly recommended that Administrative Law and Health Law be taken in a full-time student's second year, if possible. Part-time students should try to take them in the second semester of their second year or the first semester of their third year.

1. Coursework

In addition to the above requirements, in order to receive the Certificate for this Concentration, a student must earn an additional eighteen (18) health law specialty credits, divided as follows:

Core Health Law Courses:

At least 12 credits must be earned from the Core Health Law courses. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 320	Public Health Law	3
LAWS 350	Health Care Antitrust	3-4
LAWS 352	Health Care Business Transactions	3
LAWS 409	Drug and Device Law	2-3

LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 545	Healthcare and Hospital Administration	2
LAWS 549	Bioethics	3
LAWS 601	Managed Health Care	2
LAWS 625	Health Information Privacy and Security	2-3
LAWS 633	Intellectual Property in Health Care	2
LAWS 685	Health Policy	3

Non-Core Health Law Courses:

The balance of the credits (to 18), if any, may be earned from the Core Health Law courses above or from the following Non-Core Health Law courses. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 340	Corporate Compliance in Health Care Industry ¹	3
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 370	Family Law	3
LAWS 373	Products Liability	3
LAWS 379	Environmental Law	3
LAWS 384	Juvenile Law	3
LAWS 388	Elder Law	2-3
LAWS 414	Food Law	2-3
LAWS 450	Nonprofit Organizations	2
LAWS 457	Health Care Compliance Law ¹	3
LAWS 587	Disability Law	2
LAWS 588	Health Law Journal I	3
& LAWS 589	and Health Law Journal II	
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

¹ Online course.

2. Recommended Client-Based Courses

Students should consider what group(s) of clients they plan to represent in their practice of health law. The following recommendations are intended to assist the students in determining which courses are best suited toward different types of clients. These are only recommendations. Students are free to choose any courses they wish, as long as they take the required concentration courses and achieve the required 21 credits, as described above.

Code	Title	Credits
Providers (e.g., hospitals, physician groups, nursing homes)		
LAWS 549	Bioethics	3
LAWS 350	Health Care Antitrust	3-4
LAWS 625	Health Information Privacy and Security	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3

LAWS 320	Public Health Law	3
LAWS 545	Healthcare and Hospital Administration	2
LAWS 676	Anatomy for Lawyers	2
LAWS 604	Medical Malpractice	2
LAWS 601	Managed Health Care	2
LAWS 352	Health Care Business Transactions	3
LAWS 450	Nonprofit Organizations	2
LAWS 457	Health Care Compliance Law	3
LAWS 340	Corporate Compliance in Health Care Industry	3

Code Title Credits

Business & Governmental Entities (e.g., insurance carriers, pharmaceutical and device manufacturers, biotechnology research/manufacturing entities, regulatory agencies)

LAWS 340	Corporate Compliance in Health Care Industry	3
LAWS 344	Law, Science and Technology	3
LAWS 350	Health Care Antitrust	3-4
LAWS 352	Health Care Business Transactions	3
LAWS 373	Products Liability	3
LAWS 409	Drug and Device Law	2-3
LAWS 414	Food Law	2-3
LAWS 457	Health Care Compliance Law	3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 601	Managed Health Care	2
LAWS 625	Health Information Privacy and Security	2-3
LAWS 633	Intellectual Property in Health Care	2

Code Title Credits

Private Parties (e.g., patients, LLCs, individual practitioners)

LAWS 350	Health Care Antitrust	3-4
LAWS 370	Family Law	3
LAWS 373	Products Liability	3
LAWS 384	Juvenile Law	3
LAWS 388	Elder Law	2-3
LAWS 549	Bioethics	3
LAWS 587	Disability Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

3. Clinical Requirement

Students must earn at least 3 credits (not including IRC) in a Clinic (i.e., Civil Justice Clinic, Tax Clinic, Prosecution Appellate Clinic, Defense Appellate Clinic) and/or in a health law externship. These credits are in addition to the basic 21-credit concentration requirement.

- Determination of the "health law" status of any given externship will be made by the concentration director and the director of field placement programs.
- The clinic/externship requirement will be waived only in rare circumstances, and only if the student has substantial health law-

related work experience or substantial experience in the health care field. This determination will be made by the concentration director. *A full-time student seeking a waiver from the clinic/externship requirement must apply for the waiver no later than the beginning of the first semester of their third year.*

c. If the clinical requirement is waived, the student must earn the 3 credits by taking an additional course(s) in the concentration.

4. Writing Requirement

The substantial paper written to fulfill the Advanced Writing Requirement (p. 617) must be on an approved health law topic. The topic must be approved, in advance, by the concentration director unless the paper is written in connection with one of the listed “core” courses or for the Quinnipiac Health Law Journal. A paper written for another journal may qualify, if the topic is approved, in advance, by the concentration director.

5. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

6. Waiver of Requirements

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Intellectual Property

Students in our intellectual property concentration investigate key issues related to patents, trademarks, copyrighting and trade secrets.

These students develop a firm grounding in a variety of fields that intellectual property law affects by exploring topics such as computer and internet law, patent litigation, sports law and cybersecurity law. They also can participate in an externship within a law firm or corporate legal department to gain practical experience regarding the types of intellectual property work that lawyers do, and to gain insight in regard to protecting the creativity of artists, musicians and inventors.

Students in the IP concentration also can utilize externships to gain exposure to Connecticut’s extensive base of biomedical, aerospace and entertainment industries, which are fertile sectors for lawyers who specialize in IP law. Through such an externship opportunity, the student can learn IP law in a hands-on manner, while contributing to social needs at the intersection of law, the arts and technology.

For specific information on the program offerings, please contact:

Professor Dale Carlson
Director, Intellectual Property Concentration
Quinnipiac University School of Law
275 Mount Carmel Avenue
Hamden, CT 06518
Phone: 203-582-3225
Fax: 203-582-3255
Email: dale.carlson@qu.edu

Intellectual Property Concentration

Prerequisite

To be eligible for the intellectual property concentration, a student must take Administrative Law (LAWS 114) as one of the core electives.

Credit for that course does not count toward the 18-credit concentration requirement.

Requirements:

1. Coursework

To receive the certificate for this concentration, a student must earn 18 intellectual property specialty credits, divided as follows (not all courses are offered every year):

Required Coursework

At least 15 of the 18 credits must be earned from the following list of basic intellectual property courses:

Code	Title	Credits
Required Course		
LAWS 331	Intellectual Property	3-4
Choose from the following basic intellectual property courses:		
LAWS 116	Unfair and Deceptive Trade Practices	3
LAWS 117	Trademarks and Copyright in the Digital Age	2
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 329	Communications Laws	3
LAWS 332	Patent Law	2
LAWS 333	Advanced Patents	2-3
LAWS 335	Patent Litigation	2
LAWS 417	Intellectual Property Externship ¹	2-5
LAWS 437	Computer and Internet Law	2
LAWS 506	Entertainment Law	2
LAWS 509	Sports Law	2
LAWS 596	Franchise Law	3

¹ Externship with intellectual property emphasis – up to 6 credits with written approval by the concentration director. Independent research credit with an intellectual property emphasis is also available with written approval by the concentration director and the supervising professor.

Remaining Credits

Code	Title	Credits
Choose from the following courses related to intellectual property:		
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 350	Health Care Antitrust	3-4
LAWS 409	Drug and Device Law	2-3
LAWS 430	International Trade	3
LAWS 516	International Business Trans.	3
LAWS 633	Intellectual Property in Health Care	2
LAWS 650	Information Privacy Law	2-3

Other coursework or journal work as approved by the concentration director

IP-related courses taken at other law schools or in summer programs (with approval of the concentration director) up to 5

2. Writing Requirement

Students must write a substantial paper—or a series of shorter writings that together comprise the equivalent of a substantial paper—on a topic or topics related to intellectual property. (If a student writes a substantial paper, a student may use that paper to satisfy the Advanced Writing Requirement, provided that the paper meets the guidelines set forth in the Academic Regulations (p. 617), section I.E.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify if the concentration director approves the topic and the paper as written.

3. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

4. Opt-Out Option

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement for honors), if they both agree to do so.

International Law and Policy

Students who earn the certificate for this concentration not only develop an understanding of one or more of the major areas of International Law and Policy, such as International Human Rights, Dispute Resolution, Environmental, Health, Tax and Criminal Law, but also get the opportunity to develop a literacy in the language of international relations, which can prepare them to advocate, negotiate, mediate and litigate globally as well as locally. Skill development focuses on cross-cultural understanding, negotiation and a general proficiency in law on an international stage. As outlined below, the requisites for the International Law and Policy concentration include coursework, an international experience and a writing component.

For specific information on the program offerings, please contact:

Professor John Thomas

Professor Charles Pillsbury

Co-Directors, International Law and Policy Concentration

Quinnipiac University School of Law

275 Mount Carmel Avenue, Hamden, CT 06518

Phone: 203-582-3264 (Prof. Thomas); 203-582-8145 (Prof. Pillsbury)

Fax: 203-582-3244

Email: john.thomas@qu.edu or charles.pillsbury@qu.edu

(charles.pillsbury@quinnipiac.edu)

International Law and Policy Concentration

Requirements

1. Coursework

Certificate recipients must earn 18 international law credits from the following categories of courses (not all courses are offered every year), including at least 11 credits from the following required and core courses.

Code	Title	Credits
Required courses		
LAWS 361	International Law	3
LAWS 516	International Business Trans.	3
Core courses		
LAWS 360	International Criminal Law	3
LAWS 363	International Comparative Health Law	2
LAWS 429	International Human Rights	2
LAWS 430	International Trade	3
LAWS 477	International Tax	2
LAWS 517	Int'l Humanitarian Law of Armed Conflict	2
LAWS 634	Int'l Human Rights Law & Trans. Justice	1-2
Elective courses		
Certificate recipients must earn the balance of their 18 credits from the following courses (not all of these courses are offered every year). In addition, a concentration co-director may approve, on an ad hoc basis, courses that, in a particular semester, have a significant international content.		
LAWS 362	National Security Law	2-3
LAWS 367	Counterterrorism Law	2
LAWS 374	Introduction to Mediation	2
LAWS 379	Environmental Law	3
LAWS 428	Negotiation	2-3
LAWS 437	Computer and Internet Law	2
LAWS 515	Alternative Dispute Resolution Exp.	2-3
LAWS 572	Immigrat'n & Natural'n Law	3
Other university courses		
You may apply toward the 18 credits you need to earn for the International Law and Policy concentration up to 6 credits earned in other Quinnipiac University departments. You must obtain the permission of the professor teaching the course, a concentration co-director, and the law school's associate dean for academic affairs before enrolling in these courses.		
EC 350	International Economics	3
IB 201	Globalization and International Business	3
IB 311	International Marketing	3
IB 324	Negotiating Internationally	3
PL 337	Human Rights: Theory and Practice (PO 337)	3

PO 211	Introduction to International Relations	3
PO 311	Topics in International Relations	3
PO 331	Topics in Comparative Government	3
PO 321	Comparative Government	3

Modern Languages

You may apply up to 6 credits of modern language study toward your concentration requirements.

2. International Experience Requirement

Concentration earners must also complete one of these international experiences:

- Participation in the World Summit of Nobel Peace Laureates, in conjunction with the International Human Rights Law and Transitional Justice course
- Participation in the Law School's delegation to the Oxford University Human Rights and Humanitarian Action Seminar
- Participation in the Law School's delegation to the annual Human Rights and Humanitarian Action Seminar at Yale, Quinnipiac, and the United Nations
- Participation in the Law School/International Human Rights Law Society Nicaragua experience
- Participation in the Law School's summer program at Trinity College in Dublin, Ireland (the 6 credits from this program apply toward the concentration requirements)
- Domestic or international externship or other experiences approved by both a concentration co-director and the associate dean for academic affairs; if an externship, the placement must also be approved by the externship professor

3. Writing Requirement

Students must complete a paper of a quality that would satisfy the Advanced Writing Requirement (p. 617) and that addresses an international law topic approved by a concentration co-director. A concentration co-director must approve the topic in advance, unless the paper is written in connection with one of the listed required or core courses. A paper written for a journal may qualify if a concentration co-director approves the topic in advance.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

5. Options

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

6. Waiver

A concentration co-director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Tax Law

Tax attorneys work to ensure that clients understand the tax implications of business and personal transactions, maximizing tax savings in a manner that is ethical and complies with the tax laws. The knowledge you'll gain and skill sets you'll develop in our program will make you an

invaluable resource, not only to law firms but to government agencies, accounting firms and businesses of all types. You'll study the structure of the current income tax system and become familiar with statutes, regulations, case law and legislative history, and apply them to tax planning and tax controversies. You'll also consider the importance of tax policy and ethics.

While studying the nuances of tax law, you can put your skills into practice in our Tax Clinic – the oldest continuously operating clinic of its kind in the country – or through an externship with a judge, tax attorney or the Internal Revenue Service, or by assisting community residents with income tax preparation through our Tax Law Society's Volunteer Income Tax Assistance program.

For specific information on the program offerings, please contact:

Professor Jeffrey A. Cooper
Associate Dean for Faculty Research and Development
Director, Tax Concentration
Quinnipiac University School of Law
275 Mount Carmel Avenue, Hamden, CT 06518
Phone: 203-582-3731
Fax: 203-582-3244
Email: jeffrey.cooper@qu.edu

Tax Law Concentration

(Updated effective September 1, 2020)

Requirements

To receive the certificate for this concentration, you must earn 20 tax credits (consisting of 17 credits in tax and related coursework and 3 credits of clinical/externship work) and meet all of the other concentration requirements. In addition, you must take Federal Income Tax (LAWS 305) as one of your core electives. Credits for LAWS 305 do not count toward the 20-credit concentration requirement, but the grade in this prerequisite does count toward the GPA requirement for honors.

1. Required Coursework

In addition to Federal Income Tax (LAWS 305) (credits for which do not count toward the 20-credit requirement), you must take at least 17 credits from the following lists of courses, all of which count toward the 20-credit requirement for the concentration.

Tax Courses

At least 11 of the credits used for the concentration must come from the following list of tax courses. (Note: Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 292	Independent Research Project W ¹	2
LAWS 293	Independent Research Project W ¹	3
LAWS 309	Estate and Gift Taxation	2
LAWS 312	Partnership Tax	2-3
LAWS 313	Advanced Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 393	Business Planning	4
LAWS 395	Corporate Tax	2
LAWS 450	Nonprofit Organizations	2
LAWS 454	Advanced Corp. Tax	2
LAWS 475	Tax Procedure - Civil	2

LAWS 477	International Tax	2
LAWS 504	Tax Policy- S, W	2
LAWS 519	State & Local Tax	2
LAWS 580	Taxation of Bus. Enterprises	4
LAWS 581	Tax Research - S,W ¹	2
LAWS 631	Financial Planning: Principles and Taxat	2-3
LAWS 670	Tax Deals Workshop	2

¹ Independent research with tax emphasis (with written approval of concentration director and supervising professor).

Related Courses

Up to 6 credits used for the concentration may come from the following list of "Related Courses." (Note: Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 205	Business Organizations	4
LAWS 307	Trusts and Estates	3
LAWS 355	Corporate Finance	3
LAWS 369	Real Estate Transactions	3
LAWS 370	Family Law	2-3
LAWS 435	Advanced Family Law I - S	2
LAWS 505	Mergers & Acquisitions	2
LAWS 516	International Business Trans.	3
LAWS 628	Estate Planning & Drafting	2

2. Clinical Requirement

At least 3 credits must be earned through participation in the Tax Clinic and/or externship placement approved by the concentration director. No more than 3 credits count toward the 20-credit requirement for the concentration, except with permission of the concentration director in consultation with the director of the clinic or externship. The director of the clinic may waive IRC as a requirement for the Tax Clinic. If a student does enroll in IRC, credits for it will not count toward the clinical requirement.

If a student meets this requirement through an externship placement, the seminar portion of the externship DOES NOT count toward the 3 required clinical credits. If a student meets this requirement through the Tax Clinic, ONE CREDIT of the seminar portion of the externship counts toward the 3 required clinical credits.

The concentration director may waive the clinical requirement if the student has substantial tax law work experience. If the concentration director waives the clinical requirement, the student must earn additional credits in tax courses (or any related courses specifically allowed by the concentration director) to qualify for the concentration.

3. Writing Requirement

A student must write a substantial paper — or a series of shorter writings that together comprise a substantial amount of written work — on a topic or topics related to tax. (If a student writes a substantial paper, the student may use that paper to satisfy the School of Law's advanced writing requirement, provided that the work meets the guidelines for the advanced writing requirement as set forth in the academic catalog Academic Regulations (p. 617), section I.D.) The topic or topics for the written work used to satisfy this requirement must be approved by

the concentration director. A paper written for a journal may qualify, if the topic is approved by the concentration director.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. A student may designate any course or paper as not counting toward the concentration, so long as it is not specifically required for the concentration, and the student meets the concentration requirements with another course or paper.

5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Workplace Law

Students who earn the certificate for this concentration develop an understanding of a variety of workplace law principles and remedies, in an array of civil law contexts involving employment law, employment discrimination law, labor law, arbitration, mediation, negotiation and administrative law.

Workplace law is a dynamic and challenging field that affects about 140 million civilian workers and their employers. Specializing in this field opens the door to working with large government agencies such as the U.S. Department of Labor, the Commission on Human Rights and the National Labor Relations Board. You'll also build the legal foundation you need to represent unions or corporations, or to start a private practice.

A substantial component of workplace law involves settling disputes, and Quinnipiac is uniquely positioned to ensure that you have a competitive advantage in that area. Our Center on Dispute Resolution's training and its Quinnipiac/Yale Workshop on Dispute Resolution are both valuable assets for our law students. The center holds workshops, sponsors prominent speaking events on campus and offers opportunities to train with lawyers in the field. You can also gain practical experience participating in national and regional mock trial and dispute resolution competitions.

In our Civil Justice Clinic, you'll have opportunities to represent real clients with cases relating to unemployment and unpaid wages. And in our employment and labor externship program, you'll perform the work that workplace lawyers do, whether you choose a law firm, a government agency, or work in-house at a corporation. Because this concentration offers a wide variety of courses, you can individualize your experience and focus on a specific area in workplace law that interests you, such as mediation and arbitration, discrimination law or workers' compensation.

For specific information on the program offerings, please contact:

Professor Brad Saxton
 Director, Workplace Law Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue
 Hamden, CT 06518
 Phone: 203-582-3642
 Email: brad.saxton@qu.edu

Workplace Law Concentration Requirements

1. Coursework

To receive the certificate for this concentration, you must take Evidence (LAWS 311) and Administrative Law (LAWS 114) as two of your four required core electives, plus 21 credits of workplace law courses as specified below. Credits for Evidence and Administrative Law do not count toward the 21-credit concentration requirement, but the grades in these courses do count toward the concentration GPA requirement. (Note: Not all courses are offered every year).

Required Courses

In addition to Evidence (LAWS 311) and Administrative Law (LAWS 114), you must take the following courses, which will count toward the 21 required credits:

Code	Title	Credits
LAWS 434	Employment Law	3
LAWS 426	Employment Discrimination Law	3
LAWS 327	Labor Law	3
LAWS 515	Alternative Dispute Resolution Exp. or LAWS 42 Negotiation	2-3

Core Courses

In addition to the required courses, you must also take at least two of the following core workplace law courses:

Code	Title	Credits
LAWS 314	Employee Benefits	2
LAWS 356	Arbitration	2-3
LAWS 372	Representation in Mediation Exp	2
LAWS 428	Negotiation	2-3
LAWS 508	Worker's Compensation	2
LAWS 587	Disability Law	2

Remaining Credits

The balance of the credits is to be earned from the following courses, if you have not already fulfilled the 21-credit requirement from the courses listed above:

Code	Title	Credits
LAWS 205	Business Organizations	4
LAWS 315	Trial Practice Exp	2-3
LAWS 338	Visual Persuasion in the Law Exp	3
LAWS 347	Remedies	3-4
LAWS 357	Federal Courts	3
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 574	Pretrial Litigation in State Courts	2-3

Independent Research Project, where the paper is devoted to a workplace law topic approved by the concentration director.

Clinical or externship courses in addition to those required below, as approved by the concentration director.

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

2. Clinical Requirement

At least 3 credits counting toward the 21-credit requirement must be earned in one or more clinic and/or externship placements approved by the concentration director in consultation with the director of the relevant clinic or externship.

3. Writing Requirement

You must complete a substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to Workplace Law. If you write a substantial paper, you may also use that paper toward your Advanced Writing Requirement. The concentration director must approve the topic or topics for any written work used to satisfy this requirement. A paper written for a journal may qualify if the concentration director approves the topic and the paper meets the guidelines for satisfying the substantial paper portion of the Advanced Writing Requirement (see Academic Regulations (p. 617)).

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used to satisfy the concentration requirements will receive the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA if the course is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waiver

Students who fall short of specific credits or coursework needed to satisfy the concentration requirements (other than the GPA requirement) may apply for a waiver of requirements, to be granted at the discretion of the concentration director and the associate dean for academic affairs.

Privacy, Cybersecurity and Information Technology Law

The privacy, cybersecurity and information technology law concentration is designed to provide a legal, ethical and practical framework for students who aspire to serve as stewards of privacy and protect clients from cyberattacks. The course material and experiential learning opportunities within the concentration provide future lawyers with the necessary tools to lead this dynamic practice area.

Inside the classroom, students will build a strong foundation as they explore basic constitutional rights to privacy, existing legislative and regulatory protections, and new developments in international law. Through experiential learning opportunities, students will further develop the practical skills and ethical sensitivity they will need as lawyers to guide individual, corporate, governmental and non-governmental clients involved in collecting and protecting information.

Professor Dale Carlson
 Director, Intellectual Property Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue
 Hamden, CT 06518
 Phone: 203-582-3225
 Fax: 203-582-3255
 Email: dale.carlson@qu.edu

Privacy, Cybersecurity and Information Technology Law Concentration

Prerequisite:

There are no prerequisites for this concentration.

Requirements:

Coursework:

To receive the certificate for this concentration, a student must earn 18 privacy, cybersecurity, and information technology specialty credits, divided as follows (not all courses are offered every year):

Required Coursework:

At least 9 of the 18 credits must be earned from the following list of basic courses:

Code	Title	Credits
LAWS 701	Cybersecurity Law	2-3
LAWS 650	Information Privacy Law	2-3
LAWS 437	Computer and Internet Law	2
	Technology Externship: Experiential Education faculty will supervise placement and related classwork.	3

Remaining Credits:

Choose from the following courses related to privacy, security and information technology

Code	Title	Credits
LAWS 117	Trademarks and Copyright in the Digital Age	2
LAWS 331	Intellectual Property	3-4
LAWS 344	Law, Science and Technology	3
LAWS 362	National Security Law	2-3
LAWS 620	Electronic Discovery & Digital Evidence	2
LAWS 625	Health Information Privacy and Security	2-3
LAWS 674	Video Game Law	2

Students may transfer up to five credits of IP-related courses taken at other law schools or in summer programs with approval from the course director. Students may also complete related coursework or journal work as approved by the concentration director.

Writing Requirement

Students are required to compose a substantial paper or series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to cybersecurity and privacy. If a student writes a substantial paper, they may use that paper to satisfy the law school advanced writing requirement provided that they meet the guidelines for the advanced writing requirement set out in the Academic Regulations. The topic or topics for the written work used to satisfy this requirement must be approved by the concentration director. A paper written for a journal may qualify if the topic is approved by the concentration director.

Opt-Out Option

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the

student meets the concentration requirements with another course or paper.

Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration, other than the GPA requirement for honors, if they both agree to do so.

Clinics and Externship Courses

Beginning in the second year, students may further their individual learning and career goals by enrolling in one or more of the many clinics and externship (field placement) courses that are part of the Law School's upper-level curriculum. These courses help students to develop as lawyers by providing them with opportunities to gain practical lawyering experience in real-life settings and encouraging them to reflect on the role of lawyers, as they learn from their work as lawyers-in-training. The ability to enroll in a clinic or externship is guaranteed for every student, although not necessarily in the student's first choice of course or semester. Students must apply and be accepted before registering for a clinic or externship.

To be eligible for these courses, students must have completed 30 credits (including LAWS 111 and LAWS 112, Legal Skills I & II). They also must take any pre- or corequisite courses. Each course has a seminar component (with the exception of some of the advanced clinical courses). Some seminars meet twice weekly, some once weekly, and others once every two weeks. Students earn both in-class (seminar) and out-of-class (casework/fieldwork) credits. Some courses also satisfy part of the Advanced Writing Requirement.

LAWS 599, Introduction to Representing Clients (IRC), a 2-credit simulation course, is a pre- or corequisite for some clinic and externship courses (except for the Appellate Clinic and the Judicial, Legislative and Mediation Externships). IRC is suggested but not required for Civil Justice Clinic and Tax Clinic. IRC is designed to prepare students for individual client representation and work in other practice settings. Students explore the lawyer's role and develop interviewing, counseling and negotiation skills by representing each other in mock cases.

Law Clinics

The Legal Clinic is an in-house law firm run by the School of Law, offering free legal services in a variety of practice areas to low-income people living in the neighboring communities. The law clinic courses that comprise the Legal Clinic (Civil Justice Clinic and Tax Clinic) are one-semester courses that students may take for 4 to 6 credits and are taught by full-time faculty members. Faculty members may invite a small number of Civil Justice Clinic and Tax Clinic students to take a second-semester course called Advanced Clinic. Other law clinics that are not part of the Legal Clinic offer students alternative scheduling and are taught by experienced practitioners serving as clinical faculty. The Defense Appellate Clinic is a year-long course, for a total of 6 credits, in which students brief and argue appeals in criminal cases. Evening Clinic Projects are one-semester courses for 3 or 4 credits and are designed to permit part-time students to perform casework in the evening, although full-time students may enroll as well. In all in-house clinics, students perform most of their work at the law school, under the direct supervision of a member of the clinical faculty, who is the attorney of record for the client(s).

Defense Appellate Clinic

(LAWS 299 & LAWS 300)

Civil Justice Clinic

(LAWS 294)

Evening Clinic: Legal Ethics Project

(LAWS 626)

Evening Clinic: Veterans Law Project

(LAWS 627)

Tax Clinic

(LAWS 295 & LAWS 301)

Advanced Clinic

(LAWS 611)

Externship Courses

In the externship (or field placement) courses, students work off campus under the supervision of experienced lawyers, judges, legislators, policymakers and mediators at established placements in law offices, legal services organizations, public interest advocacy organizations, state agencies, corporate legal departments and courthouses throughout the state. Faculty members select or approve the sites, place the individual students, oversee the on-site supervision process and teach the seminar components of the programs, but do not serve as attorneys for placement-site clients. Externships are usually taken for one semester. Some students spend an additional semester in a similar or different placement, in a 1- to 6-credit externship course (Field Placement II).

All first-time externs come together in a joint, mandatory 1-credit graded seminar, which meets approximately every other week for two hours. Legislative Externship is the only course with a separate class.

In addition to the prerequisites listed, students may be required or encouraged to complete additional courses prior to placement. Placement options may depend upon the number of credits the student elects. Judicial externs earn automatic short paper credit; other externs may earn short paper credit with faculty approval.

All fieldwork programs require hours at the placement according to the following schedule:

3 credits (2 out-of-class field credits): 10 hours/week; 150 hours/semester

4 credits (3 out-of-class field credits): 14 hours/week; 200 hours/semester

5 credits (4 out-of-class field credits): 18 hours/week; 250 hours/semester

6 credits (5 out-of-class field credits): 22 hours/week; 300 hours/semester

Note: Students may not drop an externship after the placement process has begun without written permission of the instructor (see Academic Regulations (p. 617), section V.B., Withdrawal from a Course). Once placement has been arranged, students may drop an externship only for good cause.

Externship courses are divided into two categories: those courses organized by type of placement setting and those categorized by type of law practices at the setting.

Externship Courses Based on Type of Placement Setting**Corporate Counsel Externship**

(LAWS 527)

Judicial Externship

(LAWS 296)

Legal Services Externship

(LAWS 607)

Legislative Externship

(LAWS 464)

Mediation Externship

(LAWS 523)

Public Interest Externship

(LAWS 520)

Semester in Practice Externship

Externship placements are also available in remote locations, approved by the externship professor and associate dean for academic affairs, as a "Semester in Practice." Students may earn up to 10 fieldwork credits for the time spent at the placement and must be enrolled in either Externship Seminar or Advanced Externship Seminar, in which the student will participate online (either synchronously or asynchronously) for an additional credit. Students may enroll in the university's "QU in LA Law" program or may arrange for their own placement in any national or international location (for instance, recent placements have been approved in Cape Town, South Africa), in any subject area or type of placement, with the approval of the externship professor. Semester in Practice externships are most feasible in the third year. Note: Participation in this externship does not change or waive any other graduation requirements, nor does it extend the cap of 10 fieldwork credits that may count toward graduation. Interested students should plan ahead and contact the externship professor far in advance to apply.

Externship Courses Based on Subject Matter**Business Law Externship**

(LAWS 415)

Criminal Justice Externship

(LAWS 404)

Employment Law Externship

(LAWS 444)

Environmental Law Externship

(LAWS 446)

Family and Juvenile Law Externship

(LAWS 521)

Health Law Externship

(LAWS 416)

Intellectual Property Externship

(LAWS 417)

Sports and Entertainment Law Externship

(LAWS 442)

Tax Law Externship

(LAWS 443)

Field Placement II

(LAWS 200)

Advanced Externship Seminar

(LAWS 579)

LLM in Health Law

Admission is limited to graduates of ABA-accredited law schools who possess a strong record of academic achievement and/or of achievement in practice.

LLM candidates are required to complete 24 credits, at least 18 of which are earned in designated health law courses. Of those 18 credits, 3 are in a required advanced research/thesis course that culminates in the writing of a master's thesis of length and quality suitable for law review publication.

Six of the 24 credits may be earned in non-health law courses, subject to the approval of the program director. Students in the LLM program may not take courses that substantially duplicate those completed in their JD program studies. LLM candidates must maintain a 2.80 GPA.

Summer Program Abroad

Trinity College

Dublin, Ireland

Quinnipiac University School of Law offers an ABA-approved summer program at Trinity College Dublin, one of Ireland's premier institutions of higher education. This program provides an introduction to the Irish legal system and Irish constitutional law as well as a variety of classes in Irish, comparative and international law.

Located in the heart of Dublin, Trinity is the constituent college of the University of Dublin, one of Europe's oldest universities, steeped in history and tradition. Trinity College Law Library, which has holdings in Irish, British and European law, has recently expanded its holding to include North American law. The college's historic Old Library contains not only the Book of Kells, a world-famous volume of ninth-century illuminated manuscripts of the gospels, but an unparalleled collection of books, art and artifacts relating to Irish history.

Enrollment in the program is limited and is open to students who have satisfactorily completed one year of full-time or part-time study at an ABA-approved or state-accredited law school and are in good academic standing. Students are responsible for securing approval, in advance,

from their own law school to transfer credit and are encouraged to check with the registrar at their home institution to determine whether residency requirements are satisfied. Early application is strongly encouraged.

It is the applicants' responsibility to check with their financial aid office regarding filing requirements and processing deadlines if they are participating in the Ireland program. Generally, students must take at least 6 credits (three courses) in the summer to qualify for federal financial aid; no student is permitted to register for more than 6 credits.

Students are encouraged to live on campus during the program. Those who choose to stay off campus will be responsible for their own accommodations. Housing information is mailed to applicants upon acceptance into the program. All travel arrangements are the responsibility of the student.

Specific questions regarding the program can be directed to:

Professor William Dunlap
Director of the Trinity Summer Program
Quinnipiac University School of Law
Phone: 203-582-3265
Email: william.dunlap@qu.edu

Academic Regulations

Academic rules and regulations are subject to change by decision of the faculty at any time. Please also refer to the Student Conduct Code (p. 631) and the Honor Code (p. 625).

Academic Regulations

I. Requirements for Graduation

A. In General

To receive the JD degree, a student must meet all of the following requirements:

- Successfully complete all required courses, the core elective requirement, the Professional Skills Requirement (for students matriculating before Fall 2016 or the Experiential Learning Requirement (for students matriculating Fall 2016 or later).
- Receive credit for 86 credits.
- Achieve a cumulative grade point average of 2.0.
- Complete all requirements no sooner than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at this law school or a law school from which this school accepted transfer credit.
- Satisfactorily complete the Advanced Writing Requirement (p. 619).
- Complete all work for the above requirements no later than the last day of examinations of the student's final semester.

B. Required Courses

1. Policy

Because it is important for all lawyers to share a core of common knowledge and skills, the faculty has prescribed a set of required courses (listed elsewhere in this catalog).

2. Course Sequences, Variances

Required courses must be successfully completed. They must be taken in the prescribed sequence (set forth elsewhere in this catalog) unless the student has petitioned for and been granted a variance prior to registration or prior to a change in registration.

A student may, however, take a required course earlier than the prescribed semester without petitioning to do so. Authority to grant or deny such variances rests in the associate dean. Variances are granted in only the most extraordinary of circumstances. A student who has been given permission to postpone an exam in a required course must take the exam the next time the course is offered (excluding the summer term).

3. Successful Completion

A student who has received a failing grade in a required course must retake the course. Upon successful completion of this course, the student will receive a grade of "Pass," but will retain the previous grade of F as well. The "Pass" will have no numerical value and will not affect the CQPA (Cumulative Quality Point Average). The F will be included in the CQPA. The purpose of the rule is to insure at least minimal competency in all required courses but not to provide opportunities to improve a grade. The writing of a paper for a course in which the student failed an examination is prohibited.

C. Core Electives

In addition to Lawyers' Professional Responsibility, which remains required for all students, the upper-class curriculum consists of core electives and general electives. The core electives are: LAWS 114 Administrative Law, LAWS 205 Business Organizations, LAWS 323 Commercial Law, LAWS 311 Evidence, LAWS 305 Federal Income Tax, and LAWS 307 Trusts and Estates. General electives are all electives other than core electives.

1. Core Elective Requirement

Every student must take at least four of the core electives. One of the four must be either LAWS 323 Commercial Law or LAWS 305 Federal Income Tax. Students who take both Commercial Law and Federal Income Tax will be able to use both in satisfying the requirement of four.

2. Sequencing and Registration Priorities

Full-Time Students

Full-time students must complete at least three of the core electives by the end of their second year. Moreover, students who are registering for their second year have priority with respect to all of the core electives. Thus, a student who takes fewer than six of the core electives in their second year will be able to register to take the remaining core elective(s) as a third-year student only after the completion of registration by students who are registering to take core electives in their second year.

Part-time Students

Part-time students must complete at least two of the core electives by the end of their second year, and the rest of their core electives in the third and/or fourth years.

After registration in the fall, the associate dean for academic affairs will determine if there are any students who have not registered for enough core electives to complete at least three (for full-time students) or two (for part-time students) by the end of their second academic year. The associate dean will send a warning letter to such students, stating they have one week to register for sufficient core electives in the spring to total the required number for the year. If they have not done so by the deadline, the associate dean will register them for the number of core electives needed to fulfill the core elective requirement. Courses will be assigned solely in the discretion of the associate dean.

The associate dean's office is available to answer questions about the requirements and registration priorities.

3. Advice on Course Selection

Although only four of the core electives are required, the faculty recommends that students seriously consider taking all six, for the following reasons.

First, the faculty believes that these six courses are among the most important in the upper-class curriculum. Taking all six gives students exposure to a wide variety of legal areas and disciplines. In the past, students who have had summer jobs after their second years have often found that they were better prepared for their assignments than students from law schools with less extensive requirements.

Second, with the exception of LAWS 305 Federal Income Tax, the six courses cover some, though by no means all, of the most difficult material tested on most bar examinations. Taking all five of the other courses does not, of course, guarantee success on any bar examination, nor does taking all six guarantee success in practice. Moreover, different instructors may stress different aspects of the material and even different material in different sections of the courses. Yet students who take all six will thereby enhance their chances of passing a bar examination and will become sensitized to potential tax consequences of transactions and other activities in a wide variety of legal practice areas.

Third, all of the six courses provide foundations for other courses in the curriculum. In combination with the required first-year curriculum, they develop students' skills in statutory, administrative, and common-law reasoning. They also introduce students to many of the concepts that clients expect lawyers to understand.

Fourth, students' notions of where their interests lie often change with exposure to new material. In the past, many students who have entered the law school without definite career plans have discovered interests in areas covered in one or more of the six courses. Even students whose plans were definite at the outset have sometimes changed their minds and pursued careers in areas they discovered only when they took one of the six.

D. Experiential Learning Requirement

Each student must also satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning

Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

E. Advanced Writing Requirement

1. The Requirement

To ensure continued development of those research and writing skills stressed in the first-year Legal Skills Program, each student must write at least four papers after the first year, preferably one each semester. At least one, the "substantial paper," must be at least 10-15 pages in length with a non-trivial research component. The three others constitute the "short paper" requirement. A student may not begin the advanced writing requirement before completing LAWS 111 Legal Skills I and LAWS 112 Legal Skills II.

2. Modes of Satisfaction

A student will ordinarily submit a paper as part of the work for a substantive or clinical course. The class schedule published each semester will indicate which courses automatically satisfy either a short paper or substantial paper requirement. Most elective courses that do not automatically satisfy a paper requirement will have a limited number of places for students who wish to write a paper for that course. Procedures for signing up for a paper are published each semester after the close of the add/drop period. The paper must count for at least 25 percent of the final grade for the course.

Ordinarily a student may not satisfy two paper requirements in the same semester. An exception will be made if a student takes more than one course that automatically satisfies a paper requirement. The associate dean may waive the one-paper limitation for good cause.

A member of the Law Review, the Probate Law Journal, or the Health Law Journal may satisfy the substantial paper requirement by preparing a long note or comment that the editorial board determines is of publishable quality. A student may satisfy the substantial paper requirement by submitting an appellate brief prepared for the intramural competition used to select members for the Moot Court Society. To satisfy the paper requirement, the brief must be critiqued and approved by a faculty member, who may require additional work on the paper. The faculty member must transmit the approval to the registrar. The student does not need to be selected to the Moot Court Society in order for their brief to satisfy the requirement.

3. Full-Time Faculty

The courses designated as satisfying the advanced writing requirement shall ordinarily be limited to those taught by full-time faculty. In exceptional circumstances, the associate dean may approve the designation of a course taught by a part-time member of the faculty.

4. Duplicative Use

The principal part of any work prepared in satisfaction of any part of the writing requirement will be completed after the date that the topic is approved by the faculty supervisor. Any prior work on the topic, either research or writing, must be fully disclosed to the faculty supervisor prior to the approval of the topic.

Any paper written in connection with a course or courses used to satisfy the 6-credit Experiential Education Requirement may be used to satisfy a short paper requirement but not the substantial paper requirement.

F. Limit on Out-of-Class Credits

A law student may elect a maximum of 20 out-of-class credits toward the satisfaction of the 86 semester hours required to receive the JD, consisting of up to 10 fieldwork credits and up to 10 non-classroom credits, as follows:

1. Fieldwork Credits

A law student shall be permitted to elect a maximum of 10 fieldwork credits during the student's residency at the school. Fieldwork hours, as currently in the curriculum, include the following:

- a. all but 4 of the credits elected by a student taking for the first time an in-house clinic taught by a full-time faculty member (Civil Justice Clinic and Tax Clinic),
- b. all but 2 of the credits elected by a student taking Civil Justice Clinic (LAWS 294) after taking Tax Clinic (LAWS 295) or vice versa, and
- c. all but 2 of the credits elected by a student taking Appellate Clinic I - Defense (LAWS 299) or other clinic that is not taught by a full-time faculty member, and
- d. all but 1 of the credits for Advanced Clinic (LAWS 611), and
- e. all but 1 of the credits for an externship.

The rules of the various state bar examiners vary in respect to the number of fieldwork credits an applicant may present. Each student is responsible for making certain that their curriculum conforms to the requirements of the state or states to which the student may apply.

2. Non-Classroom Credits

In addition to any fieldwork credits under the preceding section, a law student shall be permitted to elect a maximum of 10 non-classroom credits during the student's residency at the school. Non-classroom credits, as currently in the curriculum, include the following: a. all credits elected for Moot Court, and b. all credits elected for Health Law Journal, Law Review or Probate Law Journal, and c. all credits elected for an Independent Research Project. The rules of the various state bar examiners vary in respect to the number of non-classroom credits an applicant may present. Each student is responsible for making certain that their curriculum conforms to the requirements of the state or states to which the student may apply.

3. The following summarizes the limits on out-of-class credits:

Fieldwork Credits: 10 credits maximum

Externship (non-seminar work)

Advanced Clinic (non-seminar work)

All but 4 Civil Justice/Tax Clinic credits (if a student takes Civil Justice Clinic and then Tax Clinic (or vice versa), then all but 2 credits of the second clinic would be fieldwork credits)

Other clinics (non-seminar work)

Non-Classroom Credits: 10 credits maximum

Moot Court (3-credit limit)

Independent Research Project (6-credit limit)

Journal (4-credit limit)

Credits from other parts of university

G. Independent Research Project

The Independent Research Project permits a student to conduct a major research and writing project under the supervision of a full-time member of the Law School faculty. The paper must be at least 20 pages in length, exclusive of footnotes, per credit assigned.

A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, no later than the beginning of the student’s next to last semester of school. Prior to registration, the student must present to the registrar a contract signed by the supervising faculty member. Contracts are available in the associate dean’s office.

An Independent Research Project may satisfy the substantial paper component of the Advanced Writing Requirement (p. 619) if the project is for either 2 or 3 credits.

The Advanced Writing Requirement provision on Duplicative Use applies to the Independent Research Project.

No student shall register for more than one Independent Research Project in any semester or session, nor more than two Independent Research Projects for all semesters or sessions at the School. No student may complete more than one Independent Research Project with any individual faculty member. A student may enroll in an Independent Research Project during the same semester or session in which the student is enrolled in a clinical program, subject to the rules regarding Limit on Non-Classroom Credits, and provided that the student is enrolled in at least one other school course with regular class meetings. Only full-time law school faculty members may supervise an Independent Research Project. The associate dean may waive any of these requirements under exceptional circumstances.

H. Visitor and Credit-Transfer Policy

1. Visitor Policy

Students may by permission of the associate dean visit at another law school at any time after completing their second semester, provided that they complete at least two-thirds of their credits toward their degree at the Quinnipiac University School of Law. Such visiting status may be granted when it is determined that an exceptional change in the student’s personal circumstances requires the student to relocate for the period of visiting status, or when some exceptional educational opportunity arises. Credits will be accepted for transfer only if the visiting student earns at least a C or its equivalent.

2. Transfer of Credits

This school will grant no more transfer credits for a course taken at another school than the number of credits granted for the course by that school. For students who transfer to this school, no credits are transferred in courses in which the student has earned a grade below C (2.0). The maximum number of credits a student can transfer from another law school is 30. For Quinnipiac students who visit at another law school, see paragraph 1 above. Credits accepted from other schools are transferred with the grade of “Pass.”

3. Required Courses and Core Electives

Except with express written permission of the associate dean for reasons of hardship, students may not receive credit for required courses or core electives taken at other law schools. Written permission must be obtained before taking the course elsewhere.

4. Summer Sessions

Except with express written permission of the associate dean for reasons of hardship or sound academic reasons, students may count toward graduation no more than six credits earned in summer programs of other law schools. Written permission must be obtained before taking the course elsewhere.

I. Courses Taken at Another University School or College

For good cause shown, the associate dean may allow a student to register and earn credit toward the JD for courses taken in another school or college of the university. Law school credit will be pass/fail only, and given only for courses in which the student earns a grade of C (2.0) or better.

II. Grades, Grading and Examinations

A. Grades

The School records letter grades and attributes to those grades a quality point equivalent based upon a four-point system, as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.0 and no credit

The school awards honors to graduates according to the following standards:

- 3.00 to 3.29 - cum laude
- 3.30 to 3.59 - magna cum laude
- 3.60 to 4.00 - summa cum laude

Several courses—including Civil Justice Clinic, Tax Clinic, Appellate Clinic and Externships—may be graded (at least in part) as Honors, High Pass, Pass, Low Pass, and Fail. Except for Fail, none of these grades has a numerical equivalent; hence they do not affect the student’s Cumulative Quality Point Average. A Fail, however, counts as a 0.0 in calculating the CQPA. Grades for courses taken at other institutions for which credit is given shall be recorded as Pass, subject to the Transfer of Credits policy described in section I.G.2 above.

B. Grading

1. Anonymous Examinations

Except as specified hereunder, grades are based solely on written examinations that are graded anonymously. Approximately one week before examinations each semester, students must obtain from the registrar their examination number. That number must be used on all examinations in lieu of the student’s name.

2. Extensive Written Work

Some courses involve extensive written work. Such work and such courses need not be graded anonymously. However, written final examinations in such courses are graded anonymously.

3. Clinical Courses

Clinical Courses and other courses involving extensive non-written performance need not be graded on the basis of anonymous examinations.

4. Classroom Performance

The faculty believes that student performance in the classroom is an essential part of the educational process. Faculty members have the authority to evaluate such performance and to raise or lower a student's final grade by one-third of a letter grade, based on such performance. A faculty member who implements this policy must announce it to their class beforehand. Failure to adopt such a policy at the beginning of a semester shall not stop the faculty member from doing so thereafter, provided the required notice is given.

5. Attendance and Class Preparation

Excessive student absences in a required course will lead to an administrative withdrawal from the course with a grade of F. (See section VI.A, Attendance Policy (p. 623), below.)

6. Grade Changes

After submitting grades in a course to the Registrar's Office, a faculty member has no authority to change a grade except upon satisfying the associate dean that the change is due to mathematical or other clerical error or egregious substantive error. No change requested by a student shall be approved unless the student has sought review from the instructor within three weeks after the posting of the grade, or within three weeks of the beginning of the semester immediately following, whichever is later. In no event shall a grade change be made after the last day of the semester next following the semester or session in which the examination was administered.

7. Grades of Incomplete

A student who is given a grade of Incomplete in a course, and has not completed all course requirements by the end of the semester following that in which the Incomplete was given, shall automatically have the Incomplete converted to an F. Exceptions to this rule will be made only in cases of extreme hardship (such as extended illness), on proof of same satisfactory to the associate dean.

8. Grading Guidelines

The recommended median grade in required courses (Contracts, Torts, Civil Procedure, Criminal Law, Constitutional Law, Property, and Legal Skills I & II) is C+ or B-. The recommended median grade in core electives (Tax, Business Organizations, Evidence, Administrative Law, Commercial Law, and Trusts and Estates) and in Lawyers' Professional Responsibility is B- or B. Faculty may deviate from these recommended medians after consulting with the associate dean. There are no recommended medians for other courses.

C. Examinations

1. Honor Code

The following honor code pledge will be attached to every examination, take-home and in-class. Students must sign the pledge prior to taking the examination.

HONOR CODE PLEDGE

"On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code."

Signature (please use examination number, not your name):

Date:

Course:

Professor:

2. When Taken; Excuses

(a) Examinations must be taken at the time and place specified unless the student is excused by the associate dean on account of illness or for other sufficient reason. Where possible, the student shall secure the associate dean's written permission prior to the date of the examination. **To preserve anonymity, the student must not notify the instructor.** In the event of an emergency that makes prior written approval impractical, the student shall notify the associate dean as soon as possible of their inability to take the examination at the scheduled time.

(b) A student who becomes ill during an examination and is unable to complete the examination may, in the discretion of the associate dean, be permitted to take the examination in the same course the next time it is offered, provided the student has notified the associate dean or delegate before the end of the examination.

(c) A student who has three or more examinations within a 24-hour period may, with the permission of the associate dean, postpone one of the exams until later in the examination period.

3. Rescheduling of Examinations

If the associate dean has excused a student from taking an examination at the scheduled time, the associate dean may, with the concurrence of the instructor, allow the student to take the same examination at a later time. In no event may a student take an examination prior to the scheduled time.

4. Deferred Examinations

If the associate dean has excused a student from taking an examination, but the student has not been permitted to take the same examination at a later time under the preceding section, the student will be permitted to take a different examination at a time and place to be determined by the instructor, but in no event later than the end of the examination period in the semester in which the course is next offered.

5. Reexaminations

The school does not permit reexaminations.

D. Class Ranking Policy

1. In general

- 1L Students: Students who attempted the full-time course load of 30 credits during the academic year are ranked together as full-time students. Students who attempted fewer than 30 credits are ranked together as part-time students.
- 2L Students: Full-time and part-time are ranked together in one 2L ranking.

- 3L and 4L Students: Full-time and part-time are ranked together in one 3L/4L ranking.

2. For determining eligibility for law journals

- Selection of candidates for the Law Review, Probate, and Health Law Journals will take place twice a year, after the fall and the spring semesters. The eligible pool of students shall include those students who at the selection point have attained at least 23 credits as of the conclusion of the immediately preceding semester.
- At each selection point:
- Students in the top 7% of the eligible pool of students will be invited to walk on to the journal of their choice.
- Students in the next 8% of the eligible pool of students will be invited to walk on to their choice of either the Health Law Journal or the Probate Law Journal.
- Students in the top 50% of the eligible pool of students will be eligible to be selected to join the Law Review through the write-on competition.
- Any student in the eligible pool of students who has attained a cumulative GPA of 2.0 or higher at the selection point will be eligible to be selected to join the Health Law Journal or the Probate Law Journal through the write-on competition. However, to be selected to join either of these journals, a student who is not in the top 50% of the eligible pool of students shall be required to meet a heightened standard in the write-on competition.

III. Course Loads

A. Full-Time Distinguished from Part-Time

1. Fall and Spring Semesters

A full-time student for American Bar Association purposes is one who enrolls in at least 13 credits per semester. The normal course load for full-time students, however, is 13-15 credits. A part-time student is one who enrolls in 8-12 credits per semester. Written permission of the associate dean is required to deviate from these norms.

2. Summer Session

No student may register for more than eight credits in a Quinnipiac summer session. A part-time student (one who is employed for more than 20 hours per week) may not register for more than 6 credits in a summer session. (See sections I.G.3 and I.G.4 above regarding summer credits taken at other institutions.)

B. Transfer Between Day and Evening Programs

Evening students may take day courses, and full-time day students may take evening courses only on a space-available basis.

C. Outside Employment

Full-time students must devote substantially all of their working hours to the study of law. For purposes of this rule, a full-time student is one who is enrolled for 13 or more credits. A student may not work in excess of 20 hours per week while attending school on a full-time basis. This restriction applies during the summer in the same manner as during the normal year if the student is enrolled for a summer session.

D. Maximum Number of Credits per Semester

Pursuant to ABA requirements, a student may enroll for no more than 17 credits in a semester and no more than 8 credits in a summer session. The law school has no authority to waive this rule.

IV. Continuance in Residence; Review for Academic Deficiency

A. Academic Deficiency; Minimum CQPA

1. Generally

Each student will be reviewed for academic deficiency at the end of every academic year. A student must maintain a minimum overall Cumulative Quality Point Average (CQPA) of 1.80 at the end of a year in which the student has attempted 17 or more credits, 1.90 at the end of a year in which the student has attempted 36 or more credits, and 2.00 at the end of a year and every year thereafter in which the student has attempted 54 or more credits.

2. Transfer Students

A student who transfers here from another law school must maintain a 1.9 CQPA in all courses taken here by the end of their second semester here (excluding summer school), and a 2.0 by the end of the second year and every year thereafter.

3. Discounting of Course with Most Detrimental Grade

If a student has not maintained the appropriate minimum CQPA, a second calculation will be performed. Removing from consideration the student's most detrimental grade, the student must have attained a 2.2 average in all remaining courses. The most detrimental grade is the one that most adversely affects the student's CQPA. This procedure of discounting the most detrimental grade will be repeated each semester, if necessary, so long as the student maintains a 2.2 CQPA in all other courses from the time he or she entered law school.

B. Dismissal

Any student falling below the required minimum CQPA will be dismissed automatically.

1. If the student has completed only two part-time or full-time semesters, the dismissal is final and there is no right of petition or appeal.

2. If the student has completed three or more semesters, the dismissal is final, with no right of petition or appeal, unless the student is within .05 of the minimum CQPA required to remain in residence. A student who is within .05 of the minimum CQPA may appeal the dismissal to the Academic Status Committee. The appeal should be addressed to the chair of the Academic Status Committee, in care of the associate dean, and must be postmarked no later than 14 days after receipt of a letter from the associate dean notifying the student of their dismissal. If the student files an appeal, the dismissal will not become final until the committee has reviewed the case and denied the appeal. A student may apply for a leave of absence during the semester in which an appeal is pending before the committee. (See IV.C.) A student is allowed only one such appeal during the student's entire time at the school. If the committee grants the appeal and allows the student to remain in residence, the student will be reviewed at the end of the academic year and must have brought the CQPA up to the minimum required to remain in residence as of the later semester.

3. A student who has been academically dismissed after the second year or later may petition the Academic Status Committee for reinstatement. The committee may reinstate a student upon an affirmative showing that the student possesses the requisite ability, that there is a high probability that the student will successfully complete the course of study, and that the prior disqualification

does not indicate a lack of capacity to complete the course of study. A student reinstated under this rule will lose all credit for the academic year in which the CQPA fell below the required level. The committee may impose such conditions as it deems appropriate. The decisions of the committee are final and not subject to appeal to the faculty as a whole.

4. No course, including summer courses, taken after a semester in which a student was dismissed automatically may count toward the student's CQPA. Even if the later course were to bring the CQPA above the average required to remain in residence, the student will be dismissed from the school and withdrawn from the later course(s) with a 100% tuition refund.

C. Leaves of Absence

Leaves of absence will be granted liberally by the associate dean to students who believe that they have problems that might interfere with academic performance.

V. Withdrawal from a Course

A. Written Permission of Associate Dean; When Required

A student may withdraw from a course only with the prior written permission of the associate dean in the following circumstances:

1. Withdrawal is from a required course, or
2. Withdrawal from the course would reduce the student's course load below the minimum required (see section III, Course Loads, above), or
3. Withdrawal is from a course in which the student missed more than 20% of the class hours scheduled in the course.

B. Instructor's Permission; When Required

A student may withdraw from a course only with the permission of the instructor in the following circumstances:

1. In a course in which students are assigned substantial presentations, a student may withdraw within two weeks of their assigned presentation only with the written permission of both the instructor and the associate dean.
2. In a clinical course, after the third week of the course a student may withdraw only with the permission of the instructor.
3. Externships

C. Withdrawal as of Right

In all other circumstances a student is entitled to withdraw from a course at any time during the first week of classes by using Student Planning. After the first week, a student must email the registrar. A student who has not followed this procedure has not withdrawn from a course.

VI. Attendance, Preparation, and Participation Policy

A. Statement of Law School Policy

The faculty believes that class attendance, preparation, and participation are critical elements of the educational process.

B. General Attendance Requirement

An instructor may withdraw a student who misses 20% of the class hours in any course. A student so withdrawn from a required course will also receive a grade of F in that course. For purposes of this rule, the term "required course" does not include the courses listed as core electives in Rule I.C. In making the decision to withdraw a student, the instructor may consider such factors as the number of absences and the legitimacy

of the reasons for them. In calculating the number of absences, an instructor may not take into account absences from classes held at times other than in the published course schedule. The instructor may deem the failure to sign an attendance sheet as conclusive evidence of a student's absence if the instructor has notified students of this policy in writing no later than the first class.

C. Additional Rules for Clinical Courses

Students who are enrolled in clinics must appear personally on the first day of the semester or as may be required by the clinic faculty. Absences from clinic courses will be permitted only for illness and pressing personal matters (bereavement, illness in the family, placement interviews, legal matters, inter-law school competitions), and such absences must be made up. The faculty member supervising the clinic shall have the discretion to decide whether the circumstances justify an absence and when the absence shall be made up.

D. Notice

An instructor who withdraws a student shall notify the associate dean of the withdrawal no later than one week after the last class. The associate dean shall notify the student.

E. Constructive Absences

An instructor may mark absent a student who is inadequately prepared for class or refuses to participate when required to do so, whether or not the instructor requires the student to leave the classroom. The instructor must immediately advise the student that he or she has been marked absent.

F. Petitions

1. A student withdrawn from a course may petition the Academic Status Committee for reinstatement. If a student files such a petition, the withdrawal will not become final until the committee has reviewed the case and denied the petition. Attendance, preparation and participation requirements will remain in effect during the pendency of the petition. The committee may reinstate a student in the course if, after giving appropriate deference to the instructor's determination, the committee finds that the instructor's decision was not reasonable. In making its determination, the committee may consider any additional failures by the student in complying with the attendance, preparation, and participation requirements that occur after the initial withdrawal and while the appeal is pending. In the event that the committee decides to grant the petition, it may impose such conditions upon reinstatement as it deems appropriate.

Upon request by the losing party, the committee shall issue a written statement explaining the basis for its ruling.

2. The committee's decision is final. Neither party may appeal the decision to the faculty. The committee may refer any matter to the faculty for review.

G. General Preparation Requirement

For each course, a student is expected to spend an amount of time on out-of-class work that satisfies the Law School's ABA Standard 310 Policy, attached as Appendix B to these regulations.

VII. Good Standing

To be in good standing, a student must have the minimum CQPA required under section IV.A.1 above and be current in their financial obligations to the law school.

Refund Policy

Refund Policy

A student may withdraw from one or more courses during the add/drop period by doing so on Student Planning. After the add/drop period, a student must contact the associate dean or registrar. A student who wishes to withdraw completely from the School of Law must submit a statement to that effect to the associate dean.

Refunds are based on Quinnipiac University Policy and the return of unearned Title IV funds as required by the U.S. Department of Education.

For purposes of clarification and for reference, the policies described below have been categorized into two groups:

- a. Quinnipiac University Policy
- b. Return of Unearned Title IV Funds — Federal Policy

Federal guidelines require that any unearned Title IV funds be returned to the program(s) that provided the aid. The required order of returning refunds is as follows: Title IV, HEA programs, other federal and state programs, university grants, private or institutional financial assistance and finally to the student. Examples of refund calculations are available upon request.

Quinnipiac University School of Law Refund Policy

The policy described below gives consideration to two groups:

- a. prior to the start of classes and
- b. after the start of classes

Refund Policies, Prior to the Start of Classes

A new incoming student who has rendered either of the \$400 or \$600 tuition deposits and then withdraws from the university will forfeit the deposits. In all instances noted above, any balance on the account, less financial aid, will be refunded.

Refund Policies, After the Start of Classes

Law students who withdraw from any of their classes after the published "Last Day for Late Registration/Schedule Changes" will not be entitled to any adjustment of their charges for tuition and fees.

Students who affect a complete withdrawal or leave of absence from the university, regardless of the reason, including medical, will be granted a pro-rata refund of tuition and fees, less an administrative fee of \$100. Late fees are non-refundable either in total or pro-rata. The prorata refunds will be computed on the following basis:

Fall and Spring Terms:

Withdrawal first week 80%
 Withdrawal second week 60%
 Withdrawal third week 40%
 Withdrawal fourth week 20%
 Withdrawal after fourth week 0%

Summer Term:

Withdrawal first week 80%
 Withdrawal second week 50%
 Withdrawal third week 30%
 Withdrawal fourth week 0%

The date of withdrawal for purposes of calculating the refund is the date on which the student makes written notice to the associate dean's office for withdrawal. No retroactive withdrawals are permitted for refund purposes. The refund schedule listed above is applied regardless of the reason for withdrawal, including medical reasons.

Dismissals and Suspensions

A student who is either dismissed or suspended by the university for any reason during either academic semester will receive a refund based on the applicable refund percentage in effect at the time of the student's dismissal or suspension (first four weeks). After the fourth academic week, the refund policy as stated above will be applied. In addition, a student who is dismissed or suspended will be charged all administrative fees and board fees as prescribed.

Payment Plan

Students using the university's payment plan who withdraw during the refund period (first four weeks) should note that their forfeiture will be computed on the full amount charged regarding tuition and fees, and not on the amount remitted via the payment plan. In addition, the \$75 service charge for using the payment plan will also be included in the list of charges. After the fourth week, the balance due under the payment plan will be due and payable on the date of withdrawal.

Return of Title IV Funds

In addition to the university's refund policy that prorates tuition charges during the first four weeks of the semester, the university is obliged to return to the federal government that portion of federal aid that is unearned. An award of Title IV funds is based on a payment period or term.

Please note: It is important to understand that if your withdrawal date is on or before the completion of 60 percent of the semester, "unearned aid" will result. If you have received a refund as a result of aid applied to your account prior to your withdrawal date, you will have a balance due the university on your student account.

A withdrawal requires the university to calculate the unearned portion of aid awarded as of the student's official withdrawal date.

The university must determine the following:

- a. The official date of withdrawal. A student must formally withdraw or request a leave of absence, in writing, to the associate dean of the law school. The date of withdrawal must be documented.
- b. The payment period, term identified.
- c. The aid that has been disbursed or could have been disbursed.
- d. The percentage of federal aid earned by the student as of the withdrawal date.
- e. The percentage of Title IV aid that has not been earned by the student.

The percentage of a payment period completed is determined by dividing the number of calendar days in the payment period into the number of calendar days completed as of the withdrawal date.

The university will notify the student if the student is eligible for a post withdrawal disbursement.

- a. The offer, (if eligible) of post withdrawal disbursement, will be made in writing within 30 days of the withdrawal date.
- b. The student must respond within 14 days of the notification.

- c. The university will disburse funds within 90 days of the date of withdrawal.
- d. If the student does not respond, no portion of the late disbursement that is not credited to the student's account will be disbursed.
- e. The student will be notified electronically or in writing of the outcome of the late disbursement.

The total amount of unearned assistance to be returned is the lesser of (a) the total amount disbursed minus the total amount earned or (b) the institutional charges time the percentage of aid unearned. The student is responsible for returning the remainder of unearned aid that is calculated by taking the total of unearned aid and subtracting the amount the university is required to return.

The student retains Title IV eligibility for 45 days during which the student must:

- a. Repay in full.
- b. Make satisfactory arrangements to repay the university.
- c. Make satisfactory arrangements to repay the U.S. Department of Education.

The university is required to report all overpayments to NSLDS and must report within 30 days after:

- a. The student takes timely action on the options offered.
- b. The student fails to repay the overpayment or sign an agreement with the university within a 45-day period.
- c. The student fails to meet the terms of the agreement signed with the school.

Title IV funds must be returned in the following order:

- a. Unsubsidized Federal Direct Loans
- b. Subsidized Federal Direct Loans
- c. Federal Direct Plus Loans
- d. Other Title IV assistance

Quinnipiac School of Law Honor Code

I. Statement of Purpose

Quinnipiac University School of Law operates under an Honor Code.¹ The legal profession is responsible for enforcing its own standards of conduct, and the School of Law operates accordingly. Law students are preparing for entry into a profession that requires ethical conduct and integrity of its members. In order for graduates to enter the profession, the school must certify that they are of good moral character. Accordingly, students at the School of Law are expected to abide by the standards of conduct contained in this Honor Code in their dealings with members of the School of Law community and in their personal affairs.

Each law student shall be responsible for the Honor Code's implementation. Students are therefore obligated not only to follow these standards of conduct, but also to take an active role in encouraging other students to respect them. As with the American Bar Association's *Model Rules of Professional Conduct*, the keystone of our Honor Code is self-regulation.

The Honor Code Committee will be responsible for administration of the Code. If in doubt as to whether past conduct triggers a duty to report under this code, students are encouraged to make appropriate

inquiries of either the committee or a faculty member designated as a "confidential adviser" for purposes of this code and obligated to keep all information pertaining to an alleged violation confidential, except as otherwise provided in subsection IV.E(3). If in doubt as to whether future conduct would constitute a violation of this code, students are encouraged to make appropriate inquiries of their professors or, if necessary, the committee. This responsibility to inquire is analogous to the one that students will have in the future, as members of the bar, to make inquiries of the appropriate bar officials if in doubt as to whether particular conduct violates applicable rules of professional conduct.

The Honor Code is based on a common law approach rather than a statutory one. That is, behavior that is impermissible is not defined in exhaustive detail. Instead, broad categories are stated, followed by examples. The broad categories of acceptable behavior refer to standards of the academic world as well as to rules and regulations of the profession and of everyday life.

II. Jurisdiction

A. Persons Subject to this Code

This Honor Code applies to every student enrolled or matriculated in the School of Law, except as provided in subsection IV.AA of this Code ("Administration of Code After Graduation or Other Separation").

B. Matters Subject to this Code

(1) This Honor Code applies to *all academic matters*, including, but not limited to:

- (a) Any work performed for a course, writing program, or seminar, such as an examination, research, or other assignment;
- (b) Any work performed in connection with participation in an activity for which credit may be given, such as law review, moot court, or clinics and externships;
- (c) Any work performed in connection with participation in law-related competitions; and
- (d) Any written or oral representation made with respect to academic achievement, such as a transcript, resume, educational record, or statement about grade point average or academic honors.

(2) This Honor Code applies to *non-academic matters* to the extent that they fall within the scope of Rule 8.4 of the ABA Model Rules of Professional Conduct.

C. Broad Construction; Overlapping Jurisdiction

This Honor Code shall be construed broadly in accordance with its Statement of Purpose. Any acts, whether undertaken within the School of Law, on university property, or elsewhere, are subject to all other applicable policies, procedures, rules, sanctions, and conditions of the School of Law and university. Thus, the institution of proceedings and results reached under this Honor Code shall not limit the authority of the School of Law or university, or its faculty or administrators, from enforcing all other applicable policies, procedures, rules, sanctions, and conditions. For example, nothing in this Honor Code shall limit the authority of: (a) the School of Law or university from acting administratively to protect public safety and the educational mission of the School of Law or university; (b) the School of Law from enforcing the Student Conduct Code; (c) the School of Law Admissions Committee from acting on any misrepresentation made in a student's application for admission; (d) School of Law faculty from lowering a student's

grade or requiring the student to retake an examination; or (e) School of Law and University administrators from enforcing the law school's Sexual Harassment Policy. Likewise, enforcement of applicable policies, procedures, rules, sanctions, and conditions by the School of Law or university, or its faculty or administrators, shall not preclude the institution of proceedings or limit the results reached under this Honor Code.

D. Relationship to Rules of Bar Examining Committees and Similar Organizations.

The disclosures and reporting obligations required by this Code (for example, the "Duty to Disclose" and the "Duty to Report" under subsections III.C and IV.E(1) of this Code, respectively) are independent of the disclosures required of students, staff, and faculty by any bar examining committee or similar organization. Nothing in this Code shall expand, limit, or otherwise control the disclosures and reporting obligations required by any bar examining committee or similar organization. For example, a student's disclosure of a criminal conviction to the dean of the School of Law ("dean") pursuant to this code does not obviate the need for the student to disclose that conviction to a bar examining committee requesting such information. Similarly, nothing in this code shall prevent the dean from making any disclosures that may be required by a bar examining committee or similar organization.

III. Standards of Conduct

A. Honesty in Use of Ideas and Information

(1) *Inappropriate use of others' work.* In contexts in which citation is expected, a student may not use the words, thoughts, or ideas of another without attribution consistent with standard legal citation manuals (e.g., *ALWD Citation Manual* or *Bluebook*), so that they seem as if they are the student's own. This type of misconduct can take many forms. The most flagrant forms include a student's copying someone else's work word-for-word or turning in a paper written by another with the student's name as the author. Other examples include, but are not limited to, rewriting someone else's work with only minor changes, summarizing another's work, or taking another person's ideas without acknowledging the source through proper attribution and citation.

Evidence that a student has inappropriately used the work of others includes, but is not limited to:

- (a) when significant sections of the paper match other sources and no attribution is given to those sources;
- (b) when any portion of the paper borrows heavily from a particular source, including the Internet — whether verbatim or paraphrased — and the source is not acknowledged; and
- (c) when a student fails to follow conventions for indicating direct quotations (e.g., when a paraphrase is too close to the original or when an actual direct quotation is not indicated). Failure to identify direct quotations is evidence of inappropriate usage regardless of whether the source is actually cited.

Students sometimes make minor mistakes in completing academic assignments. While one missing citation in a paper will, in most instances, be considered a careless mistake rather than inappropriate use of another's work, multiple instances of failing to provide proper attribution through quotation marks or citations are evidence that a student has inappropriately used the work of others. If in doubt as to

whether citation is expected or what constitutes inappropriate use of others' work, a student should consult with the professor.

(2) *Cheating.* A student may not use or attempt to use prohibited materials or sources in connection with any academic matter. If in doubt as to what materials or sources are prohibited, a student should consult with the professor.

(3) *Prohibited assistance or collaboration.* A student may not give or receive prohibited aid on any academic matter. If in doubt as to what aid is prohibited, a student should consult with the professor.

(4) *Multiple submissions.* Except as provided below, a student may not submit work that the student has done in connection with any previous academic matter as if it were new and original work, nor may a student submit the same work in contemporaneous academic matters. Although professors occasionally may be willing to let students use previous work as the basis for new work, professors expect students to do new work for each class. A student seeking to submit a piece of work for more than one class must have the express prior approval of both professors. If in doubt as to what may constitute a multiple submission, a student should consult with both professors.

B. Honesty with Respect to Academic Achievement

A student may not lie about or misrepresent the student's work, academic records, credentials, or other academic matters or information. Examples of deception and misrepresentation include, but are not limited to, forging signatures, forging letters of recommendation, forging a transcript, falsifying internship or clinic documentation, falsifying pro bono records, and falsifying information in an application or on a resume.

C. Duty to Disclose

(1) *Failing to make timely disclosure of factual irregularities, discrepancies, and material omissions in admissions application.* A student has a continuing responsibility to ensure the completeness and correctness of the student's admissions application to the School of Law by disclosing to the associate dean for academic affairs any factual irregularities, discrepancies, or material omissions in the student's application from the time the student submits the application to the School of Law until the time the student graduates. Disclosure must be made within thirty (30) business days of when the student actually or constructively knows of the irregularity, discrepancy, or omission.

(2) *Failure to make timely disclosure of charges, arrests, convictions, and formal accusations.* A student has an obligation to disclose any conviction on the student's admissions application to the School of Law. Furthermore, from the time the student submits an admissions application to the School of Law until the time the student graduates, a student has a continuing obligation to disclose to the associate dean for academic affairs any charge, arrest, or conviction, and any formal accusation that the student engaged in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation. When events requiring disclosure occur after submission of an admissions application, disclosure must be made within thirty (30) business days of such charge, arrest, conviction, or formal accusation.

D. Respect for Standards of Conduct

(1) *Failure to cooperate with administration of code.* Failure to cooperate with the administration of this code as set forth in Section IV ("Administration of Honor Code") is, itself, a violation of this code. Failure to cooperate with the administration of this code includes, but is not limited to, failing to report conduct that a student knows is a violation

of this code or making an accusation with no reasonable grounds for believing that the accused student has violated this code.

(2) *Attempting to violate or facilitating a violation of code.* A student may not attempt to violate, or knowingly help someone else violate or attempt to violate, this Honor Code. Facilitating a violation includes, but is not limited to, giving someone work product to submit as his or her own or allowing someone to cheat from one's examination, research, or assignment.

E. Fair and Equal Access to the Education Process

(1) *Misappropriation of and damage to academic materials.* A student may not damage, misappropriate, or disable academic resources so that others cannot use them. This includes, but is not limited to, removing pages from books, stealing books or articles, and deleting or damaging computer files intended for others' use.

(2) *Inappropriate use of technology.* A student may not use network or computer access inappropriately. Examples include, but are not limited to: tampering with another student's account so that the student cannot complete or submit an assignment; stealing a student's work through electronic means; knowingly spreading a computer virus; or misusing a Westlaw or Lexis account.

(3) *Compromising examination security.* A student may not invade the security maintained for the preparation or storage of examinations, tamper with exam-making or exam-taking software, identify oneself on an exam without the express prior approval of the professor, or discuss any part of an examination with a student who has not yet taken that examination but is scheduled to do so.

(4) *Unfair Advantage.* A student may not commit any act that the student knows may give the student or another student an unfair advantage or may interfere with the education process. Examples of violations of this subsection include, but are not limited to: (a) falsification of hours on a project where the number of hours is a requisite for credit; (b) use of materials in a research project which are prohibited by the written assignment instructions; (c) use of unauthorized materials in the course of preparing for or taking an exam; (d) intentional dishonesty in oral arguments for Moot Court, Trial Practice courses, or other scholastic competitions; (e) obtaining an unauthorized copy of or unauthorized information about an examination or other assignment prior to its distribution or facilitating another's attempt to do so; (f) continuing to write, edit, or otherwise work on an examination or other assignment when the time allotted has elapsed; and (g) misappropriating examinations or other assignments for any purpose after they are completed. If in doubt as to what may constitute an unfair advantage, a student should consult with the professor.

F. Compliance with Model Rules of Professional Conduct

As a prospective lawyer, a student must comply with Rule 8.4 of the ABA Model Rules of Professional Conduct. Any conduct that would bring sanctions under Rule 8.4 of the Model Rules violates the Honor Code. This includes, but is not limited to, engaging in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation; or committing a criminal act that reflects adversely on the lawyer's honesty, trustworthiness, or fitness as a lawyer in other respects. Relationship to fitness shall be construed in accordance with the Model Rules and relevant case law. Generally speaking, offenses involving violence, dishonesty, breach of trust, or serious interference with the administration of justice reflect adversely on one's fitness as a lawyer. A pattern of repeated offenses, even ones of minor significance when

considered separately, can also reflect adversely on one's fitness as a lawyer.

IV. Administration of Honor Code

A. Notice of Honor Code; Honor Code Affirmation

Notice of this Honor Code shall be provided to each student upon his or her acceptance to the School of Law. Each student who enrolls at the School of Law must affirm as follows, both verbally and in a signed writing, and before beginning classes:

"I [state name], as a student entering Quinnipiac University School of Law, understand that I am joining an academic community and am embarking on a professional career. The School of Law and the legal profession share important values that are reflected in the School of Law's Honor Code. I have read this Code and will conduct my academic, professional, and personal life to honor the values reflected therein."

B. The Honor Code Pledge

Although the Honor Code applies generally to all students' actions, the submission of examinations presents a unique opportunity to reinforce its importance. Therefore, all students shall sign the following Honor Code Pledge, using their examination number:

"On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code."

C. Honor Code Committee

The Honor Code Committee shall consist of four (4) faculty members appointed by the dean at the beginning of each academic year, and eight (8) students chosen by the Student Bar Association ("SBA"), in any manner the SBA deems suitable, at the beginning of each academic year. The dean shall designate one faculty member as committee chair.

At the beginning of the semester, the dean shall designate one (1) additional faculty member as an alternate faculty member. The alternate faculty member will serve on the committee if a faculty member on the committee becomes unable to serve for any reason. The SBA shall likewise designate one (1) alternate student to serve on the committee if a student on the committee becomes unable to serve for any reason.

D. Questions Regarding Future Conduct

If in doubt as to whether future conduct would constitute a violation of this code (e.g., whether a proposed act would constitute an unfair advantage), a student is encouraged to make appropriate inquiries of their professors or, if necessary, the committee.

E. Reporting Violations

(1) *Duty to Report.* A person who knows that a student has violated the Honor Code must report the alleged violation within a reasonable time to the associate dean for academic affairs or to any member of the Honor Code Committee. Any person who does not know – but has reasonable grounds for believing – that a student has violated the Honor Code may report the possible violation within a reasonable time to the associate dean for academic affairs or to any member of the Honor Code Committee. The associate dean or committee member (other than the Honor Code committee chair) shall not conduct an inquiry into the alleged violation but shall instead notify the Honor Code committee chair.

(2) *Inquiries of Suspected Violator Encouraged.* A student who observes or learns of an apparent violation is encouraged to make inquiries of the suspected violator. If an explanation is given that clears up the matter, i.e., the witnessing student believes there was no violation, this should end the matter.

(3) *Inquiries of "Confidential Adviser" or Honor Code Committee Members Encouraged.* A student who is uncertain whether past conduct triggers a duty to report under this code is encouraged to make appropriate inquiries of a faculty member who is designated as a "confidential adviser" for purposes of this code. A confidential adviser is obligated to keep all information pertaining to an alleged violation confidential, except that confidentiality is waived if: (a) an accused student invokes the confidential adviser's advice as a defense to an alleged violation; or (b) the alleged violation constitutes criminal conduct or a threat to public safety. At the beginning of each academic year, the dean shall designate two (2) faculty members who are not Honor Code committee members as "confidential advisers."

A student who is uncertain whether past conduct triggers a duty to report under this code may also make appropriate inquiries of the committee. Members of the committee are not confidential advisers; they have a duty under this code to report conduct they know constitutes a violation of the code.

F. Preliminary Inquiry/Reasonable Grounds Determination

Upon receipt pursuant to Section IV.E(1) of a report of an alleged Honor Code violation, the Honor Code committee chair shall conduct a preliminary inquiry to determine whether reasonable grounds exist to support the conclusion that the alleged or possible violation occurred. If the committee chair so concludes, the committee chair shall refer the matter as soon as possible to an Advocate Team, pursuant to Section IV.G. If the committee chair concludes that there are not reasonable grounds for concluding that the alleged violation occurred, the committee chair shall deem the matter concluded.

In conducting the preliminary inquiry required by this subsection IV.F, the Honor Code committee chair shall consult with the associate dean of academic affairs.

On a periodic basis, the Honor Code committee chair shall report to the Honor Code Committee on any recent matters that the chair deemed concluded after the chair's preliminary inquiry revealed no reasonable grounds for concluding that an alleged Honor Code violation had occurred.

G. Advocate Team and Faculty Adviser

The Advocate Team shall consist of two (2) students from the Honor Code Committee, both appointed by the committee chair in rotation. The Team shall be responsible for investigating alleged violations of the Honor Code; deciding whether to bring charges against the accused student; preparing and presenting the case against the accused student before a Hearing Panel; and structuring and conducting negotiations with the accused student, or with the student, private attorney, or other person assisting the accused student, after charges have been brought.

The committee chair shall also appoint a faculty member on the committee to serve as a faculty adviser to the Advocate Team. Under no circumstances shall the faculty adviser present the case against the accused student – that responsibility belongs to the Advocate Team alone.

H. Investigation and Charging Decision

The Advocate Team may investigate in any reasonable manner, including meeting with the accused student.

(1) *Request for Meeting and Advisement of Rights.* Before meeting with the accused student, the Advocate Team shall give him or her the following Request for Meeting and Advisement of Rights, in writing:

QUINNIPIAC UNIVERSITY SCHOOL OF LAW

HONOR CODE ADVOCATE TEAM

REQUEST FOR MEETING AND ADVISEMENT OF RIGHTS

As members of the Quinnipiac School of Law Honor Code Advocate Team, we are conducting an investigation into allegations that you violated the Honor Code. This is an investigation only, and no charges have been brought against you. As part of our investigation, we would like to speak with you about the alleged violations of the Honor Code.

You have the right to choose not to meet with us. If you choose not to meet with us, or if you choose to meet with us but refuse to answer questions, a Hearing Panel may treat your failure to cooperate as a basis for drawing adverse inferences.

You also have the right to have someone present at the meeting to assist you. In accordance with the Honor Code, you may secure assistance from any student, private attorney, or other individual you choose, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter.

If we decide to bring charges against you, anything you say at such a meeting may be used against you at an Honor Code Hearing. For the sake of convenience, we will record our meeting (if you agree to such a meeting), on a laptop.

Please complete the following and return to us no later than *[date]*. The failure to respond to this Request for Meeting in the time allotted constitutes a failure to cooperate with administration of the Honor Code and is therefore, itself, a violation of the Code. If you have any questions about this Request, please contact us immediately.

I, *[name]*, have read and understand the QUSL Honor Code Advocate Team Request for Meeting and Advisement of Rights.

Check the appropriate box(es):

I do not wish to meet with the Honor Code Advocate Team.

I wish to meet with the Honor Code Advocate Team, and

I do not wish to be represented at the meeting; or

I wish to have the following person represent me at the meeting: *[name and contact information]*.

[sign name][date]

(2) *Consultation with faculty adviser.* Before bringing or declining to bring charges against the accused student, the Advocate Team shall consult with the faculty adviser. In the event that the faculty adviser and Advocate Team cannot agree on a course of conduct, the Advocate Team shall consult with the Honor Code committee chair, whose decision shall

govern. If the chair determines that charges should be brought, the chair shall not serve on the Hearing Panel.

(3) *Decision to Bring Charges.* When the investigation discloses insufficient evidence of a violation, the Advocate Team shall promptly inform the Honor Code committee chair, in which case no charges shall be brought.

The Advocate Team may, in some circumstances and for good cause consistent with the interest of the School of Law community, decline to bring charges notwithstanding sufficient evidence of a violation. In such circumstances, the student's record shall reflect that disposition, including the Advocate Team's reasons for exercising its discretion to decline to bring charges. Factors that the Advocate Team may consider in exercising its discretion include, but are not limited to:

- (a) the severity of the violation and extent of the harm caused by the violation;
- (b) possible improper motives of the person who reported the alleged violation;
- (c) reluctance of the person who reported the alleged violation to testify;
- (d) self-reporting by the accused student;
- (e) remedial action taken by or negotiated with the accused student;
- (f) availability and likelihood of: (1) the institution of criminal proceedings against the accused student under state or federal law; or (2) the enforcement of other applicable policies, procedures, rules, sanctions, and conditions against the accused student by the School of Law or University, or its faculty or administrators; and
- (g) the likelihood that the Hearing Panel will not find that the accused student violated the Honor Code.

(4) *Advocate Team's Disclosure Materials.* As soon as possible after deciding to bring charges, the Advocate Team shall prepare and give to the chair of the Honor Code Committee its disclosure materials. These materials shall consist of: a list of the witnesses who will be called to testify against the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; and copies of any documents to be offered in evidence against the accused student. The Advocate Team's disclosure materials shall also include a memo listing and offering to make available for examination by the accused student at a time and location to be agreed on by the parties any tangible objects to be offered in evidence, as well as any evidence known to the Advocate Team that tends to exonerate the accused student or mitigate the degree of culpability.

I. Honor Code Hearing Panel

If the Advocate Team decides to bring charges, the team shall promptly inform the Honor Code committee chair, who shall appoint an Honor Code Hearing Panel to hear and determine the matter. A Hearing Panel shall consist of one (1) faculty member from the committee and four (4) students from the committee, each appointed by the committee chair in rotation.

J. Assistance with Defense

Any student, private attorney, or other individual may – at the request of the accused student – assist the student in defense of the charges, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter. Moreover, any student who is not yet

licensed to practice law cannot serve as the accused student's "attorney" in connection with an Honor Code matter. Any assisting student provides such assistance as part of the educational mission of the law school and not as the practice of law. All conversations between the accused student and the person assisting the accused are confidential.

K. Information Furnished to Accused Student

As soon as possible after receiving the Advocate Team's disclosure materials and notice that the Advocate Team has chosen to charge the accused student, the Honor Code committee chair shall give the accused student:

- (1) a Written Notice of Charges, setting forth the name of the accused student, the name of the accuser or accusers, the Honor Code provision(s) allegedly violated, and the nature of the charges with sufficient particularity to enable the accused student to answer them;
- (2) the Advocate Team's disclosure materials; and
- (3) a copy of the Honor Code.

The committee chair shall give these materials to the accused student in the manner most likely to provide the student with prompt notice.

L. Information Furnished to Advocate Team

The Written Notice of Charges shall require the accused student to file with the committee chair:

- (1) A written Answer admitting, denying, or admitting in part and denying in part the charges. An Answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials;
- (2) Disclosure materials similar to that given to the accused student – i.e., a list of the witnesses who will be called to testify on behalf of the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; copies of any documents to be offered in evidence in support of the accused student; and a memo listing and offering to make available for examination by the Advocate Team at a time and location to be agreed on by the parties any tangible objects to be offered in evidence; and
- (3) A Written Statement of Accused responding to every allegation of fact in the charge that the accused student has denied in the Answer, and about which he or she has any information.

The Advocate Team may enter the answer, the accused student's disclosure materials, and, if applicable, the Written Statement of Accused into evidence at an Honor Code Hearing. The chair shall specify in the Written Notice of Charges a date on which these documents shall be due, but in no event shall the due date be less than ten (10) business days from the issuance of the Written Notice of Charges. The chair, upon request of the accused student and for good cause shown, may extend the time for filing these documents.

M. Continuing Duty to Disclose

If either the Advocate Team or the accused student intends to call a witness not already disclosed or offer into evidence documents or tangible objects not already disclosed, the Advocate Team or accused student will promptly make such disclosure to the other party consistent with subsections IV.H(4) ("Advocate Team's Disclosure Materials") and IV.L(2) ("Information Furnished to Advocate Team") of this Code. Likewise, the accused student and the Advocate Team shall correct

or supplement any disclosure that either side learns to be false or incomplete.

There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

N. Hearing

As soon as possible following the issuance of the Written Notice of Charges, but no earlier than ten (10) business days thereafter, the Honor Code Committee Chair shall schedule a hearing date. The chair shall provide the accused with notice of the date, place, and time of the Hearing. A record of the Hearing shall be made by audio or videotape recording, or stenographic means, as determined by the chair. The Hearing shall be completed no later than the end of the semester after the one in which the violation was reported, unless the chair, upon request of the accused student or Advocate Team and for good cause shown, grants a continuance. The hearing shall be open or closed at the election of the accused student, subject to the School of Law's need to maintain order. An accused student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two (2) business days prior to the hearing date.

O. Rights of Accused Student

At the hearing, the accused student shall have the following rights:

- (1) To be assisted by a student, a private attorney retained by the accused, or other individual; provided, however, that a law school faculty member may not represent an accused student in an Honor Code matter.
- (2) In person or through his or her representative, to summon and present witnesses and other evidence on his or her behalf;
- (3) In person or through his or her representative, to confront and cross-examine the accuser and all other witnesses;
- (4) To refuse to testify on his or her own behalf. If an accused student refuses to testify, or chooses to testify but refuses to answer questions, the Hearing Panel may draw a negative inference from the refusal.
- (5) To bring to the attention of the Hearing Panel any facts or circumstances that would or would appear to compromise the impartiality of a member of the Panel. Any member of the panel who knows of such circumstances, whether or not presented by the student, shall recuse himself or herself. If a panel member declines to recuse himself or herself upon request by the accused or another panel member, the dean shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.

P. Evidence

Formal rules of evidence shall not apply to the Honor Code Hearing. Any oral or documentary evidence may be received, but irrelevant, immaterial, or unduly repetitious evidence may be excluded. The Hearing Panel will designate one member of the panel to rule on evidentiary matters at the Hearing. When a hearing will be expedited and the interests of the School of Law or the student will not be prejudiced substantially, evidence may be received in the form of copies and excerpts if the original is not readily available. The Hearing Panel may take notice of the records and written policies of the School of Law and of the university. The parties shall be informed of the materials the panel notices, and shall have an opportunity to contest those materials.

Q. Negotiated Settlement

After bringing charges, the Advocate Team may enter into a settlement with the accused student. Any negotiated settlement between the Advocate Team and the accused shall be subject to approval by the Hearing Panel. In the absence of an admission of an Honor Code violation by the accused, the panel may impose *conditions* pursuant to a negotiated settlement, but not *sanctions*.

R. Burden of Proof; Panel Decision

After a contested hearing, the Hearing Panel shall reach a decision regarding the existence of an Honor Code violation and the appropriate sanction or condition for any violation. The decision shall be upon a majority vote of the panel, based upon clear and convincing evidence, and communicated in writing to the student within ten (10) business days after the decision is made.

S. Summary of Adverse Decision

If the decision is adverse to the student, the panel shall, within twenty (20) business days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary and a record of the hearing shall be mailed to the student and given to the dean. If no appeal is taken by the student within the time limit prescribed below, the dean shall implement the sanction or condition imposed by the Hearing Panel.

T. Appeal

(1) *Timing and Content of Appeal.* The student may, within ten (10) business days after receipt of the written Summary of Adverse Decision, appeal to the dean who may affirm, reverse or remand the decision, or reduce the sanction or condition. The student must specify in writing the basis of the appeal. The dean may request a response in writing from the Hearing Panel. No new evidence shall be presented by either the student or the Hearing Panel.

(2) *Standard of Review on Appeal.* Appeals alleging factual errors shall be governed by a clearly-erroneous standard. Appeals alleging procedural errors or erroneous interpretation of the code shall be reviewed for prejudicial error.

(3) *Final Disposition.* The dean shall specify in writing the reason for any reversal, remand, or reduction. The dean's disposition of the appeal shall be final and no further appeal of the Hearing Panel's decision may be taken. This subsection represents the extent of appeal rights under this Code – there are no additional School of Law or university appeal rights under this code.

U. Petition for Rehearing

A student who has received a sanction or condition may petition the Honor Code Committee for a rehearing on the grounds of newly discovered evidence. Upon receipt of the petition, the Honor Code committee chair shall appoint an Advocate Team to consider whether the petition has merit and whether justice requires a rehearing. If the petition has merit and justice so requires, the Advocate Team shall promptly inform the Honor Code committee chair, who shall appoint an Honor Code Hearing Panel. The panel shall convene a hearing to consider the new evidence and reconsider the findings in light of the new evidence. Following such a hearing, the Hearing Panel shall enter an order affirming, modifying, or reversing its original decision and shall notify the petitioner and dean of its decision.

V. Student Witnesses

A student's refusal to give a statement or attend and testify truthfully at any Hearing upon summons by either the Advocate Team or the accused student shall constitute a violation of this code.

W. Confidentiality

(1) *General Rule.* Except as provided below, all Honor Code proceedings and accompanying information, including Advocate Team investigations, shall remain confidential to the maximum extent possible.

(2) *Exceptions to General Rule.*

(a) Confidentiality is waived if the accused student elects a public hearing or breaches this code's confidentiality provision.

(b) The Honor Code Committee shall issue Public Reports as described in subsection IV.X of this Code ("Public Reports"). Under no circumstances shall the names of any students appear in the Public Reports mandated by this code, except that the accused student may elect to have his or her own name appear in such reports.

(3) *Breach of Confidentiality.* Any breach of this confidentiality provision by any student shall be a violation of this code.

X. Public Reports

The Honor Code Committee shall issue periodic Public Reports, to be posted in the School of Law, summarizing the matters resolved by the committee in the reported period. Such Public Reports shall omit the names of all students except as provided in subsection IV.W(2)(b) ("Exceptions to General Rule" of Confidentiality). The Public Reports shall also – to the greatest extent possible – omit details about the reported matters that would risk revealing the identity of the student(s) involved.

Copies of all Public Reports shall be kept on file with the associate dean for academic affairs.

Y. Sanctions and Conditions

Sanctions and conditions that may be imposed by the Hearing Panel or dean include, but are not limited to, one or more of the following:

(1) Expulsion from the School of Law or revocation of School of Law diploma, as the case may be;

(2) Suspension from the School of Law, or any course or other School of Law-related activity, for one or more semesters, or for the balance of any semester;

(3) Withdrawal of credit in a course;

(4) Academic probation;

(5) A written reprimand;

(6) An oral admonition;

(7) Restitution;

(8) Conditions, such as mediation, referral of the accused student to the University Counseling Center, or a letter of apology or explanation of conduct.

Z. Record-Keeping

The following dispositions shall be noted in an accused student's permanent file:

(1) The Advocate Team's decision not to bring charges despite the presence of sufficient evidence of a violation and the reason for that decision, as set forth in subsection IV.H(3) ("Decision to Bring Charges");

(2) An approval of settlement by the Hearing Panel as set forth in subsection IV.Q ("Negotiated Settlement"), including any admission of an Honor Code violation by the accused student and any sanction or condition imposed;

(3) The Hearing Panel's dismissal of charges against an accused student;

(4) After the expiration of the appeal period, the Hearing Panel's determination of an Honor Code violation, and the sanction or condition imposed; and

(5) The Dean's affirmance, reversal, or remand of the Hearing Panel's determination of an Honor Code violation on appeal, and any sanction or condition imposed.

AA. Administration of Code After Graduation or Other Separation

Proceedings may be initiated or continued after the student has graduated or otherwise separated from the School of Law, provided that the alleged violation occurred while the student was enrolled or matriculated in the School of Law. If an Honor Code matter is pending when a student is scheduled to graduate from the School of Law, the student's degree may be withheld at least until the matter is resolved.

V. Periodic Review; Effective Date; No Retroactivity

The Honor Code Committee shall review this code periodically and recommend any amendments it deems necessary to ensure that this code remains consistent with the Statement of Purpose set forth in Section I of this code.

This code shall become effective on the date specified by the faculty at the time of adoption. This code, and any amendment to this code from time to time, shall be deemed to apply only to conduct occurring on or after the effective date of this code or such amendment, as the case may be.

¹ Initial version adopted by the faculty on May 2, 2012, with an effective date of September 1, 2012. Revised version adopted by the faculty with an effective date of February 14, 2018.

Policies and Procedures COVID-19 Assumption of Risk Students:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all university policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow

all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Vendors:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the vendor agrees to abide by all university policies and procedures related to COVID-19. The vendor voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The vendor also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the vendor, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Faculty and Staff:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the employee agrees to abide by all university policies and procedures related to COVID-19. The employee also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the employee, university faculty and staff, students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Alcoholic Beverages Policy

The following Alcoholic Beverages Policy is in effect with respect to all Quinnipiac School of Law student-sponsored functions:

On-Campus Events

Except where permission has been granted by the associate dean of students, alcohol may **not** be served at student organization-sponsored events at the School of Law. Student organizations seeking to serve beer and/or wine must request permission from the associate dean of students at least two weeks in advance of the event, outlining the specifics of the event. If the associate dean of students grants permission for beer and wine to be served, special conditions may be imposed that the student organization must follow (such as a two-drink ticket system). The event is also subject to the Quinnipiac University Alcohol and Drug Policy (<http://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-prevention-alcohol-abuse-drug-use-abuse/>) and the Student Code of Conduct. (<http://catalog.qu.edu/handbooks/graduate/student-code-conduct-process/>)

Set forth below are the procedures that must be followed if/when the associate dean of students grants permission for alcohol to be served at student organization-sponsored events:

When alcohol is served at an *on-campus* School of Law event:

- a. The associate dean of students must approve the amount of alcohol purchased for each event.
- b. Alcohol may never be consumed or served in classrooms, the library, the student meeting room, student organization offices, or the Courtroom. Non-alcoholic beverages must also be available.

- c. Substantial food must be available, such as sandwiches, wraps, etc. Pretzels, potato chips and similar snack foods do not constitute a substantial food for this purpose. When the food is gone, the serving of alcohol must cease.
- d. Beer and wine are the only alcoholic beverages that may be served. Mixed drinks are not permitted. If approved for use, kegs must be closed or capped at the end of the event and removed from campus as soon as possible.
- e. **Two non-drinking representatives of the sponsoring student organization must be present where alcohol is being served.** The president of the sponsoring organization must notify the associate dean of students *prior to the event* who these two representatives will be. These students are responsible for reporting violations of the alcohol policy to the associate dean of students.
- f. The sponsoring organization **must** hire a bartender from the university's catering department (Chartwells). The bartender must be on duty for the entire length of time alcohol is dispensed.
- g. Attendance at alcohol-related events is limited to **law school students, faculty, staff and their escorted guests**. NO undergraduates are permitted at any time.
- h. The faculty adviser for the sponsoring organization or a member of the administration (dean, associate dean) must attend the event.
- i. Immediately after the event has concluded, all open bottles of alcohol must be disposed of. Unopened bottles must be placed in a locked and secure location within the law school, such as the associate dean of students office.

When alcohol is served at an *off-campus* School of Law event:

- a. Events held at off-campus establishments require the purchase of any alcohol to be made directly from the off-campus establishment. The associate dean of students may still require a two-drink ticket system be used to ensure that such purchases be limited to no more than two drinks per student.
- b. Attendance at alcohol-related events is limited to law school students, faculty, staff and their escorted guests. NO undergraduates are permitted at any time.
- c. It is the student organization's responsibility to ensure that off-campus establishments hold the appropriate municipal and state liquor licenses, as well as the required insurance. All distribution of alcohol must comply with the restrictions indicated in Connecticut law.

The sale of alcoholic beverages: No alcohol shall be sold at on-campus School of Law events.

Legal drinking age: Beer and wine may be dispensed only to individuals who are 21 and older. In accordance with Connecticut state law, alcoholic beverages shall not be dispensed to any intoxicated person.

Damages: Any damage to property incurred at events at which alcohol is served is the responsibility of the sponsoring organization.

Transportation of alcohol: The event-sponsoring organization is responsible for preventing attendees from bringing personal alcoholic beverages into the event and for preventing attendees from taking alcohol out of the event. The only exception is where alcohol is being transported by a representative of the sponsoring organization from a retail outlet to the event.

Policy violations: Violation of any of the aforementioned alcoholic beverage policies may result in the loss of privileges to the sponsoring

group or organization and the disciplinary sanctions set forth in the University Alcohol and Drug Policy and Student Code of Conduct.

COMPLAINT PROCEDURE

- a. **In general.** There are two types of complaints: those that implicate the ABA Standards for Approval of Law Schools (https://www.americanbar.org/groups/legal_education/resources/standards/) and those that do not. To determine if the substance of a complaint implicates the Standards, a student should read the Standards.
- b. **Submitting a formal complaint that implicates the Standards.** Any student at the law school who wishes to bring a formal complaint to the administration of the law school concerning a significant problem that directly implicates the school's program of legal education and its compliance with the ABA Standards should do the following:
 - A. If the complaint concerns an academic matter, submit it in writing, via Quinnipiac University email, to the associate dean for academic affairs. If the complaint concerns a nonacademic matter, submit it in writing, via Quinnipiac University email to the associate dean of students.
 - B. The writing should describe in detail the behavior, program, process or other matter that is the subject of the complaint. It should explain how the matter implicates the law school's program of legal education and its compliance with one or more specific, identified ABA Standard(s).
 - C. The writing must provide the name, official law school email address, and a street address of the complaining student, for further communication about the complaint.
 - D. The administrator to whom the complaint is submitted will acknowledge the complaint within three business days of receipt of it. Acknowledgment will be made by email.
 - E. Within 10 business days of acknowledgment of the complaint, the administrator, or the administrator's designee, shall either meet with the complaining student, or respond to the substance of the complaint in writing. In this meeting or in this writing, the student will either receive a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint or to further investigate the complaint. If further investigation is needed, when the investigation is completed, the student shall be provided either a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint. The response shall be provided to the student via email within 10 business days after completion of the investigation.
 - F. Appeals regarding decisions on complaints may be taken to the dean of the law school. The student may further appeal to the university's senior vice president for academic affairs. Any decision on appeal to the academic vice president shall be final.
 - G. A copy of the complaint and a summary of the process and resolution of the complaint shall be kept in the office of the dean where it was originally filed.
- c. **Submitting a complaint that does not implicate the Standards.**
 - A. If the complaint concerns an academic matter, the student should make an appointment to meet with the associate dean for academic affairs or submit the complaint via QU email.
 - B. If the complaint concerns a nonacademic matter, the student should make an appointment to meet with the associate dean of students or submit the complaint via QU email.
 - C. If the complaint is submitted at a meeting, the student may present the complaint either orally or in writing.

D. The dean to whom the complaint has been submitted shall respond to the complaint in writing to the student's QU email address within 10 business days.

E. Appeals regarding decisions on complaints may be taken to the dean of the law school. The student may further appeal to the university's senior vice president for academic affairs. Any decision on appeal to the academic vice president shall be final.

Bias, Harassment and Discrimination Policy

Quinnipiac University values diversity, multiculturalism and respect for others in an environment free from bias. The university is committed to providing a safe and respectful educational and work environment that prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, gender, (including identity and expression), sexual orientation, age or disability. Such behaviors or attitudes undermine the environment of equity and mutual respect that is essential to fulfill the university's mission.

Discriminatory or bias-related acts by students, faculty or staff will be addressed through the appropriate disciplinary processes. Any act of reprisal, interference, restraint, penalty discrimination, coercion or harassment against the university community for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against those who report incidents to the university, are involved as witnesses or otherwise try to responsibly use this policy. This policy will help to create an atmosphere in which allegations of discrimination or harassment are dealt with in a timely, private, fair and effective manner.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. Quinnipiac University is committed to complying with Title IX and providing an educational, working and living environment free from gender or sex discrimination and sexual misconduct. Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex.

Quinnipiac University School of Law affirms its commitment to an environment that is fair, humane and respectful for all members of the law school community. Behaviors at the School of Law that inappropriately assert sexuality are unacceptable and will not be condoned. Behaviors that constitute sexual harassment include unsolicited verbal, nonverbal and/or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment.

The School of Law has identified associate dean for academic affairs, Robert Farrell, and associate dean of students, Kathy Kuhar, as administrators to whom law students who believe themselves to have been subjected to harassment or discrimination as defined above may report their complaints. Where appropriate, the School of Law will first try to resolve problems without formal hearings. When such efforts are not successful, individuals have available to them a formal process, outlined further in the University's Student Handbook (<http://catalog.qu.edu/handbooks/graduate/student-code-conduct-process/>) and in the University's Title IX Policy (p. 121). In all cases, the School of Law will

protect the confidentiality of both the complainant and respondent so far as the described process permits.

Policies and Procedures for Students with Disabilities

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. Consistent with its responsibilities to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity. Documentation from a licensed evaluator is required to substantiate the presence of a disability, defined by the ADA as “a physical or mental impairment that substantially limits one or more major life activities,” and to establish the need for reasonable accommodations at Quinnipiac University.

Responsibilities of the student:

- a. Contact the associate dean of students at the time of enrollment so that appropriate accommodations can be made in a timely manner. The student is also responsible for reviewing the need for accommodation on a semester-by-semester basis with the associate dean of students.
- b. Provide to the associate dean of students appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student’s disability and suggested reasonable accommodations.
- c. Provide signed consent authorizing the associate dean of students or designee to discuss the student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.
- d. Meet the timelines and procedural requirements established by the School of Law for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the associate dean of students will attempt to provide the accommodation to the extent possible under the circumstances.

Student Conduct Code

(Revised to June 2001)

Quinnipiac University’s Basic Policy and Student Code of Conduct are hereinafter incorporated by reference.

- a. **Student Discipline Committee**
A standing committee shall be appointed by the dean at the beginning of each academic year. The membership of this committee shall be at least six faculty members and four students, the latter to be chosen by the Student Bar Association in any manner it deems suitable.
The committee chairperson shall appoint one or more members of the faculty, from the committee if possible, to serve as law school advocates and one or more faculty members to serve as defense counsel. For each complaint of a possible violation of this Student Conduct Code, the committee chairperson shall assign one faculty law school advocate and one student to serve as an advocate team. All student committee members are eligible to serve as members of an advocate team. The advocate team shall be responsible for investigating alleged offenses, for preparing and presenting the case against the accused at disciplinary hearings, and for conducting negotiations with the accused or accused’s counsel, and shall have

sole discretion to decide whether or not to bring charges and whether or not to enter into negotiations. In the event that the faculty and student members of the advocate team cannot agree on a course of conduct, the faculty member’s decision shall govern.

Hearing panels consisting of one student and two faculty members selected by the chairperson shall hear and determine all cases. The committee chairperson shall select faculty members to serve on the hearing panel from the faculty in rotation, and shall select student members from the committee.

Any faculty member may serve as defense counsel, at the request of the accused student. Alternatively, the accused student may elect to be represented by a faculty member who serves as appointed defense counsel. Any faculty member representing an accused student, whether appointed or selected by the accused student, shall represent the accused student without fee and shall cooperate with retained outside defense counsel if the latter so requests.

- b. **Student Conduct Code: General Statement of Purpose**
This code shall be construed liberally in accordance with its purpose, which is to promote the highest ethical standards.
Acts of a non-academic nature, whether undertaken within the law school, on university property or elsewhere may be subject to all applicable law school and university rules and sanctions. Thus, the institution of proceedings under this code shall not preclude the institution of proceedings by the university, and the institution of proceedings by the university shall not preclude the institution of proceedings under this code. When proceedings are instituted by both the law school and the university, neither shall be ousted from jurisdiction by either the institution of proceedings or by the result reached by the other.
Nothing in these rules or procedures shall limit the authority of the School of Law or Quinnipiac University to act administratively to protect public safety and the educational mission of the School of Law or Quinnipiac University.
- c. **Violations**
The following acts are prohibited. Any student found guilty of one or more such acts shall be subject to the sanctions authorized by this code.

A. Cheating on any examination or other law school assignment, as illustrated by, but not limited to:

1. The unauthorized giving or receiving of aid or assistance;
2. The unauthorized use of information;
3. The unauthorized submission of work which has already been submitted in satisfaction of other coursework;
4. The giving or obtaining of any unfair advantage.

B. Plagiarism on papers or other law school assignments, as illustrated by, but not limited to:

1. The knowing or reckless copying or paraphrasing without proper attribution of any material written by another;
2. The knowing or reckless submission as one’s own of research assignment or papers, class work, or other projects which have been prepared in any part by another;
3. The knowing or reckless use of the exact language of another without identification as a direct quotation, by quotation marks or otherwise, even though the source is cited in the student’s work;

4. Knowledge or recklessness may be inferred from the circumstances.

C. Any act which reflects adversely upon fitness to practice law. Relationship to fitness shall be construed in accordance with the American Bar Association Rules of Professional Conduct, and relevant case law.

D. Any attempt to commit any act prohibited by this code.

d. Procedures

A. When an alleged offense is brought to the attention of the committee, or any member thereof, neither the committee nor any of its members shall conduct any inquiry, but shall instead refer the matter to the advocate team for investigation, as soon as is feasible. The team members may investigate in any reasonable manner. When the investigation discloses insufficient evidence of a violation, the case shall be dismissed at this stage with no notation in the student's record.

B. As soon as is practical after receiving notice that the advocate team has chosen to charge the accused student, the chairperson of the committee shall advise the student in writing of the name of the accuser or accusers, and of the nature of the charges with sufficient particularity to enable the student to answer them. The chairperson shall give notice in the manner most likely to provide the student with prompt notice.

The notice shall require the student to file a written answer to the charges with the committee chairperson, admitting, denying, or admitting in part and denying in part the charges. An answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials. The chairperson shall specify in the notice a date on which the answer shall be due. An accused student shall have at least seven days from the issuance of the notice of charge in which to file an answer. The chairperson, upon request, may extend the time for filing an answer.

C. After the filing of the answer, the accused must prepare a written statement responding to every allegation which he or she has denied in the answer, and about which the accused has any information. The advocate team may enter this statement into evidence at a hearing. As soon as is practical after the filing of the statement, the advocate team and the accused shall each prepare and provide to each other a summary of the testimony of each witness, and copies or descriptions of any physical evidence. The accused and the advocate team shall correct or supplement any disclosure that either side learns to be false or incomplete. There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or to cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

D. As soon as is practical following the giving of notice of a pending charge, but no earlier than ten days thereafter, the committee chairperson shall schedule a hearing date. The chairperson shall provide the accused with notice of

the date, place and time of the hearing. The hearing shall be completed no later than the end of the semester after the one in which the committee chairperson first receives the complaint, unless the accused student, or his or her representative, requests a continuance. The hearing shall be open or closed at the election of the accused student, subject to the need to maintain order. A student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two days prior to the hearing date.

E. At the hearing the student shall have the following rights:

1. To be advised and represented by the appointed defense counsel, any other faculty member, or by any attorney or representative retained by the accused, including another student;

2. To confront and cross-examine, in person or through their representative, the accuser and all other witnesses;

3. To testify;

4. To summon and present witnesses and other evidence in their behalf;

5. The student whose case is to be heard by the hearing panel may bring to its attention any facts or circumstances that would or would appear to compromise the impartiality of a member of the panel. Any member of the panel who knows of such circumstances, whether or not presented by the student, shall recuse themselves. If a panel member declines to recuse themselves upon request by the accused or another panel member, the dean of the law school shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.

6. The accused student has no right to refuse to testify or give a statement pursuant to Section 4.C. unless the testimony or statement would incriminate him or her under state or federal law. If the accused refuses to testify or give a statement under this provision, the Hearing Panel may draw a negative inference from the refusal.

F. Any oral or documentary evidence may be received, but irrelevant, immaterial or unduly repetitious evidence may be excluded. The Hearing Panel will rule on evidentiary matters at the hearing. The panel shall give effect to privileges recognized by Connecticut law that do not conflict with the express provisions of this code. When a hearing will be expedited and the interests of the law school or of the student will not be prejudiced substantially, evidence may be received in written form of copies and excerpts if the original is not readily available. The panel may take notice of the records and written policies of the law school and of the university. The parties shall be informed of the matter the panel notices,

and shall have an opportunity to contest the material so noticed.

G. Any negotiated settlement between the advocate team and the accused or accused's counsel shall be subject to approval by the Hearing Panel. The panel may not impose sanctions pursuant to an agreement of the parties in the absence of an admission of guilt by the accused.

H. After a contested hearing, the panel shall reach a decision regarding guilt or innocence, and sanction. The decision shall be upon a majority vote, based upon clear and convincing evidence, and communicated in writing to the student within 10 days after the decision is made.

I. If the decision is adverse to the student, the panel shall, within 20 days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary shall be mailed to the student.

J. The student may, within 10 days after receipt of the written summary, appeal to the dean who may affirm, reverse or remand the decision, or reduce the sanctions. The student must specify the basis of the appeal. No new evidence shall be presented on appeal. The dean shall specify in writing the reason for any reversal or reduction.

K. Any student who refuses to attend and testify at any hearing upon summons by either the panel or the student accused, shall be guilty of a violation of this code. No witness has a right to refuse to testify or give a statement unless the testimony or statement would incriminate him or her under state or federal law.

L. Prior to a finding or admission of guilt by a panel, all proceedings and accompanying information shall be confidential, except insofar as the student may elect a public hearing. Any breach of confidentiality shall be a violation of the code, and if by the accused, shall also operate as a waiver of any obligation of confidentiality on the part of others. After a finding or admission of guilt and the expiration of the appeal period, or of the affirmance of the decision by the dean, the disciplinary matter may become public information. In the event the panel finds that the student is not guilty, the panel and/or the committee chairperson may inform the complainant and any witnesses who testified at the hearing of the outcome of the matter.

M. If the case is dismissed at any stage prior to the imposition of a sanction, or the accused is found innocent, no record of the matter shall be placed in the student's file.

N. The committee may post a public notice of its disposition of any matter, so long as the information does not violate the confidentiality provision of Section 4.L.

e. Sanctions and Their Imposition

Sanctions which may be imposed by the Hearing Panel include, but are not limited to, one or more of the following which are set forth in descending order of severity:

A. Expulsion from the law school;

B. Suspension from the law school, or any course or courses, for one or more semesters, or for the balance of any semester.

C. A grade of "F" in any course to which the offense pertains;

D. Withdrawal of credit in a course;

E. Lowering of grade in any course to which the offense pertains;

F. A retake of an examination in a course, or the doing or repetition of any work less than the entire course in such a manner and subject to such conditions as the panel shall recommend;

G. Academic probation;

H. A written reprimand;

I. An oral admonition.

J. The committee may direct restitution in addition to or as an alternative to any of the foregoing.

K. In any matter when there is a conviction or an admission of guilt and the panel has imposed a sanction, such action shall be noted in the student's permanent file. After the imposition of a sanction, the notation thereof shall not be erased from the file as a result of the student's later successful completion of certain conditions.

L. In any matter where the dean reverses a conviction, the dean shall state whether or not the reversal has the effect of a dismissal and results in the erasure of the matter from the student's permanent file.

f. Exclusions

Nothing in this code shall preclude:

A. The establishment and enforcement by the Law faculty, administration, librarian or individual instructor, of rules pertaining to the administration of exams, papers, or assignments, or the maintenance of classroom or library decorum;

B. The use of authority on the part of the instructor to do those things believed necessary to fulfill responsibilities in the classroom, including devices to promote effective class participation, to prevent disturbance of the classroom situation, and ensure punctual and regular class attendance.

STUDENT DISCIPLINE COMMITTEE

Under the Student Conduct Code, alleged violations are investigated by a team consisting of one faculty member and one student. If the team decides to bring charges, the matter is heard by a panel of two faculty members and one student, who are appointed in a rotation.

Each year, the dean appoints a committee of several faculty members, and the SBA designates at least four students to serve on the committee. Anyone having reason to believe that a student has violated the Student Conduct Code may bring the matter to the attention of the committee chair, who will assign the team to investigate the matter.

Appendix A

Complying with the New York State Bar's Heightened Experiential Requirement

The School of Law will certify that students taking the New York Bar Exam have satisfied Pathway 1 of 22 NYCRR Part 520.18(a), if they meet the following requirements:

- Completed and passed all required courses, including the four upper-level core courses; *and*
- Completed and received at least a C in LPR; *and*
- Received at least a C in each course in *one* of the following arrays of experiential courses:
 - Option A: [Total of 6 or 7 credits]
 - Introduction to Representing Clients; and
 - Either Negotiation or ADR; and
 - One of the following litigation-based simulation courses:
 - Trial Practice
 - Visual Persuasion and the Law; or
 - One of the following transactional simulation courses:
 - Commercial Transactions Workshop
 - Estate Planning and Drafting.
 - Option B: [Total 6 credits]
 - Civil Justice Clinic, for at least 4 credits; and
 - Either Negotiation or ADR.
 - Option C: [Total 7 or 8 credits]
 - Any law clinic other than Civil Justice Clinic, or any externship for at least 3 credits; and
 - Introduction to Representing Clients; and
 - Either Negotiation or ADR.

Appendix B

Compliance with ABA Standard 310

A. Classroom Courses

1. Notification in Syllabus

Every faculty member shall include in the syllabus, or other document distributed at the beginning of the course, for each classroom course taught the following language:

Standard 310 of the American Bar Association's Accreditation Standards requires that for each credit hour earned, a student must do an amount of work that reasonably approximates at least 50 minutes of classroom instruction per week and at least an average of 120 minutes of out-of-class work per week for 15 weeks. Out-of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation. The 15-week period includes one week for examinations.

In my judgment, based on the average length and difficulty of the reading assignments and the number and average difficulty of other course exercises and assignments, at least [credit hours x 2] or more hours of out-of-class work will be required on average per

week to prepare adequately for class, complete all assignments, master the course material, and perform satisfactorily on all course assessments.

At the end of the course, students will be asked to indicate approximately how much out-of-class time they have spent per week per credit hour in this course, so please be mindful of this requirement as the course progresses.

2. Course Evaluation Form

The course evaluation form for every class will include the following question:

On average, how much out-of-class time did you spend per credit hour working on this course each week? Out of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation.

The question asks how much time you spent outside of class on this course each week, on average, **per credit hour**. So, for a **3-credit** course (e.g.), you should answer "1" if you spent **less than 3 hours per week**, on average, working on the course outside of class; "2" if you spent **3-6** hours per week; "3" if you spent **about 6 hours** per week; "4" if you spent **6-9** hours per week; or "5" if you spent **more than 9 hours per week**.

- a. Less than 60 minutes (<1 hour) per credit
- b. 60–120 minutes (1-2 hours) per credit
- c. About 120 minutes (2 hours) per credit
- d. 120–180 minutes (2-3 hours) per credit
- e. More than 180 minutes (>3 hours) per credit

B. Clinical and Externship Courses

Credit for clinics and externships includes classroom and out-of-class work, with the exception of some advanced clinical courses. Hours will be computed for all classroom and out-of-class credits together, and will require an aggregate of not fewer than 45 hours per credit per semester. Classroom time for clinical courses will be determined as follows: For clinical courses with a one-credit seminar, not fewer than 12.5 hours will be scheduled as classroom seminar time for the semester, held on a periodic schedule; for clinical courses with a two-credit seminar, not less than 25 hours will be scheduled as classroom seminar time per semester, held on a weekly schedule. For any advanced clinical course without a seminar credit, students may be required to meet together with the faculty member periodically in a classroom setting, but there is no minimum classroom time.

The balance of the required hours will include the aggregate of all other obligations: case work, field work, supervision, preparation for class including reading assignments, written assignments, skill-building exercises, and administrative obligations. For all clinical courses, students will be required to perform case work and field work pursuant to a weekly schedule and to keep contemporaneous records of time spent on all tasks.

C. Journal Credits

Members of each law journal typically earn four credits for the substantive work they perform as members on the journal. The credits are earned over two years but are ordinarily awarded in the member's second year on the journal. The editors of the law journals and the law faculty have determined that the amount of time devoted to substantive

journal work that is required to earn the journal credits is not less than 45 hours per credit, for a total of not less than 180 hours. Students can elect whether or not they wish to take some or all of the credits they have earned, but shall complete journal work of not less than 180 hours in order to satisfy their membership requirements.

The tasks performed by journal members include some or all of the following:

- a. **Cite-checking;**
- b. **Writing a student note**, intended to produce a final paper of publishable quality. In the process of writing a note, each student must identify an original topic, conduct research, write multiple drafts, and coordinate with the Journals Committee and student note editors;
- c. **Issue editing:** confirming student cite-check work, performing more substantial above-the-line edits, and working with authors to finalize papers; and
- d. **Student note editing.** These duties in the aggregate require not less than 180 hours of substantive work over the course of four semesters.

With the permission of the associate dean, who shall consult with the relevant editor-in-chief, students who have completed at least 45 hours of work in their first year of membership may elect to earn one of their journal credits in the spring semester of their first year of journal membership. Students are eligible to earn the balance of the journal credits in the second year of membership. Certification of hours of work:

Each academic year, the Editorial Board of each journal shall prepare a detailed estimate of the number of hours they reasonably believe that members and editors will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit. The Editorial Board of each journal may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a journal member wishes to elect to earn journal credits, the editor-in-chief shall certify to the registrar and to the Journals Committee that the student has performed journal work equal to at least 45 hours per credit. For the editor-in-chief of each journal, the Journals Committee shall certify to the registrar that the editor-in-chief has performed journal work equal to at least 45 hours per credit.

D. Moot Court Credits

Students typically earn three credits for their work with the Moot Court Society. The credits may be earned over two years but are ordinarily awarded in the second year in the Society. The officers of the Moot Court Society and the law faculty have determined that the amount of time devoted to substantive work that is required to earn the Moot Court credits is not less than 45 hours per credit.

Credit 1: Intramural Credit

Students earn one credit by participating in the Quinnipiac School of Law Terrence H. Benbow Moot Court intramural competition. This requires the student to submit a 12-18 page brief and to prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the first Moot Court credit.

Credit 2: External Competition Credit

Students earn one credit by participating in external competitions. Each participant must submit a 25- to 40 page brief and prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the second Moot Court credit.

Credit 3: Coaching Credit

Students earn one credit by coaching an extramural team. This work includes the following:

- a. learning the fact pattern and legal issues and precedents;
- b. preparing participants for oral argument;
- c. supervising competition preparation with outside judges; and
- d. attending at least two oral arguments at the competition. At least 45 hours of work are required to earn the third Moot Court credit.

Certification of hours of work:

Each academic year, the Moot Court Board shall prepare a detailed estimate of the number of hours they reasonably believe that society members will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit earned. The board may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a society member wishes to elect to earn Moot Court credits, the president shall certify to the registrar and to the faculty adviser of the society that the student has performed substantive moot court work equal to at least 45 hours per credit. For the Moot Court Society president, the faculty adviser shall certify to the registrar that the president has performed substantive society work equal to at least 45 hours per credit.

E. Independent Research

To earn credit for Independent Research, a student must write a paper that is 20 or more pages in length, exclusive of footnotes, per credit earned. In order to produce a final work product that satisfies this requirement, a student must consult with a faculty member on the choice of topic, research the appropriateness of the topic, prepare an initial outline, complete research for the paper, write drafts of the paper, and edit the writing in consultation with the faculty supervisor. It is the judgment of the faculty that this process will require at least 45 hours per credit earned.

FRANK H. NETTER MD SCHOOL OF MEDICINE

The Frank H. Netter MD School of Medicine has been designed to be a model for educating diverse, patient-centered physicians who are partners and leaders in an interprofessional workforce responsive to healthcare needs in the communities they serve. Students from diverse backgrounds attain their highest personal and professional potential in a collaborative student-centered environment that fosters the university's commitment to academic excellence, scholarship, lifelong learning, respect and inclusivity. Accordingly, the school values:

- excellence in education that places the student at the center of the learning experience, and nurtures the student's independence as a lifelong learner
- diversity and inclusiveness in all students, faculty and staff
- a learning environment that promotes the provision of holistic, patient-centered care
- interprofessional education and service-learning experiences to promote teamwork in the care of patients
- clinical partners who support and promote the school's vision, mission and values
- social justice and the education of physicians to address healthcare inequalities
- partnerships within our community that provide students with learning and service opportunities to improve the health of the community
- advancement and support of primary care education and health services research through the school's Institute for Primary Care
- advancement of global health through the school's Institute for Global Public Health by promoting community medicine, public health and international partnerships
- advancement of rehabilitation medicine, through the school's Institute for Rehabilitation Medicine by promoting interprofessional care, services and research programs especially for wounded military personnel

Right to Modify

This Catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the programs, policies and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School of Medicine reserves the right to modify the academic requirements, admission requirements and program of study; to change the arrangement and content of courses, the instructional material and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School of Medicine also reserves the right to change the semester schedule and examination times and locations. Nothing in this Catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Medicine.

Educational Program Objectives

Care of Individual Patients (CIP)

CIP 1. Gather accurate comprehensive and focused medical histories from patients and families using patient-centered interviewing skills.

CIP 2. Correctly perform comprehensive and focused physical examinations relevant to common chief concerns.

CIP 3. Interpret common laboratory data, imaging studies and other tests in the course of routine practice.

CIP 4. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, using up-to-date scientific information, evidence-based reasoning, and clinical judgment.

CIP 5. Develop a differential diagnosis, a problem list, and carry out a patient management plan using problem-solving and critical-thinking skills.

CIP 6. Review, interpret and create electronic health records for optimal patient care.

CIP 7. Demonstrate proficiency with common medical, diagnostic and surgical procedures.

CIP 8. Educate patients and their families on health promotion, disease prevention and management strategies to empower them to participate in their care and enable shared decision-making.

CIP 9. Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.

CIP 10. Adapt patient care approaches to remote forms of care provision through telemedicine and telehealth.

Knowledge for Practice (KP)

KP 1. Apply established and emerging anatomical, biological, pathological and pathophysiological scientific concepts fundamental to health care for patients and populations.

KP 2. Discuss the fundamentals of human development and behavior throughout the lifespan, including embryology and end-of-life.

KP 3. Recognize the biological, cultural, societal and economic aspects of human nutrition in health and disease.

KP 4. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care at the global, national, community, family and individual levels.

KP 5. Apply established and emerging principles of diagnostic imaging and laboratory testing to clinical problem-solving and evidence-based patient care.

KP 6. Develop a clinical question so as to effectively and efficiently gather, appraise and interpret medical evidence to apply new knowledge at the point of care.

KP 7. Apply biostatistical and critical analytical skills to interpret relevant literature.

KP 8. Explain the principles and comparative benefits of pharmacological and non-pharmacological therapeutics.

KP 9. Apply principles of epidemiological sciences and public health to the identification of health problems, risk factors, treatment strategies, resources and disease prevention/health promotion efforts for patients and populations.

KP 10. Explain and apply the principles of infection control, including but not limited to: transmission-based precautions, screening and appropriate use of personal protective equipment (PPE).

Interpersonal and Communication Skills (ICS)

ICS 1. Communicate effectively and respectfully with patients, families and the public across a broad range of socioeconomic and cultural backgrounds.

ICS 2. Communicate effectively and respectfully with colleagues within one's profession or specialty, other health professionals and health related agencies.

ICS 3. Accurately communicate patient data with other health professionals through complete, timely and organized medical records and presentations.

ICS 4. Demonstrate sensitivity, honesty and compassion in communicating medical information to patients including diagnosis, prognosis, diagnostic and therapeutic plans, ambiguity and uncertainty, and cost of care, adapting delivery to individual patients needs and literacy level.

ICS 5. Demonstrate sensitivity, honesty and compassion in difficult conversations, including those about adverse events, bad news, end of life, death, disclosure of errors and other sensitive topics, adapting delivery to individual patients needs and literacy level.

Professionalism (PROF)

PROF 1. Demonstrate compassion, honesty, integrity and respect in all interactions with patients.

PROF 2. Apply ethical principles with reference to end-of-life care, confidentiality, informed consent, conflicts of interest, disclosure of errors – in compliance with relevant laws, policies and regulations.

PROF 3. Identify patient-specific contexts and preferences including but not limited to diversity in gender, race, culture, language, age, sexual orientation, religious beliefs or ability – to implement equitable care for all patients.

PROF 4. Represent the ideals of altruism, justice and patient advocacy.

PROF 5. Demonstrate accountability to society and the profession.

Interprofessional Collaboration (IPC)

IPC 1. Identify the roles, responsibilities, training and skills of other health professionals relative to the health care needs of patients and populations.

IPC 2. Work with other health professionals, establishing and maintaining a climate of mutual respect, dignity, diversity, ethical integrity and trust to learn and take care of patients.

IPC 3. Communicate and collaborate with other health professionals in a responsive and responsible manner within a team-based care model.

Adaptive Learning and Scholarship (ALS)

ALS 1. Identify strengths, deficiencies and limits in one's knowledge, skills and/or attitudes.

ALS 2. Set specific, measurable, attainable, realistic and timely goals to plan for learning.

ALS 3. Select, engage in, and complete learning activities that address one's limits in knowledge, skills and/or attitudes.

ALS 4. Reflect upon learning progress using informed self-assessment and external feedback, and appropriately adjust learning strategies.

ALS 5. Design, implement and complete a scholarly project that is framed by and fulfills Glassick's six criteria for scholarship: clear goals, adequate preparation, appropriate methods, meaningful results, effective presentation and reflective critique.

Personal and Professional Development (PPD)

PPD 1. Use and cultivate self-awareness of knowledge, skills and emotional limitations to engage in appropriate and timely development-seeking behaviors.

PPD 2. Engage and build rapport with fellow learners, teachers and patients in physical and online learning contexts and settings.

PPD 3. Identify and maintain balance between personal and professional responsibilities.

PPD 4. Develop and demonstrate healthy coping mechanisms to respond to short-term and long-term forms of stress.

PPD 5. Practice flexibility and maturity in adjusting to change, ambiguity and uncertainty with the capacity to alter one's behavior.

PPD 6. Recognize, acknowledge and reach out if experiencing symptoms of burnout in one's self or colleagues, and demonstrate healthy coping mechanisms related to personal and patient care responsibilities.

PPD 7. Demonstrate self-confidence and ownership, in the context of ongoing responsibility, that puts patients, families and members of the healthcare team at ease.

Practice-Based Learning and Improvement (PBLI)

PBLI 1. Set learning and improvement goals.

PBLI 2. Implement continuous quality improvement practices at the individual and system level.

PBLI 3. Locate, appraise and assimilate current best evidence from scientific studies related to patients' health problems.

PBLI 4. Employ practice guidelines, clinical pathways information and value-based care principles to improve the care of individual patients and populations.

Systems-Based Practice (SBP)

SBP 1. Apply health system science to practice decisions, including political, economic, technological, value-based perspectives.

SBP 2. Incorporate cost awareness and risk-benefit analysis in decision-making about patient and/or population-based care.

SBP 3. Incorporate transferable skills and work effectively in various health care delivery settings and systems.

SBP 4. Perform administrative and practice management responsibilities to ensure ongoing quality control of practice.

SBP 5. Advocate for quality patient care, health equality and optimal patient care systems, and engage in efforts to reduce health disparities and address social determinants of health.

SBP 6. Participate in identifying system errors and consider potential systems solutions.

Community Partnership and Civic Responsibility (CPCR)

CPCR 1. Identify the resources and barriers to health of the local and regional community, and advocate for all vulnerable and marginalized populations within those communities.

CPCR 2. Apply principles of strategic partnership development from a stance of intellectual and cultural humility to understand the local and regional community.

CPCR 3. Actively engage the local and regional community by meeting (and ideally exceeding) formal graduation requirements for community service.

Candidates must have a bachelor's degree from a regionally accredited college or university, or an international equivalent degree. Permanent residents or Green Card applicants may apply. Deferred Action for Childhood Arrivals (DACA) students should contact the Admissions Office directly. We do not accept transfer students for entrance into any year.

Upper-level courses and AP credit may be used to satisfy basic requirements when applicable. Online courses of prerequisites will be considered on a case-by-case basis.

Applicants must complete a minimum equivalent of 32 semester/trimester/quarter hours of the prerequisites in biology, chemistry and physics from an accredited college or university in the United States or Canada. Coursework recommended, but not required, includes natural sciences, human physiology, genetics and cell biology, psychology, sociology, ethics, health policy, foreign language, humanities, communications or computer literacy.

- General Biology - 2 semesters/trimesters/quarters (with labs)
- General Chemistry - 2 semesters/trimesters/quarters (with labs)
- Organic Chemistry - 1 semester/trimester/quarter (with lab)
- Biochemistry - 1 semester/trimester/quarter
- General Physics - 2 semesters/trimesters/quarters
- College English/Writing Intensive - 2 semesters/trimesters/quarters
- College Math or Statistics - 2 semesters/trimesters/quarters (college algebra or above)

View detailed information about the Frank H. Netter MD School of Medicine Admission Policy (p. 652).

Vision

The Frank H. Netter MD School of Medicine will be a vibrant healthcare community that educates and nurtures diverse, compassionate physicians who promote wellness and patient-centered care for all members of society.

Mission

The Frank H. Netter MD School of Medicine is dedicated to educating current and future physicians to serve our community, as well as our profession. We accomplish this goal in a student-centered, collaborative environment that values compassionate care, integrity and inclusivity, academic excellence and scholarship, adaptability and social responsibility.

Values

- a. **Primary Care Education:** providing education focused on partnering with patients to promote health as well as first-line care and chronic disease management.
- b. **Personal and Professional Integrity:** achieving our highest potential as humans and healers by consistently acting with honesty and in accordance with strong moral values.
- c. **Academic Excellence:** creating a stimulating, student-centered environment that supports both learners and faculty to excel in their scholastic activities.
- d. **Inclusiveness and Diversity:** reflected in our students, faculty and staff and their respect of all people.
- e. **Compassion and Patient-Centeredness:** putting the patient at the center of the healthcare experience.
- f. **Social Justice:** seeking to address healthcare inequalities both locally and globally and provide all patients with equal access to care.
- g. **Scholarship:** advancing the field of medicine by promoting discovery, application, integration and dissemination of knowledge throughout one's career.
- h. **Interprofessional Collaboration:** promoting teamwork between disciplines and across institutions to deliver high-quality care.
 - i. **Community Partnership:** developing learning and service opportunities that improve the health of our community.
 - j. **Social Responsibility:** advocating to improve the broader determinants of health in the setting of finite resources.

Commitment to Diversity

The Frank H. Netter MD School of Medicine at Quinnipiac University is committed to providing an academic and work environment that respects the contributions, talent, and diverse experiences of all of our students, faculty, and staff. Our mission and core values include a commitment to diversity, collaboration, inclusivity, and mutual respect. We understand that excellence in medical education, scholarship, and the provision of clinical care is best achieved through promoting diversity in its broadest definition and maintaining an academic and work environment free of discrimination. We pledge to build and sustain a learning community where diversity is celebrated, and to foster access to medical education for learners from all segments of society. We consider inclusivity to be a responsibility of everyone in our learning environment.

Academic Calendar

Frank H. Netter MD School of Medicine Class of 2026 Y1 Calendar Academic Year 2022–23*

August 1–5	Monday– Friday	Orientation
August 8	Monday	Classes Begin
September 5	Monday	Labor Day – University closed
October 5	Wednesday	Yom Kippur – University closed

November 21–25	Saturday– Sunday	Thanksgiving Break
November 28	Monday	Classes Resume
December 17–January 2	Saturday– Monday	Winter Break
January 3	Tuesday	Classes Resume
January 16	Monday	Martin Luther King Jr. Day – University closed
March 13–17	Monday– Friday	Spring Break
April 7	Friday	Good Friday – University closed
May 27	Saturday	Break Begins

Class of 2025 Y2 Calendar Academic Year 2022–23*

August 8	Monday	Classes Begin
September 5	Monday	Labor Day – University closed
October 5	Wednesday	Yom Kippur – University closed
November 21–25	Saturday– Sunday	Thanksgiving Break
November 28	Monday	Classes Resume
December 17–January 2	Saturday– Monday	Winter Break
January 3	Tuesday	Classes Resume
January 16	Monday	Martin Luther King Jr. Day – University closed
March 31	Friday	Final Block Exam

Class of 2024 Year 3 Academic Year 2022–23*

April 25–June 3	Monday– Friday	Step 1
June 6–June 10	Monday– Friday	Orientation
June 13–July 17	Monday– Sunday	Block 1
July 18– August 21	Monday– Sunday	Block 2
August 22– September 25	Monday– Sunday	Block 3
September 26–October 28	Monday– Friday	Block 4
October 31– November 11	Monday– Friday	Exam Block LMC I
November 14– December 23	Monday– Friday	Block 5 (Thanksgiving, November 21–27)
December 24–January 2	Saturday– Monday	Break
January 3– February 5	Tuesday– Sunday	Block 6
February 6– March 12	Monday– Sunday	Block 7
March 13– April 14	Monday– Friday	Block 8

April 17–April 28	Monday– Friday	LMC II Exam Period
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Class of 2023 Y4 Academic Year 2022–23*

May 9–May 13	Monday– Friday	M4 Orientation
May 15– June 10	Monday– Sunday	Block 1
June 13–July 8	Monday– Sunday	Block 2
July 11– August 5	Monday– Sunday	Block 3
August 8– September 2	Monday– Sunday	Block 4
September 5– September 30	Monday– Sunday	Block 5 (Block begins on September 6 due to Labor Day)
October 3– October 28	Monday– Sunday	Block 6
October 31– November 25	Monday– Sunday	Block 7
November 28– December 23	Monday– Sunday	Block 8
December 26– January 20	Monday– Sunday	Block 9
January 23– February 17	Monday– Sunday	Block 10
February 20– March 17	Tuesday– Sunday	Block 11
March 20– April 14	Monday– Sunday	Block 12
April 17–May 12	Monday– Sunday	Block 13
May 12	Friday	Commencement

*Calendars are subject to change

Master of Medical Sciences

The Master of Medical Sciences degree acknowledges the accomplishments of students who have successfully completed the first two years of the MD program, but are unable to complete the full program. Students are eligible to apply after withdrawing from the MD program and may do so within 3 years of successful completion of the first two years of the MD program. Students are not eligible to apply directly into the Master of Medical Sciences program.

Medical Doctor

The curriculum at the Frank H. Netter MD School of Medicine prepares students to become highly qualified, compassionate and culturally sensitive doctors. No matter which medical specialty is chosen, our students learn to view your patients through the lens of a holistic physician—always with an emphasis on patient-centered care.

Throughout their four years of medical school, students work closely with faculty mentors, career advisers and clinical faculty physicians in

various medical settings. They offer assistance when choosing courses, help plan the required and elective fourth-year clerkships, and identify residency programs that align to your interests and career goals. You will learn evidence-based medicine through the integration of basic science concepts in Foundations of Medicine (FOM) and rigorous clinical training through Clinical Arts and Sciences (CAS). To reinforce critical thinking skills and self-directed learning, you will also complete a project under the guidance of a mentor in the Scholarly Reflection and Concentration/Capstone course (SRCC).

For your clinical experiences during the third and fourth year, the school has affiliations with several community hospitals in urban, suburban and rural settings. Our principal hospital affiliates are St. Vincent's Medical Center in Bridgeport, Connecticut, and St. Francis Hospital in Hartford, Connecticut. You will experience a variety of clinical work placements that help you decide on your future specialty and practice setting.

The medical school is located on the interprofessional North Haven Campus with the schools of health sciences, nursing and law. This creates a collaborative learning environment for students pursuing degrees in a multitude of healthcare professions, including physical therapy, occupational therapy and physician assistant. Our state-of-the-art facilities include an operating suite with high-fidelity simulation rooms that function as patient simulators and labs with the latest imaging equipment. Our facility includes 16 patient rooms where students practice examining simulated patients.

Medical Doctor Program of Study

The four years of the medical curriculum comprise two years of pre-clerkship foundational instruction and two years of clinical clerkships. Our curriculum is linked to our Netter Educational Program Objectives, which fit into nine categories: Care of Individual Patients, Knowledge and Scholarship, Inter-professional Collaboration, Interpersonal and Communication Skills, Professionalism, Practice-Based Learning and Improvement, Systems-Based Practice, Citizenship and Service, and Concentrated and Independent Learning.

During the first two years, the curriculum consists of three integrated courses: Foundations of Medicine (FOM), Clinical Arts and Sciences (CAS) and the Scholarly Reflection and Concentration/Capstone course (SRCC). During the clerkship years, students clinical learning is organized around the six ACGME Competencies: Medical Knowledge, Patient Care, Interpersonal and Communication Skills, Professionalism, Practice Based Learning and Improvement and Systems Based Practice.

For a visual depiction of the curriculum, see this Curriculum Map (<https://www.qu.edu/4a0fb2/globalassets/global/media/qu/documents/academics/school-of-medicine/netter-curriculum-map.pdf>).

Pre-Clerkship Years

Year 1

MED 811 - Foundations of Medicine I

Course Goal: The goal of Foundations of Medicine (FOM) I is for medical students to achieve foundational knowledge in the basic medical sciences, with an emphasis on gaining a detailed understanding of common and representative illnesses. By the end of year one, students are knowledgeable in human biology and the impact that psychological, social, cultural and economic forces have on human health. They are able to discuss the epidemiology and prevention of major medical conditions. Knowledge gained in FOM I will be revisited and expanded the following year in FOM II.

The course is divided into foundational and organ system blocks with horizontal and vertical integration across the blocks and with the other courses. The School of Medicine's longitudinal themes of pharmacology, nutrition, behavioral and social sciences, biomedical ethics and epidemiology also are integrated throughout the curriculum as they relate to specific organs and diseases throughout each block.

The course is taught through a variety of teaching methods including lectures and small group events that employ case-based learning activities. Dissection-based anatomy is integrated across all of the organ system blocks in the first year.

MED 812 - Clinical Arts and Science I

Clinical Arts and Sciences (CAS) I is an innovative introduction to clinical medicine course that aims to teach foundational clinical skills in a safe, collaborative environment incorporating experiential learning in both simulated and real clinical settings. CAS has two sections providing up to 6-8 hours of curricular activity each week.

Foundations of Clinical Care (FCC): This section is dedicated to teaching clinical skills, predominantly in a small group setting of eight students and two experienced physicians. Students learn patient-centered interviewing, history taking, communication and physical examination. Medical documentation and oral presentations are emphasized throughout the academic year. Clinical reasoning and advanced communication skills are introduced in semester two. Basic procedural skills training, telemedicine training, and interprofessional activities centered around ultrasound training also provide significant experiential learning opportunities.

Simulated practice with standardized patients (SPs) is one of the predominant features of this section of the course. Student knowledge of clinical skills is assessed via formative objective structured clinical examinations (OSCEs) on a monthly basis and with a summative OSCE at the end of the academic year. Faculty complete a summative evaluation of student performance each semester. The course also encourages learners' understanding of professionalism and professional identity formation with self-assessments such as video review and goal setting opportunities, in addition to peer feedback and feedback from the SPs and faculty.

Medical Student Home (MeSH): This section pairs a medical student with a practicing community physician with the purpose of providing each medical student with a supervised environment to practice the foundational clinical skills learned in FCC. Students spend one afternoon a week, 4 hours at a time, in the physician's office-based practice. Physicians directly observe students interview and examine patients. Physicians provide formative feedback through a workplace-based assessment program. A summative faculty evaluation of students is also completed.

MED 813 - Scholarly Reflection & Concentration Capstone I

Course Goal: Scholarly Reflection and Concentration/Capstone (SRCC) is a four-year course focused on seven core domains: Evaluating Information Sources, Critical Appraisal of Literature, Interacting with and Interpreting Data, Self-Reflection, Personalized Curriculum, Responsible Research Practice, and Scholarship.

SRCC allows learners to personalize their curriculum and prepare for scholarly endeavors during residency and future practice. They self-design and execute a capstone project in an area they are passionate about. Learners use narrative medicine and mentoring to develop

personally and professionally. They gain both conceptual understanding and practical skills in research methods, epidemiology, medical informatics, biostatistics, evaluating information sources, and critical appraisal of medical literature. The information presented in this course is integrated whenever possible with material in the Foundations of Medicine and the Clinical Arts and Sciences courses, to enable learners to apply biostatistics, epidemiology, and medical informatics to community and public health, medical literature interpretation, and clinical decision-making.

Year 2

MED 821 - Foundations of Medicine II

Course Goal: Building on the foundation provided by the FOM I curriculum, the goal of FOM II is for medical students to attain essential knowledge and skills related to the pathophysiology and epidemiology of diseases. In addition, students develop a broad understanding of treatment paradigms for common medical disorders. The longitudinal themes of behavioral and social sciences, biomedical ethics, epidemiology, pharmacology and nutrition are interwoven into curricular content in FOM II.

Problem Based Learning (PBL) is a major instructional component in FOM II and integrates active and self-directed learning with the development of clinical reasoning skills in the assessment of patient symptoms, signs and laboratory findings. Collaborative and professional participation in this activity are essential components of PBL.

MED 822 - Clinical Arts and Science II

Clinical Arts and Sciences (CAS) II is an innovative introduction to clinical medicine course that aims to teach foundational clinical skills in a safe, collaborative environment incorporating experiential learning in both simulated and real clinical settings. CAS has two sections providing up to 6-8 hours of curricular activity each week.

Foundations of Clinical Care (FCC): This section is dedicated to teaching clinical skills, predominantly in a small group setting of eight students and two experienced physicians. Students build upon the skills they learned in CAS I. Clinical reasoning becomes a central component of the course in year two, with monthly instructional sessions that are well integrated with the foundational topics being covered in the FOM course. Sessions are also dedicated to advanced physical examination techniques as well as advanced communication skills such as delivering unwelcome news and sharing medical information. Medical documentation and oral presentations continue to be emphasized throughout the academic year with a focus on assessment and plan in CAS II. Basic procedural skills training, telemedicine and interprofessional activities centered around ultrasound training also provide significant experiential learning opportunities.

Simulated practice with standardized patients (SPs) is one of the predominant features of this section of the course. Student knowledge of clinical skills is assessed via formative objective structured clinical examinations (OSCEs) on a monthly basis and with a summative OSCE at the end of the academic year. Faculty complete a summative evaluation of student performance each semester. The course also encourages learners' understanding of professionalism and professional identity formation with self-assessments such as video review and goal setting opportunities, in addition to peer feedback and feedback from the SPs and faculty.

Medical Student Home (MeSH): This section pairs a medical student with a practicing community physician with the purpose of providing each medical student with a supervised environment to practice the foundational clinical skills learned in FCC. Students spend one afternoon a week, 4 hours at a time, in the physician's office-based practice. Physicians directly observe students interview and examine patients. Physicians provide formative feedback through a workplace-based assessment program. A summative faculty evaluation of students is also completed.

MED 823 - Scholarly Reflection & Concentration Capstone II

Course Goal: Scholarly Reflection and Concentration/Capstone (SRCC) is a four-year course focused on seven core domains: Evaluating Information Sources, Critical Appraisal of Literature, Interacting with and Interpreting Data, Self-Reflection, Personalized Curriculum, Responsible Research Practice, and Scholarship.

SRCC allows learners to personalize their curriculum and prepare for scholarly endeavors during residency and future practice. They self-design and execute a capstone project in an area they are passionate about. Learners use narrative medicine and mentoring to develop personally and professionally. They gain both conceptual understanding and practical skills in research methods, epidemiology, medical informatics, biostatistics, evaluating information sources, and critical appraisal of medical literature. The information presented in this course is integrated whenever possible with material in the Foundations of Medicine and the Clinical Arts and Sciences courses, to enable learners to apply biostatistics, epidemiology, and medical informatics to community and public health, medical literature interpretation, and clinical decision-making

Clerkship Years

Year 3

In July 2020, the Netter School changed its clerkship model for third-year students to a LMC. Most of the student will participate in this model; a select group of students will have the option to participate in a longitudinal integrated clerkship in Maine (see MED 837).

MED 839 - Longitudinal Multi-specialty Clerkship (LMC)

The LMC is designed to ensure a robust, flexible learning experience by combining core specialties into "clinical clusters" with shared academic half days. There is also an integrated block, where students get additional clinical experiences in each core specialty as well as exposure to areas such as radiology, anesthesiology, neurology, outpatient medicine and other subspecialty electives. Students also have dedicated time for their Capstone scholarly project in this block. The LMC model includes a longitudinal curriculum of didactics that covers the core content for each specialty along with cross-cutting curricula in narrative medicine, clinical reasoning and health systems science, including health equity.

The third year comprises in-depth clinical experiences in six core specialties: primary care, internal medicine, pediatrics, psychiatry, obstetrics and gynecology, and general surgery. Students receive training in both ambulatory and inpatient settings where they learn through direct patient care as well as teaching attending rounds, lectures and case discussions. Our principal hospital affiliates are St. Vincent's Medical Center in Bridgeport, Connecticut, Waterbury Hospital and Connecticut Children's and St. Francis Hospital in Hartford, Connecticut. We also have affiliations with several community hospitals and numerous outpatient practices in urban, suburban and rural settings. The variety of clinical settings enables students to see a broad range of patient presentations

and determine where they envision practicing in their residency and beyond.

Assessment of students includes clinical evaluations, direct observation with feedback, teaching attending evaluations, national board exams, self-assessments, Objective Structured Clinical Exams, and additional specialty-specific assessments. Students receive regular feedback throughout each clinical cluster and take practice board exams. Students receive two weeks of dedicated study time at the end of each cluster to prepare for the specialty specific national exams. All students will take USMLE® Step 1 before starting their fourth year clinical rotations.

Cluster A

Internal Medicine/Primary Care/Surgery/Integrated Block

5 weeks each

Cluster B

Ob-Gyn/Pediatrics/Psychiatry/Integrated Block

5 weeks each

MED 837 - Longitudinal Integrated Clerkship

The Maine Longitudinal Integrated Clerkship is designed for students who are committed to the care of rural communities. A select group of third-year medical students complete an innovative curriculum of integrated clinical experiences that are designed to treat the whole patient and family across a continuum of care. They work at Northern Maine Medical Center, a modern, fully accredited, 49-bed hospital offering complete obstetric, surgical, pediatric and general medical services. It also provides a state-of-the-art, six-bed intensive care unit for critically ill patients and offers the only child, adolescent and adult inpatient psychiatric units in northern Maine. The center belongs to the 15,000 people in the hospital's service area, the Upper St. John Valley and neighboring communities.

The flexibility and personalized nature of the Maine rural program enables students to tailor their learning. Building on a strong, mentoring foundation of faculty-to-student relationships makes it possible to create a customized patient care experience. Each week, the students have four days of structured and comprehensive educational content in various clinical formats that will address each of the six core clerkships: primary care, inpatient medicine, pediatrics, psychiatry, obstetrics and gynecology, and general surgery. They will also have a half day of didactics and a half day of open space for scholarship or personal needs, and regular clinical exposure in the emergency room setting.

Year 4

Students will complete a four-week required selective in emergency medicine or critical care, a sub-internship and electives. Students will also complete and present their Capstone project and take the USMLE® Step 2 Clinical Knowledge examination. There is ample time to meet with career advisers and work on residency applications and interviews during this year. At the end of the year, there is an optional residency prep course to ensure readiness for intern year.

MED 841 - Emergency Medicine

By the end of the four-week Emergency Medicine clerkship, students should be able to gather information, formulate differential diagnoses, and propose evidence-based management for patients with common presentations in an Emergency Room setting. They will learn to recognize emergent medical conditions and initiate stabilization plan as

well as demonstrate proficiency with basic procedural skills. Students will demonstrate knowledge in managing the following conditions: chest pain, shortness of breath/respiratory distress, abdominal/GI emergencies, fever/infections/sepsis, endocrine/electrolyte emergencies, altered mental status, trauma, intoxication, psychosis/agitation, stroke/TIA, critical patients requiring ACLS, and pediatric acute concerns.

MED 842 - Critical Care

By the end of the four-week Critical Care clerkship, student should be able to gather information, formulate differential diagnoses, and propose evidence-based management for patients with common presentations in an intensive care setting. Students will learn to provide direct care to patients with critical illness and injury, including life threatening multi-system organ failure. By the end of this rotation, students should demonstrate knowledge in managing the following conditions: shock, acute respiratory failure, acute renal failure, acute GI hemorrhage, diabetic ketoacidosis/hyperosmolar hyperglycemic state, strokes/seizures, sepsis, healthcare associated infections, and end of life care/delirium. They will also learn the skills of resuscitation, laryngoscopy and intubation techniques, ventilator management and basic bedside procedures.

MED 844 - Internal Medicine Sub I

In the four-week Internal Medicine Sub-Internship, students will provide autonomous patient care to hospitalized patients to develop competence and readiness for clinical practice as an intern. Students will be an integral part of the team and will actively participate in care transitions for patients including admission, transfer between services, sign-outs between various teams, and discharge from the hospital, as well as cross-coverage roles. At the end of the Internal Medicine Sub-Internship clerkship, each student should be able to gather information, formulate differential diagnoses, and propose evidence-based management for patients with common conditions in an inpatient care setting, including but not limited to the following: atrial fibrillation, COPD/asthma exacerbation, acute/chronic/end stage renal disease, electrolyte disorders, community acquired pneumonia, GI bleed, stroke, and alcohol withdrawal.

MED 845 - Pediatric Sub I

The Pediatric Sub-Internship is a four-week inpatient experience that serves as a bridge between the Pediatric Clerkship and Pediatric Residency. During this rotation, students will learn to take a history in a more targeted manner than in third year, organize their work, formulate a differential diagnosis and a therapeutic plan and implement it while engaging in self-directed learning. By the end of the sub-internship, students should be able to describe the epidemiology, pathophysiology, clinical findings, diagnostic evaluation and management of common pediatric conditions that require hospitalization including but not limited to: surgery-requiring conditions, respiratory distress, gastrointestinal illnesses, dermatological disease, endocrinological emergencies, electrolyte imbalance, sepsis/fever, and central nervous system disorders.

MED 846 - Surgery Sub I

The Surgery Sub-Internship is a four-week inpatient based experience to develop the skills required to diagnose and begin to manage surgical conditions as a surgical intern. The primary focus of the Surgery Sub-I is to foster student development through direct patient care, on the fly learning, exposure to increased complexity of patient conditions, and independent study. Students will formulate comprehensive assessments,

diagnostic and therapeutic plans for common acute and chronic surgical conditions, demonstrate the ability to perform common and necessary surgical skills and work collaboratively to coordinate surgical patient care in a variety of health care delivery settings. The final grade for the rotation will be assigned by the clerkship director using the clinical assessment summary provided by the site director and in consultation with the supervising attending physicians.

MED 847 - Family Medicine Sub I

The Family Medicine Sub-Internship is a four-week long primarily in-patient experience, blended with a few half days of out-patient experience, to develop competence and readiness for clinical practice as a family medicine resident. Students actively participate in care transitions for hospitalized patients including admission, transfer between services, sign-outs between various teams, and discharge from the hospital, as well as cross-coverage roles. Students are expected to provide high-value, evidence-based care for patients with common family medicine conditions including but not limited to: abdominal pain, acute kidney injury, chest pain, congestive heart failure, diabetes mellitus, electrolyte imbalance, hypertension, sepsis, shortness of breath and urinary tract infections.

MED 861 - OB-GYN Sub I

The Obstetrics & Gynecology Sub-Internship is a four-week experience either on the Maternal Fetal Medicine (MFM) or the Gynecology Oncology service. Students will work in both inpatient and outpatient settings and participate as an integral member of the team. Students on the MFM service will learn about the care of high-risk ob-gyn patient conditions including but not limited to: gestational diabetes mellitus, fetal macrosomia, premature rupture of membranes, critical care in pregnancy, multifetal gestation, fetal aneuploidy and prenatal diagnosis of genetic disorders as well as learn ultrasound in pregnancy. Students on the Gynecology Oncology rotation will learn about the care of patients with gynecology malignancies including symptoms, presentation, and diagnosis; treatment and outcomes, including pelvic surgery, radiation and chemotherapy; and post-operative, inpatient, and outpatient management. Students will improve their basic procedural and surgical skills during this rotation to prepare them for internship.

MED 862 - Psychiatry Sub I

The Psychiatry Sub-Internship is a four-week experience designed to give medical students an opportunity to integrate their academic knowledge and clinical experience into practice on both the adult and child/adolescent inpatient units. The goal is to provide future physicians the opportunity to treat a variety of patients with a diverse range of mental illness to develop competence in diagnosing and treating mental illness across the spectrum. By the end of this sub-internship, students will be able to develop an empathic doctor-patient relationship, conduct a clinical interview and perform a complete mental status exam, apply basic science knowledge of neurobiology and psychosocial experiences in the pathogenesis and treatment of psychiatric illnesses, formulate a diagnosis based on DSM-V, understand the different treatment approaches of major psychiatric syndromes, and practice as an effective team member in a multi-disciplinary team.

Electives

Students take a minimum of 28 weeks of electives of their choice. Electives can be taken at the Netter School of Medicine or students can participate in away rotations—internationally or domestically as available and meeting criteria. Electives encompass diverse patient care experiences as well as skills development in areas such as teaching or

leadership. Custom electives are also an option, subject to approval. Elective choices vary depending on site availability.

Accreditation

The medical school is accredited by the Liaison Committee on Medical Education. The LCME is jointly sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA).

Technical Standards

Quinnipiac University is committed to admitting qualified applicants without regard to race, ethnicity, age, national or ethnic origin, disability, gender identity, sexual orientation, marital status or religion. Qualified applicants to the Frank H. Netter MD School of Medicine are individuals who demonstrate the cognitive and physical abilities, and behavioral and communication skills required to complete a rigorous curriculum and meet certain technical standards for medical students and physicians. The MD degree signifies the acquisition of general knowledge in the fields necessary for the practice of medicine. A graduate of the Frank H. Netter MD School of Medicine of Quinnipiac University must have the knowledge and skills to function in various clinical settings and to provide a wide spectrum of care.

In order to acquire the requisite knowledge and skills, students must possess both sensory and motor abilities that permit them to accomplish the activities described in these standards, with or without reasonable accommodations. A student must be able to effectively process information through their sensory functions, with or without a reasonable accommodation, and do so consistently, rapidly and accurately. Students must be able to learn, integrate, analyze and synthesize data.

Providing care for patients' needs is essential to the role of a physician and comprises a significant component of training. A student must be able to tolerate physically challenging workloads and function under stress. The responsibilities of medical students may require their presence and attention during daytime and nighttime hours.

A student in the School of Medicine must be able to meet the following standards, with or without a reasonable accommodation:

1. Observation

Students must have sufficient visual ability to be able to observe patients accurately from a distance and close at hand. They must be able to observe and participate in laboratory exercises and demonstrations. They must be capable of viewing and developing the skills needed to interpret diagnostic modalities. Students must be able to obtain a medical history and perform a complete physical exam, including detecting and interpreting non-verbal communication such as change in posture, body language, mood and facial expressions demonstrated by patients.

2. Communication

Students must be able to communicate effectively, in both written and oral English, and must be able to speak with and comprehend patients, their families, and other members of the healthcare team. Students must be capable of establishing rapport with patients and families. Students must be able to compose and record information accurately and clearly.

3. Motor and Sensory Function

Students must have sufficient motor and sensory function necessary to conduct a routine history and physical examination, differentiate normal from abnormal findings, and document their findings. Students must have sufficient motor function in order to conduct movements required

to provide general care and emergency treatment to patients according to acceptable medical practices. Students must have sufficient motor ability to access and perform at clinical sites required for mandatory experiences.

4. Intellectual, Conceptual, Integrative and Quantitative Ability

Students must have sufficient cognitive abilities to master the body of knowledge comprising the curriculum of the School of Medicine. They must be able to recall large amounts of information, perform scientific measurements and calculations, and understand and learn through a variety of instructional modalities including but not limited to: classroom instruction, small group discussion, individual and self-directed study of materials, preparation and presentation of written and oral reports, peer review and assessment, as well as use of computer-based technologies. Students must demonstrate reasoning abilities necessary to gather, analyze, synthesize and integrate information from varying sources efficiently and effectively. They must be able to measure and calculate accurately and be able to perceive 3D relationships and understand the spatial relationships of systems.

5. Attitudinal, Behavioral, Interpersonal and Emotional Characteristics

Students must have the capacity to learn and understand ethical principles, professional standards for physicians, and state and federal laws governing the practice of medicine. Students must demonstrate the maturity, emotional stability and sensitivity required to form effective relationships with patients, faculty, staff, colleagues and all members of the healthcare team. They must exhibit honesty, integrity, self-sacrifice and dedication.

Students must have the capacity to effectively communicate with and provide care, in a non-judgmental manner, for individuals whose culture, spiritual beliefs, physical or mental abilities, sexual orientation or gender expression differ from their own. They must be able to examine the entire patient, male and female, regardless of their social, cultural or religious beliefs. Students must have the capacity to develop the requisite skills needed to identify personal biases, reactions and responses as well as recognize differing points of view, and not allow personal attitudes, perceptions or stereotypes to compromise patient care.

Students must be of sufficient emotional and mental health to utilize fully their abilities, exercise sound judgment and complete educational and patient care responsibilities safely, effectively, and with courtesy, compassion, and respect. They must be capable of modifying their behavior in response to feedback and evaluation. Students must exhibit adaptability and be able to work effectively under stress and tolerate an often physically taxing workload. Individuals whose performance is impaired by abuse of substances, including alcohol, are not suitable candidates for admission, promotion or graduation.

6. Ethical and Legal Considerations

Candidates for admission must meet the legal standards to practice medicine in the State of Connecticut. Candidates must therefore provide written explanation of any felony offenses or disciplinary actions taken against them prior to matriculation, and commit to notifying the associate dean for student affairs immediately in the event of conviction of any felony offense while a student of the School of Medicine. Serious instances of unethical conduct or conviction of a felony offense, or the failure to disclose such conduct or felony offense, may lead to disciplinary action by the School of Medicine, including dismissal.

The Frank H. Netter MD School of Medicine will consider any candidate who demonstrates the ability to perform the skills specified in these technical standards, with or without reasonable accommodation. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 address the provision of services and accommodations for qualified individuals with disabilities. Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs and activities in the most integrated setting possible. In the consideration of students for admission and in the training of students for the MD degree, it is essential that the integrity of the curriculum be maintained, that elements of the curriculum considered necessary for the education of a physician be preserved and that the health and safety of patients be considered vital. The use of a trained intermediary is not acceptable in clinical situations as judgment is mediated by someone else's power of selection, observation and interpretation. As such, students must be able to perform in an independent manner with or without such accommodations.

Students who are interested in requesting accommodations are instructed to take the following steps:

- Submit a completed Accommodation Request Form for Students with Disabilities (found on the university website) to the university Office of Student Accessibility
- Provide current, supporting documentation from a licensed physician, psychologist, or other appropriately credentialed evaluator.
- Candidates for the MD degree will be assessed on a regular basis by the Office of Accessibility according to the academic and Technical Standards of the School of Medicine on their abilities to meet the curricular requirements.
- The Office of Accessibility will work with the School of Medicine associate dean for student affairs who, in concert with course and clerkship directors, will ensure that reasonable accommodations are in place.

Students must complete the following requirements to be eligible for graduation from the School of Medicine:

- Obtain a satisfactory grade in each course
- Successfully complete Scholarly Reflection & Concentration Capstone course including the concentration/capstone project
- Successfully complete the Year 3 and Year 4 clerkships and electives
- Pass USMLE® Steps 1 and 2 CK
- Complete the Frank H. Netter MD School of Medicine's interprofessional education, community service and service learning requirements
- Demonstrate the personal, professional and ethical attitudes and behaviors expected of a physician graduate of the Frank H. Netter MD School of Medicine

Students must complete the requirements of each academic year within a two-year period, but must complete the curriculum and meet all graduation requirements within a six-year period. Additional time to complete the curricular requirements may be stipulated as part of an accommodation made under the provisions of the Americans with Disabilities Act. Approved leaves of absence (refer to section XIX. Leaves of Absence) do not count toward time needed to complete curricular requirements. The Promotions and Performance Standards Committee

has the discretion to determine whether portions, or all, of an academic year are counted toward this requirement.

Netter School Code of Conduct On Professionalism

In order to uphold the mission and aims of the Frank H. Netter MD School of Medicine at Quinnipiac University, students, faculty and staff are given the responsibility of conducting themselves in a manner that positively reflects the School of Medicine and the interests of patients. As such, the standard of professionalism is defined by our interactions with colleagues, commitment to excellence in theory and in practice, courteous behavior between colleagues, faculty, administration, patients, and community partners, and maintenance of accountability, effective communication, presentation to others, consistency in work, and commitment to adhering to the standards and guidelines enumerated in the Netter School of Medicine Code of Conduct.

The Code of Conduct for the Frank H. Netter MD School of Medicine is based on the following principles.

- Compassion
- Duty
- Honesty
- Integrity
- Respect
- Professionalism

All members of the School of Medicine, including faculty, students and staff are expected to abide by the standards articulated in this Code of Conduct as well as current university policies and procedures. Faculty, administration, students and staff are expected to recognize and address violations of the Code of Conduct. Violations of the Code of Conduct may result in submission of Reports of Concern and/or lead to review by the Professionalism Board and/or other disciplinary actions.

I. GENERAL STANDARDS

Conduct of Faculty, Administrators and Staff

- Members of the School of Medicine shall perform their duties in a fair and ethical manner in accordance with established policies, procedures and regulations.
- Members of the School of Medicine shall carry out their duties with professionalism, and in accordance with the guiding principles of this Code of Conduct.
- Supervisors and administrators shall provide equal opportunity and access to the school's programs, benefits and services.
- Supervisors and administrators shall demonstrate compliance with the Code of Conduct within their unit.
- Inappropriate personal relationships between supervisors and those they supervise are prohibited.

Civility

- Members of the School of Medicine shall promote a spirit of civility and collegiality that allows open and constructive intellectual debate.
- Members of the School of Medicine have a responsibility to treat each other with consideration and respect. Administrators and supervisors have an elevated responsibility to demonstrate these behaviors and to promote their expression in the workplace.
- Engaging in behaviors that harass, intimidate, bully, threaten or harm another member of the School of Medicine, or other members of

the community with whom we learn and/or provide patient care, undermine a respectful and civil work environment, and are expressly forbidden.

Non-Discrimination

- Members of the School of Medicine are dedicated to fostering a safe working and learning environment for all; all forms of discrimination and acts of intolerance including, but not limited to, sexual harassment, intimidation and retaliation, are condemned.

Harassment

- Members of the School of Medicine are dedicated to fostering a safe working and learning environment for all, and condemns all forms of discrimination and acts of intolerance including, but not limited to, sexual harassment, intimidation and retaliation.

Confidentiality

- Members of the School Medicine respect and maintain the confidentiality of faculty, staff, patient, student and research records in accordance with university and clinical site policies and procedures, state regulations and federal laws.

Attire

- All students shall familiarize themselves with the Dress Code policy set forth in Section XVII of the Academic Policies ("the Dress Code Policy"). Students should remain cognizant that the Dress Code Policy is in place to ensure (i) patient and student safety; (ii) patient comfort; and (iii) general standards of professionalism. The Dress Code Policy applies to clinical sites, CAS events where standardized patients are present or any other event where faculty explicitly advises students that students shall dress in accordance with the Dress Code Policy. If a student violates the Dress Code Policy, such student shall be informed of such violation by a faculty member. Additionally, students may inform their fellow students of their concerns regarding violations of the Dress Code Policy by either speaking directly with the student or by submitting a Report of Concern.

Timeliness/Punctuality

- Students should be prepared and ready to participate at the start time of all events. Accordingly, students should strive to arrive at least five minutes prior to the stated session start time to ensure that they have had time to unpack and are ready to actively participate when the event begins. This punctuality will add to the respectful, professional and cooperative learning environment one's peers and faculty deserve. Arriving late to a required event is both disruptive and disrespectful to fellow learners. As such, arriving after the start time of a required event would be considered a violation of the student Code of Conduct.
- Similarly, faculty should begin educational events on time. Unless otherwise noted, educational events in the pre-clerkship curriculum conclude 10 minutes prior to the hour.
- Students will complete educational tasks/assignments by the prescribed deadline.

Computer/Telecommunications Use

- Employees, students and volunteers are provided with access to the university's computer and telecommunication networks to allow them to carry out the functions of the institution, and are responsible for the appropriate use of these resources.
- The members of the School of Medicine understand, support and abide by the policies concerning the ethical and responsible use of computers and electronic information at Quinnipiac University.

- Students at clinical sites abide by the site policies concerning the ethical and responsible use of computers and electronic information.

Regulatory Compliance

- Members of the School of Medicine strive to ensure that they meet the highest possible standards wherever relevant federal, state and local regulations, laws and guidelines apply.

Health and Safety

- Members of the School of Medicine are responsible for complying with all workplace safety and health regulations and will report unsafe conditions, equipment or practices to appropriate School of Medicine, university or clinical site officials.
- Members of the School of Medicine should not participate in academic activities, including patient care (simulated or real), under the adverse influence of psychotropic substances (including alcohol), whether prescribed or non-prescribed; or if they are otherwise impaired such that it would affect the safety of patients or others.

Conflict of Interest

- Medical professionals on occasion engage in activities where there may be a real or perceived conflict of interest. A conflict of interest is defined as a situation when a reasonable observer may perceive that a member of the School of Medicine, or a family member, is acting based on personal interests or gain rather than their obligations to the School of Medicine and/or university. Members of the School of Medicine, and their immediate family, should avoid or minimize real and perceived conflicts of interest whenever possible. If faced with a potential conflict of interest, members of the School of Medicine will disclose the nature of the conflict to the appropriate administrator or supervisor, and a plan for managing the conflict of interest must be developed.
- Members of the School of Medicine will not accept gifts from any person or entity that is seeking to do business with the School of Medicine, the university, or clinical site when such gifts are intended or may be perceived to secure or influence a business relationship.
- Members of the School of Medicine should not accept gifts from any person or entity that may be viewed as seeking preferential treatment; that may cross professional boundaries; or that is of excessive value. Likewise, they should not proffer gifts in order to seek preferential treatment or cross professional boundaries.
- Members of the School of Medicine will not engage in secondary employment or activity that impairs their independence or judgment in their official duties or that will require them to disclose confidential School of Medicine or university information, unless authorized by the School of Medicine.
- Members of the School of Medicine will not use their positions for personal financial gain beyond official compensation, or for the financial benefit of their family members or domestic partners, unless authorized by the School of Medicine.
- Members of the School of Medicine will not use School of Medicine or university resources for purposes unrelated to their School of Medicine responsibilities.

II. EDUCATIONAL STANDARDS

The most important mission of the School of Medicine is the education of medical students and other learners. To ensure the highest standards of conduct in all interactions between faculty and learners, members of the School of Medicine shall abide by the following compact.

Compact Between Faculty and Learners

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that embody the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

The teacher-learner relationship between faculty and medical learners—students, residents and fellows—should demonstrate the highest standards of ethical conduct in all educational settings and be conducted without abuse, humiliation, harassment and exploitation of relationships for personal gain or advantage.

Guiding Principles

Duty: Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to instill the values and attitudes required for preserving the medical profession's social contract across generations.

Integrity: The learning environments conducive to conveying professional values must be suffused with integrity. Medical learners gain enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

Respect: Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students are always treated respectfully.

Communication among Faculty, Staff and Students: The School of Medicine values an environment of civility that promotes open and constructive intellectual debate. The School of Medicine expects that faculty, staff and students will:

- Treat all students, administrators, staff, peers and patients (real or simulated) with respect and dignity both in their presence and in discussions with others.
- Engage in professional and respectful discourse, manifest by the language used and the timeliness of responses, whether verbal, in writing or via digital platforms.
- Promptly report experiences of mistreatment or instances of witnessed unprofessional behavior to appropriate faculty or staff. All such reports are treated as confidential and reprisals or retaliations of any kind will not be tolerated. Any documented unprofessional behavior will be referred to the appropriate department chair/or Dean's office staff for further action.

Commitments of Faculty: Members of the faculty agree to do our utmost to ensure that all components of the educational program for medical learners are of high quality. As mentors for learner colleagues, faculty will:

- Maintain high professional standards in all interactions with patients, colleagues and staff.
- Recognize the importance of personal wellness and, as such, support learners' needs to have sufficient time to fulfill personal and family obligations, enjoy recreational activities, and obtain adequate rest.

- Nurture both the intellectual and the personal development of learners. Abuse or exploitation of medical learners will not be tolerated.

Commitments of Students, Residents and Fellows: Learners agree to do their best to acquire the knowledge, skills, attitudes and behaviors required to fulfill all educational objectives established by the faculty. Trainees will:

- Cherish the professional virtues of honesty, compassion, integrity, fidelity and dependability.
- Treat all faculty members, administrators, staff, peers and patients (real or simulated) with respect and dignity both in their presence and in discussions with others, and without regard to gender, race, national origin, religion or sexual orientation.
- Embrace the highest standards of the medical profession and conduct themselves accordingly in all of interactions with patients, colleagues, faculty and staff.
- Work collaboratively in interprofessional teams to enhance patient safety and quality of care.
- Assist fellow students and residents in meeting their professional obligations while fulfilling their own obligations as professionals.

III. SCHOLARSHIP STANDARDS

The School of Medicine is committed to the highest standards of professional conduct and integrity in scholarship. These standards include honesty, trustworthiness, objectivity, accountability, openness, respect and fairness when dealing with other people, and a sense of responsibility toward others.

We understand that academic freedom is essential to creating an atmosphere in which scholarship flourishes. Promotion of intellectual freedom is consistent with assuring a climate of integrity and the School of Medicine has the right and the obligation to inquire into all instances of alleged or apparent misconduct in scholarly activities. All scholarly activity at the School of Medicine will be conducted according to the following standards:

Scholarly Integrity

All members of the School of Medicine will:

- Properly collect, record and maintain data related to scholarly activity.
- Take responsibility for all publications and presentations of which we are author or co-author.
- Appropriately acknowledge, in publications and presentations, those who have contributed to our scholarly activity.
- Grant access to data related to scholarly activity to co-investigators involved in generating the data.
- Grant reasonable access to our resources to other university members involved in scholarly activity.
- Not interfere with the scholarly activity conducted by students or faculty.
- Neither commit nor tolerate plagiarism, falsification or fabrication of data, or other misconduct related to scholarly activity.

Human Research

All members of the School of Medicine will:

- Abide by all federal and state laws and regulations, in addition to the university's policies and procedures, when performing studies involving human subjects.
- Respect human research participants and be committed to their safety.
- Protect subjects by securing institutional review and approval for any human research.
- Adhere to approved protocols and obtain prospective institutional approval of any changes in those protocols.
- Engage all human subjects, or their appropriate representatives in a meaningful informed consent process, including explanations of possible risks and benefits before initiating a research protocol.
- Allow potential or current participants to withdraw from a study at any time without prejudice.
- Notify human subjects in a timely fashion of any serious adverse events associated with a human-subjects study.
- Conduct appropriate education and training before initiating a human subjects study.

Animal Research

All members of the School of Medicine will:

- Abide by all federal and state laws and regulations, in addition to the university's policies and procedures, regarding the care, transport, maintenance and use of research animals.
- Be committed to the humane treatment of animals in research in accordance with state and federal laws and guidelines.
- Protect research animals by securing appropriate institutional review and approval prior to initiation of any research involving vertebrate animals.
- Adhere to approved protocols and obtain prospective institutional approval of any changes in those protocols.
- Conduct appropriate education and training of all involved individuals before initiating animal research.

Laboratory Safety

All members of the School of Medicine will:

- Abide by all federal and state laws and regulations, in addition to the university's policies and procedures, concerning laboratory safety.
- Seek prior approval of appropriate university committees when research involves hazardous chemical substances, biohazardous materials or radioactive materials.
- Properly document, store, handle, transport and dispose of radioactive, biohazardous, and hazardous chemical materials, pharmaceuticals and investigative drugs.
- Participate in appropriate education and training before initiating studies involving such materials.

- Comply with all workplace safety and health regulations and report unsafe conditions, equipment or practices to supervisors or other appropriate university officials.
- Complete required instructional and training sessions when dictated by funding or oversight agencies.

Research Support

All members of the School of Medicine will:

- Use research funds only for their designated purposes.
- Accurately account for time and effort related to research funding.
- Disclose financial conflicts of interest to university administrators and, as appropriate, manage such conflicts in accordance with existing policies and procedures.
- Properly acknowledge sponsorship of research in our publications and presentations.
- Disclose inventions produced from our research to the university, in accordance with the university's policy, so that consideration is given to the protection of intellectual property.

IV. SERVICE STANDARDS

Members of the School of Medicine are expected to engage in service, and in so doing be good citizens within the School of Medicine, and across the university. Importantly, members of the School of Medicine should engage in service and learning activities within the communities in which we work and learn. Because service within the community reflects on the School of Medicine and the university, its members abide by the following public engagement standards and:

- Believe the reputation of the School of Medicine and university is tied to its responsiveness to the needs of the citizens and communities in which we work and learn.
- Reach out to and engage with communities in reciprocal partnerships.
- Respect community members, demonstrate cultural competence in their interactions with them, and comply with School of Medicine and university policies, as well as the policies of the community entity.
- Strive for responsible, engaged scholarship and community-based programs to the benefit of communities by involving our partners in the planning, execution and dissemination of the knowledge gained by such programs.
- Recognize and respect the knowledge and behaviors of partners and the value of fostering a collaborative environment.
- Encourage students to engage in community-based service learning experiences.

V. PATIENT CARE STANDARDS

As a school dedicated to training health professionals, we are committed to modeling and providing care that is of the highest quality, compassionate and patient-centered. To meet this commitment, we abide by the following standards related to patient care and interactions. All members of the School of Medicine involved in patient care activities will:

- Understand and support the applicable Patient's Bill of Rights and Responsibilities.
- Strive to deliver health care that is based on contemporary scientific knowledge and technology.
- Provide educational resources and opportunity for consultations with other healthcare programs and professionals to assist our patients in the planning of their treatment.
- Strive to consider the physical, emotional and spiritual needs of our patients in making our treatment recommendations.
- Not extend or receive payments or benefits in exchange for referrals, and base our health care and referrals solely on the well-being of and best treatment for our patients.
- Recognize that patients have a right to ask members of their healthcare team about the role of students and residents in their care, and explain to our patients the importance of our educational mission as relates to their treatment.
- Provide our patients with information necessary to make informed healthcare decisions.
- Prepare clear, honest and accurate patient medical documentation in a timely manner.
- Maintain the confidentiality of patient information in accordance with existing policies and procedures, federal laws and state regulations, including but not limited to the Health Information Portability and Accountability Act (HIPAA).
- Not engage in romantic, sexual or other non-professional relationships with a patient (simulated or real) currently under the care of the trainee.
- Not misrepresent themselves as a licensed or certified health care provider.

VI. BUSINESS AND OTHER STANDARDS

All members of the School of Medicine will:

- Utilize such School of Medicine and university resources properly and protect them against loss, theft, misuse and waste.
- Use any form of intellectual property covered by copyright and license agreements in compliance with copyright law and the terms of the license agreement under which it was obtained.
- Accurately account for time and provide proper documentation when seeking reimbursement for work-related expenses.
- Not make representations on behalf of the School of Medicine or university without official authorization.

VII. VIOLATIONS OF THE CODE OF CONDUCT

All members of the School of Medicine have a duty and responsibility to report violations of the Code of Conduct to an appropriate administrator or supervisor. Faculty members particularly have a crucial responsibility to report student unprofessionalism to maintain a professional and positive educational learning environment. Recurrent or egregious tardiness may result in submission of Reports of Concern and/or lead to review by the Professionalism Board.

VIII. PRACTICAL CONSIDERATIONS

The following examples are intended to illustrate application of the Code of Conduct, and is not intended to encompass all circumstances.

Members of the Netter community will:

- Respond within an appropriate timeframe to official communications from the school. This ideally means within 24-hours, not to exceed 48 hours unless extenuating circumstances such as travel and/or limited means of communication prevents a response within 48 hours.
- Attend all required sessions unless an excused absence is granted by the appropriate school representative.
- Avoid tardiness as outlined in section VIIA above.
- Meet all deadlines for course and clerkship assignments and evaluations unless officially excused by the appropriate school representative.
- Maintain the integrity of examinations if granted the privilege of an 'early take' or 'late take' of an examination by not revealing or discussing examination content with peers. Students granted a 'no take' may not be present during the examination. Students may only take an examination in the location(s) designated by the school. Cheating will not be tolerated.
- Offer original work for each assignment or learning task, and properly cite the work of others. Violations and plagiarism will not be tolerated.
- Admit errors and not knowingly mislead others in the classroom and clinical setting (real or simulated).
- Recognize the limitations of their knowledge, skills, or physical or emotional state, and seek supervision, advice or appropriate help before acting.
- Learn to recognize when their ability to function effectively is compromised, ask for relief or help, and notify the responsible person if something interferes with the ability to perform course work, clinical or research tasks, safely and effectively.
- Accept constructive feedback from faculty, peers and other health professional team members and student colleagues, asking clarifying questions when needed, and implement steps to improve performance based on feedback provided. Maintain a respectful and professional environment throughout feedback sessions.
- Strive to apply principles of team dynamics and strategies to prevent and resolve conflict.
- Not alter or falsify academic, patient or simulated patient documents (both paper and electronic).
- Not gain or provide unauthorized access to academic or administrative files, patient medical records, or research documents, via computer or other means or method. Protect patient and standardized patient privacy to full ability.

- Admission (p. 652)
- Animals on Campus
- Background Checks (p. 78)
- Disabilities (p. 86)
- Drug Screen Policy (p. 100)
- Harassment and Discrimination (p. 105)
- Inclement Weather (p. 107)
- Leaves of Absence (p. 107)
- Pregnant and Parenting Students (p. 108)
- Satisfactory Academic Progress (p. 655)
- Speaker Policy (p. 111)
- Student Exposure Control Plan for Bloodborne and Airborne Pathogens (p. 112)
- Student Incident Policy and Report Form (p. 117)
- Student Records (p. 120)
- Title IX (p. 121)
- Variant Procedure (p. 136)
- Withdrawal from a Course (p. 136)
- Withdrawal from the University (p. 137)

School of Medicine Admission Policy

Frank H. Netter MD School of Medicine Admission Policies 2021-2022

Admissions Committee Summary

The Admissions Committee is responsible for performing the essential function of evaluating candidates for admission to the Frank H. Netter MD School of Medicine at Quinnipiac University. The role of the Admissions Committee is to ensure that the quality and diversity of the class match the mission of the school to train highly qualified, culturally sensitive, patient-centered physicians. The committee strives to select students who represent a range of values and beliefs, interests and experiences, as well as intellectual and cultural viewpoints.

Each applicant will be evaluated on their capability to become a competent physician, as well as, on their potential to contribute to the educational experience of their fellow students at Quinnipiac University. It is the responsibility of the Admissions Committee to ensure that the Netter School selects students with academic promise and personal attributes that will allow for success in their medical studies, and also develop into skilled and empathetic physicians with a high degree of professionalism and strong communication skills.

As a model for selecting students, the admission process looks at each candidate's application holistically – taking into account their *Experiences, Attributes and Metrics*.

Admissions Committee Membership

The Admissions Committee will consist of the associate dean for admissions (*ex-officio member*), a chair (non-voting; note also that the associate dean for admissions can be appointed as the Admissions Committee chair), one other non-voting *ex-officio member*, and 22 voting members. The voting members of the Admissions Committee include medical sciences faculty, clinical faculty, and medical students.

The voting committee members determine admissions policy. For decisions on individual medical school candidates, the committee is divided into two equivalent subcommittees; each subcommittee reviews

University Policies

The following general university policies are followed by the School of Medicine:

applications and makes decisions on individual candidates by their voting (“Accept,” “Wait List,” or “Deny”). The roles of each voting member are to review the applications of candidates they will be interviewing and voting on during committee meetings, conduct interviews, and attend Admissions Committee meetings on a regular basis during the interview cycle.

The voting members for each subcommittee can include up to:

Seven Department of Medical Sciences faculty members appointed by the chair of the medical sciences department. They are appointed to three-year renewable terms.

Two Clinical faculty members appointed by the chairs of clinical departments. They are appointed to three-year renewable terms.

Four (two active per meeting; two alternate) Second-year medical students are appointed by the associate dean for students in consultation with the associate dean for admissions. They are appointed for a one-year term.

The associate dean for admissions and the chair of the admissions committee do not vote. The assistant dean for health career pathways serves as an *ex-officio*, non-voting member of the Admissions Committee.

At the beginning of each admissions cycle, committee members are required to sign a Conflict of Interest form.

Interviewer Pool Membership

Members of the interviewer pool make an important contribution to selecting our medical students by performing interviews. The pool is composed of medical students, faculty and staff.

Admissions Training

Each year, the Office of Admissions will provide interview training, a copy of the Netter SOM Admissions Policies document, the Netter SOM Interview Handbook, and other AAMC literature pertaining to medical school admissions and holistic review of medical school applicants. All new interviewers will also review an asynchronous Implicit Bias training module.

Application Screening and Interview Procedures

Overview

Applicants to the Netter School of Medicine are required to apply through the American Medical Colleges Admissions Service (AMCAS). Verified AMCAS applications are screened by the Office of Admissions staff to determine eligibility for receiving an invitation to submit a secondary application. Candidates who submit a secondary application are screened by trained admissions staff and select faculty. The screened applications are then reviewed by the associate dean for admissions and the chair of admissions, who decide on who is invited for an interview. Candidates who choose to be interviewed are evaluated by the Admissions Committee.

Preliminary Selection Process

The Office of Admissions will invite qualified applicants the opportunity to submit a secondary application. Applicants invited to submit a secondary application must attest to reading our Technical Standards before they are able to submit the secondary application. Applicants who do not meet the criteria established by the Admissions Committee are notified via email of the decision not to move forward with their application.

Selection to Interview

Members of the Office of Admissions and select faculty review all completed AMCAS and secondary applications. Applicants are reviewed holistically (i.e., their experiences, attributes and metrics) using the applicant’s portfolio (AMCAS Application and Secondary Application). These reviews are guided by the *Guidelines and Rules for Offering an Interview*, written and approved by the Admissions Committee.

Guidelines and Rules for Offering an Interview

The Admissions Committee is charged with selecting students who fit the mission and vision of the Netter School of Medicine. The ultimate goal of our institution is to train highly qualified, culturally competent physicians. In addition to being academically strong, we place great emphasis on selecting candidates for attributes and experience that align with our mission and also enhance the inclusive and diverse culture that we hope to establish and maintain. In selecting applicants for an interview, and ultimately for matriculation, we consider the following attributes to be important:

Diversity: race, ethnicity, gender, gender identity, sexual orientation, upbringing (e.g., urban, rural), socioeconomic status, and whether they are the first generation of their family to attend college.

Maturity and Character: empathy, integrity, resilience (i.e., “grit”), adaptability, persistence, and cross-cultural awareness.

Skills and Abilities: motivation, aptitude, interpersonal communication, curiosity and critical thinking.

In addition to being mindful of the attributes listed above, we request that application screeners, appointed by the associate dean for admissions, consider the following characteristics when deciding to recommend an applicant for an interview:

Necessary

- Evidence of exposure to medical practice (e.g., physician shadowing, clinical volunteering, etc.).
- Evidence of community engagement/citizenship.
- Evidence of the capacity to handle the academic rigor of medical school.
- Strong letters of recommendation from referees with in-depth knowledge of the applicant.

Desirable

- Evidence of exposure to medical practice (e.g., physician shadowing, clinical volunteering, etc.).
- Work, volunteer and/or shadowing experience in clinical setting(s) that are substantively related to primary care, rehabilitative medicine, and/or global health.
- Explicit statement of interest in primary care, rehabilitative medicine, and/or global health made in AMCAS and/or secondary application essays.
- Substantive evidence of distance traveled.
- Substantive evidence of tenacity/overcoming personal obstacles.
- Work, scholastic or volunteer experience that has positively impacted medically underserved or vulnerable populations.
- Work experience that demonstrates personal growth and maturity.

- Research experience that has culminated in a favorable letter of recommendation from mentor(s) with or without related publications in the peer-reviewed literature.
- Evidence of a well-rounded education, including classes in the humanities.

The following cohorts shall be prioritized to receive early interview scheduling, if possible:

- Individuals from SES disadvantaged backgrounds.
- Underrepresented in medicine applicants.
- Military veterans.
- Fluent or advanced Spanish language speakers.
- Those with truly exceptional academic credentials (GPA and MCAT).

In addition to these guidelines, screeners are also instructed to consider the following criteria:

- Netter-Identified Diversity Categories: socioeconomically disadvantaged, African American and Hispanic/Latino, Spanish language proficient, and Armed Service Veterans.
- Educational Diversity: applicants from challenging socioeconomic backgrounds; applicants graduating from a Historically Black College or University, a Hispanic Serving Institution, Tribal College/University, or from a Minority Serving Institution; age; language; geography; gender; military service; self-disclosed disability; LGBTQ+ (gender identity/orientation).
- Experiences (medical/clinical): EMT; hospital; hospice; nursing home; clinic; doctor's office; shadowing; or medical service trips.
- Community Service: social service; educational; public health; environmental; mental health; or faith-based.
- Extracurricular Activities: student clubs/organizations; art; music; theatre; athletics; Greek life; or part-time employment.
- Leadership (appointed/elected): student government; club/organization; athletics (e.g., captain); or activity officer.
- Intellectual Curiosity: academic research; clinical research; membership in academic associations; entrepreneurship; innovation of any kind; participation in college level academic enrichment programs; fellowships; publications/professional meetings.
- Full-Time Work Experience
 - Secondary Application Personal Statement: motivation for career in medicine; interest in a primary care specialty, evidence of compassion, empathy and self-awareness; evidence of collaboration/teamwork, adaptability and growth.

The screeners complete an evaluation form that includes a summary recommendation on how well the applicant might "fit" the Netter SOM (e.g., "Poor Fit," "Questionable Fit," "Acceptable Fit," "Strong Fit," "Ideal Fit"). The associate dean for admissions and the chair of admissions review their evaluations and decide whether or not to invite the applicant for an interview.

The Interview

The interview day and interviews are conducted virtually with the Zoom platform. Interview days are on Mondays, Fridays and some Wednesdays. Invitations to interview are sent via email by the Office of Admissions. Applicants are asked to choose from several available interview dates. Once the applicant selects an interview date, the Office of Admissions sends a confirmation email with the interview day itinerary.

Admissions Committee Decision

Overview

After each interview, the two assigned interviewers complete an electronic rating form; interviewers can view the evaluation of the other interviewer. Prior to each Admissions subcommittee meeting, the chair of the Admissions Committee sets the agenda. After discussion of a candidate's application and their interview performance, the committee votes on whether to Accept, Deny, or Wait List an applicant. Votes are confidential and cast electronically. The outcome of votes can only be seen by the associate dean for admissions, the chair and the admissions staff members who are assisting with the voting process. As voted by the Admissions Committee, members may take notes during candidate deliberations, but those notes are to be destroyed at the conclusion of the meeting.

Because applicants are admitted on a rolling basis, the Admissions Office and the Admissions Committee will do everything within their power to ensure that desired candidates who interview late in the admissions cycle have the opportunity to attend the Netter SOM.

Decision Procedures

- No vote can be held unless a quorum is present. A quorum is defined as a 2/3 majority of the *active* voting membership of a subcommittee. The associate dean for admissions, the chair of the Admissions Committee, and the assistant dean for health careers pathways do not vote and do not count toward a quorum. Student votes can never represent the majority of the vote.
- A simple majority of the total subcommittee voting membership is required for any final action on a candidate ("Accept," "Deny," "Wait List"). If consensus is not reached, the candidate's application is brought back before the committee at a future meeting.
- If the Admissions Committee votes to wait list an applicant, the committee then ranks the applicant by assigning a score of 1-10, with 1 being a low score. The dean or his/her designated staff member, throws out the low and high score, computes the average score and standard deviation. If Wait List applicants have the same average score, the lower standard deviation acts to break the tie. Wait List applicants are offered admission based on their ranking.

Offer of Admission

Within a week of the Admissions Committee's decision, applicants are sent an email with the committee's decision on their candidacy. Accepted applicants intending to enroll must submit a deposit of \$100 (refundable until April 30). Candidates are strongly encouraged to follow all current AAMC Traffic Rules related to medical school admissions. Accepted applicants are also sent information about financial aid, an invitation to Second Look Weekend, information about immunizations, housing information, and the Technical Standards document.

Matriculation will become official after the student has satisfied all admissions requirements, met the technical standards, and successfully passed the criminal background check.

Final Authority of Admissions Committee

The final authority for admissions decisions rests solely with the voting membership of the Admissions Committee. No individual or other constituted body can exert influence over an Admissions Committee decision or reverse an Admissions Committee decision.

School of Medicine Satisfactory Academic Progress Policy

Standards for Satisfactory Academic Progress for Financial Aid Recipients and Applicants

Medical students who wish to receive assistance through any federal, state or institutionally supported scholarships, grants or loans must comply with the following Satisfactory Academic Progress standards. Satisfactory Academic Progress measures the quality of the academic work, and the rate of progress toward the Doctor of Medicine (MD) degree. Students who fail to comply are not eligible for financial aid.

I. Qualitative Measurement – The quality of a student's academic work and professionalism.

All medical students must maintain professionalism as defined (by the promotions committee) as well as passing grade(s) at the end of each academic year.

II. Quantitative Measurement – The rate of a student's progress toward a degree. Students must complete a minimum of two-thirds (.67) of the blocks for which they are enrolled and be making progress to complete their degree within the 6-year rule.

Satisfactory Academic Progress is measured once per year at the end of the second semester. To be considered satisfactory, students must successfully complete or remediate all of the academic work toward their medical degree during a period of consecutive and required blocks and semesters.

Students may not receive financial aid for more than 150% of the published program length (maximum time to complete program is 6 years).

Please note that both the qualitative and quantitative measurements indicate the passing grade(s) as well as the number of completed blocks needed to meet satisfactory academic progress requirements for financial aid and do not reflect the medical school's recommended requirements.

Implementation of the Satisfactory Academic Progress Policy

Satisfactory Academic Progress is reviewed once per year, at the conclusion of the second semester after final grades have been posted.

Students whose performance or progress does not meet the required standards will be notified by the director of financial aid and will be considered ineligible for aid, including federal, state, institutional and most private loans. Students with financial aid applications on file for the upcoming year will receive a communication indicating the loss of aid after final grades are posted. Students who are not making satisfactory progress and have not filed an application for financial aid will not receive this correspondence until the financial aid application has been filed.

Students may appeal their loss of aid based on extenuating circumstances. Appeals must be submitted in writing to the director of financial aid and will be reviewed for decision by the Financial Aid Appeals Committee. Students who do not appeal, or whose appeal is denied, will not regain financial aid eligibility until all academic standards are met. Remediation courses may be considered in repairing deficiencies.

If an appeal is granted, the student will be placed on financial aid probation for one semester or year and an academic plan will be prescribed for the student to follow. The student's academic progress will be reviewed at the end of the probationary term and they must have met the conditions of the academic plan to receive financial aid. A student who fails to meet these conditions will lose eligibility for financial aid. Additional appeals will not be considered.

reviewed 9/22

SCHOOL OF NURSING

Center for Medicine, Nursing and Health Sciences

North Haven Campus

Administrative Officers

Title	Name	Phone	Email
Dean	Lisa O'Connor	203-582-8549	lisa.o'connor@qu.edu (lisa.oconnor@qu.edu)
Associate Dean	Lisa Rebesch	203-582-8444	lisa.rebesch@qu.edu
Assistant Dean, Clinical Education for Faculty and Students	Wendy Savarese	203-582-7341	wendy.savarese@qu.edu
Assistant Dean, Academic Services	Claire Puzarne	203-582-6574	claire.puzarne@qu.edu
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Programs

Program	Name	Phone	Email
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Director, Upper Division Nursing	Eileen Hermann	203-582-6528	eileen.hermann@qu.edu
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Director, Primary Care Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	susan.d'agostino@qu.edu (susan.dagostino@qu.edu)
Director, Adult-Gerontology Acute Care Nurse Practitioner Program	Philip Martinez	203-582-7687	philip.martinez@qu.edu
Director, Online Nursing Programs	Peter Longley	203-582-7676	peter.longley@qu.edu

Director of Simulation, Nursing	Liana Kappus	203-582-7924	liana.kappus@qu.edu
Director, Laboratory and Simulation Operations	Darlene Rogers	203-582-8346	darlene.rogers@qu.edu

Nursing is a profession based on science, a culture of compassion, commitment to best practices, and connection to individuals. The practice of nursing is research-based, goal-directed, creative and concerned with the health and dignity of the whole person. The art of delivering quality nursing care depends upon the successful mastery and application of intellectually rigorous nursing knowledge.

Undergraduate Program Information

The undergraduate nursing curriculum, which integrates holism, fosters professional socialization for future roles and responsibilities within the profession. Graduates are prepared as generalists to provide evidence-based care. Bachelor's degree nursing education prepares the graduate for entry into professional nursing practice and provides the foundation for graduate study. Three programs are offered: a Bachelor of Science in Nursing for high school graduates, an Accelerated BSN program for second-degree students, and an RN to BSN completion program (online).

The School of Nursing is not accepting applications to the RN to BSN program at this time.

Graduate Program Information

The School of Nursing offers five programs leading to a Master of Science in Nursing: Operational Leadership (p. 921), RN to MSN Completion (p. 924), Adult-Gerontology Acute Care Nurse Practitioner (p. 912), Adult-Gerontology Primary Care Nurse Practitioner (p. 916) and Family Nurse Practitioner (p. 918). In addition, those completing one of the nurse practitioner programs have the option to continue to the DNP degree immediately or up to two years after MSN conferral without reapplying. A Post-Master's Certificate is also offered for the Adult-Gerontology Acute Care Nurse Practitioner (p. 927).

A doctoral-level graduate program preparing nurse anesthetists is available for post-bachelor's degree nurses. The school offers three doctoral-level post-master's programs. For more information about these offerings, please see the Graduate Studies (p. 898) section of the catalog.

The School of Nursing is not accepting applications to the RN to MSN program at this time.

Career Development

In the School of Nursing, the assistant dean of clinical education for faculty and students works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

Right to Modify

This Catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the

programs, policies and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School of Nursing reserves the right to modify the academic requirements, admission requirements and program of study; to change the arrangement and content of courses, the instructional material and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School of Nursing also reserves the right to change the semester schedule and examination times and locations. Nothing in this Catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Nursing.

Mission Statement

To provide leadership in nursing and healthcare through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

Vision

To prepare transformational leaders in healthcare.

Values

School of Nursing values include:

- diversity of ideas, persons and cultures
- supportive learning environments
- scholarly undertakings to advance education and practice
- ethical conduct in personal and professional arenas
- holistic nursing across the spectrum of healthcare
- interprofessional education and collaboration
- innovative learning methodologies
- systematic assessment and evaluation
- lifelong learning

Transforming healthcare . . . one student at a time.

Admission Requirements: Graduate Nursing

The requirements for admission to the graduate nursing program are detailed in the graduate portion of this catalog.

Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of:

- a. the Advanced Placement Program of the College Entrance Examination Board;

- b. the International Baccalaureate; or
- c. the College Level Examination Program.

Transfer Credit

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Undergraduate nursing students who take courses at another university to repeat a failed course or to repeat a course withdrawal must do so at a four-year institution.

Transfer Students from Other Colleges/Universities

Transfer students should apply for admission by mid-November for the spring (January) semester or by June 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. Acceptance of transfers is based on qualification and space availability. The nursing program looks for a minimum grade point average of 3.0 for consideration. Transfer into the professional component of the nursing program can occur only in the fall term. Quinnipiac works closely with the community colleges in Connecticut and elsewhere and recommends that students follow a transfer curriculum of study if their plan is to move to a four-year university. Students may wish to arrange an admissions appointment to discuss program requirements. *Admission into the nursing major is limited due to program constraints.*

Transfer Students from Other Majors within Quinnipiac

Students who have earned credit at Quinnipiac and wish to apply for matriculation into the nursing program are invited to apply for transfer. Undergraduate enrollment is evaluated on a semester-by-semester basis. Limited space has become available and transfer applicants are evaluated for admission. The transfer applicant must be a student in good standing and have a minimum GPA of 3.0. Acceptance of transfers is based on qualification and space availability. Transfer into the professional component of the nursing program can occur only in the fall term. Email transfERNursing@qu.edu for more information.

Bachelor's Degree

- Bachelor of Science in Nursing (p. 662)
 - Traditional BSN Program for High School Graduates (p. 662)
 - Accelerated BSN Program for Second Degree Students (p. 658)
 - RN to BSN Completion Program (online) (p. 667)

Graduate Degrees

- Master of Science in Nursing (p. 911)
 - Post-bachelor's study
 - Adult-Gerontology Acute Care Nurse Practitioner (p. 912)
 - Adult-Gerontology Primary Care Nurse Practitioner (p. 916)
 - Family Nurse Practitioner (p. 918)
 - Operational Leadership (p. 921)
 - RN to MSN Completion program (p. 924)

- Post-Master's Certificate (p. 927)
 - Adult-Gerontology Acute Care Nurse Practitioner (p. 927)
- Doctor of Nursing Practice (p. 898)
 - Post-bachelor's study
 - Nurse Anesthesia (p. 899)
 - Post-master's study
 - Doctor of Nursing Practice Care of Populations (p. 906)
 - Doctor of Nursing Practice Nursing Leadership (p. 909)
 - Nurse Practitioner (p. 904) (only for QU MSN NP graduates)

Accreditation and Endorsement

The Bachelor of Science in Nursing program, Master of Science in Nursing program, and Doctor of Nursing Practice program at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org).

The Doctor of Nursing Practice (DNP) program for Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Council on Accreditation of Nurse Anesthesia Educational Programs

Date of next review: Fall 2029

Attrition: 0%

National Board Certification exam:

First-time pass rate 2019: 100%

First-time pass rate 2020: 100%

First-time pass rate 2021: 77%

Second-time pass rate within 50 days of graduation: 100%

Employment rate: 100%

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1-847-655-1160

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coacrna.org/

Endorsement:

Both undergraduate and graduate nursing programs in Quinnipiac University's School of Nursing are endorsed by the American Holistic Nurses Credentialing Corporation.

Accelerated BSN Program for Second Degree Students

Program Contact: Claire Puzarne (claire.puzarne@qu.edu) 203-582-6574

The Accelerated BSN program is designed for individuals with a bachelor's degree in another discipline, who are interested in pursuing nursing as a second bachelor's degree. The curriculum builds on the individual's prior educational preparation, and the degree is completed in one calendar year, with start dates in August and January. Students concentrate solely on nursing courses during the one-year program. The curriculum is framed using The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

The accelerated BSN must be pursued on a full-time basis and consists of one full calendar year. The January start date offers night, weekend,

online and hybrid classes, labs and clinicals, while the August start date offers a more traditional schedule.

Accelerated BSN Curriculum

The BSN degree under this program is 127 credits, including: prerequisites, general education requirements and nursing courses, which are distributed as follows:

Code	Title	Credits
Accelerated BSN Curriculum Requirements		
Nursing Course Prerequisites		15
	Anatomy & Physiology I & II with labs	
	Microbiology with lab	
	Statistics	
	Transfer Credit from Previous Bachelor's Degree	51
	Total Nursing Credits	61
Professional Component Nursing Courses		
NUR 300	Core Concepts in Nursing	
NUR 302	Nursing Science and Information Literacy	
NUR 304	Health Promotion and Wellness	
NUR 306	Health Assessment	
NUR 307	Core Nursing Practicum	
NUR 318	Care of Women, Newborns and Families	
NUR 320	Care of Children and Families	
NUR 323	Women, Children and Families Practicum	
NUR 324	Care of Adults with Complex Health Needs I	
NUR 325	Adult Care Practicum I	
NUR 326	Pathophysiology and Pharmacotherapy I	
NUR 330L	Holistic Nursing Integration Lab I	
NUR 340L	Holistic Nursing Integration Lab II	
NUR 400	Psychiatric-Mental Health Nursing	
NUR 401	Psychiatric-Mental Health Practicum	
NUR 408	Evidence-Based Nursing Practice and Scholarship	
NUR 424	Care of Adults with Complex Health Needs II	
NUR 425	Adult Care Practicum II	
NUR 426	Pathophysiology and Pharmacotherapy II	
NUR 428	Community and Public Health Nursing	
NUR 429	Community and Public Health Nursing Practicum	
NUR 430L	Holistic Nursing Integration Lab III	
NUR 432	Contemporary Issues and Roles in Nursing	
NUR 433	Capstone Practicum	
NUR 434L	Capstone Seminar Lab	

NUR 440L Holistic Nursing Integration Lab IV

Total Credits**127**

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Nursing courses must be taken in the sequence presented in the Accelerated BSN curriculum and students must successfully complete one semester or term before progressing to the next.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (p. 897) section of the catalog.

Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

- Integrate** the university's core liberal education into generalist nursing practice.
- Apply** principles of basic organizational and system leadership to deliver high-quality and safe patient care.
- Employ** evidence to deliver best practices in healthcare.
- Utilize** information management and patient care technologies to deliver safe and effective health care.
- Recognize** the impact of healthcare policy, finance and regulatory environments on the delivery of patient care.
- Demonstrate** interprofessional communication and collaboration for improving health outcomes.
- Incorporate** the concepts of prevention and population health in the delivery of health care.
- Exhibit** professional standards and values.

Admission Requirements: Undergraduate Nursing

Admission requirements include graduation from a regionally accredited college or university with a cumulative GPA of at least 3.0 (B) and completion of prerequisite course work. All prerequisite courses must be taken **within the last five years** with a grade of B- or better; and must be completed prior to entering the accelerated program. Transfer credit is evaluated according to university policy. A criminal background check and drug screening are required prior to attending the mandatory orientation. Incoming and current students are advised that final acceptance and continuation is dependent on a successful background investigation and clearance. The application deadline is January 2 for the August start date, and September 1 for the January start date; decision letters are sent during the months of March and November. Applicant information is available on the Quinnipiac website (<https://www.qu.edu/admissions/>).

Professional Progression Policy

- To progress and remain in good standing, accelerated nursing students must attain a semester GPA of 2.67 (B-) and receive a grade of C or higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all clinical practica.
- A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester or term. This student

will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.

- A student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change their major out of nursing.
- A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester or term or according to a specific written academic plan approved by the program chair or designee. Failure to do so will require the student to withdraw from the nursing major.
- A student who earns grades of C or better in all nursing courses yet has less than a 2.67 semester GPA will be placed on academic probation and will receive an academic plan to progress in the nursing major. This student must achieve a 2.67 semester GPA by the end of the next semester or term. The student who does not meet these academic criteria will be required to change their major out of nursing.
- A student must achieve a 2.67 semester GPA and a cumulative GPA of 3.00 in the final semester to meet the graduation requirements for the Bachelor of Science in Nursing.
- A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program chair. Written notification will be sent to the student via email. Any student who is having difficulty with academic performance and needs help with study skills or test taking strategies will be advised to utilize the resources offered by the Learning Commons.
- At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program chair.

Appeal Process

A student who wishes to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of their inability to progress.

- Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
- Decision and procedural actions will be communicated in writing to the student.

The full policy for progression appeal is available in the Undergraduate Student Resource Manual located in the Student Community on Blackboard.

A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state limit the licensure eligibility for any person convicted of a felony or an act that does not conform to the accepted standards of the profession. (Section 19a-14 of the Connecticut General Statutes.) A copy of the act is available for review in the School of Nursing.

Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the healthcare provider must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has additional health and clinical readiness requirements in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

NUR 300. Core Concepts in Nursing. 3 Credits.

This course introduces students to core concepts in nursing, and focuses on assessment and nursing interventions to support and protect health. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 302, NUR 306, NUR 330L, NUR 307.

Offered: Every year, Fall and Spring

NUR 302. Nursing Science and Information Literacy. 3 Credits.

This course examines historical and contemporary nursing science. Students are introduced to patterns of knowing, clinical reasoning and select disciplinary and interdisciplinary concepts and theories useful in nursing practice. This course also focuses on information literacy and information management in the delivery of quality patient care. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 300, NUR 306, NUR 330L, NUR 307.

Offered: Every year, Fall

NUR 304. Health Promotion and Wellness. 3 Credits.

This course focuses on health promotion, wellness and disease and injury prevention across the lifespan. Individual prevention strategies and health interventions are explored.

Offered: Every year, Fall and Spring

NUR 306. Health Assessment. 3 Credits.

This course focuses on health assessment of individuals across the lifespan. Students are introduced to a holistic approach to assessment taking into consideration bio-psycho-social-spiritual, environmental and cultural aspects. Knowledge, attitude, and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 330L, NUR 307.

Offered: Every year, Fall and Spring

NUR 307. Core Nursing Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 300, 302, 306 and 330L. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN program: Take NUR 300, NUR 302, NUR 306, NUR 330L.

Offered: Every year, Fall and Spring

NUR 318. Care of Women, Newborns and Families. 2 Credits.

This course examines topics related to nursing management for women, newborns and families, and emphasizes health promotion, wellness and the illness states of childbearing families. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 320, NUR 323, NUR 324, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring and Summer

NUR 320. Care of Children and Families. 2 Credits.

This course examines topics related to nursing management of infants, children and families, and emphasizes health promotion, wellness and the illness states of these populations. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 323, NUR 324, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring and Summer

NUR 323. Women, Children and Families Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 318 and NUR 320. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 324, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring and Summer

NUR 324. Care of Adults with Complex Health Needs I. 3 Credits.

This course examines concepts of nursing management for adults with complex health care needs. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring

NUR 325. Adult Care Practicum I.**2 Credits.**

This clinical practicum is taken concurrently with NUR 324. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 326, NUR 340L.

Offered: Every year, Spring

NUR 326. Pathophysiology and Pharmacotherapy I.**3 Credits.**

This course integrates pathophysiology and pharmacotherapy relevant to concurrent junior spring semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 325, NUR 340L.

Offered: Every year, Spring

NUR 330L. Holistic Nursing Integration Lab I.**2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior fall semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 306, NUR 307.

Offered: Every year, Fall and Spring

NUR 340L. Holistic Nursing Integration Lab II.**2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation, and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 325, NUR 326.

Offered: Every year, Spring

NUR 400. Psychiatric-Mental Health Nursing.**3 Credits.**

This course examines concepts of nursing management for individuals with psychiatric-mental health needs across the lifespan. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 401. Psychiatric-Mental Health Practicum.**2 Credits.**

This clinical practicum is taken concurrently with NUR 400. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 408. Evidence-Based Nursing Practice and Scholarship.**2 Credits.**

This course focuses on the related knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidenced based practice and participate in the process of retrieval, appraisal, and synthesis of evidence. Students develop scientific literacy and enhanced information fluency.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 424, NUR 425, NUR 426, NUR 430L.

Offered: Every year, All

NUR 424. Care of Adults with Complex Health Needs II.**3 Credits.**

This course examines concepts of nursing management for adults with complex, high-acuity health care needs requiring sophisticated patient care technologies. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 425, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 425. Adult Care Practicum II.**2 Credits.**

This clinical practicum is taken concurrently with NUR 424. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 426. Pathophysiology and Pharmacotherapy II.**2 Credits.**

This course integrates pathophysiology and pharmacotherapy relevant to concurrent senior fall semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 430L.

Offered: Every year, Fall and Summer

NUR 428. Community and Public Health Nursing.**3 Credits.**

This course focuses on concepts of community and public health nursing. Emphasis is on primary, secondary and tertiary prevention and nursing management for individuals, groups and populations with health problems in community settings. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 429, NUR 432, NUR 433, NUR 450L, NUR 454.

Offered: Every year, Spring

NUR 429. Community and Public Health Nursing Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 428. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 432, NUR 433, NUR 450L, NUR 454.

Offered: Every year, Spring

NUR 430L. Holistic Nursing Integration Lab III. 2 Credits.

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, as well as to practice skills relevant to concurrent senior fall or summer semester nursing courses.

Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426.

Offered: Every year, Fall and Summer

NUR 432. Contemporary Issues and Roles in Nursing. 3 Credits.

This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments. Knowledge, attitude and skill opportunities are provided in campus lab and applied in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 429, NUR 433, NUR 450L, NUR 454.

Offered: Every year, All

NUR 433. Capstone Practicum. 2 Credits.

This capstone practicum facilitates the transition from nursing student to professional nurse. Synthesis of knowledge from all course work is integrated into the delivery of safe, evidence-based, holistic, patient-centered care. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 450L, NUR 454.

Offered: Every year, All

NUR 434L. Capstone Seminar Lab. 1 Credit.

This capstone seminar provides the opportunity for students working in small faculty-mentored groups to complete a capstone project that demonstrates synthesis of program learning outcomes, and American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice. Students participate in 35 hours of a seminar lab in which they create and disseminate evidence-based capstone projects. For accelerated nursing students only.

Offered: Every year, Fall and Summer

NUR 440L. Holistic Nursing Integration Lab IV. 2 Credits.

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent senior summer semester nursing courses.

Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. Students also prepare for the nursing licensure examination (NCLEX-RN ©) with emphasis on content review, transition into professional nursing practice and computer-simulated test taking using web-based technology. For accelerated nursing students only. (70 hrs./semester)

Offered: Every year, Fall and Summer

Bachelor of Science in Nursing

Program Contact: Teresa Twomey
(Teresa.Twomey@quinnipiac.edu) 203-582-8873

The undergraduate nursing program at Quinnipiac University prepares students with the knowledge, skills and attitudes to provide holistic care for diverse individuals, families and populations across the lifespan. Achievement of the student learning outcomes (p. 663) enables graduates to practice as nurse generalists within complex healthcare systems. The curriculum is framed using The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education* (2008).

BS in Nursing Graduation Requirements

Code	Title	Credits
Foundations of Inquiry		12
EN 101	Introduction to Academic Reading and Writing	
EN 102	Academic Writing and Research	
FYS 101	First-Year Seminar	
	Math Course (MA 275 or 206)	
Disciplinary Inquiry (one course from each of the four disciplinary areas)		13
BIO 101 & 101L	General Biology I and General Biology I Lab	
	Humanities	
	Social Sciences	
	Fine Arts	
Personal Inquiry (three additional courses from three different disciplinary areas)		10
BIO 102 & 102L	General Biology II and General Biology Lab II	
	Humanities	
	Social Sciences	
	Fine Arts	
Personal Inquiry II (9 additional credits from the disciplinary areas or UC breadth electives)		9
Nursing Major Requirements		16
BIO 211	Human Anatomy and Physiology I	
BIO 211L	Human Anatomy and Physiology Lab I	
BIO 212	Human Anatomy and Physiology II	
BIO 212L	Human Anatomy and Physiology II Lab	

CHE 106	Chemical Principles with Biological Applications	
BMS 213	Microbiology and Pathology	
Open Elective		3
Integrative Capstone Experience		3
Professional Component Nursing Courses		61
NUR 300	Core Concepts in Nursing	
NUR 302	Nursing Science and Information Literacy	
NUR 304	Health Promotion and Wellness	
NUR 306	Health Assessment	
NUR 307	Core Nursing Practicum	
NUR 318	Care of Women, Newborns and Families	
NUR 320	Care of Children and Families	
NUR 323	Women, Children and Families Practicum	
NUR 324	Care of Adults with Complex Health Needs I	
NUR 325	Adult Care Practicum I	
NUR 326	Pathophysiology and Pharmacotherapy I	
NUR 330L	Holistic Nursing Integration Lab I	
NUR 340L	Holistic Nursing Integration Lab II	
NUR 400	Psychiatric-Mental Health Nursing	
NUR 401	Psychiatric-Mental Health Practicum	
NUR 408	Evidence-Based Nursing Practice and Scholarship	
NUR 424	Care of Adults with Complex Health Needs II	
NUR 425	Adult Care Practicum II	
NUR 426	Pathophysiology and Pharmacotherapy II	
NUR 428	Community and Public Health Nursing	
NUR 429	Community and Public Health Nursing Practicum	
NUR 430L	Holistic Nursing Integration Lab III	
NUR 432	Contemporary Issues and Roles in Nursing	
NUR 433	Capstone Practicum	
NUR 450L	Holistic Nursing Integration and Transition Into Practice Lab	
NUR 454	Nursing Capstone	
Total Credits		127

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Nursing courses must be taken in the sequence presented in the curriculum and students must successfully complete one semester before progressing to the next. Initial placement in English and mathematics courses is determined by examination.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (p. 897) section of the catalog.

Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

- Integrate** the university's core liberal education into generalist nursing practice.
- Apply** principles of basic organizational and system leadership to deliver high-quality and safe patient care.
- Employ** evidence to deliver best practices in healthcare.
- Utilize** information management and patient care technologies to deliver safe and effective health care.
- Recognize** the impact of health care policy, finance and regulatory environments on the delivery of patient care.
- Demonstrate** interprofessional communication and collaboration for improving health outcomes.
- Incorporate** the concepts of prevention and population health in the delivery of health care.
- Exhibit** professional standards and values.

Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of:

- The Advanced Placement Program of the College Entrance Examination Board;
- The International Baccalaureate; or
- The College Level Examination Program.

Transfer Students from Other Colleges/Universities

Transfer students should apply for admission by mid-November for the spring (January) semester or by June 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. The nursing program looks for a minimum grade point average of 3.0 for consideration. Transfer into the professional component of the nursing program can occur only in the fall junior year term. Quinnipiac works closely with the community colleges in Connecticut and elsewhere and recommends that students follow a transfer curriculum of study if their plan is to move to a four-year university. Students may wish to arrange an admissions appointment to discuss program requirements.

Transfer Students from Other Majors within Quinnipiac

Students who have earned credit at Quinnipiac and wish to apply for matriculation into the nursing program are invited to apply for transfer. Undergraduate enrollment is evaluated on a semester-by-semester basis. Limited space has become available and transfer applicants

are evaluated for admission. The transfer applicant must be a student in good standing and have a minimum GPA of 3.0. Transfer into the professional component of the nursing program can occur only in the fall junior year term. Email transfERNursing@qu.edu for more information.

Preprofessional Progression Policy

- Students must complete all preprofessional component courses, including all sciences, prior to starting the professional component in the fall of the junior year.
- Students must earn a C- or better in BIO 101, BIO 101L, BIO 102, BIO 102L, CHE 106, BMS 213 and BMS 213L to progress to the professional component in the fall of the junior year.
- Students must earn a C or better in BIO 211, BIO 211L, BIO 212, BIO 212L, NUR 304 and all nursing courses. The student who earns less than a C in BIO 211, BIO 211L, BIO 212, BIO 212L or NUR 304 will need to repeat the course the next time it is offered at the student's expense.
- A minimum cumulative grade point average of 3.0 is required for progression from the sophomore year to the junior year.
- A student who does not meet the preprofessional progression requirements will be required to transfer to another major.

Professional Progression Policy

- To progress and remain in good standing, junior and senior nursing students must attain a semester GPA of 2.67 (B-) and receive a grade of C or higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all clinical practica.
- A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.
- A student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change their major out of nursing.
- A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester or according to a specific written academic plan approved by the program chair or designee. Failure to do so will require the student to withdraw from the nursing major.
- A student who earns grades of C or better in all nursing courses yet has less than a 2.67 semester GPA will be placed on academic probation and will receive an academic plan to progress in the nursing major. This student must achieve a 2.67 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be required to change their major out of nursing.
- A student must achieve a 2.67 semester GPA and a cumulative GPA of 3.00 in the final semester to meet the graduation requirements for the Bachelor of Science in Nursing.
- A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program chair. Written notification will be sent to the student via email. Any student who is having difficulty with academic performance and needs help with study skills or test taking strategies will be advised to utilize the resources offered by the Learning Commons.

- At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program chair.

Appeal Process

A student who wishes to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of their inability to progress.

- Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
- Decision and procedural actions will be communicated in writing to the student.

The full policy for progression appeal is available in the Undergraduate Student Resource Manual located in the Student Community on Blackboard.

A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state limit the licensure eligibility for any person convicted of a felony or an act that does not conform to the accepted standards of the profession. (Section 19a-14 of the Connecticut General Statutes.) A copy of the act is available for review in the School of Nursing.

Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the health care provider or professional rescuer must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has additional health and clinical readiness requirements in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

NUR 300. Core Concepts in Nursing.

3 Credits.

This course introduces students to core concepts in nursing, and focuses on assessment and nursing interventions to support and protect health. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 302, NUR 306, NUR 330L, NUR 307.

Offered: Every year, Fall and Spring

NUR 302. Nursing Science and Information Literacy. 3 Credits.

This course examines historical and contemporary nursing science. Students are introduced to patterns of knowing, clinical reasoning and select disciplinary and interdisciplinary concepts and theories useful in nursing practice. This course also focuses on information literacy and information management in the delivery of quality patient care. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 300, NUR 306, NUR 330L, NUR 307.

Offered: Every year, Fall

NUR 304. Health Promotion and Wellness. 3 Credits.

This course focuses on health promotion, wellness and disease and injury prevention across the lifespan. Individual prevention strategies and health interventions are explored.

Offered: Every year, Fall and Spring

NUR 306. Health Assessment. 3 Credits.

This course focuses on health assessment of individuals across the lifespan. Students are introduced to a holistic approach to assessment taking into consideration bio-psycho-social-spiritual, environmental and cultural aspects. Knowledge, attitude, and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 330L, NUR 307.

Offered: Every year, Fall and Spring

NUR 307. Core Nursing Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 300, 302, 306 and 330L. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN program: Take NUR 300, NUR 302, NUR 306, NUR 330L.

Offered: Every year, Fall and Spring

NUR 318. Care of Women, Newborns and Families. 2 Credits.

This course examines topics related to nursing management for women, newborns and families, and emphasizes health promotion, wellness and the illness states of childbearing families. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 320, NUR 323, NUR 324, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring and Summer

NUR 320. Care of Children and Families. 2 Credits.

This course examines topics related to nursing management of infants, children and families, and emphasizes health promotion, wellness and the illness states of these populations. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 323, NUR 324, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring and Summer

NUR 323. Women, Children and Families Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 318 and NUR 320. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 324, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring and Summer

NUR 324. Care of Adults with Complex Health Needs I. 3 Credits.

This course examines concepts of nursing management for adults with complex health care needs. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 325, NUR 326, NUR 340L.

Offered: Every year, Spring

NUR 325. Adult Care Practicum I. 2 Credits.

This clinical practicum is taken concurrently with NUR 324. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 326, NUR 340L.

Offered: Every year, Spring

NUR 326. Pathophysiology and Pharmacotherapy I. 3 Credits.

This course integrates pathophysiology and pharmacotherapy relevant to concurrent junior spring semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 325, NUR 340L.

Offered: Every year, Spring

NUR 330L. Holistic Nursing Integration Lab I. 2 Credits.

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior fall semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

Prerequisites: Traditional BSN Program: all preprofessional courses, NUR 304.

Corequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 306, NUR 307.

Offered: Every year, Fall and Spring

NUR 340L. Holistic Nursing Integration Lab II. 2 Credits.

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation, and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

Prerequisites: Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

Corequisites: Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 325, NUR 326.

Offered: Every year, Spring

NUR 400. Psychiatric-Mental Health Nursing. 3 Credits.

This course examines concepts of nursing management for individuals with psychiatric-mental health needs across the lifespan. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 401. Psychiatric-Mental Health Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 400. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 408. Evidence-Based Nursing Practice and Scholarship. 2 Credits.

This course focuses on the related knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidenced based practice and participate in the process of retrieval, appraisal, and synthesis of evidence. Students develop scientific literacy and enhanced information fluency.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 424, NUR 425, NUR 426, NUR 430L.

Offered: Every year, All

NUR 424. Care of Adults with Complex Health Needs II. 3 Credits.

This course examines concepts of nursing management for adults with complex, high-acuity health care needs requiring sophisticated patient care technologies. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 425, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 425. Adult Care Practicum II. 2 Credits.

This clinical practicum is taken concurrently with NUR 424. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 426, NUR 430L.

Offered: Every year, Fall and Summer

NUR 426. Pathophysiology and Pharmacotherapy II. 2 Credits.

This course integrates pathophysiology and pharmacotherapy relevant to concurrent senior fall semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 430L.

Offered: Every year, Fall and Summer

NUR 428. Community and Public Health Nursing. 3 Credits.

This course focuses on concepts of community and public health nursing. Emphasis is on primary, secondary and tertiary prevention and nursing management for individuals, groups and populations with health problems in community settings. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 429, NUR 432, NUR 433, NUR 450L, NUR 454.

Offered: Every year, Spring

NUR 429. Community and Public Health Nursing Practicum. 2 Credits.

This clinical practicum is taken concurrently with NUR 428. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 432, NUR 433, NUR 450L, NUR 454.

Offered: Every year, Spring

NUR 430L. Holistic Nursing Integration Lab III. 2 Credits.

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, as well as to practice skills relevant to concurrent senior fall or summer semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

Prerequisites: Traditional BSN Program: all 300 level nursing courses.

Corequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426.

Offered: Every year, Fall and Summer

NUR 432. Contemporary Issues and Roles in Nursing. 3 Credits.

This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments. Knowledge, attitude and skill opportunities are provided in campus lab and applied in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 429, NUR 433, NUR 450L, NUR 454.

Offered: Every year, All

NUR 433. Capstone Practicum. 2 Credits.

This capstone practicum facilitates the transition from nursing student to professional nurse. Synthesis of knowledge from all course work is integrated into the delivery of safe, evidence-based, holistic, patient-centered care. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

Prerequisites: Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 450L, NUR 454.

Offered: Every year, All

NUR 450L. Holistic Nursing Integration and Transition Into Practice Lab. 3 Credits.

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent senior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. Students also prepare for the nursing licensure examination (NCLEX-RN ©) with emphasis on content review, transition into professional nursing practice, and computer-simulated test taking using web-based technology. For traditional BSN students only. (7.5 hrs./week, 105 hrs./semester)

Prerequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 433, NUR 454.

Offered: Every year, Spring

NUR 454. Nursing Capstone. 3 Credits.

This nursing capstone course provides a framework within which the student intentionally reflects upon and integrates the experiences that represent the meaning of their collegiate learning. Each student designs a final signature work, which demonstrates a scholarly representation of those experiences. For traditional BSN students only.

Prerequisites: Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

Corequisites: Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 433, NUR 450L.

Offered: Every year, Spring

Curriculum Notes:

General Education course descriptions are listed in the College of Arts and Sciences and School of Health Sciences catalog sections.

RN to BSN Completion Program (online)

Program Contact: Peter Longley (Peter.Longley@qu.edu) 203-582-7676

The RN to BSN completion program is designed for individuals who are licensed as a registered nurse and are interested in pursuing a part-time bachelor's degree in nursing using a distance education format. The curriculum builds on the individual's prior educational preparation and incorporates the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

The School of Nursing is not accepting applications to the RN to BSN program at this time.

An RN to MSN completion program is available. For more information, please visit the Graduate Studies (p. 924) section of the Catalog.

Nursing Major Requirements

Students take 31 required credits for the nursing major: nursing courses (28 credits), and an open elective (3 credits) or NUR 540. All nursing courses are offered online. Fieldwork is a required component of several courses to successfully complete this program of study. Students finish with up to 10 credits toward their MSN. If they don't take NUR 540, they have 7 credits toward their MSN.

Graduation Requirement: 120 credits

Code	Title	Credits
	Transfer Credit from Associate's Degree ¹	70
	Quinnipiac Advanced Core Courses as needed	20
	Quinnipiac Required Nursing Courses	
	Elective(s) as needed	3

Fall Start

Course	Title	Credits
First Year		
Fall Semester		
NUR 382	Nursing Science and Information Literacy	3
NUR 412	Health Assessment	3
		Credits
		6
Spring Semester		
NUR 410	Integrative Health and Healing	3

NUR 480	Interprofessional Practice and Quality Improvement	3
Credits		6

Summer Semester

Summer Session 1

NUR 478	Evidence-Based Nursing Practice	3
NUR 542	Introduction to Health Care Finance	2

Summer Session 2

NUR 500	Biostatistics	1
NUR 516	Health Policy and Organizational Systems	2

Credits **8**

Second Year**Fall Semester**

NUR 484	Community and Population Health Nursing	3
NUR 540	Educational Principles for the Health Care Professional	3

Credits **6**

Spring Semester

NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 514	Epidemiology and Population Health	2

Credits **5**

Total Credits **31**

Spring Start

Course	Title	Credits
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First Year**Spring Semester**

NUR 410	Integrative Health and Healing	3
NUR 480	Interprofessional Practice and Quality Improvement	3

Credits **6**

Summer Semester

Summer Session 2

NUR 500	Biostatistics	1
NUR 516	Health Policy and Organizational Systems	2

Credits **3**

Fall Semester

NUR 382	Nursing Science and Information Literacy	3
NUR 412	Health Assessment	3

Credits **6**

Second Year**Spring Semester**

NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 514	Epidemiology and Population Health	2

Credits **5**

Summer Semester

Summer Session 1

NUR 478	Evidence-Based Nursing Practice	3
NUR 542	Introduction to Health Care Finance	2

Credits **5**

Fall Semester

NUR 484	Community and Population Health Nursing	3
NUR 540	Educational Principles for the Health Care Professional	3

Credits **6**

Total Credits **31**

The nursing curriculum is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

¹ Note: If less than 90 credits are awarded, then Advanced Core courses and/or electives are required.

Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

- Integrate** the university's core liberal education into generalist nursing practice.
- Apply** principles of basic organizational and system leadership to deliver high-quality and safe patient care.
- Employ** evidence to deliver best practices in healthcare.
- Utilize** information management and patient care technologies to deliver safe and effective health care.
- Recognize** the impact of healthcare policy, finance and regulatory environments on the delivery of patient care.
- Demonstrate** interprofessional communication and collaboration for improving health outcomes.
- Incorporate** the concepts of prevention and population health in the delivery of health care.
- Exhibit** professional standards and values.

Admission Requirements: RN to BSN Completion Program

Admission requirements include graduation from a regionally accredited college or university with an associate's degree or a diploma in nursing with a cumulative grade point average of at least 2.7; a current registered nurse license in good standing; two letters of recommendation (one from a current supervisor); a personal statement, transcripts from all postsecondary institutions attended; and a resume or curriculum vitae. A criminal background check and drug screening is required prior to entering the program. Incoming and current students will be advised that final acceptance and continuation is dependent on a successful background investigation and clearance.

Qualified students enrolled in the RN to BSN completion program may pursue a seamless transition into the MSN in Operational Leadership (p. 921) program. A total of 7-10 credits from the undergraduate RN to BSN program may be utilized in the MSN program.

Advanced Placement Credits

Students with an associate's degree in nursing may transfer up to 90 credits for this program. Those students who do not have 90 transfer credits can make up the deficit with Advanced Core credits and electives taken at Quinnipiac.

Advanced Core Credits

BSN completion students can take up to 20-credit advanced core. The advanced core reflects the aims and goals of the traditional University Curriculum and the Essential Learning Outcomes while acknowledging the prior general education work completed at the associate degree level.

Professional Progression Policy (RN to BSN Program only)

- To progress and remain in good standing, RN to BSN students must attain a semester GPA of 2.0 (C) and receive a grade of C or higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all fieldwork.
- A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to courses that require that course as a prerequisite. This student will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.
- A student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change their major out of nursing.
- A student who earns grades of C or better in all nursing courses yet has less than a 2.0 semester GPA will be placed on academic probation and will receive an academic plan to progress in the RN to BSN program. This student must achieve a 2.0 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be dismissed from the program.
- At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program director.

Appeal Process

A student who wishes to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of their inability to progress.

- Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
- Decision and procedural actions will be communicated in writing to the student.

The full policy for progression appeal is available in the Undergraduate Student Resource Manual located in the Student Community on Blackboard.

A student wishing to appeal a course grade should follow the grade appeal process (p. 110) detailed in the University Catalog.

Fieldwork Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the healthcare provider or professional rescuer must be obtained prior to enrolling in the fieldwork course, and maintained annually until all fieldwork is completed. The School of Nursing has health requirements and technical standards, criminal background check and drug screening requirements. Incoming and current students are advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

NUR 382. Nursing Science and Information Literacy. 3 Credits.

This online course examines nursing science and its use in nursing practice. Students are introduced to clinical reasoning and disciplinary and interdisciplinary concepts. This course also focuses on information literacy and information management in the delivery of quality patient care.

Offered: Every year, Fall Online

NUR 410. Integrative Health and Healing. 3 Credits.

This course explores the core holistic concepts of nutrition, fresh air, light, quiet, and cleanliness as they relate to contemporary integrative health practices and interventions ranging from nutrition to meditation and their application to whole person health.

Offered: Every year, Spring and Summer Online

NUR 412. Health Assessment. 3 Credits.

This online health assessment course prepares the Registered Nurse to complete a comprehensive, holistic assessment. The focus is on history taking, interviewing skills and assessment techniques for patients throughout the lifespan. Students demonstrate their assessment skills with video clips as well as concisely presenting their findings to course faculty.

Offered: Every year, Fall Online

NUR 478. Evidence-Based Nursing Practice. 3 Credits.

This course focuses on the knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidence-based practice and use evidence to improve practice. The course includes one credit of application in a fieldwork setting.

Offered: Every year, Summer Online

NUR 480. Interprofessional Practice and Quality Improvement. 3 Credits.

This course describes and applies quality improvement methods to address problems identified in practice and actions needed to effect a positive change for care. The process and significance of interprofessional practice and collaboration in the delivery of patient care and in engagement with performance improvement are described. Open to RN-BSN students only.

Offered: Every year, Spring Online

NUR 484. Community and Population Health Nursing. 3 Credits.

This course investigates concepts of community and public health nursing. Emphasis is on health promotion with a focus on the role of the community and public health nurse for individuals, groups, and populations. The delivery of safe, evidence-based, holistic centered care is demonstrated during fieldwork conducted in a community setting.

Offered: Every year, Fall Online

NUR 486. Contemporary Issues and Roles in Nursing Practice. 3 Credits.

This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession, and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments. This course includes 1 credit of clinical practice.

Offered: Every year, Spring Online

NUR 500. Biostatistics. 1 Credit.

This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.

Offered: Every year, All Online

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 540. Educational Principles for the Health Care Professional. 3 Credits.

This course examines the theoretical perspectives of education as it relates to educational leadership and professional development for adult learners. Teaching/learning theories, models and principles are examined as preparation for the design, development, evaluation and revision of professional development-related curricula. Instructional strategies and teaching techniques adapted for diverse populations are explored.

Offered: Every year, Fall Online

NUR 542. Introduction to Health Care Finance. 2 Credits.

This 2-credit online graduate course provides an overview of basic budgeting concepts and processes integral to project planning and project management. Students also are introduced to foundational principles of marketing.

Offered: Every year, Summer Online

Advanced Core course descriptions are listed in the corresponding College or School catalog sections.

Seamless Transfer Agreement with Gateway Community College (GCC), Housatonic Community College (HCC) and Norwalk Community College (NCC)

Under this Transfer Agreement, GCC, HCC and NCC graduates will be guaranteed admission into a bachelor's degree program with third year (junior) status at Quinnipiac University on the condition that they:

- Graduate with an associate in arts, an associate in science in business, College of Technology engineering science, nursing or an allied health degree with a minimum cumulative GPA of 3.0 (this may be higher in specific programs). **The student with the associate degree in nursing is eligible for transfer into the RN to BSN completion program. An admission requirement for the RN to BSN completion program is a cumulative grade point average of at least 2.7.**
- Satisfy all other Quinnipiac University transfer admission requirements and requirements for intended major.

Quinnipiac University agrees to accept the general education embedded in these associate degree programs in accordance with Quinnipiac preferred choices for general education as meeting all the requirements of its undergraduate general education except for the Integrative Capstone Experience and where courses are encumbered by the major (e.g., General Chemistry for the Disciplinary Inquiry Natural Science requirement for a Biochemistry major).

PART-TIME UNDERGRADUATE STUDIES

Office of Undergraduate Admissions Echlin Center

Title	Name	Phone	Email
Transfer & Part-Time Admissions		203-582-8600	transfer@qu.edu

Quinnipiac University offers the ability to obtain a degree on a part-time basis in select programs. Part-time students are an integral part of the university and benefit from the many resources and services (p. 24) available to students. For example, academic support is available in the Learning Commons (p. 30), which maintains evening hours. In addition, Quinnipiac offers several ways to use previous collegiate and noncollegiate learning experiences to award college credit and also recognizes student financial needs through payment plans and financial assistance.

Non-Matriculated Students

Part-time students may take a limited number of courses without applying for admission (non-matriculated) if they are attempting to build an academic record after many years of absence from school, or are not ready to pursue a degree program. To be considered for non-matriculated study, the student must have earned a high school diploma. A maximum of 6 credits may be taken in any semester on a space-available basis. Advanced courses may require specific prerequisites and permission for registration. Non-matriculated students must contact the registrar's office for further information about registration.

A student who does not meet the above requirements may not register as a non-matriculated student and must contact the admissions office at 203-582-8600 to apply for part-time study and provide official high-school and college transcripts. Current non-matriculated students are encouraged to apply for admission/change of status as soon as possible to ensure guidance with course selection and a degree program. No more than 12 credits may be completed by non-matriculated students in the School of Business.

Changing Status—Non-Degree to Degree

Students who have earned credit at Quinnipiac and wish to apply for matriculation into a degree program in the College of Arts and Sciences or the Schools of Business, Computing and Engineering, Communications or Health Sciences should initiate the admission process by filing a "Change of Status" form available from the Office of Part-Time Admissions. All appropriate documents required by the university for admission should be sent to the same office. Coursework already completed at Quinnipiac as a non-degree student is considered in the admission process, as well as coursework from other institutions. Students should contact the Office of Transfer and Part-Time Admissions at 203-582-8600 with any questions.

Academic Good Standing Policy

All part-time students, whether matriculated or non-matriculated, are subject to the Academic Good Standing Policy of the university. See Academic Good Standing Policy for Undergraduate Students (p. 60).

Academic Policies

The detailed academic policies that govern all students are found in the undergraduate Student Handbook (<http://catalog.qu.edu/handbooks/undergraduate/>), Graduate Student Handbook (<http://catalog.qu.edu/handbooks/graduate/>) and in the policy section of this catalog (p. 60). Below are the basic academic policies that govern part-time students.

Placement Tests

To ensure appropriate placement in English courses, all transfer students with only one semester of English transferring in from another school must take the English placement test.

A math placement exam is also required to determine appropriate placement before registering for math courses required in all majors, and a language placement test is required for students continuing in a language from high school.

There is no fee for the placement exams, and arrangements can be made for taking the tests through the appropriate academic department.

Transfer of Credit

Credits for college courses taken at other regionally accredited institutions normally may be transferred if they carry a grade of C or better. Evaluation of University Curriculum transfer credit is completed by the transcript evaluator. Additional credits are reviewed by the school to which the student has transferred. The maximum number of transfer credits that may be accepted by Quinnipiac University is 75 credits. At least one-half of the courses in a major must be taken at Quinnipiac University. Certain majors may request course completion within a five-year period. Official acceptance of transfer credit is completed upon matriculation.

AP and CLEP Exam Policies

Quinnipiac University participates in the Advanced Placement (AP) program and the College Level Examination Program (CLEP), which provides an opportunity for students to obtain credit through examination (credits are accepted as transfer) for AP and CLEP exams taken prior to matriculation at Quinnipiac. Information regarding AP and CLEP exams may be obtained from the Office of Transfer and Part-Time Admissions. Quinnipiac University does not accept CLEP credits earned after a student is matriculated.

Military Credit for Prior Learning

Quinnipiac evaluates military training and experience according to the American Council on Education (ACE) standards for recommended college credit. Veterans and service members may be eligible for college credit based on their military experience, coursework, or other training as documented on their Joint Services Transcript—(JST)/ Community College of the Air Force (CCAF) transcript. Determination of credit award is based on competencies and approved by school or college dean's offices. Students must be matriculated at Quinnipiac to earn credit for military experience.

Registration

Course offerings and registration forms are available on the Registrar's Office website (<https://www.qu.edu/one-stop-student-administrative-services/registrar/>). Registration is completed by submitting the electronic forms. Currently enrolled students may register via Student Planning within their scheduled window each semester. Students

should check course descriptions for any specific prerequisites prior to registering.

Special Programs

Accelerated Online Courses

Part-time students may be able to complete some requirements more rapidly and shorten the path to their degrees with these options. A limited number of accelerated (seven-week) online courses are offered year-round.

Auditing Courses

Alumni and seniors (65 and older) may audit courses on a space-available basis. The student is responsible for the registration fee and any technology fees. In addition, seniors may take courses for credit, on a space-available basis, by paying the registration fee and any technology fees. Questions should be directed to the Registrar's Office.

Bachelor's Degrees

- Bachelor of Arts in Professional Studies (p. 672)
- Bachelor of Science in Health Science Studies (p. 672)

Bachelor of Arts and Bachelor of Science Traditional Majors

Part-time students may enroll in the bachelor's degree programs offered by the College of Arts and Sciences, School of Business, School of Communications and School of Computing and Engineering. Part-time students may only enroll in the following bachelor's degree programs offered by the School of Health Sciences: Biomedical Sciences, Health Science Studies and Medical Microbiology/Immunology. While some evening courses may be available, most degree programs cannot be completed solely through evening work. More information on these programs can be found in the sections for the Schools of Business (p. 303), Communications (p. 359), Computing and Engineering (p. 409), Health Sciences (p. 468) and the College of Arts and Sciences (p. 139).

Part-Time Admission Procedures

Adult students starting college for the first time, returning to school after an absence, or considering transferring to the College of Arts and Sciences or the Schools of Business, Communications, Computing and Engineering or Health Sciences should contact the Office of Transfer and Part-Time Admissions at 203-582-8600 for an appointment at any time of the year to discuss the courses or programs offered by Quinnipiac.

Applications for admission may be obtained from the Quinnipiac website (<https://www.qu.edu>). The admission requirements for undergraduate applicants listed in this catalog are the same for part-time candidates, with the following exceptions:

- Applicants who graduated high school more than five years ago or who have successfully completed the equivalent of one year (30 credits) of college study are not required to submit score results for the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB) or for the American College Testing Program (ACT).
- Applicants who have earned an associate's degree from a regionally accredited college need not submit high school transcripts.
- An interview is recommended.

Financial Assistance

Federal Financial Aid Programs

Undergraduate part-time students who have been admitted by Quinnipiac into a degree program and are registered for a minimum of 6 credits each semester are eligible to apply for federal financial aid programs (loans and grants). The Free Application for Federal Student Aid (FAFSA) is available online at studentaid.gov (<https://studentaid.gov/h/apply-for-aid/fafsa/>). Students taking fewer than 6 credits may be eligible for federal Pell Grants. Contact the Financial Aid Office for information and assistance.

Employer Tuition Benefits

Quinnipiac University works with students to make the most of their employer's educational benefits plan. If your company does not have a formal agreement with Quinnipiac but does offer educational benefits, you can defer two-thirds of your tuition charges. All that is needed is an original employer letter verifying participation in the company tuition reimbursement plan during the semester for which they are registering. At registration, the student pays one-third of the tuition plus fees and signs a promissory note for the tuition balance. The final tuition payments are due five weeks after the last day of the semester, which allows time for tuition reimbursement checks to be issued by the employer. Contact the One Stop office for information.

Payment Plans

Students who do not participate in company tuition reimbursement plans can still set up a tuition payment plan. Plans are offered through TouchNet on an annual semester basis. There is a charge of \$75 to enroll. Contact the One Stop office for assistance.

Bachelor of Arts in Professional Studies

Program Contact: Vanessa Gonzalez-Figueroa
(Vanessa.GonzalezFigueroa@quinnipiac.edu) 203-582-7376

The BA in Professional Studies is designed for students who have completed a significant number of credits and are seeking a new pathway toward completing a bachelor's degree. This program is open to existing students, returning students and transfer students. Students have maximum flexibility in using previously earned credits and can complete the program using online or on-ground options, including Summer and January Terms. Students in the program will work with the dean of the College of Arts and Sciences (or designee) to design an individual course of study that consists of a concentration of at least 27 hours with at least 15 credits at the 300 level.

Bachelor of Science in Health Science Studies

For individuals with an associate degree or credits in science, the BS in Health Science Studies program allows students to complete a bachelor's degree and be prepared for either graduate level work or career advancement in the field of health sciences. This program is also designed to help those interested in making a complete career change to health sciences from an unrelated field. The program provides the maximum utilization of previously acquired credits from academic and clinical training. An individual curriculum plan, approved by an academic adviser, can be designed that allows flexibility in choosing courses to

build concentrations in the health sciences field, as well as in other areas such as health care management, public health and nutrition.

GRADUATE STUDIES

	Phone
Graduate Admissions	203-582-8672
Graduate Financial Aid	203-582-8588
Graduate Student Affairs	203-582-4723

Administrators/Program Directors College of Arts and Sciences

Program	Name	Phone	Email
Accelerated Dual-Degree Bachelor's/JD (3+3)	Lisa Bartone	203-582-7207	lisa.bartone@qu.edu
Accelerated Dual-Degree Bachelor's/MSW (3+2)	Carol R. Awasu	203-582-6433	carol.awasu@qu.edu
Accelerated Dual-Degree BA/MBA in Theater (3+1)	Kevin Daly	203-582-3500	kevin.daly@qu.edu
Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1)	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1)	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Dual-Degree BA/MBA (4+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1)	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu
Dual-Degree BS/MS in Molecular and Cell Biology (4+1)	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu
MS in Molecular and Cell Biology	Alexandre de Lencastre	203-582-5024	alexandre.delencastre@qu.edu

School of Business

Program	Name	Phone	Email
Master of Business Administration	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Accelerated Dual-Degree BS/MBA (3+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Dual-Degree BS/MBA (4+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
MS in Accounting	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Accelerated Dual-Degree BS/MS in Accounting (3+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Dual-Degree BS/MS or BA/MS in Accounting (4+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu

MS in Business Analytics	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Accelerated Dual-Degree BS/MS in Business Analytics (3+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
Dual-Degree BS/MS or BA/MS in Business Analytics (4+1)	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu
MS in Organizational Leadership	D'Lisa McKee	203-582-7913	dlisa.mckee@qu.edu

School of Communications

Program	Name	Phone	Email
Communications Accelerated Dual-Degree Bachelor's/Master's Program (3+1)	Terry Bloom	203-582-8440	terry.bloom@qu.edu
Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1)	Blythe Frank	203-582-7624	blythe.frank@qu.edu
Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1)	John Powers	203-582-7939	john.powers@qu.edu
Dual-Degree Bachelor's/Master's in Journalism (4+1)	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Dual-Degree Bachelor's/Master's in Public Relations (4+1)	Laura Willis	203-582-7805	laura.willis@qu.edu
Dual-Degree Bachelor's/Master's in Sports Journalism (4+1)	Molly Yanity	203-582-5031	molly.yanity@qu.edu
Graduate Program Director, Cinematic Production Management	Blythe Frank	203-582-7624	blythe.frank@qu.edu
Graduate Program Director, Interactive Media and Communications	John Powers	203-582-7939	john.powers@qu.edu
Graduate Program Director, Journalism and Sports Journalism	Molly Yanity	203-582-5031	molly.yanity@qu.edu

Graduate Program Director, Public Relations	Laura Willis	203-582-7805	laura.willis@qu.edu
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School of Computing and Engineering

Program	Name	Phone	Email
Dean	Taskin Kocak	203-582-7829	taskin.kocak@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Master of Science in Cybersecurity	Fred Scholl	203-582-7394	frederick.scholl@qu.edu

School of Education

Program	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	anne.dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	beth.larkins-strathy@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Director, Instructional Design and Technology	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	judith.faloro@qu.edu

School of Health Sciences

Program	Name	Phone	Email
Doctor of Occupational Therapy (post-baccalaureate)	Susan M. Higgins	203-582-7543	susan.higgins@qu.edu
Doctor of Physical Therapy	Tracy Wall	203-582-8212	tracy.wall@qu.edu
MHS Advanced Medical Imaging and Leadership	Paula DeMaio	203-582-3674	paula.demaio@qu.edu
MHS Cardiovascular Perfusion	Michael J. Smith	203-582-3427	michael.smith@qu.edu
MHS Biomedical Sciences	Dwayne Boucaud	203-582-3768	dwayne.boucaud@qu.edu
MHS Pathologists' Assistant	Robert Cottrell	203-582-8676	robert.cottrell@qu.edu
MHS Physician Assistant	Timothy Ferrarotti	203-582-7782	timothy.ferrarotti@qu.edu
MHS Radiologist Assistant	Tania Grgurich	203-582-3813	tania.grgurich@qu.edu
Master of Social Work	Carol Awasu	203-582-6433	carol.awasu@qu.edu
Occupational Therapy Doctorate (post-professional)	Barbara Nadeau	203-582-8691	barbara.nadeau@qu.edu

School of Law

	Phone
Admissions Office	203-582-3400

School of Nursing

Program	Name	Phone	Email
Chair, Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director, Primary Care Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	susan.d'agostino@qu.edu (susan.dagostino@qu.edu)
Director, Adult-Gerontology Acute Care Nurse Practitioner Program	Philip Martinez	203-582-7687	philip.martinez@qu.edu
Director, Nurse Anesthesia Programs	Karita Kack	203-582-7969	karita.kack@qu.edu
Director, Graduate Online Nursing Programs	Peter Longley	203-582-7676	peter.longley@qu.edu

Mission Statement

Through its graduate programs, Quinnipiac University recognizes a substantial trend toward greater professionalism and the rapidly expanding body of knowledge in the fields of business, communications, education, social work, health management and the health care, rehabilitative and laboratory sciences. The provision of graduate degrees is a logical extension of Quinnipiac's special mission, which is "to provide opportunity for an integrated liberal and technical education" that will enable students to prepare for and advance in their professional careers and to "make responsible decisions in a society that increasingly demands understanding of the humanities, the social and natural sciences and technology."

All graduate programs at Quinnipiac share three foundations. Instruction is provided by a team of academicians who hold the highest available academic credentials and practicing professionals who hold advanced positions in their field. Every graduate student is provided with the opportunity to obtain practical experience through supervised residencies, thesis research, special projects or small laboratory classes. Study in all graduate programs is advanced and builds on both undergraduate education and professional experience. Additional prerequisite courses are needed by students who enter new fields at the graduate level.

Graduate Admission

Applications for all graduate programs, except law and medicine, may be obtained and submitted from the Quinnipiac Admissions website (<http://www.qu.edu/gradadmission/>). Applicants are required to submit an application fee and official transcripts of all college-level work completed at other institutions. Applicants also are required to submit a letter of intent and resume (as stipulated by each specific program) and to make arrangements to have two letters of reference submitted.

Individual graduate programs have additional application requirements.

The Quinnipiac physician assistant program participates in the Central Application Service for Physician Assistants. Go to the CASPA website (<https://caspa.liaisoncas.com>) for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact the Office of Graduate Admissions for information.

The Quinnipiac Post-Baccalaureate Doctor of Occupational Therapy program participates in the Occupational Therapist Centralized Application Service (OTCAS). More information regarding the application process and fees is available at the OTCAS website (<https://otcas.liaisoncas.com>). All application materials, including official transcripts from all undergraduate, graduate and professional schools, references and other supporting materials for all internal and external applications, are submitted directly to OTCAS. The deadline for a complete application to OTCAS is February 15. Quinnipiac does not require a supplemental application. Applicants may contact the Office of Graduate Admissions for additional information.

Submission of Graduate Record Examination scores is not required for admission into Quinnipiac's master's degree programs except for the MMSc in anesthesiologist assistant program (however, this program will accept the MCAT in lieu of the GRE). However, many program faculty find GRE scores a useful indication of a student's ability. Information about specific admissions requirements or standardized exams can be obtained from the Office of Graduate Admissions, the Admissions website (<http://www.qu.edu/gradadmission/>).

International Student Admission

Applications for graduate study from international students are welcomed. International applicants must complete their application at least three months prior to their intended start term. Upon application, international students are requested to submit English language descriptions of universities and colleges attended including status as a public or private institution as well as recognition by government and accrediting agencies of the respective country.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to [ets.org](http://www.ets.org) (<http://www.ets.org>)). In general, a minimum TOEFL iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to [ielts.org](http://www.ielts.org) (<http://www.ielts.org>)). A minimum score of 6.5 on this exam, "B" or above on the CAE (Certificate of Advanced English), or "C" or above on the CPE (Certificate of Proficiency in English) is required. In lieu of TOEFL or IELTS, applicants may submit PTE-A (Pearson Test of English Academic) scores (available at [pearsonPTE.com](http://www.pearsonPTE.com) (<http://www.pearsonPTE.com>)). A minimum PTE-A score of 61 is required. TOEFL, IELTS and PTE scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their post-secondary records from an academic credential evaluation service. Applicants for the PA program must possess a bachelor's degree from a regionally accredited institution in the United States or a nationally recognized foreign institution and all PA program prerequisites must be completed at a regionally accredited institution in the U.S.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac before a visa application can be issued.

Graduate Financial Assistance and Scholarship Information

Graduate Financial Assistance

Financing a graduate education is a significant investment for students. To assist students, Quinnipiac provides several financial aid programs

to help graduate students fund their education. Financial aid is available to both full-time and part-time students. Graduate students who are matriculated, enrolled at least half-time (5–8 credits) and making satisfactory academic progress in a degree programs are eligible to receive financial aid.

Graduate Assistantships

Graduate assistantships are available on a limited basis to both full-time and part-time graduate students. There are two types of assistantships. Students whose services and skills are utilized in practical, clinical or research within the university receive a partial tuition waiver. Students whose services are in administrative areas within the university receive a paycheck.

The number of graduate assistantships vary each semester. Students who wish to be considered for an assistantship should contact either the program director or visit Quinnipiac's Graduate Work (<http://www.qu.edu/gradwork/>) webpage.

Internship Waivers

Students accepted full time into the master of arts in teaching program have the opportunity to serve as graduate student interns in a single public school. Interns receive a significant tuition reduction during the internship semesters.

Quinnipiac University Graduate Merit Scholarship

Quinnipiac University's graduate merit scholarships are awarded on a competitive basis to a select number of newly admitted full-time on-campus graduate students who demonstrate exceptional promise of achieving academic excellence. The scholarships are offered to full-time students who are entering the following traditional on-campus programs: business administration, cardiovascular perfusion, journalism, medical laboratory sciences, molecular and cell biology, nursing, pathologists' assistant, physician assistant, and social work.

Candidates are evaluated during the admissions process so no additional forms are needed. Holistic factors used to evaluate scholarship candidates include: academic performance, academic potential, program of study and outside experiences. Program directors provide recommendations during the admissions application process to the graduate admissions and financial aid offices for final selection. Financial need is not a factor in the selection.

Candidates interested in merit scholarships are encouraged to apply early in the admissions application process. Every admitted full-time applicant is considered for the scholarship as long as they have applied by the established admissions deadlines. Due to limited funding, these scholarships are not available to international students.

Scholarships are renewable so long as students maintain full-time enrollment and a cumulative grade point average of 3.25 each semester.

Quinnipiac Graduate Grant

Quinnipiac University provides institutional grants to our full-time, on-campus graduate students with the highest financial need. To determine who should be appropriately funded by this grant, we use an institutional application in conjunction with the Free Application for Federal Student Aid (FAFSA). The grant is nonrenewable.

Loan Programs

Graduate students may be eligible for several different types of loan programs offered at the university. Federal loans are available to students who meet all of the following requirements:

- Meet the general requirements as established by the Free Application for Federal Student Aid (FAFSA)
- Are U.S. citizens or eligible noncitizens
- Are registered with Selective Service (male students only)
- Are enrolled in at least 5 or more credits each semester (summer, fall or spring)

Private alternative loans also are available and do not require the same criteria as listed above. These types of loans are based on enrollment and an individual's personal credit standings.

Applying for Financial Aid

Students seeking financial aid should complete, as soon as possible, a Free Application for Federal Student Aid. This may be completed online at [fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>). Be sure to indicate the federal school code 001402. In addition, a financial aid application is required to award student aid. The form can be downloaded from the Graduate Financial Aid (<https://www.qu.edu/paying-for-college/graduate/>) section of Quinnipiac's website.

Requirements for Graduation

Master of Arts in Cinematic Production Management

- Satisfactory completion of 36 credits of graduate study.
- A cumulative GPA of at least 3.00 and no grade less than a C.
- Completion of thesis production.

Master of Arts in Teaching Program

- Satisfactory completion of all MAT program requirements (including submission of edTPA portfolio).
- Satisfactory completion of the Connecticut State Department of Education's certification requirement of demonstrated competence in language arts, mathematics, natural sciences, social sciences (including a U.S. history course), the fine arts, physical education and health, a world language, and computer and other technology.
- Satisfactory results on the appropriate Praxis II or ACTFL and CT Foundation of Reading tests.
- A preferred cumulative GPA of at least 3.00.
- Completion of the full-time internship.

Master of Business Administration

- Satisfactory completion of all MBA program requirements (45 credits).
- A cumulative GPA of at least 3.00.
- A minimum grade of C in all MBA program courses taken at Quinnipiac.

Master of Science in Accounting

- Satisfactory completion of all MS in Accounting program requirements (30 credits).
- A cumulative GPA of at least 3.00.
- A minimum grade of C in all MS program courses taken at Quinnipiac.

Master of Science in Business Analytics

- Satisfactory completion of all MS in Business Analytics program requirements (33 credits).
- A cumulative GPA of at least 3.00.
- A minimum grade of C in all MS program courses taken at Quinnipiac.

Master of Science in Cybersecurity

- Satisfactory completion of all MS in Cybersecurity program requirements (30 credits).
- A cumulative GPA of at least 3.00.
- A minimum grade of C in all MS program courses taken at Quinnipiac.

Master of Science in Organizational Leadership

- Satisfactory completion of all MS in Organizational Leadership program requirements (30 credits).
- A cumulative GPA of at least 3.00.
- A minimum grade of C in all MS program courses taken at Quinnipiac.

Master of Health Science (Advanced Medical Imaging and Leadership program)

- Satisfactory completion of all MHS-AMIL curriculum requirements.
- Satisfactory completion of all American Registry of Radiologic Technologists (ARRT) examination requirements.
- A cumulative GPA of at least 3.00.

Master of Health Science (Cardiovascular Perfusion, Biomedical Sciences, Pathologists' Assistant, Physician Assistant)

- Satisfactory completion of the curriculum requirements for the selected graduate program.
- Satisfactory completion of specific course requirements.
- A cumulative GPA of at least 3.00.

Master of Health Science (Radiologist Assistant)

- Satisfactory completion of all MHS-RA curriculum requirements.
- Satisfactory completion of all American Registry of Radiologic Technologists (ARRT) examination requirements.
- A cumulative GPA of at least 3.00.

Master of Science in Instructional Design and Technology

- Satisfactory completion of all MS in Instructional Design and Technology program requirements, including capstone project (30 credits).
- A cumulative GPA of at least 3.00, with no course grade below B-.

Master of Science in Interactive Media and Communications

- Satisfactory completion of 30 credits of graduate study.
- A cumulative GPA of at least 3.00 and no grade less than a C.
- Completion of the capstone course.

Master of Science in Journalism

- Satisfactory completion of 30 credits of graduate study.
- A cumulative GPA of at least 3.00 and no grade less than a C.
- Completion of research thesis or professional project.

Master of Science in Sports Journalism

- Satisfactory completion of 36 credits of graduate study.
- A cumulative GPA of at least 3.00 and no grade less than a C.
- Completion of research thesis or professional project.

Master of Science in Molecular and Cell Biology

- Satisfactory completion of at least 34 credits of graduate study.
- A minimum grade of C in all graduate courses.
- Satisfactory completion of specific course requirements.
- Candidates must maintain a minimum cumulative GPA of 3.00 to remain in the MCB program.

Master of Science in Nursing

- Satisfactory completion of all core courses and appropriate specialty courses.
- A cumulative GPA of at least 3.00.
- Satisfactory completion of the precepted practice hour requirement.
- A minimum grade of B- in all nursing courses.

Doctor of Nursing Practice

- Satisfactory completion of all core courses and appropriate specialty courses.
- A cumulative GPA of at least 3.00.
- Satisfactory completion of the precepted practice and fieldwork hour requirement.
- A minimum grade of B- in all doctoral nursing courses; B for nurse anesthesia courses.

Post-Baccalaureate Doctor of Occupational Therapy

- Satisfactory completion of all graduate curriculum requirements.
- A minimum grade of B- in all didactic courses.
- A "pass" in all Level II Fieldwork and Doctoral Capstone courses.
- A cumulative GPA of at least 3.20 for each semester of graduate study.

Master of Occupational Therapy

- Satisfactory completion of all graduate curriculum requirements.
- A minimum grade of C+ in all didactic courses.
- A "pass" in all Level II Fieldwork courses.
- A cumulative GPA of 3.00 for each semester of graduate study.

Post-Professional Occupational Therapy Doctorate

- Satisfactory completion of all OTD program requirements (32 credits).
- A cumulative GPA of at least 3.20.

Doctor of Physical Therapy

- Satisfactory completion of all graduate curriculum requirements.
- A minimum grade of C+ in all graduate courses.
- A cumulative GPA of 3.00 for each semester of graduate study.

Master of Science in Public Relations

- Satisfactory completion of all graduate curriculum requirements (30 credits), including a capstone project.
- A cumulative GPA of at least 3.00 and no grade less than a C.

Master of Social Work

- Satisfactory completion of all MSW program requirements (60 credits), including a capstone project and field placements.
- A cumulative GPA of at least 3.00.

Sixth-Year Diploma in Educational Leadership

- Satisfactory completion of all program coursework, including the internship.
- Satisfactory results (passing) on the Connecticut Administrator Test (CAT).
- Successful completion of all performance tasks.
- A cumulative GPA of at least 3.00, with no course grade below B-.

GPA's are not rounded; they are truncated at the hundredths place.

Graduate Academic Policies

Graduate

Academic Good Standing (p. 62)

Academic Integrity (p. 62)

Animals on Campus (p. 73)

Background Checks (p. 78)

Class Attendance (p. 84)

Conferral of Honorary Degrees (p. 84)

Disabilities (p. 86)

Drug Screen Policy (p. 100)

Final Examination (p. 104)

Grading System (p. 41)

Grievance (p. 105)

Harassment and Discrimination (p. 105)

Inclement Weather (p. 107)

Leaves of Absence (p. 107)

Pregnant and Parenting Students (p. 108)

Procedure to Appeal a Final Grade (p. 110)

Repeat of Courses with Grade of F, D or C- (p. 111)

Speaker Policy (p. 111)

Student Exposure Control Plan for Bloodborne and Airborne Pathogens (p. 112)

Student Incident Policy and Report Form (p. 117)

Student Records (p. 120)

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Transfer of Credit (p. 135)

Tutorial Study (p. 136)

Variant Procedure (p. 136)

Withdrawal from a Course (p. 136)

Withdrawal from the University (p. 137)

College of Arts and Sciences

The College of Arts and Sciences offers a (post-graduate) Master of Science in Molecular and Cell Biology (p. 168) program, as well as several dual-degree (combined bachelor's and master's degree) programs both within the college, or integrated with other schools within Quinnipiac University. For a full list of all College of Arts and Sciences graduate programs, see Programs (p. 679).

Master of Science

Master of Science in Molecular and Cell Biology (p. 168)

Dual-Degree Programs

- Accelerated Dual-Degree Bachelor's/JD (3+3) (p. 600)
- Accelerated Dual-Degree Bachelor's/MSW (3+2) (p. 281)
- Accelerated Dual-Degree BA in Theater/MBA (3+1) (p. 298)
- Accelerated Dual-Degree BS in Economics/MBA (3+1) (p. 181)
- Accelerated Dual-Degree BS in Economics/MS in Accounting (3+1) (p. 182)
- Accelerated Dual-Degree BS in Economics/MS in Business Analytics (3+1) (<http://catalog.qu.edu/arts-sciences/economics/economics-31-ba-msba/>)
- Accelerated Dual-Degree BS in Economics/MS in Journalism (3+1) (p. 185)
- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 684)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Accelerated Dual-Degree BS/MS in Molecular and Cell Biology (3+1) (p. 165)
- Dual-Degree BS/MS in Molecular and Cell Biology (4+1) (p. 166)

Master of Science in Molecular and Cell Biology

Program Contact: Alexandre de Lencastre
(Alexandre.deLencastre@qu.edu) 203-582-5024

The College of Arts and Sciences offers a Master of Science in Molecular and Cell Biology program for both part-time and full-time students. Through the graduate program, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly

specialized lecture and laboratory courses relevant in this rapidly growing field.

MS in Molecular and Cell Biology Program of Study

The 34 credits required for the Master of Science in Molecular and Cell Biology include five courses (20 credits) in the science core, elective courses chosen in consultation with the program director and a thesis or non-thesis option (the non-thesis option requires the successful completion of a comprehensive examination; the thesis option requires 2 additional credits, for a total of 36 credits). Students must maintain a minimum cumulative GPA of 3.0 to remain in the MCB program. A minimum grade of C is required in all graduate courses.

Curriculum

Code	Title	Credits
Core Curriculum		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
Thesis or Non-Thesis Option		
Select one of the options		14-16
Total Credits		34-36

Thesis Option

Code	Title	Credits
Core Curriculum Requirements		20
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
Graduate electives		6
Total Credits		36

Non-Thesis Option

Code	Title	Credits
Core Curriculum Requirements		20
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate electives		12
Total Credits		34

Graduate Elective Courses

Code	Title	Credits
BIO 500	Special Topics in Molecular and Cell Biology	3
BIO 505	Writing and Science	3
BIO 517	Advanced Developmental Biology	3
BIO 521	Stem Cell Biology	3
BIO 540	Cell Signaling	3
BIO 550	Graduate Journal Club - Molecular Cell Biology	1

BIO 562	Bioinformatics	3
BIO 589	Molecular and Cell Neurobiology	3
BIO 649	Independent Research	2
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
BIO 675	Comp Exam in Molecular and Cell Biology	2
BIO 688	Independent Study	1-4
BIO 689	Independent Study	1-4
BMS 510	Biostatistics	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 532 & 532L	Histology and Lab and Histology Lab	4
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology (with lab)	4
BMS 573	Mycology	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 595	Transplantation Immunology	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

MS Thesis

The MS thesis option involves original laboratory research performed under the guidance of a thesis mentor, a thesis committee and the director of the molecular and cell biology program. The thesis option requires the successful completion of 3 courses: BIO 649, BIO 650 and BIO 651. Students must have a GPA >3.5 to be eligible for the thesis track and pre-approval by program director. The thesis committee evaluates a student's progress by approving the research project, assessing student progress and advising the student whenever the need arises.

Comprehensive Examination

The written comprehensive exam (BIO 675) is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts, which link the student's own specialization to other fields of study. Completion of a minimum of four of the five core curriculum courses is required to register for the comprehensive examination. A minimum grade of a B- is required to pass the comprehensive examination. Students must meet with the program director before registering for the comprehensive exam.

Student Learning Outcomes

Upon completion of a Master of Science in Molecular and Cell Biology (MCB), students will demonstrate the following competencies:

- Foundational Knowledge:** Understand fundamental concepts in molecular genetics, cell biology and biochemistry and apply their knowledge to new findings in the field of molecular and cell biology.
- Application and Analysis:** Employ modern laboratory techniques used in DNA and protein research and interpret experimental data.
- Scientific Knowledge:** Analyze, synthesize and discuss primary scientific literature from peer-reviewed journals in the field.
- Communication Excellence:** Present scientific content to an audience in a professional manner.
- Advanced Knowledge:** Author scientific critiques and/or reviews in a manner consistent with the standards of professional scientific writing.

Admission

Applicants who have a bachelor's degree in a biological, medical or scientific field are eligible for admission to the Master of Science in Molecular and Cell Biology program. Applications may be obtained from the Office of Graduate Admissions (<http://www.qu.edu/gradadmission/>) and are accepted for fall or spring enrollment. A complete application consists of the following:

- application form and fee
- a letter of intent including a detailed autobiography of personal, professional and educational achievements
- two letters of recommendation (at least one letter should be from a science faculty member)
- official transcripts of all undergraduate and graduate work completed

A cumulative undergraduate GPA of 3.0 is preferred and undergraduate course work in biochemistry, microbiology, molecular biology and/or genetics is highly recommended. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student's academic readiness. Applicants should refer to the Graduate Admission Requirements (p. 675) found in this catalog.

Accelerated Dual-Degree Bachelor's/MSW (3+2)

Program Contact: Catherine Solomon
(catherine.solomon@qu.edu) 203-582-5264 Stephanie Jacobson
(stephanie.jacobson@quinnipiac.edu) 203-582-8907

This direct-entry Accelerated Dual-Degree Bachelor's to Master of Social Work (3+2) program is an excellent choice for students seeking a rewarding and successful career as a clinical social worker and mental health professional. Through this accelerated dual-degree program, students complete both their bachelor's degree and their Master of Social Work (p. 810) degree in just 5 years. Incoming first-year students in the College of Arts and Sciences majoring in psychology, sociology, criminal justice and gerontology are eligible to be assessed for admittance to this program.

Quinnipiac University's MSW program prepares social workers for specialized practice in health and mental health. The curriculum emphasizes interprofessional education to familiarize students with a team-based approach to health and mental health care. The MSW

program equips students with clinical social work skills, including counseling, crisis intervention and trauma-informed treatments, as well as the ability to access social welfare and community resources. Students are prepared for social work licensure as part of MSW coursework. Graduates of this MSW program meet eligibility requirements for both the LMSW and the LCSW.

Social work is the major provider of mental health care and one of the fastest-growing occupations in the United States. Graduates of this MSW program enter a broad range of high-demand fields. Hospitals, rehabilitation facilities, mental health clinics, schools, health departments, social welfare, criminal justice and community organizations rely on social workers to provide health and mental health care to a wide variety of clients. This includes treating persons with trauma, such as veterans with PTSD; people with chronic mental illnesses; and many others. Social workers are also a crucial link between clients and other professionals, ensuring that people receive critical mental health care, advocacy and access to resources.

Communicate with the program contacts listed above for further information on this Accelerated Dual-Degree Bachelor's to Master of Social Work (3+2) program.

Accelerated Dual-Degree Bachelor's/MSW (3+2) Curriculum Requirements

The most common majors for students who are anticipating graduate study in social work are Sociology, Criminal Justice, Gerontology and Psychology¹; however this accelerated dual-degree program is open to students in any Arts and Sciences major. Students are advised that this accelerated degree will require overloads and summer coursework to complete the bachelor's degree in three years.

Students must work with their advisers to carefully plan their course of study to ensure completion of the BA or BS degree in three years. Students admitted to the program take 9 credits of graduate coursework in their third year. Suggested curriculum is as follows:

Course	Title	Credits
First Year		
Fall Semester		
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
	UC Science with lab (Disciplinary Inquiry)	4
	UC Humanities (Disciplinary Inquiry)	3
	UC Fine Arts (Disciplinary Inquiry)	3
	Course determined by major	3
CJ 101	Crime and Society	
PS 101	Introduction to Psychology	
SO 101	Introduction to Sociology	
Credits		19
Spring Semester		
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
	UC Personal Inquiry course ²	3
	UC Personal Inquiry course	3
	Course determined by major	3-4
	UC Personal Inquiry	
Take one of the following (determined by major):		1

CJ 205	From College to Career (SO/GT 205)	
GT 205	From College to Career (SO/CJ 205)	
SO 205	From College to Career (CJ/GT 205)	
Course determined by major		3
GT 263	Aging in Society Aging (SO 263)	
SO 244	Social Inequalities	
SO 101	Introduction to Sociology	
Credits		19-20

Summer Semester		
UC Personal Inquiry course		3
Course determined by major		3
UC Personal Inquiry course		
CAS Humanities		
Credits		6

Second Year		
Fall Semester		
Course determined by major		3
UC Fine Arts (Disciplinary Inquiry)		
UC Personal Inquiry course		
Language 102 course		3
CAS Social Sciences		3
Course determined by major		3
BMS 200	Biomedical Basis and Experience of Human Aging	
CAS Fine Arts		
Course determined by major		3
PS 234	Adult Development & Aging (GT 234)	
CAS elective		
CJ 241	Police and Policing	
Elective in the major		3
Credits		18

Spring Semester		
CAS elective		3
Course determined by major		3
CAS Humanities		
CAS elective		
Course determined by major		3
CAS Fine Arts		
Open elective		
SO 241	Sociology of Race and Ethnicity	
Course determined by major		3
CJ 290	Criminal Justice Research Methods	
GT 290	Research Methods (SO 290)	
SO 290	Research Methods (GT 290)	
Elective in the major		3
Course determined by major		3
Elective in the major		
CJ 261	Prisons and Jails	
Credits		18

Summer Semester		
Course determined by major		3
UC Personal Inquiry course		

Open elective	
Course determined by major	3
CAS elective	
Open elective	
Credits	6
Third Year	
Fall Semester	
Course determined by major	3
UC Capstone ⁴	
Open Elective	
Course determined by major	3
CAS elective	
CJ elective	
SO elective	
Course determined by major	3
CJ 392 Internship in the Community (SO 392/GT 392)	
SO 392 Internship in the Community (CJ 392/GT 392)	
GT 392 Internship in the Community (SO 392)	
Elective in the major	3
SW 504 Social Welfare and Social Policy	3
SW 511 Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits	18
Spring Semester	
Open elective	3
Open elective	3
Course determined by major	4
CAS elective + one FLW course	
GT 394 Advanced Internship in the Community	
Major elective + one FLW course	
Course determined by major	3
CJ 385 Senior Seminar in Criminal Justice Policy	
GT 400 Senior Seminar (SO 400) ³	
SO 400 Senior Seminar (GT 400) ³	
SW 512 Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits	16
Total Credits	120-121

Once admitted to the program, students must maintain an undergraduate GPA of 3.0, complete 20 credits in liberal arts, and a statistics course with a grade of C or higher. Additionally, students must achieve a grade of B or higher in their three graduate courses. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements. Students earn their Master of Social Work upon satisfactory completion of all of the graduate curriculum requirements.

¹ Psychology majors who are interested in the dual-degree program follow a different curriculum, and should consult with their adviser.

² Courses are chosen in consultation with an adviser to meet the requirements for Personal Inquiry I and Personal Inquiry II.

³ Course counts as UC Capstone

⁴ Criminal Justice majors must complete UC Capstone.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Please note: Students cannot be added to the Accelerated Dual-Degree Bachelor's to MSW (3+2) program after the add/drop period at Quinnipiac University.

Accelerated Dual-Degree BA in Theater/MBA (3+1)

Program Contact: Abigail Copeland (p. 7) 203-582-7301

The Accelerated Dual-Degree BA/MBA (3+1) program offers highly motivated students an opportunity to earn a BA in Theater and an MBA from the School of Business in just 4 years. Both degrees are completed in full without compromise.

This program offers advantages to students who have a passion for theater and ambitions for a career in the global business landscape. The study of theater sharpens self-confidence and public speaking skills while developing empathy. Theater students engage in hands-on problem solving, take on leadership roles, and become creative thinkers with intrinsic, "get the job done" work ethics. A student who wishes to have their resume stand out from the pack, while developing the above skills and earning a respected degree in business might consider this 3+1 program as a differentiator.

Additionally, this program offers advantages to students who wish to pursue leadership roles within the professional entertainment industry. There is a demand within the industry for skilled leaders who possess strong business administration skills paired with a core understanding of theater arts. Examples of high-paying jobs that 3+1 students would be uniquely qualified for include: executive director, producer, managing director, artistic director, director of development, business manager and operations manager. By pairing their passion for theater with the MBA degree, theater students substantially increase their employability and earning power upon graduation without compromising the personal, interpersonal and intellectual growth that a liberal arts education offers.

BA in Theater/MBA Program of Study

This rigorous program of study includes extra courses during the fall and spring sessions, as well as summer sessions to complete the degree requirements for both a BA and an MBA in just four years.

Course	Title	Credits
First Year		
Fall Semester		
DR 140	Stagecraft	3
DR 160	Acting I	3
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Humanities		3
Credits		18
Spring Semester		
DR 257	Design for the Theater	3
DR 270	World Theater History and Dramatic Literature I	3
EC 112	Principles of Macroeconomics	3
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
Free Elective		3
Credits		18
Summer Semester		
UC Breadth		3
UC Breadth		3
Credits		6
Second Year		
Fall Semester		
DR 286	Script Analysis	3
DR Elective (Theater Focus Track)		3
Foreign Language 101		3
Humanities Elective (UC)		3
Natural Science (UC)		3
Natural Science Lab (UC)		1
Free Elective		3
Credits		19
Spring Semester		
AC 211	Financial Accounting	3
DR 275	World Theater History and Dramatic Literature II	3
Foreign Language 102		3
Humanities		3
MU or AR Elective		3
Social Science		3
Credits		18
Summer Semester		
DR 370	Internship, Conservatory or Professional Experience	3
UC Breadth		3
Credits		6
Third Year		
Fall Semester		
DR 350	Playwriting: The Ten-Minute Play	3
DR Elective (Theater Focus Track)		3
FIN 201	Fundamentals of Financial Management	3
MBA 615	Skills for Contemporary Business Issues	3

Depth Elective		3
Depth Elective		3
Credits		18
Spring Semester		
DR 230	Directing I	3
DR Elective (Theater Focus Track)		3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
Senior Capstone		3
Depth Elective		3
Credits		18
Summer Semester		
MBA Elective		3
MBA Elective		3
Credits		6
Fourth Year		
Fall Semester		
MBA Elective		3
MBA Elective		3
Take one of the following:		3
CIS 600	Information Systems Strategy	
EC 600	Managerial Economics	
MBA 610	Business Decision Analysis	
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
Credits		15
Spring Semester		
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA Elective		3
MBA Elective		3
Credits		15
Total Credits		157

Student Outcomes

Upon completion of the BA in Theater, students will demonstrate the following competencies:

- Understanding:** Develop an understanding of the roles and responsibilities of theater artists: actor, director, scenic/lighting/costume designer, technical director and playwright.
- Conceptual and Critical Thinking:** Develop skills to think conceptually and critically about text, performance and production.
- Self-Appraisal:** Develop the skills to self-assess, critique and revise their own work.
- Literacy:** Develop a fundamental knowledge of theatrical history as well as dramatic literature.
- Production Skills and Knowledge:** Develop the skills and techniques necessary for realizing a variety of theatrical styles.
- Collaboration Skills:** Develop skills in collective problem-solving.

Upon completion of the MBA program, students will develop and emphasize skills in the following areas:

- Business Analytics:** Demonstrate facility with quantitative methods and tools and an ability to interpret financial metrics.
- Managing People:** Demonstrate an ability to understand models and applications of leadership and social intelligence.
- Managing Organizations:** Demonstrate an ability to understand organizational behavior and structures and the importance of effective communication.
- Strategic Integration:** Assess and diagnose a situation and to formulate and implement effective decisions and responses to business problems.
- Ethics:** Identify ethical issues related to business situations and to develop appropriate situational responses consistent with organizational and societal values.
- Knowledge of Business Disciplines:** Demonstrate knowledge of business disciplines (marketing, management, finance and managerial accounting) and the connection between disciplines.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1)

Program Contact: Christina Pavlak
(christina.pavlak@qu.edu) 203-582-3192

The purpose of Quinnipiac's Dual-Degree BA/MAT or BS/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a

sensitivity to students, and a spirit of community" which are at the heart of Quinnipiac's mission statement are woven through the program.

General Information

The dual-degree program provides the means for Quinnipiac students to earn a bachelor's degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The dual-degree program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the teaching profession. Students are encouraged to take this course during their first year but no later than the fall semester of their sophomore year. Additional courses required before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship/residency, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the dual-degree program who does not complete all the requirements for undergraduate completion of the bachelor's degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

Note: Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Dual-Degree BA/MAT or BS/MAT in Elementary Education

The elementary education program is designed to prepare the teacher candidate with in-depth content knowledge across the elementary school curriculum and exemplary skills in teaching and classroom management. Students interested in elementary education may major in any discipline or have an interdisciplinary major.

Central to candidates' professional studies are undergraduate service-based courses (ED 341L, ED 342L, ED 436L and ED 468L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

General Requirements

The following courses meet the Connecticut State Department of Education's general education requirements. A grade of "C" or better is required in these courses (except as noted).

Code	Title	Credits
EN 101	Introduction to Academic Reading and Writing ¹	3
MA 110	Contemporary Mathematics ²	
	or MA 14Pre-Calculus	
Select one of the following:		3

HS 132	U.S. History Since Reconstruction	
HS 210	Contemporary America	
HS 131	U.S. History to 1877	
World Language - Level 101		3
PS 101	Introduction to Psychology	3
PS 236	Child and Adolescent Development	3
Fine Arts		3
Science		3-4
Total Credits		21-22

¹ Student must receive a grade of B or better in EN 101.

² MA 140 is required if student tests out of MA 110.

Professional Component

Code	Title	Credits
ED 140	Introduction to Public Education and the Teaching Profession	1
ED 250	Diversity, Dispositions and Multiculturalism	3
ED 260	Social and Philosophical Foundations of Education	3
ED 341 & 341L	Learning and Teaching the Developing Child and Learning and Teaching: Pedagogy Field Lab I	4
ED 342 & 342L	Advanced Learning and Teaching and Advanced Learning and Teaching: Assessment Field Lab II	4
ED 436	Teaching Literacy in the Primary Grades	3
ED 436L	English Language Arts Integration Field Lab IV	
ED 458	Teaching Science in the Primary Grades	3
ED 462	Facilitating the Arts in the Elementary Classroom	3
ED 466	Teaching Social Studies in the Primary Grades	2
ED 468 & 468L	Teaching Mathematics in the Primary Grades and Primary Math and Science STEM Field Lab III	4
ED 550	Issues and Research in Education	2
ED 554	Internship and Seminar I	2
ED 555	Internship and Career Development Seminar	1
ED 556	Teaching Literacy in Grades 4-6	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6

ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		60

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students in order to promote social justice.
- Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
- Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major.
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a

demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.

Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the dual-degree program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met to remain in the teacher preparation program:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- Evidence of strong basic skills in math, reading and writing in order. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain an overall B (3.0) undergraduate GPA with a C or better in all general education courses required for the MAT program. In addition, candidates must earn a B- or better in all education courses (undergraduate and graduate), as well as maintain 3.0 GPA for all education coursework to remain in good standing in the program. A grade of C+ or below in any education course (including the graduate

content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

All candidates must maintain a minimum 3.0 GPA in all major coursework to remain in good standing in the program to be recommended for certification. In addition, teacher candidates who earn a C+ or below in two or more undergraduate courses in their major will be required to meet with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

Completion

To qualify for teacher certification, students must complete all requirements of the MAT program. Candidates must complete all coursework, fulfill the internship/residency responsibilities and successfully complete all performance tasks, including the required licensure tests.

Clinical Experiences

Field Study

Candidates are required to complete a laboratory field study course in each semester of their junior and senior year. As part of the course requirements, each candidate must complete a minimum of 20 hours per semester in her/his assigned classroom, under the guidance of the classroom teacher who serves as the field study adviser. Candidates are assigned to one school during their junior year and a different school during their senior year. Candidates are responsible for their transportation to and from these clinical sites.

Internship/Residency

Candidates participate in an internship/residency during their graduate year. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice while defraying some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site teacher advisor and a School of Education faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations; in short, to become full members of the school community. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Candidates must continue serving in their internship/residency through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the five-year MAT program do not occur until mid- to late June. Candidates are allowed to

“walk” during graduation ceremonies but do not formally receive their degrees until all of the internship/residency responsibilities are met.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1)

Program Contact: Christina Pavlak
(Christina.Pavlak@quinnipiac.edu) 203-582-3192

The purpose of Quinnipiac’s Dual-Degree Bachelor’s/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of “excellence in education, a sensitivity to students, and a spirit of community” which are at the heart of Quinnipiac’s mission statement are woven through the program.

General Information

The dual-degree program provides the means for Quinnipiac students to earn a bachelor’s degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university’s mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The dual-degree program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the teaching profession. Students are encouraged to take this course during their first year but no later than the fall semester of their sophomore year. Additional required courses before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship/residency, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the dual-degree program who does not complete all the requirements for undergraduate completion of the bachelor’s degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

Note: Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Dual-Degree BA/MAT or BS/MAT in Secondary Education Curriculum

The secondary education program is designed to prepare the teacher candidate with strong teaching skills and a depth of content knowledge in the discipline they wish to teach. Students interested in secondary education must select a major from among the following: biology, English, history, mathematics or Spanish.

Central to candidates’ professional studies are undergraduate service-based courses (ED 341L, ED 343L, ED 409L, ED 452L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

General Requirements

The following courses meet both the University Curriculum requirements and the Connecticut State Department of Education’s general education requirements. A grade of “B” or better is required in these courses.

Code	Title	Credits
EN 101	Introduction to Academic Reading and Writing ¹	3
MA 110 or MA 140	Contemporary Mathematics ² Pre-Calculus	3
Select one of the following courses:		3
HS 131	U.S. History to 1877	
HS 132	U.S. History Since Reconstruction	
HS 210	Contemporary America	
World Language - Level 101 or higher		3
PS 101	Introduction to Psychology	3
PS 236	Child and Adolescent Development	3
Social Sciences		3
Fine Arts		3
Science		3-4
Total Credits		27-28

¹ Student must receive a grade of B or better in EN 101. English majors must take EN 325.

² MA 140 is required if student tests out of MA 110. Student must receive a grade of B or better in either MA 110 or MA 140.

Professional Component Secondary

Code	Title	Credits
ED 140	Introduction to Public Education and the Teaching Profession	1
ED 250	Diversity, Dispositions and Multiculturalism	3
ED 260	Social and Philosophical Foundations of Education	3
ED 341 & 341L	Learning and Teaching the Developing Child and Learning and Teaching: Pedagogy Field Lab I	4

ED 343 & 343L	Advanced Learning and Teaching in Secondary Classrooms and Advanced Learning and Teaching: Secondary Assessment Field Lab II	4
ED 409 & 409L	Reading and Writing Across the Curriculum and English Language Arts Field Lab III	4
ED 477	Teaching English Language Learners in the Mainstream Classroom	3
ED 50_	Methods II, content specific	3
ED 514	Internship I	1
ED 515	Internship and Career Development Seminar	1
ED 550	Issues and Research in Education	2
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 601	Student Teaching	6
ED 693	Research I	2
ED 694	Research II	2
SPED 552 & ED 452L	Teaching in the Inclusive Classroom and Inclusive Classroom Secondary Field Lab IV	4
Select three graduate content discipline courses		12
Total Credits		58

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students in order to promote social justice.

- Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
- Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major.
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.

Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the dual-degree program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met to remain in the teacher preparation program:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- Evidence of strong basic skills in math, reading and writing. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered

probationary status until the improvement of basic skills are documented and remediated.

- e. A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.
- f. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain an overall B (3.0) undergraduate GPA with a C or better in all general education courses required for the MAT program. In addition, candidates must earn a B- or better in all education courses (undergraduate and graduate), as well as maintain 3.0 GPA for all education coursework to remain in good standing in the program. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates in the secondary program must maintain a minimum 3.0 GPA in all content area coursework to remain in good standing in the program to be recommended for certification. In addition, secondary teacher candidates who earn a C+ or below in two or more undergraduate content area courses will be required to meet with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

Completion

To qualify for teacher certification, students must complete all requirements of the MAT program. Candidates must complete all coursework, fulfill the internship/residency responsibilities and successfully complete all performance tasks, including the required licensure tests.

Clinical Experiences

Field Study

Candidates are required to complete a laboratory field study course in each semester of their junior and senior year. As part of the course

requirements, each candidate must complete a minimum of 20 hours per semester in her/his assigned classroom, under the guidance of the classroom teacher who serves as the field study adviser. Candidates are assigned to one school during their junior year and a different school during their senior year. Candidates are responsible for their transportation to and from these clinical sites.

Internship/Residency

Candidates participate in an internship/residency during their graduate year. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice while defraying some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site teacher advisor and a School of Education faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations; in short, to become full members of the school community. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Candidates must continue serving in their internship/residency through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the MAT program do not occur until mid- to late June. Candidates are allowed to "walk" during graduation ceremonies but do not formally receive their degrees until all of the internship/residency responsibilities are met.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Dual-Degree BA/MBA (4+1)

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Dual-Degree BA/MBA (4+1) program is designed for exceptional undergraduate students outside of the School of Business. The program enables students from a wide variety of disciplines to add a core of business knowledge to their academic portfolio. Students with appropriate prerequisite knowledge take courses toward an MBA during the senior year and complete their MBA in one year beyond the bachelor's degree. Students interested in pursuing the BA/MBA option are encouraged to declare the general business minor early in their undergraduate program to build the foundation for graduate business coursework.

Dual-Degree BA/MBA (4+1) Program of Study

It is recommended that students interested in the Dual-Degree BA/MBA (4+1) program take the following undergraduate courses early in their undergraduate program to prepare for MBA classes in their senior year.

Code	Title	Credits
AC 211	Financial Accounting	3
EC 111	Principles of Microeconomics	3

EC 272	Advanced Applied Statistics	3
Total Credits		9

Students may complete up to 10 credits of MBA courses during the senior year, 9 credits of which also fulfill undergraduate open elective requirements. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students must present satisfactory performance in their graduate coursework completed during their senior year to be officially admitted into the graduate program upon completion of their BA degree. The BA/MBA curriculum consists of the MBA core courses including a requirement to complete MBA 660 with an international travel component and MBA 688, a graduate internship.

MBA Program of Study

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy ¹	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives ²		
	Select five graduate electives either in a specific concentration/discipline or customized by the student	15
Total Credits		45

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in such areas as business analytics, computer information systems, finance, health care management, international business, marketing, strategy, supply chain management.

¹ Students who are in the BS/MBA program are required to take MBA 660, which includes an international experience.

² Accelerated Dual-Degree (3+1) and Dual-Degree (4+1) students are required to complete MBA 688 as one of their five electives.

Interested students must apply for admission to the BA/MBA program during the last semester of the junior year using a special application form available in the School of Business.

Admission into the combined program is competitive. Only students who have earned at least 75 credits with an overall GPA of 3.0 are

considered for admission to this program. Meeting the minimum criteria for consideration does not guarantee admission.

Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1)

Program Contact: Deborah Clark (Deborah.Clark@qu.edu) 203-582-8270

For highly qualified students, the Accelerated Dual-Degree BS in Biology/MS in Molecular and Cell Biology (3+1) provides an opportunity for students to achieve both a Bachelor of Science in Biology and a Master of Science within the field of Molecular and Cell Biology within a 4-year time frame typically associated with only an undergraduate education. The requirements and policies for the undergraduate degree are the same as described on the Bachelor of Science in Biology (p. 161) page, except that students in the 3+1 combined BS/MS program must maintain a GPA of at least 3.0 at the end of each school year for continued participation in the program. The requirements and policies for the graduate degree are the same as described on the Master of Science in Molecular and Cell Biology (p. 168) page.

Accelerated Dual-Degree **BS in Biology/MS in Molecular and Cell Biology (3+1)** Recommended Curriculum

The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements.

Course	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
MA 140	Pre-Calculus	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
Credits		17
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable	3
EN 102	Academic Writing and Research	3
UC Elective		3
Credits		17
Summer Semester		
UC Elective		3
UC Elective		3
Open Elective		3

Open Elective		3
Credits		12
Second Year		
Fall Semester		
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
Foreign Language I		3
UC Elective		3
Credits		17
Spring Semester		
BIO Elective		4
BIO Elective		4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
Foreign Language II		3
UC Elective		3
Credits		18
Summer Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Credits		8
Third Year		
Fall Semester		
BIO Elective		4
BIO 571	Molecular Genetics	4
UC Capstone		3
UC Elective		3
Open Elective		3
Credits		17
Spring Semester		
BIO Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
Open Elective		3
Open Elective		3
Credits		17
Summer Semester		
Graduate Elective or Independent Study		3
Credits		3
Fourth Year		
Fall Semester		
BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
Graduate Elective		3
Credits		11
Spring Semester		
BIO 675	Comp Exam in Molecular and Cell Biology	2

Graduate Elective ¹	3
Graduate Elective ¹	3
Credits	8
Total Credits	145

¹ Graduate students must take a minimum of 9 credits to maintain full-time status. To reach 9 credits in the final semester, students can choose to take one or more 4-credit electives.

The Accelerated Dual-Degree BS/MS program is designed for outstanding biology majors. Students are offered acceptance into the program upon admission to Quinnipiac University.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1)

Program Contact: Deborah Clark (deborah.clark@qu.edu) 203-582-8270

The Department of Biological Sciences offers a Dual-Degree BS in Biology and MS in Molecular and Cell Biology. The MS in Molecular and Cell Biology provides an excellent foundation for students intending to pursue studies in professional healthcare fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries.

Upon satisfactory completion of all of the undergraduate curriculum requirements, students receive a Bachelor of Science in Biology. The requirements and policies for the undergraduate degree are the same as described on the Bachelor of Science in Biology (p. 161) page. Students complete graduate-level biology courses during their senior year; the requirements and policies for the graduate degree are the same as described on the Master of Science in Molecular and Cell Biology (p. 168) page. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements. Students must maintain an overall GPA of 3.0 for all graduate courses. Students earn the MS in Molecular and Cell Biology upon satisfactory completion of all of the graduate curriculum requirements.

Dual-Degree BS in Biology/MS in Molecular and Cell Biology (4+1) Curriculum

Students who choose to pursue the five-year Master's Degree in Molecular and Cell Biology are required to complete the following courses by the end of their junior year:

Code	Title	Credits
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4

A minimum of two Biology Electives in separate elective categories (Molecular and Cellular Biology, Organismal, Physiology, or Experiential Learning).

An elective in Molecular and Cellular Biology is strongly recommended.

Recommended Curriculum

Students choose courses and follow a curriculum determined in consultation with their adviser. The minimum number of credits required for the undergraduate degree is 120, and the minimum number of credits required for the graduate degree is 34. A maximum of 9 graduate credits may be used to fulfill both undergraduate and graduate requirements. A sample course plan that fulfills the requirements for the 4+1 program is shown below.

Individual planning will vary based on a number of factors, including, for instance, Advanced Placement and/or transfer credits.

Code	Title	Credits
First Year		
Fall Semester		
BIO 150 & BIO 151L	General Biology for Majors and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 140	Pre-Calculus	3
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC University Elective		3
MA 141	Calculus of a Single Variable	3
Second Year		

Fall Semester

BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Elective		3

Spring Semester

BIO Biology Elective		3
BIO Biology Elective		3
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Elective		3
Open Elective		3

Third Year

Fall Semester

Biology Elective		3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Elective		3
Open Elective		3
Open Elective		3

Spring Semester

BIO Biology Elective		3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC University Elective		3
UC University Elective		3
Open Elective		3

Fourth Year

Fall Semester

BIO 571	Molecular Genetics	4
Graduate Elective		3
UC Capstone		3
Open Elective		3
Open Elective		3

Spring Semester

BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
UC University Elective		3
UC University Elective		3

Fifth Year

Fall Semester

BIO 568	Molecular and Cell Biology	4
BIO 606	Protein Methods Laboratory	4
BIO Graduate Elective		3

Spring Semester

Graduate Elective		3
Graduate Elective		3
BIO 675	Comp Exam in Molecular and Cell Biology	2

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 20) page of this catalog.

Pre-Law

Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at prelawadvising@qu.edu, for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Law School Qualifications

Students interested in attending law school must have and should work toward success in each of the following during undergraduate study:

- *Undergraduate degree:* Student must have earned a bachelor (BA or BS) degree.
- *Standardized test:* Completion of the Law School Admission Test (LSAT) is required by most American Bar Association–approved law schools; some others will accept the Graduate Record Examination (GRE) in addition to or in lieu of the LSAT.
- *Curriculum:* No single pre-law course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools:
 - Developing fundamental reading skills;
 - The ability to think and write clearly and succinctly;
 - Logical reasoning and analytical skills; and
 - An appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of their academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge.

Law School at Quinnipiac

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths:

- *Accelerated:* Participate in the Accelerated Dual-Degree Bachelor's/JD (3+3) program (p. 600) which allows students to complete their undergraduate and their law degree in six years, one year less than the traditional path.
- *Traditional:* Obtain a BA or BS degree in four years followed by three years of law school. (NOTE: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

Spanish Language for Medical Professionals Certificate

Program Contact: Aileen Dever (Aileen.Dever@quinnipiac.edu)
203-582-8500

There is a critical need for healthcare professionals who are proficient in medical Spanish and culturally sensitive. Students will engage in intensive listening, speaking, reading and writing activities in Spanish at the post-intermediate level to acquire the medical terminology and cultural awareness to practice more ethical, inclusive patient care. This certificate was created in the belief that limited English should never be a barrier to receiving excellent and equitable care.

Students who complete the courses during their undergraduate or graduate program will earn a certificate in Spanish Language for Medical Professionals.

Undergraduate Students

Code	Title	Credits
SP 310	Spanish for Health Professions I	3
SP 311	Spanish for Health Professions II	3

Graduate Students

Code	Title	Credits
SP 510	Spanish for Health Professions I	3
SP 511	Spanish for Health Professions II	3

School of Business

Master of Business Administration

- Full-Time Master of Business Administration (p. 701)
- Professional Master of Business Administration (p. 712) (online)

Master of Science

- Master of Science in Accounting (p. 705)
- Master of Science in Business Analytics (p. 708) (online & on ground)
- Master of Science in Organizational Leadership (p. 711) (online)

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-administration-mba/accelerated-four-year-bsm-ba/>)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS/MBA (4+1) (p. 704)
- JD/MBA (Juris Doctor) (p. 705)
- Accelerated Dual-Degree BS/MSA (3+1) (p. 706)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 708)
- Accelerated Dual-Degree BS/MSBA (3+1) (p. 710)
- Dual-Degree BS/MSBA or BA/MSBA (4+1) (p. 710)

For specific information about the mission and learning goals for each of the graduate programs, please visit the university website at [qu.edu](http://www.qu.edu) (<http://www.qu.edu>).

Accounting (AC)

AC 635. Advanced Topics in Financial Accounting and Reporting. 3 Credits.

This course provides an in-depth study of advanced topics in financial accounting and reporting. The topics covered include the accounting for multinational entities, segment and interim reporting, SEC reporting, and the accounting for partnerships and corporations in financial difficulty. Students learn standard-related research skills and complete several research cases using the FASB codification database.

Prerequisites: Take one undergraduate intermediate accounting course.

Offered: Every year, Fall

AC 640. Financial Statement Analysis. 3 Credits.

In this course, students gain additional understanding of how firms communicate through financial statements. They learn how to use financial statement analysis in strategic decision making. Students learn to interpret financial statements, analyze cash flows and make judgments about the quality of earnings, assets and liabilities. Students cannot receive credit for both AC 613 and AC 640.

Prerequisites: Take one undergraduate intermediate accounting course.

Offered: Every year, Fall

AC 645. Information Assurance. 3 Credits.

This course is designed to broaden and deepen students' conceptual and technical understanding of the CPA's attest function, provide students with a framework for analyzing contemporary auditing and assurance issues, and help students understand the complete audit of a client.

This course utilizes case studies to study current issues and practices associated with information assurance services.

Prerequisites: Take one undergraduate accounting auditing course.

Offered: Every year, Fall

AC 650. Advanced Accounting Information Systems. 3 Credits.

This course provides students with in-depth knowledge of the role accounting information systems play in a business environment. Using a combination of course delivery methods, this course emphasizes information, communication and networking technology—in the context of business processes, transaction cycles and internal control structures—that enhances the production of accurate and reliable accounting information.

Prerequisites: Take one undergraduate accounting information systems course.

Offered: Every year, Fall

AC 660. Strategic Management Control Systems. 3 Credits.

This course provides students with broad exposure to the ways in which management control systems and management accounting information are used to support various organizations' strategies. The course involves both textbook/problem-based and case-based learning methods to cover issues related to strategy selection, performance evaluation, organizational profitability, customer profitability, organizational structure, and employee compensation. Special emphasis is placed on ethical considerations, not-for-profit organizations and sustainability issues.

Offered: Every year, Spring

AC 665. Forensic Accounting and Fraud Examination. 3 Credits.

This course provides a survey of forensic accounting and fraud examination. Students gain an understanding of different types of fraud, sources of evidence and analysis of fraud schemes highlighting the skills needed to identify and investigate fraudulent accounting allegations. This course employs case studies to study current issues, practices and techniques related to fraud examination and forensic accounting services.

Offered: Every year, Spring

AC 670. Advanced Business Law, Regulation, Ethics and Reporting Environments. 3 Credits.

In this course, students learn to identify and resolve complex legal and ethical issues typically encountered by businesses. Emphasis is placed on business law topics relevant to the accounting profession. Topics may include agency law and worker classification, formation and performance of contracts, debtors, creditors, guarantors, secured transactions, bankruptcy, federal securities regulation, formation, operation, termination of business entities, and liability of accountants.

Prerequisites: Take one undergraduate business law course.

Offered: Every year, Spring

AC 675. Governmental and Not-For-Profit Accounting. 3 Credits.

This course provides an in-depth study of the financial reporting concepts and standards applicable to state and local governments, and not-for-profit entities such as colleges and universities, health care entities, and voluntary health and welfare organizations. It emphasizes the differences between governmental and private sector (for-profit) accounting. Particular attention is placed on the preparation and analysis of governmental financial reports.

Prerequisites: Take one undergraduate intermediate accounting course.

Offered: Every year, Spring

AC 680. Advanced Federal Income Taxation and Tax Research. 3 Credits.

In this course, students gain the knowledge and understanding of concepts and laws relating to federal income taxation of individuals and entities. In addition, students learn how to apply the knowledge and skills gained from this course in professional tax preparation and tax advisory positions. Some of the topics covered include federal tax process, procedures, accounting and planning, as well as federal taxation of individuals, entities (C corporations, S corporations, partnerships, trusts and estates and exempt organizations) and taxation of property transactions.

Offered: Every year, Spring

Business Analytics (BAN)

BAN 220. Data Mining for Business Insights. 3 Credits.

This course focuses on analyzing data sets to find patterns and anomalies, with the goal of extracting valuable information. The course covers basic concepts, methods, and techniques used in data mining, including data exploration, dimension reduction and data preparation.

Prerequisites: Take CIS 245 or prior python programming course

Offered: Every year, Fall

BAN 300. Business Data Analysis with R. 3 Credits.

This course introduces students to R, a widely used statistical programming language. Students learn to read data, write functions, analyze data and create visualizations in R.

Prerequisites: Take EC 271 or EC 272 or MA 170 or MA 176 or MA 206 or MA 275 or MA 275H or MA 285.

Offered: Every year, Fall

- BAN 310. Web Analytics. 3 Credits.**
This course introduces students to the concept and use of web analytics. Topics covered include measurement planning, data collection, audience characteristics, traffic acquisition and user behavior. Students use Google Analytics to apply their learning and take the Google Analytics Individual Qualification exam to demonstrate their proficiency at the completion of this course.
Offered: Every year, Spring
- BAN 320. Big Data. 3 Credits.**
The course focuses on the concept and techniques used for managing big data. The course explores how big data is used within organizations to support analytics. Emphasis is on the Hadoop platform and supplemental tools that are used within a Hadoop environment to design and maintain a big data infrastructure.
Prerequisites: Take CIS 351.
Offered: As needed
- BAN 410. Social Media Analytics. 3 Credits.**
This course covers social media strategies and applications, implications for business, privacy issues associated with social media, and factors contributing to social change. Business cases evaluating the use and value of social media are examined and social network analysis and visualization are utilized.
Prerequisites: Take BAN 300 or CIS 245.
Offered: Every year, Spring
- BAN 420. Machine Learning and Artificial Intelligence for Business. 3 Credits.**
The course introduces machine learning techniques for predictive modeling of business problems and opportunities. It covers the process of formulating a business analytics research hypothesis, developing business objectives, data selection, preparation and partitioning to successfully design, build and evaluate predictive models. Predictive modeling techniques such as classification and decision trees, neural networks, regression, random forests and other techniques are covered.
Prerequisites: Take BAN 220.
Offered: Every year, Spring
- BAN 484. Business Analytics Internship. 3 Credits.**
Students gain experience by employing their skills in a professional setting under practicing professionals. This internship involves in-depth work related to analytics and is usually completed in the summer between the student's junior and senior years or during their senior year. Students must obtain approval to register for this course prior to starting the work experience. Permission of the department chair or internship coordinator is required.
Prerequisites: Take BAN 220.
Offered: Every year, All
- BAN 610. Introduction to Business Analytics. 3 Credits.**
This course develops ideas for helping to make decisions based upon the examination of data. Topics include variability, data display and summary statistics, regression, and correlation, probability, probability distributions, sampling, the central limit theorem, confidence intervals and hypothesis testing. Attention is also given to the design of experiments and analysis of variance, frequency distributions, statistical inference and sampling theory.
Offered: Every year, Fall and Spring
- BAN 615. Predictive Business Analytics. 3 Credits.**
The course introduces the techniques of predictive modeling and analytics in a data-rich business environment. It covers the process of formulating business objectives, data selection, preparation and partition to successfully design, build, evaluate and implement predictive models for a variety of practical business applications (such as marketing, customer retention, delinquency and collection analytics, fraud detection and insurance). Predictive models such as classification and decision trees, neural networks, regressions, pattern discovery analysis and other techniques are studied.
Prerequisites: Take BAN 610.
Offered: Every year, Fall
- BAN 621. Data Management. 3 Credits.**
The concepts, principles, issues and techniques for managing corporate data resources are covered, including techniques for managing the design and development of large database systems. Data warehousing, data mining and database administration are emphasized. Students engage in hands-on-learning and work individually or in teams to complete a real-world project using contemporary data management tools and techniques.
Offered: Every year, Fall and Spring
- BAN 622. Data Warehousing. 3 Credits.**
This course focuses on the design and implementation of data warehouses, identifying key architecture differences between data warehouses and transactional databases. It also focuses on the interface to data warehouses to better understand how large amounts of information are used to enable organizations to make better decisions.
Prerequisites: Take BAN 621.
Offered: Every year, Spring
- BAN 628. Data Mining for Competitive Advantage. 3 Credits.**
This course focuses on the application of common data mining techniques. Students focus on developing business solutions by applying techniques such as market basket analysis, association rules, cluster analysis and time series.
Offered: Every year, Fall
- BAN 629. Text Analytics. 3 Credits.**
This course builds upon previously introduced data mining methods, focusing specifically on techniques for text extraction and mining. Topics include efficient text indexing; document clustering and classification; information retrieval models; enhancement of structured data; scenario detection techniques; and using textual data in predictive models.
Offered: As needed
- BAN 650. Data Visualization for Managers. 3 Credits.**
This course provides an introduction as well as hands-on experience to the field of data visualization. Students learn basic visualization design and evaluation principles to create meaningful displays of quantitative and qualitative data. They learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical and network/graph-based data.
Prerequisites: Can only take 1 from list: BAN 650 or PMBA 626.
Offered: Every year, Fall and Spring
- BAN 660. Optimization. 3 Credits.**
This course focuses on developing computational methods to solve various business optimization problems. Students will formulate and solve a variety of optimization problems including linear, integer, mixed-integer, and non-linear. The course also covers understanding decision making under uncertainty
Offered: As needed

BAN 661. Web Analytics and Web Intelligence. 3 Credits.

This course focuses on the analysis of a variety of web metrics including tracking, traffic and visitor behavior, tactics and strategies to successfully market on the Web to make data-driven decisions. Business analytics tools and techniques are utilized to extract and analyze web-scale data to guide strategic decision making. Topics address solutions for measurably higher leads, sales, brand recognition, customer satisfaction or lower service costs.

Prerequisites: Take BAN 610.

Offered: As needed

BAN 663. Business Data Analytics with R. 3 Credits.

Students learn to program and use R for effective data analysis. Reading data, accessing R packages, writing functions, debugging, profiling code and organizing and commenting code also are covered. Working examples of topics in statistical data analysis are provided. The course also addresses installation and configuration of software as necessary for a statistical programming environment.

Offered: As needed

BAN 664. Health Care Analytics. 3 Credits.

This course provides a foundation on data analytics in health care and an understanding of the main concepts and issues. Contemporary tools and technologies are applied to develop an analytics solution to selected health care problems.

Offered: As needed

BAN 665. Big Data and Hadoop. 3 Credits.

The concept, principles, issues and techniques for managing Big Data information management resources are covered. The course explores how Big Data fits into an organization's information management strategy. Focus is on the Hadoop platform, emphasizing how it is used to design and maintain Big Data to support analytics.

Offered: As needed

BAN 667. Design and Analysis of Business Information Systems. 3 Credits.

This course considers systems-development methods, analysis and design techniques with a focus on object-oriented analysis and design. The application of systems analysis and design concepts using current tools, techniques and approaches is covered. Students engage in hands-on learning and work in teams to complete a real-world project using contemporary analysis and design methodologies and tools.

Offered: As needed

BAN 668. Python Programming for Data Analysis. 3 Credits.

After briefly covering the basics of Python programming, the course will show how students can use Python for simple text analysis. The course will then delve deeper and cover topics such as acquiring and cleaning data, and analyze the data using various statistical analysis modules that are available for Python. Students will work on independent short Python programming projects, as well as data analysis projects using Python.

Offered: Every year, Fall

BAN 669. Project Management. 3 Credits.

This course develops a foundation of concepts and solutions required for successful completion of a project. Topics include planning, scheduling, controlling, resource allocation and performance measurement.

Offered: As needed

BAN 675. Special Topics. 3 Credits.

Offered: As needed

BAN 688. Business Analytics Independent Study. 3 Credits.

Offered: Every year, All

BAN 689. Business Analytics Independent Study. 1-6 Credits.

Offered: Every year, All

BAN 690. Business Analytics Capstone. 3 Credits.

The capstone course in the MSBA program is designed to enable students to directly utilize what has been learned in the tools and applications courses to analyze and offer solutions for a major business challenge. A definition of the problem, analysis of options and a comprehensive presentation of findings and solutions are required components of the course.

Prerequisites: Take BAN 610, BAN 615, BAN 621, BAN 650, BAN 668.

Offered: Every year, Fall and Summer

Health Management (HM)

HM 201. Introduction to Healthcare Management. 3 Credits.

The course introduces the students to the healthcare systems. This course prepares students to better understand the healthcare policies and the finance of healthcare in the United States. It provides an understanding of healthcare delivery mechanism, the role of different providers and facilities, and access to healthcare from the population perspective.

Offered: Every year, Spring

HM 320. Introduction to Health Insurance. 3 Credits.

This course provides an overview of the design, function, management, and regulation of public and private health insurance plans, including third-party reimbursement and payment methodologies used by private and public insurance programs and payer mix for healthcare managers. Students assess health insurance from the government, business, and consumer perspective by discussing how healthcare reforms and innovations in health insurance deliveries affect the organization and the consumer use of health insurance. It offers an overview of provider contracting, and utilization and quality control methodologies used by health insurance plans.

Offered: As needed

HM 365. Health Care Analysis. 3 Credits.

This course introduces the application and components of healthcare data analytics. The course describes the concepts underlying the healthcare analytic techniques and strategies to identify, measure, and improve healthcare quality, system efficiency, and human resource productivity. Students work with healthcare data and develop and use healthcare indicators. The course provides a foundation for data presentation and visualization of information for decision making.

Offered: As needed

HM 404. Legal Aspects of Health Care Delivery. 3 Credits.

This course presents an overview of the legal and ethical issues that are encountered in the health care industry. It provides students with a basic working knowledge of health law. This is an introductory course that covers a wide variety of health care legal issues. By the end of the course, students should attain a basic knowledge of health law and its application to health care management.

Offered: Every year, Fall and Spring

HM 600. Foundations of Health Care Management. 3 Credits.

This course expands the student's understanding of: 1) the organization and functions of various health services organizations/systems and their interrelationships; 2) basic concepts of management planning, organizing, leading, staffing and controlling as they relate to issues critical to the mission and strategic positioning of the organization/system; and 3) the utilization of scarce resources to deliver optimum health care at reasonable cost.

Offered: Every year, Fall

HM 621. Quality Management in Health Care Facilities. 3 Credits.

This course provides a broad perspective on improving quality in health care facilities. Students gain a working knowledge of accreditation organizations and health care regulatory requirements including the JCAHCO and patient-safety legislation. The course explores patient safety and quality methods as well as the role of consumers in evaluating the quality of the health care services they receive. At course completion, students are able to competently participate in health care quality/patient safety endeavors at all levels of provider, payer, regulatory and accreditation organizations. Students may participate in an onsite project.

Offered: Every year, Fall

HM 626. Epidemiology and Population Health. 3 Credits.

This course familiarizes students with the principles and methods of epidemiology and their application to the study of the health of populations--skills becoming increasingly important for health care managers given the advent of Accountable Care Organizations. Students focus on the determinants and distribution of diseases among groups of people, examining infectious and chronic diseases, including diseases and conditions caused by accidents and violence. Emphasis is placed on using epidemiologic data for planning and managing health care services, including preventive services, developing health policy and measuring the outcomes of health care programs.

Offered: As needed

HM 630. Corporate Compliance in the Health Care Industry. 3 Credits.

This course addresses both the managerial and legal aspects of health care corporate compliance. Essential elements of a compliance program are presented with a focus on various pieces of federal legislation and enforcement initiatives conducted by the U.S. Department of Justice and the Office of Inspector General in the Department of Health and Human Services.

Offered: Every year, Spring

HM 635. Advanced Health Care Compliance: The Legal Issues. 3 Credits.

This course provides an in-depth review of the laws and legal issues facing the health care compliance officer and the health care organization. This course is designed primarily for the non-lawyer who needs a comprehensive understanding of the compliance legal issues facing the health care industry. Lawyers wishing to practice in the health care compliance field would also benefit from this course's analysis of the laws in this area and the application of the laws to specific issues pursued by the U.S. Department of Justice and by the Office of Inspector General in the area of health care compliance.

Offered: As needed

HM 644. Health Care Industry Regulation. 3 Credits.

This course analyzes and discusses the statutory, regulatory and private contract provisions that govern the delivery of health care by licensed providers. The course is graded on a pass/fail basis.

Offered: As needed

HM 646. Law and Medicine. 3 Credits.

A basic, introductory course for students interested in law and medicine, this course covers the legal regulation of the medical profession in such areas as medical education, physician licensure and disciplinary proceedings, hospital organization, alternative structures for providing health care, efforts to control health care costs, the control of drugs and medical devices by the Federal Food and Drug Administration, and the Statutory Regulation of Medical Malpractice Actions. This course is graded on a pass/fail basis.

Offered: As needed

HM 647. Health Care Business Transactions. 3 Credits.

This elective course is for students wishing to study health care private law. The course is structured around a trio of (fairly standard) health care business transactions, pursuant to which: 1) the physicians currently affiliated with a local hospital form a physical practice group; 2) the group and the local hospital create a Physician-Hospital Organization (PHO) that provides various services to the MD group; and 3) the PHO enters into a contract with an HMO to provide medical services to a number of patients. This course is graded on a pass/fail basis.

Offered: As needed

HM 657. Health Care Compliance Law. 3 Credits.

This course illuminates the legal aspects of health care compliance. At both the federal and state levels, the course addresses the statutory, regulatory and case law that comprises the complex legal backdrop in which the health care industry operates. The course introduces the history, purpose and substance of health care regulatory compliance programs and addresses legal doctrines concerning reimbursement law and related fraud and abuse, legal restrictions on physician referral and related anti-kickback laws, antitrust law, compliance issues in health care business transactions, compliance mandates in the Affordable Care Act, and the law governing health care research.

Prerequisites: Take HM 668.

Offered: As needed

HM 660. Human Resource Management in Health Care Administration. 3 Credits.

The policies, organization, procedures and techniques required to develop a positive personnel program and a favorable working climate specific to health care organizations are studied. Labor law for health care facilities is identified as it relates to collective bargaining, unfair labor practices, disputes, union security, reporting and disclosure requirements, contract negotiations and conciliation and mediation procedures. The importance of positive human resource programs in the labor-intensive health care industry is emphasized.

Offered: As needed

HM 663. Integrated Health Systems and Managed Care. 3 Credits.

This course focuses on the integration of provider networks to create more efficient and better coordinated health care systems. The impact of activity on traditional health care provider roles is analyzed. Capitation and other managed care reimbursement techniques and the successes and failures of integrated health systems are examined critically.

Prerequisites: Take HM 600, HM 621.

Corequisites: Take HM 664 - Must be taken either prior to or at the same time as this course.

Offered: Every year, Spring

HM 664. Financial Management in Health Care Organizations. 3 Credits.

This course equips the student with a basic understanding of financial management techniques as well as the application of financial theory to the practice of health care administration. Unique problems of financing health care organizations are covered, with special attention paid to using allocation decisions to develop structured financial management systems.

Offered: Every year, Spring

HM 668. Legal Aspects of Health Care Delivery. 3 Credits.

This course provides a fundamental knowledge of law and the legal system, examining how they affect health care administration. Three areas of law of special importance to the health care setting are emphasized: tort law, contract law and administrative law. The course also examines the legal responsibilities and liabilities of an institution's governing board, its administrators, and its clinical staff. Finally, the course analyzes the legal and ethical rights of the patient and considers the patient's right to informed consent, confidentiality and commitment.

Offered: Every year, Spring

HM 669. Organization and Management of Long-Term Care Facilities. 3 Credits.

This course covers the organization and administration of long-term care facilities. The sociology and psychology of aging as they affect long-term health care also are explored. Concepts of safety and security, labor market trends, city and state codes, and major legislation regulating these facilities are reviewed. The course fulfills the educational requirement for licensure in Connecticut.

Offered: As needed

HM 671. Health Policy and Politics. 3 Credits.

This course is an overview of the federal legislative process and its impact on the healthcare delivery system. Federal healthcare policy influences the cost, access, and quality of the healthcare system. This course is an interdisciplinary immersion course where students will meet and interact with federal healthcare policy stakeholders and influencers. Government agencies, media, advocacy organizations are covered as to their impact on healthcare policy. Students will identify a significant healthcare issue and develop a legislative proposal that offers a solution. Excellent proposals will be presented to our Senators.

Offered: As needed

HM 780. Internship I (degree students only). 3 Credits.

This residency offers field experience under the direction of a qualified preceptor in a health services institution. It is designed primarily for those without significant health services administration experience. It is the responsibility of the candidate to locate a residency opportunity appropriate to his or her interests, although faculty offer suggestions and provide assistance. Minimum of 250 clock hours per semester.

Offered: As needed

HM 790. Residency I (non-degree students only). 4 Credits.

This 450 clock-hour residency (one semester of a two-semester licensure requirement) is required for students who want to take the state nursing home administrator licensure examination through the LTC certificate program.

Offered: As needed

HM 791. Residency II. 4 Credits.

This 450 clock-hour residency (one semester of a two-semester licensure requirement) is required for students who want to take the state nursing home administrator licensure examination through the LTC certificate program.

Offered: As needed

Master Business Administration (MBA)

MBA 601. Foundations for Decision Making. 1 Credit.

This course covers basic elements of statistics, technology (including Excel), financial accounting, managerial accounting, finance and economics as well as other fundamental business concepts. The course must be taken during a student's first semester in the MBA program, but can be completed concurrently with MBA 615. The course is graded on a pass/fail basis.

Offered: Every year, All

MBA 602. Communicating Effectively for Managers. 3 Credits.

This course provides instruction and practice in the various formats and styles of writing required of executives and professionals in a business environment. This course focuses on the ability to communicate clearly, which is necessary for success in the business world. Students are encouraged to organize thoughts logically, plan communications in advance, write in appropriate formats and communicate ideas concisely. Students learn communication skills necessary for leaders in today's global marketplace. International degree students only.

Offered: As needed

MBA 605. Graduate Teaching Practicum. 3 Credits.

This teaching practicum is designed for business students who wish to explore education as part of their professional development. The practicum is a period of intensive development, which will enable students to understand beginning instructional competencies. Practicum students will have the opportunity to become involved with, and actively participate in, many aspects of classroom instruction. Through these experiences, they will learn to link theory and practice, and acquire the understanding of effective presentation in a range of professional situations.

Offered: As needed

MBA 610. Business Decision Analysis. 3 Credits.

This course is an introduction to basic quantitative tools that enable managers to analyze data and make informed decisions. Topics include descriptive analysis of survey data, introductory probability, sampling and sampling distributions, hypothesis testing, simple and multiple regression and decision analysis. Students apply the quantitative decision-making tools to business situations through cases.

Offered: As needed

MBA 615. Skills for Contemporary Business Issues. 3 Credits.

This is an experiential and action-based learning course that covers skills needed to address contemporary business issues. Topics include problem solving, business communication, business research and basic data analysis, cross-cultural awareness and innovation. By the end of the course, students are able to recognize and research business problems, formulate implementable solutions and effectively communicate those solutions to stakeholders.

Offered: Every year, Fall

MBA 620. Financial and Managerial Accounting for Decision Making (AC 620). 3 Credits.

This course provides an introduction to the use of accounting information for decision making in organizations. Topics include reporting and analysis of financial statement information and the use of managerial decision-making tools to support planning and control. Students can receive credit for either AC 620 or MBA 620 but not both.

Prerequisites: Take MBA 615.

Offered: Every year, Spring

MBA 625. Authentic Leadership within Organizations. 3 Credits.

In this experiential course students will consider their individual leadership styles and determine their unique preferences for leadership, motivation, emotional intelligence, and achievement. Additionally, students will experience how communication occurs in organizations to utilize organizational networks, negotiate workplace politics, embrace change, and lead team execution. Students will also recognize that inclusive organizations contribute responsibly keeping legal, ethical, social, and human duties at the forefront of decision making.

Prerequisites: Take MBA 615.

Offered: Every year, Spring

MBA 630. Business Data Analytics. 3 Credits.

This action learning course teaches how to harness the full potential of data and leverage it as a strategic asset. Machine learning and predictive modeling techniques are utilized to provide hands-on experience of working with different models. By the end of the course, students are able to apply decision trees, neural networks, regression and other techniques to recognize patterns in data, compute predictions and recommend a range of actions leading to better decision making.

Offered: Every year, Fall

MBA 635. Supply Chain Management in a New Era. 3 Credits.

This is a problem-based and case-based course that covers concepts, strategies and analytical techniques to improve the efficiency and effectiveness of a firm's supply chain. Topics are related to a firm's supply chain, such as sustainable sourcing, product availability, supply chain network design, distribution channels, coordination of supply chain, and information technology in supply chain. By the end of the course students will be able to understand the key supply chain principles, formulate solutions for supply chain problems, and recognize the technology effect in creating values and enhancing a firm's performance.

Prerequisites: Take MBA 615.

Offered: Every year, Fall

MBA 640. Financial Decision Making. 3 Credits.

This course introduces students to the theory and techniques of financial analysis with application to real-world problems and situations. Topics include risk and return, asset pricing, capital budgeting and corporate investment decisions, capital structure decisions, dividend policy, corporate merger, divestiture and takeover decisions.

Prerequisites: Take MBA 615.

Offered: Every year, Fall

MBA 645. Marketing Decision Making. 3 Credits.

Students learn to formulate, manage and evaluate the marketing strategies that create the firm's products and services and deliver those products and services to the market. Both tactical day-to-day operating decisions and longer range strategic decisions are examined through topics that include buyer behavior, market segmentation, demand estimation, product positioning, product development, branding, pricing, distribution channels, and integrated marketing communications. Students also explore the relationship between the marketing and the overall corporate strategy.

Prerequisites: Take MBA 615.

Offered: Every year, Fall

MBA 650. Strategic Public Relations and Reputation Management. 3 Credits.

The focus of this course is reputation management and its importance to business success. Students analyze the function of corporate communications and examine a range of topics including organizational identity, image and reputation; issues and crisis management; institutional ethics and corporate social responsibility; strategic public relations planning; integrated marketing communication; public relations theories and best practices; and global public engagement. The class also explores specialty public relations practice areas such as media relations, investor relations, employee relations and government relations. Class discussions, case studies, in-class exercises, team projects and essay exams help students improve their critical thinking and reasoning skills, develop research and strategic planning skills and increase diversity awareness and sensitivities that are important to professional and business success.

Offered: As needed

MBA 660. Decision Making in a Global Economy. 3 Credits.

Students come to understand the global trends and issues that create business opportunities in foreign markets as well as the impact of the global environment on domestic business practices and opportunities. Students examine the economic, social and political issues that affect a firm's strategy for entering international markets and how cross-cultural issues affect internal business processes. Some sections of the course include an international travel experience while others include a virtual study abroad experience. BS/MBA students are required to take a section that includes an international travel experience. Part-time and online students are encouraged to take a section with an international travel component; however, part-time and online students who are unable to complete an international travel experience may take a section of the course with a virtual international experience. Additional course fee (travel) applies to all sections except virtual study abroad.

Offered: Every year, Spring

MBA 675. Special Topics - MBA. 3 Credits.

Offered: As needed

MBA 688. Graduate Internship I. 3 Credits.

Internships provide students with opportunities to obtain important experience in fields related to their programs of study under the supervision of a sponsoring faculty member and a practicing manager. Prior academic approval is required before registering for any internship course. Details may be obtained from the graduate business programs office. These courses are normally only open to full-time MBA students. Students must complete a minimum of 150 hours in their internship

Offered: As needed

MBA 689. Graduate Internship II Administration. 3 Credits.

Internships provide students with opportunities to obtain important experience in fields related to their programs of study under the supervision of a sponsoring faculty member and a practicing manager. Prior academic approval is required before registering for any internship course. Details may be obtained from the graduate business programs office. These courses are normally only open to full-time MBA students. Students must complete a minimum of 150 hours in their internship.

Offered: As needed

MBA 690. Strategic Management. 3 Credits.

This is a capstone course in strategic decision making for MBA students. Students learn concepts and theory relevant to the field of strategic management, as well as review and integrate the accumulated functional business knowledge from the other MBA core courses. The course covers such topics as internal and external firm analysis, industry analysis, value chain, competitive strategy, corporate and functional strategy, top management leadership and firm performance evaluation. Emphasis is placed on developing decision-making skills through company and case analyses.

Prerequisites: Take MBA 615, MBA 620.

Offered: Every year, Fall

MBA 695. Action-Based Learning Lab. 3 Credits.

This course is a hands-on, action learning capstone for the MBA that asks students to integrate the knowledge and skills they have gained throughout the program. The course engages students in solving a real-world business problem or developing a new business. By the end of the course, students have further developed their skills in the problem-solving process, business knowledge integration, and written and oral presentation.

Prerequisites: Take MBA 620, MBA 625, MBA 630, MBA 635, MBA 645, MBA 690. Take MBA 640 or FIN 610;

Offered: Every year, Spring

MBA 699. Independent Study. 1-6 Credits.

Offered: As needed

Organizational Leadership (OL)

OL 601. Foundations of Organizational Behavior and Leadership. 3 Credits.

This course explores foundational concepts of leadership through the exploration of traditional leadership theory cultural, emotional and social intelligence, and power and politics. Contemporary issues in leadership provide opportunity for practical application and personal reflection.

Prerequisites: Can only take 1 from list: OL 601, PMBA 622 or MBA 625.

Offered: Every year, All

OL 607. Insights into Emotions and Emotional Intelligence. 3 Credits.

Emotions are pervasive in negotiations and organizations and profoundly influence our decisions, relationships, and outcomes. In this course, we integrate theory and research in psychology, behavioral economics, and decision-making to understand the importance of emotions in negotiations, organizations, and interpersonal interactions. In the process, the course will develop your emotional intelligence and teach you how to harness the power of your emotions and those of others.

Offered: Every year

OL 610. Crucial Conversations as Leaders. 3 Credits.

This course allows for experiential practices of effective communication and conflict management techniques at the corporate and individual levels. Strategic approaches to communication internal and external to the organization and global communication practices are explored.

Prerequisites: Take OL 601.

Offered: Every year

OL 615. Leadership Across Boundaries. 3 Credits.

This course covers the challenges of interacting, managing and leading across cultural differences and national boundaries. The focus is on coordinating and sustaining cooperative activities across various types of boundaries, including cultural, generational, gender, ethnic and regional. Students explore domestic and international differences as well as evaluate the implications of emerging global actors on business practices.

Prerequisites: Take OL 601.

Offered: As needed

OL 620. Leadership in the Digital Organization. 3 Credits.

This course examines organizations in a period characterized by emerging technology breakthroughs such as artificial intelligence, robotics, the internet of things, blockchain technologies, biotechnology, nanotechnology, materials science, data science and big data, gig economy, and quantum computing. The course will provide students with pioneering research, theory, and methodology, in addition to issues students will encounter in a time of profound uncertainty surrounding the development and adoption of emerging technologies. At the end of the semester, students are expected to complete a final project on developing a digital strategy for an organization of their choosing.

Offered: As needed

OL 630. Performance Management and HR Analytics. 3 Credits.

This course focuses on the theoretical and practical application of performance management and HRIS. The importance of an effective performance management system is examined. An effective performance management system includes a continuous process of identifying factors and integrated approaches that align individual and team competencies with organizational goals. Students gain a conceptual understanding of key factors involved in assessing performance management systems in small and large organizations.

Offered: Every year

OL 640. Project Management. 3 Credits.

This course goes beyond basic project management (PM). Students learn key PM techniques for leading complex projects and programs and assessing performance. Experiential application of these skills allows students to produce business/organizational results that require collaborative relationships and critical thinking. Students can receive credit for only one of the following courses: MG 603, OL 640, BAN 669. Students with PMP certification should discuss with their adviser.

Offered: As needed

OL 650. Leading Organizational Change. 3 Credits.

This course examines theoretical concepts and practical techniques of organizational design and change. Students gain a conceptual understanding of leadership skills required for organizational change. The study of leading organizational change includes factors relating to the need for organizational change and the strategy-structure relationship to organizational design with a focus on organizational effectiveness.

Prerequisites: Take OL 601.

Offered: As needed

OL 662. Ethics and Governance. 3 Credits.

This course uses contemporary examples and theoretical perspectives to assess the critical dimensions of ethics in leadership, and explores responsible corporate governance linked to organizational leadership. Students can receive credit for only one of these courses: OL 662 or PMBA 612.

Offered: As needed

OL 681. Strategic Leadership in Human Resources. 3 Credits.

In this course, students are introduced to the principles of human resource management. This course focuses on an introduction to the complex and complicated realm of human resource management through discussions of the strategic and tactical means of institutionalizing mission and vision through the organization. Course will also address challenges associated with multinational HRM, and offer an exposure to HRIS systems.

Offered: As needed

OL 682. Policies, Procedures and Employment Law. 3 Credits.

This course provides an introduction to Human Resource policy and procedures, including inclusivity, bias and employment law.

Offered: As needed

OL 683. Talent Management. 3 Credits.

This course focuses on strategic approaches to the recruiting, selection and retention of talent. Students gain knowledge in the area of training, performance development and talent management principles. Performance appraisal and employee development concepts as well as HRIS systems are explored.

Offered: As needed

OL 684. Benefits and Compensation. 3 Credits.

This course is designed to provide students with knowledge of wage and salary administration in private and public organizations. Students will gain an understanding of total compensation systems; the interrelationship between motivation, employee performance, intrinsic and extrinsic rewards, perceived equitable payments, and employee satisfaction; employee benefits; employee incentive programs.

Offered: As needed

OL 686. Leading Public Service Organizations. 3 Credits.

This course examines the challenges and opportunities of public sector leadership. Course participants examine the chief executive's role as a policy maker; dealing with other community leaders and the media; discipline and ethical conduct, and leading in unionized environments. Critical leadership competencies including authenticity, trust building, exercise of power, organizational behavior, and learning to influence the work environment are also examined.

Offered: As needed

OL 687. Strategic Planning for Public Service Organizations. 3 Credits.

This course develops skills in systematic planning within a variety of public sector organizational settings. Strategic goal setting, mission-driven plans, managing constrained resources and monitoring and modifying strategic plans in a dynamic environment are emphasized. Participants explore the processes of advanced planning through the analysis of an organization's strategic plan.

Offered: As needed

OL 688. Organizational Leadership Special Topics. 3 Credits.

Offered: As needed

OL 689. Project Management for Leadership Consulting. 3 Credits.

This is part 1 of a two-part capstone sequence. In this course, students will learn key techniques for identifying business issues and designing a project to address these issues. Students will attain expertise in project management techniques, decision-making models, risk analysis and assessment. This capstone course should be taken near the end of the program and immediately prior to OL690. Students can receive credit for only one of the following courses: OL 689, MG 603, BAN 669.

Prerequisites: Must have taken 21 credits towards the MSOL program prior to this course.

Offered: Every year

OL 690. Leadership Consulting Capstone. 3 Credits.

This second course in a 2-course capstone pathway integrates the knowledge and skills gained throughout the program. Students move from the project design and scope stage in OL689 to the implementation of a consulting case/project, including a comprehensive analysis of organizational issues, data collection/ discovery phase, and a presentation of appropriate recommendations and implementation plans. The result is a professionally written consulting paper and presentation. As a capstone course, students should take this course as the final course in the program, and immediately following OL 689.

Prerequisites: Take OL 689.

Offered: Every year

Full-Time Master of Business Administration

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The School of Business offers two MBA programs to meet the needs of our students. The Full-Time MBA program is offered on-campus for students who have recently completed an undergraduate degree or for students who want an in-person MBA experience. For students who already have at least 3 years of full-time work experience, the Professional MBA (PMBA) program offers the flexibility of completing an MBA completely online on a part-time basis.

Both programs emphasize the interrelatedness of core business functions, and students learn the theories, principles and strategies necessary to succeed in careers in business, government or nonprofit management. In the MBA, students build their knowledge and skills in areas related to data analytics, decision-making, global business considerations, financial markets and analysis, leadership, organizational behavior, and business strategy.

MBA courses are action-oriented, and students are encouraged to think critically so that they can effectively and immediately apply the competencies and skills acquired in the MBA program to their organizations. Numerous electives are available for students to customize their experience based on their own professional goals and interests.

MBA Program of Study

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making (Only UG Finance majors can choose the FIN 610 option)	3
	or FIN 610 Global Investments Analysis	
MBA 645	Marketing Decision Making	3

MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives ¹		
Select five graduate electives either in a specific concentration/discipline or customized by the student		15
Total Credits		45

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in such areas as business analytics (<http://catalog.qu.edu/courses-graduate/ban/>), finance (<http://catalog.qu.edu/courses-graduate/fin/>), health care management (<http://catalog.qu.edu/courses-graduate/hm/>), international business (<http://catalog.qu.edu/courses-graduate/ib/>), marketing (<http://catalog.qu.edu/courses-graduate/mk/>), strategy (<http://catalog.qu.edu/courses-graduate/str/>), and supply chain management (<http://catalog.qu.edu/courses-graduate/mg/>).

¹ Students in 3+1 and 4+1 programs are required to complete MBA 688 as one of their five electives.

Student Learning Outcomes

Students who graduate from the MBA program will develop and emphasize skills in the following areas:

- Business Analytic Skills:** Demonstrate the ability to understand, interpret and develop data driven approaches for business decision-making, and understand and use business information and metrics to assess business problems, identify opportunities, and offer solutions.
- Managing People and Organizations:** Demonstrate the ability to manage professional relationships and ability to drive organizational growth and change.
- Strategic Integration:** Demonstrate the ability to assess a business situation and identify key dynamics and constraints, and to formulate and implement an effective response.
- Business and Society:** Demonstrate the ability to understand the relationship between business and society, and apply knowledge of ethics, social responsibility, and sustainability to business situations.
- Application of Business Knowledge:** Demonstrate knowledge of core business functions, integrate this knowledge to address business problems and opportunities, and evaluate and apply emerging practices, technologies and ideations that can impact the future of business practices and work.

Master of Business Administration

Dual-Degree Programs

- Accelerated Dual-Degree BS/MBA (3+1) (<http://catalog.qu.edu/graduate-studies/business/business-administration-mba/accelerated-four-year-bsm-ba/>)
- Dual-Degree BA/MBA (4+1) (p. 689)
- Dual-Degree BS/MBA (4+1) (p. 704)

- JD/MBA (Juris Doctor) (p. 705)

MBA Admissions

Admission to Quinnipiac's graduate business programs is competitive. The following criteria apply for admission to the MBA. Please note: Separate admissions requirements apply for Quinnipiac Dual-Degree BS/MBA and BA/MBA (4+1) students and students entering the Accelerated Dual-Degree BS/MBA (3+1) program in the School of Business. Please refer to the appropriate sections of this catalog for further information on these programs.

All prospective MBA students must submit the following:

- Program application (submitted online). Go to Quinnipiac's Graduate Admissions (<http://www.qu.edu/gradhowtoapply/>) webpage.
- Official transcripts from all institutions attended, two letters of recommendation, a current resume and a personal statement.
- GMAT or GRE scores are not required for admission. *Applicants who wish to submit scores may do so as supplemental information on the application.*
- All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer-based, or 575 for paper-based).
In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.
- International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support (<https://www.qu.edu/admissions/graduate/apply/international/>) and submit along with supporting documentation. In addition, a copy of a passport or national ID is required.

Applications for the MBA program are accepted throughout the year for both full- and part-time study. Full-time students may begin their studies in January, May or August. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

Accelerated Dual-Degree BS/MBA (3+1)

Program contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Accelerated Dual-Degree Bachelor of Science/Master of Business Administration (3+1) is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 25. Students enter the program in their first year and learn at an accelerated pace to earn a bachelor's degree in three years and an MBA in the fourth. This select program features total savings over the traditional five-year BS/MBA option and additional features including:

- dedicated first-year housing for students in the program with private study hall

- dedicated resident assistant and academic adviser
- flat tuition and fees for the entire four years with any academic scholarships carrying from the third to the fourth, graduate year

Unique Program Features

- Total savings of up to 30 percent over traditional five-year BS/MBA option
- An optional residential cohort first-year experience with other four-year BS/MBA students
- Dedicated resident assistant and study lounge in first-year cohort housing
- Community-building welcome event in August
- Dedicated program director
- Scholarship carried from year three to year four, subject to a 3.0 GPA and continued program enrollment

This program provides a flat tuition rate that will not increase each year resulting in a substantial savings over four years.

Classes are offered both in a traditional on campus setting as well online in the summer.

The four-year experience includes applied learning experiences such as internships-for-credit and faculty-led international travel in both undergraduate and graduate segments of the program. Options include:

- Undergraduate study abroad, School of Business immersion trips, university seminar travel courses
- Graduate MBA international travel immersion courses

Students in the Accelerated Dual-Degree BS/MBA (3+1) program must live in one of the university's housing options for the three undergraduate years of the program.

Accelerated Dual-Degree BS/MBA (3+1) Program of Study

(possible curriculum^{1,2})

Course	Title	Credits
First Year		
Fall Semester		
CIS 101	Introduction to Information Systems	3
EC 111	Principles of Microeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First-Year Seminar	3
MA 170	Probability and Data Analysis	3
SB 101	The Business Environment	3
Credits		18
Spring Semester		
AC 211	Financial Accounting	3
EC 112	Principles of Macroeconomics	3
EC 272	Advanced Applied Statistics	3
EN 102	Academic Writing and Research	3
IB 201	Globalization and International Business	3
MG 210		3
SB 250	Career Planning and Development	1
Credits		19

Summer Semester

UC Core Electives ³	6
Credits	6

Second Year

Fall Semester

AC 212	Managerial Accounting	3
BLW 221	Business Law and Society	3
FIN 201	Fundamentals of Financial Management	3
MG 211	Operations and Supply Chain Management	3
MK 201	Marketing Principles	3
University Core		3
Credits		18

Spring Semester

Major Course		3
Major Course		3
Major Course		3
University Core		3
University Core		3
University Core		3
Credits		18

Summer Semester

Internship for Credit	3
Credits	3

Third Year

Fall Semester

Major Course		3
Major Course		3
Major Course		3
MBA 615	Skills for Contemporary Business Issues	3
SB 420	Strategic Management Integrated Seminar	3
Open Elective		3
Credits		18

J-term

Choose an international experience such as SB 360 Nicaragua Micro-Loan Experience or similar course	3
Credits	3

Spring Semester

Major Course		3
Major Course		3
Major Course		3
Science Core with Lab		4
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
Credits		19

Summer Semester

MBA 688	Graduate Internship I	3
Credits		3

Fourth Year

Fall Semester

MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3

MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 690	Strategic Management	3
Credits		15
Spring Semester		
MBA 695	Action-Based Learning Lab	3
MBA elective course		3
MBA elective course		3
MBA elective course		3
MBA elective course		3
Credits		15
Summer Semester		
MBA 660	Decision Making in a Global Economy	3
Credits		3
Total Credits		158

¹ Program of study may vary depending on major, choice of international option, AP or other college-level credits.

² Continuation in the program requires maintenance of 3.0 GPA; 3.25 GPA required to begin MBA courses.

³ up to 7 credits (online)

Admission Requirements: Accelerated Dual-Degree BS/MBA (3+1)

The Accelerated Dual-Degree BS/MBA (3+1) program does not have a separate application process. Students admitted to the School of Business who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions page (p. 20) of this catalog.

University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

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

second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

Visit the University Honors Program (p. 44) page for more information.

Dual-Degree BS/MBA (4+1)

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

Our MBA dual-degree programs are designed for outstanding students who want to reap the benefits of completing a dual degree in less time than it would take to complete the two degrees separately. The path to the dual-degree MBA is completed in five years, and is open to both students enrolled in bachelor of science and bachelor of arts programs. In both the BS/MBA and BA/MBA paths, students begin taking graduate courses during their senior year that count toward both an undergraduate degree and an MBA.

Our dual-degree curriculum emphasizes collaboration and critical thinking, and you'll hone your leadership and presentation skills through group projects. You'll explore the major challenges of today's global business world and examine key topics, such as organizational behavior and financial analysis. Each program fosters the development of both hands-on skills and a global perspective through an experiential learning component and executive study abroad course. With a thorough understanding of business, practical experiences and a foundation in subjects such as economics and finance, you'll graduate with a step up on your competition, ready to excel in a range of careers.

Dual-Degree BS/MBA (4+1) Program of Study

Students in the dual-degree (4+1) program may complete up to 9 credits of graduate courses during their senior year, which also fulfill undergraduate open electives. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students must present satisfactory performance in their graduate coursework completed during their senior year to be officially admitted into the graduate program upon completion of their BS degree. The BS/MBA curriculum consists of the MBA core courses plus a requirement to complete MBA 660 with an international travel component and MBA 688 MBA Internship.

MBA Program of Study

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3

MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives		
Select five graduate electives either in a specific concentration/discipline or customized by the student		15
Total Credits		45

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in such areas as business analytics, computer information systems, finance, health care management, international business, marketing, strategy, and supply chain management.

Interested students must apply for admission to the BS/MBA program during the last semester of the junior year using a special application form available in the School of Business. Admission into the combined program is competitive. Only students who have earned at least 75 credits with an overall GPA of 3.0 are considered. Meeting the minimum criteria for consideration does not guarantee admission.

Dual-Degree JD/MBA

Students may apply for acceptance to both the Quinnipiac School of Law and the MBA program and, upon completion of both programs, receive a business and a law degree. This specialized joint program shortens the length of time necessary to receive the degrees. Four law courses are used to fulfill the four-elective course requirement of the MBA program.

Admissions for these programs are handled separately, but a student should inform both admissions offices of an interest in this joint degree program. Students accepted into the School of Law are not required to take the GMAT or GRE.

Once accepted to both programs, a student typically completes one year of law studies and then begins taking courses from both programs concurrently, finishing both programs' requirements in the same semester. However, students who wish to complete the joint program in three years can accomplish this by starting their MBA courses in the summer before their first year in the School of Law. A student may be admitted to one program and, prior to meeting the graduation requirements for that program, apply for the joint degree program.

More information about this joint program is available on the School of Law JD/MBA page (p. 603).

MBA Requirements for Dual-Degree JD/MBA Program of Study

Students pursuing the JD/MBA dual degree may count four law courses as electives toward the MBA, in addition to 30 MBA core credits and 3 MBA elective credits.

Code	Title	Credits
Core Business Disciplines (30 credits)		
MBA 615	Skills for Contemporary Business Issues	3

MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Authentic Leadership within Organizations	3
MBA 630	Business Data Analytics	3
MBA 635	Supply Chain Management in a New Era	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy	3
MBA 690	Strategic Management	3
MBA 695	Action-Based Learning Lab	3
Graduate Electives		
Select one School of Business Graduate Elective		3
Total MBA Credits for JD/MBA Dual-Degree		33

JD Curriculum requirements for the Dual-Degree JD/MBA Program of Study (p. 583)

Master of Science in Accounting

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Master of Science in Accounting program is designed to prepare candidates to satisfy the 150 credit hours requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government. Students have a variety of electives to choose from, or may select a structured set of courses in business analytics.

MS in Accounting Curriculum

Code	Title	Credits
Required Core Courses (18 credits)		
AC 635	Advanced Topics in Financial Accounting and Reporting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
AC 660	Strategic Management Control Systems	3
AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
Elective Courses (12 credits)		
Select four of the following:		12
AC 640	Financial Statement Analysis	
AC 665	Forensic Accounting and Fraud Examination	

AC 675	Governmental and Not-For-Profit Accounting
BAN 610	Introduction to Business Analytics ¹ or MBA 600 Business Decision Analysis
BAN 615	Predictive Business Analytics
BAN 628	Data Mining for Competitive Advantage
BAN 650	Data Visualization for Managers
CIS 600	Information Systems Strategy
EC 600	Managerial Economics
Total Credits	30

¹ BAN 610 is a prerequisite for advanced BAN courses.

Student Learning Outcomes

Students who graduate with this degree will demonstrate:

- Professional Communication:** an ability to communicate complex accounting reports and other financial information in both technical and common language; a proficiency in the use of information technology packages to process information and to effectively complete tasks in applicable areas.
- Business Analytics and Critical Thinking:** proficiency in the use of statistical and analytical tools to analyze complex accounting problems and will be able to make practical and reliable decisions as appropriate in order to resolve problem.
- Business Environment:** the capacity to recognize ethical issues encountered in public and private accounting environments and consider resolutions that are legal and ethical with appropriate consideration on the firms' material stakeholders; knowledge of the issues involved in Multinational Corporation accounting including a strong understanding of the issues in international financial reporting standards.
- Accounting Integration:** knowledge of the principles and standards applied to financial reporting for U.S. corporations (U.S. GAAP) and to financial reporting for specialized industries and organizations such as non-profits and governments; an understanding of the relevant professional standards.

Master of Science in Accounting

- Master of Science in Accounting

Dual-Degree Programs

- Accelerated Dual-Degree BS/MSA (3+1) (p. 706)
- Dual-Degree BS/MSA or BA/MSA (4+1) (p. 708)

Admission

To be admitted to the program, an applicant must have completed an undergraduate degree program with a GPA of at least 3.0. Work experience and recommendations also are strongly considered in the admission process. Standardized test scores (such as GMAT or GRE) submitted by the students in support of the application also are considered, but are not required.

In addition, applicants to the MS in Accounting program must demonstrate that they have successfully completed the following prerequisite course (or must complete these courses before beginning coursework in the MSA program).

- Introduction to Financial Accounting
- Introduction to Managerial Accounting
- Intermediate Accounting I
- Intermediate Accounting II
- Taxation of Individuals
- Business Law and Society

A complete application consists of the following:

- Program application (submitted online). Go to Quinnipiac's How to Apply (<http://www.qu.edu/gradhowtoapply/>) webpage.
- Official transcripts of all undergraduate and graduate work completed.
- A personal statement/letter of intent
- Three letters of recommendation
- A recent resume
- Application fee

International Applicants:

Prospective international students must submit certified translations of official transcripts prepared by World Education Services (WES) [wes.org](http://www.wes.org/) (<http://www.wes.org/>) or another acceptable organization that is approved by Quinnipiac for this purpose.

All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer-based, or 575 for paper-based).

In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support and submit along with supporting documentation. In addition, a copy of a passport or national ID is required. The Statement of Financial Support can be found online here (<https://www.qu.edu/admissions/graduate/apply/international/>).

Accelerated Dual-Degree BS/MS in Accounting (3+1)

Program contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Accelerated Dual-Degree Bachelor of Science/Master of Science in Accounting (3+1) is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 25.

The MS in Accounting program is designed to prepare candidates to satisfy the 150 credit hours requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

Students enter the program as first-year students and learn at an accelerated pace to earn a bachelor's degree in three years and an MSA in the fourth.

Unique Program Features

- Total savings of up to 30 percent over traditional five-year BS/MSA option
- An optional residential cohort first-year experience with other four-year BS/MSA students
- Dedicated resident assistant and study lounge in first-year cohort housing
- Community-building welcome event in August
- Dedicated program director
- Scholarship carried from year three to year four, subject to a 3.0 GPA and continued program enrollment

This program provides a flat tuition rate that will not increase each year resulting in a substantial savings over four years.

Classes are offered both in a traditional on-campus setting as well online in the summer.

The four-year experience includes an applied learning experience such as internships-for-credit.

Students in the Accelerated Dual-Degree BS/MSA (3+1) program live in one of the university's housing options for the first three years.

Accelerated Dual-Degree BS/MSA (3+1) Program of Study

The MS in Accounting program is designed to prepare candidates to satisfy the 150 credits requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

In the first three years, students complete the undergraduate Accounting major (p. 313) or any other undergraduate business major in conjunction with the Accounting minor. (p. 314)

MSA Program of Study

Code	Title	Credits
Fourth Year (Graduate Study)		
Fall Semester		
AC 635	Advanced Topics in Financial Accounting and Reporting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Elective		3
MSA Elective		3
Spring Semester		
AC 660	Strategic Management Control Systems	3
AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
MSA Elective		3
MSA Elective		3
Total Credits		30

Please refer to the MSA Curriculum (p. 705) page for electives.

Admission Requirements: Accelerated Dual-Degree BS/MSA (3+1)

The Accelerated Dual-Degree BS/MSA (3+1) program does not have a separate application process. Students admitted to the School of Business who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective first-year students are strongly encouraged to file an application as early in the senior year as possible and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

Each year, the honors program welcomes incoming first-year students with strong academic records. Entry to the program is by application. Students who have received their acceptance to Quinnipiac may apply for admission to the honors program in February and will learn of their status before May 1. Students also may apply after the February deadline

and, if accepted, will be admitted on a wait-list basis. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

Visit the University Honors Program (p. 44) page for more information.

Dual-Degree Bachelor's/MS in Accounting (4+1)

Program contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Dual-Degree BS/MS and BA/MS in Accounting (4+1) programs respond to the demand for well-trained certified public accountants. The curriculum takes 5 years and provides a foundation in the principles, concepts and technical practices of accounting, with the master of science degree providing advanced skills and accounting theory to support success on the Certified Public Accountant certification exam. The curriculum is designed to help students transition from undergraduate to graduate study to the 150-credit education requirement to sit for the CPA exam. Qualified students from all majors may apply for this program in the spring of their junior year or fall of their senior year.

Dual-degree accounting students have access to the same internship opportunities as the traditional BS, BA and MS program students. They also can take advantage of networking events and career fairs that bring representatives from Big 4 accounting firms and other employers from the public, private and government sectors to campus.

Dual-Degree BS/MSA or BA/MSA (4+1) Program of Study

The MS in Accounting program is designed to prepare candidates to satisfy the 150 credits requirement and to position them for success in the CPA exam. The program will position successful graduates for careers in professional services firms, business corporations, governmental agencies, and business consulting firms among others. The program provides students with in-depth accounting knowledge and skills necessary to be successful accounting professionals. Notably, there is a large demand for well-trained accounting professionals in public and private accounting, as well as in government.

MSA Program of Study

Code	Title	Credits
Fifth Year (Graduate Study)		
Fall Semester		
AC 635	Advanced Topics in Financial Accounting and Reporting	3
AC 645	Information Assurance	3
AC 650	Advanced Accounting Information Systems	3
MSA Elective		3
MSA Elective		3
Spring Semester		
AC 660	Strategic Management Control Systems	3

AC 670	Advanced Business Law, Regulation, Ethics and Reporting Environments	3
AC 680	Advanced Federal Income Taxation and Tax Research	3
MSA Elective		3
MSA Elective		3
Total Credits		30

You may refer to the MSA Curriculum (p. 705) page for electives.

Interested students must apply for admission to the BS/MSA or BA/MSA program during the last semester of their junior year or the first semester of their senior year using a special application form available in the School of Business. Admission requires a cumulative GPA of 3.0 in an accounting major or accounting minor. Students not enrolled as an accounting major or accounting minor must meet with the program director to discuss their candidacy for the program.

Meeting the minimum standards as listed above does not guarantee admission to the program. Students are not admitted officially into the MS in Accounting program until they graduate with their bachelor's degree and meet all other requirements. Once admitted, students begin full-time study in the MS in Accounting program.

Master of Science in Business Analytics

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The MS in Business Analytics program is designed to develop the skills to extract, analyze, interpret and present data for business decision making. These skills are critical to decision making in every sector of industry, government and nonprofit organizations. The program emphasizes analytical and statistical tools that enable graduates to use sophisticated means to mine, analyze, evaluate and present data in a variety of organizational environments.

MS in Business Analytics Program of Study

Code	Title	Credits
Required Core Courses		
BAN 610	Introduction to Business Analytics	3
BAN 615	Predictive Business Analytics	3
BAN 621	Data Management	3
BAN 622	Data Warehousing	3
BAN 628	Data Mining for Competitive Advantage	3
BAN 650	Data Visualization for Managers	3
BAN 690	Business Analytics Capstone	3
BAN 668	Python Programming for Data Analysis	3
Elective Courses		
Select three of the following: ¹		9
BAN 629	Text Analytics	
BAN 661	Web Analytics and Web Intelligence	
BAN 663	Business Data Analytics with R	

BAN 664	Health Care Analytics	
BAN 665	Big Data and Hadoop	
BAN 667	Design and Analysis of Business Information Systems	
BAN 669	Project Management	
Total Credits		33

¹ Additional elective business courses are available to students at the discretion of the program director.

MSBA Concentrations

MSBA with Concentration in Marketing

Code	Title	Credits
Must complete MSBA Core Courses		
Take the following three electives		
BAN 661	Web Analytics and Web Intelligence	
	or MK 619 Marketing Analytics	
MBA 645	Marketing Decision Making	
Take one Marketing 600-level elective or similar		
MBA 645 is a prerequisite for all MK 600-level courses		

MSBA with Concentration in Health Care Management

Code	Title	Credits
Must complete MSBA Core Courses and three electives		
Take the following three electives		
BAN 664	Health Care Analytics	
HM 600	Foundations of Health Care Management	
Take one 600-level HM elective		

MSBA with Concentration in Finance

Code	Title	Credits
Must complete MSBA Core Course		
Take the following three electives		
BAN 660	Optimization	
MBA 640	Financial Decision Making (Take FIN 610 only If UG Finance major)	
	or FIN 61 Global Investments Analysis	
Take one MS in Finance 600-level elective		

MSBA with Concentration in Supply Chain

Code	Title	Credits
Must complete MSBA Core Courses		
Take the following three electives		
BAN 660	Optimization	
MBA 635	Supply Chain Management in a New Era	
Take one of the following:		
MG 642	Logistics Management	3
MG 643	Strategic Sourcing and Supply Management	3

MK 615	Managing Marketing Channels	3
IB 623	International Business Negotiation (Or similar)	3
One 600-level Supply Chain elective		

Student Learning Outcomes

Upon completion of the MS in Business Analytics program, students will demonstrate the following competencies:

- Data Analysis:** Evaluate different techniques used to analyze data.
- Data Management:** Explain how data is stored, accessed and retrieved.
- Analytical Reasoning:** Apply business analytics techniques and utilize analytical tools for organizational decision-making.
- Critical Thinking:** Demonstrate skills in interpreting and presenting analytical results.

Master of Science in Business Analytics

Accelerated Dual-Degree BS/MS in Business Analytics (3+1) (p. 710)

Dual-Degree BS/MS or BA/MS in Business Analytics (4+1) (p. 710)

Admission

To be admitted to the program, an applicant must have completed an undergraduate degree program with a GPA of at least 3.0. Work experience and recommendations also are strongly considered in the admission process. Standardized test scores (such as GMAT or GRE) submitted by the students in support of the application also are considered, but are not required.

In addition, applicants to the MS in Business Analytics program must possess an undergraduate major, graduate degree or other significant coursework in a quantitatively oriented area, including but not limited to mathematics, actuarial science, statistics, computer science, engineering, operations management, accounting, finance, economics or the natural sciences.

A complete application consists of the following:

- Program application (submitted online). Go to Quinnipiac's Graduate Admissions (<http://www.qu.edu/gradhowtoapply/>) webpage.
- Official transcripts of all undergraduate and graduate work completed.
- A personal statement.
- Three letters of recommendation, including at least one from a professional contact.
- A recent resume.
- Application fee.

International Applicants:

Prospective international students must submit certified translations of official transcripts prepared by World Education Services (WES) [wes.org](http://www.wes.org/) (<http://www.wes.org/>) or another acceptable organization that is approved by Quinnipiac for this purpose.

All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer-based, or 575 for paper-based). In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support and submit along with supporting documentation. In addition, a copy of a passport or national ID is required. The Statement of Financial Support (<https://www.qu.edu/4aa378/globalassets/global/media/qu/documents/paying-for-college/undergraduate/statement-financial-support-admissions-form.pdf>) can be found on the Admissions webpage (<https://www.qu.edu/admissions/undergraduate/apply/international/>).

Accelerated Dual-Degree BS/MS in Business Analytics (3+1)

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Accelerated Dual-Degree Bachelor of Science/Master of Science in Business Analytics (3+1) is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 25.

The Master of Science in Business Analytics Program is designed to provide students with knowledge and skills necessary to become successful data driven leaders capable of storing, managing, analyzing and presenting data effectively to stimulate better business decisions. The program explores the practical qualitative and quantitative skills that serve as the foundation to informed decision making. In-demand skills such as data management, data warehousing, text and data mining, visualization and predictive modeling are at the core of the MS Business Analytics program. Through a partnership with SAS, graduates of the MS Business Analytics program will be issued a Badge in Business Analytics using SAS.

Students enter the program as first-year students and learn at an accelerated pace to earn a bachelor's degree in three years and an MSBA in the fourth.

Unique Program Features

- Total savings of up to 30 percent over traditional five-year BS/MSBA option
- An optional residential cohort first-year experience with other four-year BS/MSBA students
- Dedicated resident assistant and study lounge in first-year cohort housing
- Community-building welcome event in August
- Dedicated program director

- Scholarship carried from year three to year four, subject to a 3.0 GPA and continued program enrollment

This program provides a flat tuition rate that will not increase each year resulting in a substantial savings over four years.

Classes are offered both in a traditional on-campus setting as well online in the summer.

The four-year experience includes an applied learning experience such as internships-for-credit.

Students in the Accelerated Dual-Degree BS/MSBA (3+1) program live in one of the university's housing options for the first three years.

Accelerated Dual-Degree BS/MSBA (3+1) Program of Study

Students are admitted to the graduate portion of the program upon completion of their undergraduate program. The MSBA requires a total of 33 credits, as follows:

Code	Title	Credits
Core Curriculum (24 credits)		
BAN 610	Introduction to Business Analytics	3
BAN 615	Predictive Business Analytics	3
BAN 621	Data Management	3
BAN 622	Data Warehousing	3
BAN 628	Data Mining for Competitive Advantage	3
BAN 629	Text Analytics	3
BAN 650	Data Visualization for Managers	3
BAN 690	Business Analytics Capstone	3
MSBA Electives (Choose 3 electives)		
BAN 663	Business Data Analytics with R	
BAN 664	Health Care Analytics	
BAN 665	Big Data and Hadoop	
BAN 667	Design and Analysis of Business Information Systems	
BAN 668	Python Programming for Data Analysis	
BAN 669	Project Management	
Total Credits		33

This program is designed for accelerated dual-degree (3+1) students pursuing their BS in any business major. Students are invited to the (3+1) program during their undergraduate admission process and have until the end of their second year in the program to declare the MSBA as their intended graduate program. Students must maintain a cumulative GPA of 3.0 over the course of their undergraduate program.

Dual-Degree Bachelor's/MS in Business Analytics (4+1)

Program Contact: D (Christopher.Neidig@qu.edu)'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The Dual-Degree BS/MS and BA/MS in Business Analytics (4+1) programs are designed to provide students with the knowledge and skills

necessary to become successful data driven leaders capable of storing, managing, analyzing and presenting data effectively to stimulate better business decisions. The curriculum takes 5 years and students graduate with both a bachelor's degree and their master of science.

The Master of Science in Business Analytics program explores the practical qualitative and quantitative skills that serve as the foundation for informed decision making. In-demand skills such as data management, data warehousing, text and data mining, visualization and predictive modeling are at the core of the MS in Business Analytics program. Through a partnership with SAS, graduates of the MS in Business Analytics program will be issued a Badge in Business Analytics using SAS.

Dual-Degree BS/MSBA or BA/MSBA (4+1) Program of Study

Students are admitted to the graduate portion of the program upon completion of their undergraduate program. The MSBA requires a total of 33 credits, as follows:

Code	Title	Credits
Core Curriculum (24 credits)		
BAN 610	Introduction to Business Analytics	3
BAN 615	Predictive Business Analytics	3
BAN 621	Data Management	3
BAN 622	Data Warehousing	3
BAN 628	Data Mining for Competitive Advantage	3
BAN 650	Data Visualization for Managers	3
BAN 668	Python Programming for Data Analysis	3
BAN 690	Business Analytics Capstone	3
MSBA Electives (choose 3 electives)		
BAN 629	Text Analytics	3
BAN 663	Business Data Analytics with R	3
BAN 664	Health Care Analytics	3
BAN 665	Big Data and Hadoop	3
BAN 667	Design and Analysis of Business Information Systems	3
BAN 669	Project Management	3
Total Credits		33

This program is designed for outstanding students who have a quantitative background as well as interest and passion for working with data. Admission requires a cumulative GPA of 3.0. Interested students must apply for admission to the Dual-Degree BS/MSBA (4+1) program during the fall of their senior year.

Meeting the minimum standards as listed above does not guarantee admission to the program. Students are not admitted officially into the MS in Business Analytics program until they graduate with their BS and meet all other requirements. Once admitted, students begin full-time study in the MS in Business Analytics program.

Master of Science in Organizational Leadership

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The MS in Organizational Leadership guides working professionals through a process of uncovering and evolving their personal leadership style. Specifically developed for prospective and current leaders with at least 4 years of professional work experience, this program helps students strengthen their leadership toolkit through the learning and application of critical skills necessary to thrive in the new economy. The 30-credit program is delivered in a highly supportive, modern online format and can be completed in under 2 years on a part-time basis.

The core courses of the program focus on identifying personal leadership style in all situations with a flexible curriculum that enables students to explore specific areas of interest such as emotional intelligence, ethics and governance, the digital organization, and human resources. Coursework is rounded out with a hands-on consulting project designed to address a business problem relevant to the student's current role or professional/personal interests. Students are challenged to think critically about this issue before developing, building and implementing an appropriate solution.

MS in Organizational Leadership Program of Study

The program consists of 30 credits, including five required core courses (15 credits) and five elective courses (15 credits).

Code	Title	Credits
Required Core Courses		
OL 601	Foundations of Organizational Behavior and Leadership	3
OL 610	Crucial Conversations as Leaders	3
OL 650	Leading Organizational Change	3
OL 689	Project Management for Leadership Consulting	3
OL 690	Leadership Consulting Capstone	3
Organizational Leadership Electives		
Students may choose specialized electives in organizational leadership, or other graduate business courses. Select five electives from the course list below:		15
OL 607	Insights into Emotions and Emotional Intelligence	3
OL 620	Leadership in the Digital Organization	3
OL 630	Performance Management and HR Analytics	3
OL 662	Ethics and Governance	3
OL 681	Strategic Leadership in Human Resources	3
OL 682	Policies, Procedures and Employment Law	3
OL 683	Talent Management	3

OL 684 Benefits and Compensation

Total Credits

30

Student Learning Outcomes

Upon completion of the MS in Organizational Leadership program, students will demonstrate the following competencies:

- Communication Skills for Leading Individuals and Teams:** Students will demonstrate capabilities with respect to effective communication with varied organizational stakeholders. Additionally, students will develop the ability to analyze group dynamics and practical skills for building and leading effective teams.
- Self Awareness, Growth and Complex Adaptive Leadership:** Students will exhibit an understanding of mechanisms/tools to maintain an ongoing awareness of personal characteristics, how these impact interactions with others and how to re-evaluate these regularly toward continuous improvement as leaders. Students will understand the array of nonmarket forces, including political leaders, NGOs and societal trends, that can have a significant impact on the opportunities and risks faced by business leaders. Students also will be able to evaluate and understand organizational design issues, organizational learning issues and motivation issues toward becoming effective leaders of diverse organizations.
- Digital Literacy and Interpreting Data to Improve Performance:** Students will be exposed to analytical tools applicable to the leadership function in reviewing and enhancing organizational and individual performance. Students will build awareness of the breadth, depth and velocity of the digital era transformation and its multifaceted impact on organizations.
- Ethics, Negotiation and Strategic Decision-Making:** Students will demonstrate understandings of the formulation of strategy and implications for its implementation within diverse organizations. Students will recognize choices in ethical contexts and effectively use frameworks to make decisions as leaders that are ethical. And, students will acquire knowledge to craft a negotiation strategy that aligns to ethical and mutually beneficial outcomes in professional and personal negotiations.

Admission

Applicants to the MSOL program must possess four years of professional, post-bachelor's degree experience.

All prospective MSOL students must submit the following:

- Program application (submitted online). Go to Quinnipiac's Graduate Admissions (<http://www.qu.edu/gradhowtoapply/>) webpage.
- Official transcripts of all undergraduate and graduate programs/courses completed.
- A personal statement.
- A resume demonstrating sufficient work experience.
- Three letters of recommendation (one being from a professional contact).
- Application fee.

International Applicants:

Prospective international students must submit certified translations of official transcripts prepared by World Education Services (<https://www.wes.org/>) (WES) or another acceptable organization that is approved by Quinnipiac for this purpose.

All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer-based, or 575 for paper-based).

In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support and submit along with supporting documentation. In addition, a copy of a passport or national ID is required. The Statement of Financial Support (<https://www.qu.edu/4aa378/globalassets/global/media/qu/documents/paying-for-college/undergraduate/statement-financial-support-admissions-form.pdf>) can be found on the Admissions webpage (<https://www.qu.edu/admissions/undergraduate/apply/international/>).

Professional Master of Business Administration

Program Contact: D'Lisa McKee (dlisa.mckee@qu.edu) 203-582-7913

The School of Business offers an online Professional MBA (PMBA) for working professionals who have at least three years of prior work experience before entering the program. The PMBA can be fully completed online on either a part-time or full-time basis.

The PMBA program provides students with an integrative approach to the key functional areas of business, and helps students build skills that can be directly applied to the workplace. Recognizing that working professionals need to adapt to an ever-changing business environment, the PMBA prepares students to tackle issues through business analysis, managing people and organizations, innovation, and strategic integration.

The focus of the PMBA curriculum is on integrating knowledge and solving problems with both data and innovative thinking. Students address real-life business problems and opportunities and engage in action-based learning. Numerous electives are also available to students, and they are able to customize their education based on their own professional goals.

Professional MBA Program of Study

Code	Title	Credits
Core Professional MBA Courses (18 credits)		
PMBA 612	Contemporary Issues in Business and Society	3
PMBA 616	Creating Innovation in Organizations	3
PMBA 622	Managing and Leading People in Organizations	3
PMBA 626	Data Driven Decisions with Visual Analytics	3
PMBA 632	Analyzing Financial Information	3

PMBA 636 Strategic Thinking Across Business Functions 3

Professional MBA Electives

Select five graduate electives from business analytics, computer information systems, entrepreneurship, finance, health care management, international business, marketing, organizational leadership, supply chain management, or strategy. 15

Total Credits 33

Student Learning Outcomes

Students who graduate from the MBA program will develop and emphasize skills in the following areas:

a. Business Analysis:

- i. Ability to understand and interpret data driven approaches for business decision-making.
- ii. Ability to understand and use business information and metrics to identify business problems and opportunities.

b. Managing People and Organizations:

- i. Ability to apply best practices and emphasize ethical behavior in leadership and management of people, projects and organizations across diverse settings and cultures
- ii. Ability to understand the nature of persuasion techniques and modern communication tools to achieve business goals.

c. Innovation:

- i. Ability to engage in innovative thinking, and generate and scale creative ideas within an organization or as part of a new venture creation.
- ii. Ability to understand and evaluate emerging technologies and leverage them into powerful business solutions.

d. Strategic Integration:

- i. Ability to assess a business situation, identify key dynamics and constraints, and integrate ideas of corporate social responsibility and sustainability.
- ii. Ability to use strategic concepts and theories to design solutions to problems and capitalize on opportunities to make effective decisions.

Applications for the PMBA program are accepted throughout the year, and students may begin their studies in January, May or August. Applicants are encouraged to submit their application materials as early as possible to ensure consideration for the semester desired. Successful applicants to the PMBA program typically have at least 3 years of prior work experience before entering the program.

Upon acceptance to the PMBA, students without an undergraduate business degree are encouraged to complete the School of Business MBA Foundations course to better prepare them for MBA coursework.

All prospective PMBA students must submit the following:

- a. **Program application** (submitted online). Go to Quinnipiac's Graduate Admissions (<http://www.qu.edu/gradhowtoapply/>) webpage.
- b. **Official transcripts** from all institutions attended, two letters of recommendation, a current resume demonstrating sufficient work experience, and a personal statement.
- c. GMAT or GRE scores are not required for admission. *Applicants who wish to submit scores may do so as supplemental information on the application.*
- d. **International Applicants:**
 - i. *Prospective international students must submit certified translations of official transcripts prepared by World Education Services (WES) wes.org (<http://www.wes.org/>) or another acceptable organization that is approved by Quinnipiac for this purpose. In addition, prospective international students must submit the materials covered in #1, #2 and #3 above.*
 - ii. *All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer-based, or 575 for paper-based).*
 - iii. In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.
 - iv. International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support and submit along with supporting documentation. In addition, a copy of a passport or national ID is required. The Statement of Financial Support can be found online here (<https://www.qu.edu/admissions/graduate/apply/international/>).

School of Communications Center for Communications and Engineering

Ed McMahan Communications Center, Lender building

203-582-8492 (central office)

Graduate Programs

Title	Name	Phone	Email
Graduate Program Director, Cinematic Production Management	Blythe Frank	203-582-7624	blythe.frank@qu.edu
Graduate Program Director, Interactive Media and Communications	John Powers	203-582-7939	john.powers@qu.edu

Graduate Program Director,
Journalism and Sports
Journalism

Molly Yanity 203-582-5031 molly.yanity@qu.edu

Graduate Program Director,
Public Relations

Laura Willis 203-582-7805 laura.willis@qu.edu

School Overview

The School of Communications offers master's degrees in cinematic production management, interactive media and communications, journalism, public relations and sports journalism. The school also has well-established relationships with more than 1,000 private and nonprofit communications organizations, offering advanced students internship opportunities in professional settings. Students are encouraged to explore and advance their educational and professional interests while gaining the critical practical experience and training to develop a portfolio of work before they graduate.

To assist in the twin goals of offering our faculty a high-level view of innovations in the media world as well as offering our students high-quality internships and post-graduation employment, the school has created the Alumni Advisory Board (<https://www.qu.edu/schools/communications/alumni-advisory-board.html>), consisting of media leaders and executives.

On campus, students work in one of the finest university media education facilities in the Northeast – the Ed McMahon Communications Center. The center features a spacious, professional-level, all-digital 4K television studio; a media innovation classroom; 4K collaborative editing suites; and a 7.1 surround sound screening theater. The center is equipped with state-of-the-art technology, including numerous iMac stations running the latest applications for post-production and animation. It includes an automated podcast studio, and is staffed with highly skilled media professionals to instruct and assist our students. Additional classrooms and labs, along with the Quinnipiac University Podcast Studio, the Open-Air Production Studio, "The Agency" (a student-run integrated communications agency offering design, advertising and public relations services to clients), a design studio, a Remote Equipment Depot, the "Hub" student computer center, and independent study facilities are located in the Center for Communications and Engineering, which also houses the school's faculty and administrative offices.

Graduate Studies

Policy on Length of Time to Complete a Graduate Degree

A student enrolled in a School of Communications graduate program has six years to complete the degree requirements, starting with the beginning of the semester the student was matriculated.

A student administratively withdrawn by the university (p. 137) must reapply for readmission. Readmission to the student's program is not guaranteed. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.

A student who has an approved academic leave of absence (p. 107) does not have to reapply if they return at the conclusion of the leave of absence, but the period while on academic leave will count towards the six-year period to complete the degree. Time spent away from the

university during an approved medical or military leave of absence (p. 107) will not count towards the six-year period.

Master's Degrees

- Master of Arts in Cinematic Production Management (p. 720)
- Master of Science in Interactive Media and Communications (p. 722)
- Master of Science in Journalism (p. 723)
- Master of Science in Sports Journalism (p. 726)
- Master of Science in Public Relations (p. 724)
 - Social Media Track
- Master of Science in Public Relations - Online/Professional Track (p. 725)

Dual-Degrees

- Communications Accelerated Dual-Degree Bachelor's/Master's (3+1) (p. 407)
- Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) (p. 727)
- Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) (p. 729)
- Dual-Degree Bachelor's/Master's in Journalism (4+1) (p. 730)
- Dual-Degree Bachelor's/Master's in Public Relations (4+1) (p. 731)
- Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) (p. 733)

Cinematic Production Management (FTM)

FTM 501. Production Reconstruction.

3 Credits.

: This class will teach and expand students' understanding of all aspects of prepping a feature film through lectures, experiential role-playing and weekly assignments. Students will analyze a produced film and will "recreate" all the steps to get into production including scheduling and budgeting through the use of industry standard software.

Offered: Every year, Fall

FTM 502. Advanced Production Management Workflow.

3 Credits.

Students gain an overview of studio, independent, broadcast and streaming platforms content and management workflow needs. Contemporary practices in pre-production and production are stressed. Students pre-produce an episodic television show from the perspective of various production personnel and hold production meetings to gain an understanding of the pre-production and production process workflow for theatrical, TV episodic, TV situation comedy and documentary production including interactions with talent agencies and union signatory contracts.

FTM 503. Creative Development.

3 Credits.

Students learn to shape stories for the screen and gain a comprehensive understanding of concept development, dramatic structuring, character development and dialogue. They learn the mechanics involved in the development of new projects, including script coverage, sourcing material, script notes, creative meetings, packaging a project, and how to effectively navigate the development journey.

Offered: Every year, Spring

FTM 504. Production Scheduling and Introduction to Production Budgeting.

3 Credits.

Students are given a finished but unproduced short screenplay or television episode and learn to break down and fully schedule that project. Theory of scheduling and output of details from the program are stressed.

FTM 505. Entertainment Law and Deal Making Practice. 3 Credits.

Students gain an overview of contemporary entertainment law in regards to production including options, contracts, negotiations, copyright, IP, and licensing. Topics covers include how a producer protects themselves legally, find representation, and how to close deals.

FTM 506. Screenwriting II and Production Workshop. 3 Credits.

Students author a theatrical feature screenplay or a pilot for an episodic television series or the full production plan for a documentary television multi-part series. In addition, they will also author, pre-produce, shoot, edit and distribute a 5-minute micro film.

Offered: Every year, Spring

FTM 507. Production Budgeting. 3 Credits.

Using industry-standard software packages, students plan and budget an unproduced short film. Special attention is paid to: location(s) of shoot; union globals and fringes and non-union and union taxes; contemporary practice in completion bonds. Guild and DGA surety bonds and Insurance requirements are also stressed.

FTM 508. Domestic and Worldwide Distribution and Sales for Film and TV. 3 Credits.

Students gain an overview of contemporary domestic and international production management practices: office administration, paperwork and work flow; carnets, business visas, insurance and surety bond liability and management; industry national and international HR practices and payroll; international, state and local film, television and documentary production rules and regulations; tax incentives and responsibilities; national and international trade unions rules, rates, penalties, common regulations, compliances, visa requirements and international signatory practices.

FTM 509. Principles of Film, Television and Streaming Media Analytics, Sales and Distribution. 3 Credits.

Students gain an overview of film, television and streaming media analytics and their applications. The international sales marketplace is examined with special emphasis agreements for international advertising, distribution and marketing. Students will create a business plan for a production company.

FTM 510. Principles of Post-Production Management. 3 Credits.

Students gain an overview of post-production management including: staff roles and post production responsibilities, data storage and management, directors and authors rights and responsibilities to final cut, licensing, graphics and titling.

FTM 601. Production Management Thesis Production. 6 Credits.

Students polish their screenplay to final draft, schedule and budget their script, finalize their look book and produce a three to four scene sizzle reel of their script. Thesis Paper on topic of film required.

Interactive Media and Communications Courses (ICM)

ICM 500. Special Topics in Interactive Media. 3 Credits.

The subject matter for this course varies depending on industry and professional trends.

Offered: As needed

ICM 501. Foundations in Graduate Studies. 3 Credits.

A sequence of readings, practices and exercises introduces the students to the "deep work" required of master's-level study. Through structured discussions, presentations, projects and readings, students build the knowledge base and critical skills required to formulate methodological research and practice across media. Each student sets up a portfolio site for the collection of research and practice artifacts created throughout the master's coursework.

Offered: Every year, Fall and Spring

ICM 502. Visual Design. 3 Credits.

This course covers the principles and practices associated with graphic design as a way to make complex information easier to understand and use. With a primary focus on typography as the fundamental means of conveying content, the course emphasizes the creative process of organizing and visualizing type and images through hierarchy, spatial organization of grid structures, positive and negative space, depth perception, transparency, and color theory. Readings locate design and typography within the larger history of visual art and graphic design and in relation to technology developments. Students who majored in GID at Quinnipiac as undergraduates, or those with professional graphic design experience should choose another course.

Offered: Every year, Spring and Summer

ICM 504. Motion Across Media. 3 Credits.

This course covers the concepts of motion design across multiple platforms. Students are challenged to analyze and create effective animations using the entire design process, including research, preproduction, storyboarding, and production techniques. Analysis of navigation, storytelling, visual design, and message delivery inform the application of methods. The focus is on communicating ideas to the audience effectively through motion in its many forms, whether on desktops, smart phones, tablets, or kiosks.

Offered: Every year, Fall and Summer

ICM 505. Web Technologies. 3 Credits.

This course introduces the foundational techniques of creating web-based content. Through a series of exercises, participants learn how interactive networks are organized, where to find the information necessary to create standards-based systems, and gain elementary experience designing and building sites.

Offered: Every year, Spring and Summer

ICM 506. Writing for Interactive Media. 3 Credits.

Good writing skills are a necessity for professional communication in spite of the changing media landscape. In this course students create, develop and hone a distinct written voice within varied media environments. Much of professional media work involves creating a consistent voice or presence for a person, organization or company. Participants focus on how to accomplish (or enhance) this process using effective compositional techniques.

Offered: Every year, All

ICM 508. Audio and Video Design. 3 Credits.

This course covers the aesthetic and technical principles and practices used to create video and audio content for cross platform and device delivery. Effective storytelling and message delivery concepts are emphasized while exploring various production techniques including storyboarding, script, an introduction to audio production, cinematography, lighting, interviewing, editing, and effective media distribution.

Offered: Every year, All

- ICM 512. Principles of User Experience Design.** **3 Credits.**
This course explores the ever-changing processes and methods of user experience design. The Human-Centered Design and Design Thinking process are studied through readings and hands-on projects that cover empathy, the psychology of the user, problem definition, and ideation methods.
Offered: Every year, Fall and Spring
- ICM 513. Content Strategy.** **3 Credits.**
Content is critical in today's media landscape, but without a strategic plan, it can remain invisible to the audience you wish to reach. In this course, students learn the best ways to design and implement a content strategy to engage a targeted audience. They are immersed in the planning for the creation and distribution of engaging stories and information. Students become content strategy practitioners who know how to use words, pictures, video, and social and mobile media to build an audience and communicate value.
Offered: Every year, Fall and Spring
- ICM 514. Understanding Your Audience.** **3 Credits.**
Usability is the study of discrepancies between expected and actual user behavior. The course introduces students to empirical user research methods such as contextual inquiry, ethnographic studies, card sorting, and cognitive walkthroughs, that provide the foundation for user-centered interaction and communications design. In addition, students conduct effective usability tests, interviews, and surveys.
Offered: Every year, Fall and Spring
- ICM 517. Ideation, Prototyping and Testing.** **3 Credits.**
Ideation, prototyping and testing teaches students how to use low and high-fidelity sketching, information architecture, flowcharts, wireframes, user interface design, and functional prototypes for a variety of design problems. Through a series of creative projects, students learn various methods for each of these steps in the development of design products.
Offered: Every year, Spring and Summer
- ICM 518. Visual Storytelling.** **3 Credits.**
The course provides an introduction to the concept of visual storytelling and immerses students in the theory and practice of creating and delivering visual narratives in digital environments. The course includes both the history of visual storytelling as well as contemporary approaches used in a variety of information related disciplines. Students analyze examples of work and apply that knowledge to create their own visual narratives
Offered: Every year, Fall and Spring
- ICM 522. Social Media Practice and Techniques.** **3 Credits.**
The widespread use of social media in society has created a communications environment built on platforms that encourage contribution and collaboration through user-created media and interaction. This course explores the underlying concepts, development and management of social media platforms as well as the creation of effective approaches to facilitate a viable social media presence.
Offered: Every year, Fall and Spring
- ICM 524. Social Media Analytics.** **3 Credits.**
This course gives students a working knowledge of the social media analytics process and analytics tools, along with their application to communications objectives within real-world situations.
Offered: Every year, Fall and Summer
- ICM 528. Content Creation.** **3 Credits.**
In this course, we explore the creation of engaging content. Students are guided through the process of planning and creating a suite of related projects in the medium(s) of their choice (writing, video, audio, image making.) The focus is on the conceptual processes and practices used in developing a unique and persuasive body of work to be distributed across mediums. Areas of interest are researched and then developed into a series of related pieces.
Offered: Every year, Spring and Summer
- ICM 529. Data Visualization.** **3 Credits.**
This is a course in finding and telling visual stories from data. Students explore fundamental principles of data analysis and visual techniques, examine chart types and when to use them, and learn how to acquire, process and filter data. Through an understanding of data visualization best practices and audience analysis, students are able to identify and articulate what makes a successful information design. Industry-standard software tools are used to create static and interactive graphics—including charts, maps and diagrams—that make information more accessible to the intended audiences.
Offered: As needed, Fall and Summer Online
- ICM 530. Independent Study.** **3 Credits.**
This is an elective course offered to accommodate students who seek advanced study in an area of the discipline. The topic and scope of the course are developed by the student in consultation with a faculty adviser, subject to approval by the program director and department chair.
Offered: As needed, All
- ICM 531. Graduate Internship.** **3 Credits.**
This elective course provides interactive media students with the opportunity to work in a professional setting to acquire additional skills and insights into their chosen area of study. Students completing this course are required to work in a supervised environment. All internships must be approved by the graduate program director.
Offered: As needed, All
- ICM 540. Interactive Communications Abroad.** **3 Credits.**
This multi-section course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments, and specializations. Students conduct primary and secondary research on communications in a particular country or cross-cultural context. The topics can range from international visual arts through storytelling, global branding, and design, depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic of the course, where students will be able to expand their skills and knowledge in a new environment. An interactive communications graduate-level final project is required.
Offered: As needed
- ICM 601. Master's Capstone.** **3 Credits.**
Students create a professional quality web portfolio selected from the best work from their courses and experiences in the master's program. Each student is facilitated through the process of identifying and packaging works, creating a consistent message and image using the products of their research and practice.
Offered: Every year, Spring and Summer

Journalism & Sports Journalism Courses (JRN)

JRN 500. Special Topics in Journalism. 3 Credits.

This course consists of seminar-based classes that consider emerging areas of scholarly research or industry developments in journalism, with a particular focus on how a specific research activity or industry development illustrates issues regarding economic, gender and social groups.

Offered: As needed

JRN 501. Reporting and Fact-Checking. 3 Credits.

Students are introduced to the basic practices and tools of journalism, which include interviewing, identifying and accessing public documents, writing leads and constructing organized, balanced stories.

Offered: Every year, Fall

JRN 504. Digital Essentials. 3 Credits.

The capacity to gather information and report the news remains at the core of the journalism profession. This course focuses on the fundamentals of news writing while also engaging students in emerging social media and other tools to present comprehensive news stories to all audiences.

Offered: Every year, Spring

JRN 521. Audio Storytelling. 3 Credits.

Writing for the ear requires skills in preparing scripts, natural sound and audio recording and editing. This course prepares students to compose stories for radio news and podcasts, with a focus on developing the style of conversational broadcast writing common to National Public Radio.

Offered: Every year, Fall

JRN 524. TV Reporting. 3 Credits.

Visual news stories as broadcast by networks, affiliates and cable news channels and in evolving digital formats require skills in both storytelling and technology for shooting and editing video. This course covers the essentials of shooting video, editing and field reporting and producing.

Offered: Every year, Fall

JRN 528. Data Journalism. 3 Credits.

Information graphics are now an integral component of news, conveying big data into readily understood formats such as diagrams and charts. This course teaches students how to visually organize information and apply it to news stories for broadcast or online presentation.

Offered: As needed

JRN 530. Independent Study (ICM530). 3 Credits.

This is a special course offered to accommodate students who seek advanced practical training or advanced research in an area not directly included in the curriculum. The topic and scope of the course is developed by the student in consultation with a faculty adviser, subject to approval by the dean.

Offered: Every year, All

JRN 531. Graduate Internship. 3 Credits.

Experience in association with working professionals is essential to securing career opportunities. Students completing an elective internship to secure such experience are required to work in a supervised environment, approved by the graduate program director.

Offered: Every year, All

JRN 541. Sporting Culture Through Nonfiction. 3 Credits.

It has often been said that sport is a microcosm of society, but many rhetoric scholars have begun to suggest that sport plays a role in constituting society and is "defined by a range of political practices, including allocations of resources, representations of identity, projections of nationalism and globalization, activism and change." This directed readings course examines American culture, as well as comparative values, through nonfictional accounts of sport.

Offered: Every year, Summer Online

JRN 543. Literary Journalism in the '60s. 3 Credits.

The 1960s stand out as an era of change and turbulence in 20th-century America. Throughout the 1960s and 1970s, these nonfiction writers and journalists wrote in a personal style that became known as "Literary Journalism," or "the New Journalism." This directed reading course requires students to analyze the historical and contemporary views of major literary journalists.

Offered: Every year, Summer Online

JRN 545. TV Production. 3 Credits.

This course introduces students to the technical production skills that go into a daily news telecast. Newsroom organization, story development (from idea to the air) and the principles and practices of professional producers are studied.

Offered: Every year, Fall

JRN 546. Digital News Production. 3 Credits.

This course explores topics related to social media, such as the viral video clip from a Tweet or the verified source through social media. Students learn the skills, tools and best practices of digital and video content production, as well as social coordination in the news arena. They also explore logistical and ethical concerns in the social medium.

Offered: Every year, Spring

JRN 552. Media Law and Ethics. 3 Credits.

A thorough knowledge of laws and ethical behavior is essential to the professional practice of journalism. As such, this course covers the legal and ethical dimensions of media communications across platforms, with an emphasis on First Amendment, privacy and copyright issues.

Offered: Every year, Spring

JRN 562. Sports Law and Ethics. 3 Credits.

Federal antitrust law and regulations show that college and professional sports are treated as special components of American culture. This course examines the legal structure that grants special privileges to sports and to the ethical challenges sports journalists confront in going beyond the games to find the story.

Offered: Every year, Spring

JRN 563. Sports Analytics. 3 Credits.

Deciphering the volumes of data produced by high school, college and professional sports teams is an essential part of sports reporting. This course introduces students to the ever-growing volumes of statistics across major sports and shows how to transform such data into useful information.

Offered: Every year, Spring

JRN 564. Presenting and Producing Radio Sports. 3 Credits.

Radio remains an essential and effective medium for listening to games and for engaging the audience with live talk shows that discuss teams, players, sports and the action of the competition. This course presents students with the principles and practices of radio sports.

Offered: Every year, Fall

JRN 565. Presenting and Producing Television Sports: Remote. 3 Credits.

Students in this course write, produce and distribute a 30-minute sports program for broadcast featuring stories that illustrate intriguing and inspiring stories of a Division I college athletic department. Every student engages in shooting, editing, writing, interviewing, presenting and distributing the final product. Additionally, students originate and perform local and national style sports highlight segments along with live in-depth interviews.

Offered: Every year, Spring

JRN 566. Presenting and Producing Television Sports: Studio. 3 Credits.

Pre-game, post-game and intermission reports are among the most important aspects of televised sports, as each reveals and promotes the storylines through which games are covered. This course introduces students to the concepts and content behind the production of studio shows.

Offered: Every year, Fall

JRN 572. Researching and Writing the News Documentary. 3 Credits.

The complexities of producing the news documentary range from finding the right story to pursue to uncovering the proper visuals to help tell it. This course provides students with the skills to research, write, and produce visual nonfiction, long-form projects rooted in history or current events.

Offered: As needed

JRN 573. Sports Literature. 3 Credits.

Sports serve as a critical metaphor for American life in nonfiction works such as "Friday Night Lights," in novels such as "End Zone," in plays such as "Death of a Salesman" and in films such as "Raging Bull." This course examines why sports are prominent in cultural works that attempt to reveal the meaning of America.

Offered: As needed

JRN 574. Crafting the Sports Feature. 3 Credits.

Feature writers capture athletes when they are most noble, frail or otherwise vulnerable or heroic. They also capture the moment when a game means more than that. This course teaches students to apply creative vitality to their ideas and writing on sports outside of game stories.

Offered: Every year, Fall

JRN 588. Business Reporting: Following the Money. 3 Credits.

Students learn methods and tactics of writing about businesses for mass communication. The course covers why and how companies operate and how to write stories about corporate news from public records and other sources.

Offered: Every other year, Spring

JRN 589. Critical Issues in Sports. 3 Credits.

From health concerns to labor conflicts, the workaday world often intrudes on the bubble that protects the mythology of sport. Through reason, analysis and writing, students interact with vital issues that emerge from the seemingly routine day-to-day coverage of games.

Offered: Every year, Spring

JRN 595. Sports Clinical. 3 Credits.

Students completing the sports journalism program must participate in the Sports Clinical. This course focuses on advanced broadcast, multimedia, documentary and long-form reporting and to deepen the experience and training in a given area of specialization in terms of platform and subject matter.

Offered: Every year, Spring

JRN 600. Capstone Proposal. 3 Credits.

Students completing the journalism program conduct research and do preliminary reporting to write a capstone project proposal based on their area of inquiry. The faculty adviser and graduate program director must approve the topic. This course is graded on a pass/fail basis.

Offered: Every year, All

JRN 601. Capstone Project. 3 Credits.

Students completing the journalism program must complete a capstone project. Under the guidance of their faculty adviser, students create an original, in-depth, professional-quality journalism project. This course is graded on a pass/fail basis.

Offered: Every year, All

Public Relations Courses (STC)

STC 501. Principles and Theories of Public Relations. 3 Credits.

Students are introduced to the growing body of knowledge in the discipline and gain expertise that contributes to professional competence in public relations. Students examine the function of public relations in organizations and society, review contemporary and historical roles of public relations professionals and explore the practice of public relations in various public and private settings. Students also learn the latest theoretical approaches to public relations and apply these approaches to contemporary public relations management practices.

Offered: Every year, Fall

STC 502. Public Relations Research Methods. 3 Credits.

This course examines the applied use of research in public relations program development. Students learn methodologies appropriate for conducting secondary analyses and primary research. Both quantitative and qualitative methods are addressed, such as secondary analysis, content analysis, survey research, focus groups, participant observation, case study and experimentation.

Offered: Every year, Fall

STC 504. Law and Ethics in Public Relations. 3 Credits.

Students become familiar with legal and industry standards for legally and ethically practicing public relations. The course aims to instill an appreciation for freedom of expression and the First Amendment; to impart a functional understanding of legal rules and principles relevant to public relations practice in the U.S.; to enhance students' ability to identify the moral and ethical dimensions of issues that arise in public relations practice; and to develop analytical and critical thinking skills that encourage students to make and justify ethical decisions.

Offered: Every year, Fall

STC 505. Public Relations Writing. 3 Credits.

This course helps students develop professional-quality public relations writing skills. Students prepare a variety of public relations materials, such as news releases and other media materials; copy for internal magazines, reports, newsletters, brochures, institutional/advocacy advertising; video/audio scripts; web site copy; and speeches. Upon completion of this course, students have a professional portfolio of public relations writing samples.

Offered: Every year, Spring

STC 506. Public Relations Management. 3 Credits.

This course focuses on the business management aspects of public relations, such as policy formation, project direction, resource management, client relations, budgeting and counseling. Special emphasis is placed on public relations' contribution to an institution's mission and effectiveness.

Offered: Every year, Spring

STC 507. Strategic Planning in Public Relations. 3 Credits.

This course familiarizes students with the public relations strategic planning process. Students examine contemporary case studies that demonstrate the public relations planning process and apply what they have learned to the development and presentation of a public relations campaign plan for a client.

Prerequisites: Take STC 501.

Offered: As needed

STC 510. Crisis Management. 3 Credits.

This course examines institutional crisis communication from a management perspective with an emphasis on crisis prevention, planning and response. Students are required to read and discuss selected articles from the crisis management literature, research and develop case studies of contemporary crises, and participate in simulations designed to develop professional expertise and practical skills in crisis management, including the management of information, management of public communication, strategic planning, problem solving, message production and issues management.

Offered: As needed

STC 511. Global Strategy. 3 Credits.

This course examines concepts, issues and practices in international public relations across the borders and focuses on the challenges, opportunities, and the worldwide development of public relations. The course aims to inform you about the variables that affect public relations practice in the international realm and assist you in understanding of other countries' domestic public relations given the various cultures, geopolitical and socio-economic systems. Participants look closely at how governments, corporations, multinationals and nongovernmental organizations employ international public relations strategies around the world. Students also examine similarities between international public relations and public diplomacy and the effects of international public relations on images of nations.

Offered: As needed

STC 512. Investor Relations. 3 Credits.

Students study the function of investor relations in corporations and examine the role of investor relations specialists charged with communicating financial information about companies to the financial media, SEC, financial analysts, shareholders and others in the financial community. Students learn how to integrate finance, communication, marketing and securities law compliance in efforts to maximize shareholder wealth.

Offered: As needed

STC 513. Health and Strategic Communications. 3 Credits.

In this course, students are exposed to the field of strategic health communications, with particular attention to analysis and practice of health communication relationships and messages. Issues to be discussed include, but are not limited to: history and current challenges of the health communication field; health campaign creation, implementation and evaluation; cultural issues related to health behavior change campaigns; translational research; traditional and social media training for health care professionals; and perspectives of media influence on health attitudes, norms and behaviors.

Offered: As needed

STC 514. Social and Mobile Media. 3 Credits.

This course addresses the impact of social and mobile media on public relations. It focuses on conducting public relations campaigns online and responding to public relations issues via such tools as social networking and bookmarking sites, blogs, podcasts/vodcasts, discussion boards and conferences, wikis, mobile and location-based applications.

Offered: As needed

STC 515. Special Topics in Public Relations. 3 Credits.

This course examines a specific topic or issue in public relations theory and practice. Topics might focus on specific practice areas such as sports public relations, employee relations, political public relations, public diplomacy, nonprofit public relations, or on industry issues and trends, such as the uses and impact of new technologies, professional ethics and corporate social responsibility or the integration of communication practices.

Offered: As needed

STC 516. Branding Strategies. 3 Credits.

This course explores strategies used by planners, communicators, managers and consultants to create, develop, nurture, maintain and reenergize brands. This course helps students understand the main idea of branding: developing, defending and growing brands for companies, agencies or nonprofits. It explores the essential elements of branding, including target audiences and segmentation, brand benefits, brand personality, differentiation and key brand equities. It also surveys conceptual approaches for the diagnosis of brand growth opportunities and for planning integrated brand communications.

Offered: As needed

STC 517. Strategic Communication for Health Professionals. 3 Credits.

In this course, graduate students are exposed to the field of strategic health communication. In particular, students are asked to consider the role of health communication messages in internal, organizational settings, as well as outward-facing messages. Unique to this graduate-level strategic communication course, the students are expected to have minimal to no experience in the field of strategic communication. Instead, the overview of the field provided through this course seeks to encourage understanding of how the theories, practices and evaluations of health communication should be incorporated within their areas of health expertise.

Offered: As needed

STC 518. Measurement and Evaluation. 3 Credits.

This course focuses on the development of knowledge and skills to ensure that students are able to use data to make business decisions. Students consider key concerns of measurement to determine if measurement tools are effective and appropriate for a project's goals, as well as how to make sense of data to measure success of a project and how to display findings for various audiences. The course is focused on the principles and process of utilizing research to best serve your client's or organization's goals. Main topics for the course include measurement development and refinement, online data analytics, audience segmentation, data interpretation and data visualization.

Offered: Every year, Fall and Spring

STC 519. Strategic Public Relations and Reputation Management. 3 Credits.

The focus of this course is reputation management and its importance to business success. Students analyze the function of corporate communications and examine a range of topics including organizational identity, image and reputation; issues and crisis management; institutional ethics and corporate social responsibility; strategic public relations planning; integrated marketing communication; public relations theories and best practices; and global public engagement. The class also explores specialty public relations practice areas such as media relations, investor relations, employee relations and government relations. Class discussions, case studies, in-class exercises, team projects and essay exams help students improve their critical thinking and reasoning skills, develop research and strategic planning skills and increase diversity awareness and sensitivities that are important to professional and business success.

Offered: As needed

STC 520. Sports Public Relations. 3 Credits.

This class is a comprehensive review of sports event planning and management. Students examine such topics as strategic planning, budgeting and time management.

Offered: As needed

STC 521. Corporate Public Relations. 3 Credits.

This course provides students with the knowledge and skills required for positions in the corporate sector. Topics include media relations, employee communication, community relations, investor relations, and crisis communication. Students hone their written communication and critical thinking skills in this class.

Offered: As needed

STC 522. Nonprofit Public Relations. 3 Credits.

This course is appropriate for students who want to learn how to develop and implement comprehensive public relations campaigns for nonprofit organizations. It highlights the structures and nuances of the various types of NPOs and examines case studies and present-day scenarios. The course requires the development of a public relations campaign, and culminates in crafting a case study assessing the effectiveness of an assigned NPO's public relations campaign.

Offered: As needed

STC 523. Media Systems and Planning. 3 Credits.

In this course, students learn about traditional as well as new and emerging technologies, with particular emphasis on their strengths and weaknesses as message carriers. Discussions include an overview of commonly used metrics and sources of data in the advertising and communications industries. Students then use this knowledge to plan and budget for integrated communication plans that capitalize on paid, earned and owned outlets.

Offered: As needed

STC 525. Financial Communications and Business. 3 Credits.

This course provides students with a holistic view of public relations and corporate communications management, as well as strategic planning for organizational change and growth. It covers various styles and functions of management and leadership theory and introduces key principles of marketing, branding, risk management, ethics, and finance. Throughout the course, students develop the ability to work between crucial agency organizational departments.

Offered: As needed

STC 531. Graduate Internship in Public Relations. 3 Credits.

Students complete a minimum of 90 hours of professional fieldwork supervised by the program director and a qualified field supervisor. Approval of the program director is required.

Offered: Every year, All

STC 540. Strategic Communications Abroad. 3 Credits.

This multi-section course introduces students to the worldwide development of communications, including communication practices, infrastructure, environments, and specializations. Students conduct primary and secondary research on communications in a particular country or cross-cultural context. The topics can range from international strategic communication through storytelling, global branding, and design, depending on the specialty of the instructor. This course includes a short-term study-abroad component directly related to the topic of the course, where students will be able to expand their skills and knowledge in a new environment. A strategic communication graduate-level final project is required.

Offered: As needed

STC 547. Entertainment Public Relations. 3 Credits.

This course reviews and applies the established RPIE (Research, Planning, Implementation, and Evaluation) process to the field of entertainment public relations in the context of such industries as music, movies, TV, theater, gaming, and sports. The distinctions between and among advertising, publicity, public relations, marketing, and promotion, in addition to how they can work together to support a specific goal, are highlighted.

Offered: As needed

STC 549. Media Relations. 3 Credits.

Course Description: This course gives students an understanding of the priorities and expectations of various types of contemporary media and how to successfully engage them through research-based strategies and tactics designed to reach key audiences. At the conclusion of the course, students should be well-practiced in various forms of working with journalists and the public via multiple media.

Offered: As needed

STC 605. Public Relations Graduate Capstone. 3 Credits.

Students develop a professional research project under the direction of program faculty. The project work should exhibit KSAs and/or serve as PRSA Readiness Review preparation. The capstone project is a personally designed, independently conducted activity, enabling students to further their knowledge/skill in one or more of the course topics that students have found especially interesting or beneficial. Permission of instructor required.

Offered: Every year, Spring and Summer

STC 606. Independent Study. 3 Credits.

Students develop and implement individual research projects that advance understanding of particular theoretical or practical aspects of public relations. Approval of the program director is required.

Offered: As needed

Master of Arts in Cinematic Production Management

Program Contact: Blythe Frank (Blythe.Frank@qu.edu) 203-582-7624

Film, television and streaming media companies all over the world need professionals who understand and can manage the production cycle from script development through visual post-production editing and international distribution and marketing. The unique, 36-credit Cinematic

Production Management (CPM) program teaches technical skills and practical industry knowledge that gives students a strong overview of industry production history and contemporary professional practice.

Collaborative and heavily project-based, the CPM curriculum was designed with input from Los Angeles-based veterans of the entertainment industry, and culminates in a capstone course wherein students develop, schedule, budget and create pitch materials for a professional-level film, show or documentary developed over the course of their studies. Additionally, the majority of CPM courses are delivered online, making it practical, cost-effective and convenient.

Graduates are fast-tracked to succeed in a range of entry-level management positions, including production coordinator, writer's assistant, showrunner's assistant and assistant location manager, to name a few. The CPM program pairs well with a variety of backgrounds, from business to theater. It also complements several undergraduate majors in the School of Communications, including film, television and media arts, media studies and public relations, making it an ideal choice for students in Quinnipiac's accelerated dual-degree and dual-degree programs.

MA in Cinematic Production Management Program of Study

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any graduate course with a grade of less than C has to be retaken.

Code	Title	Credits
Required courses		
FTM 501	Production Reconstruction	3
FTM 502	Advanced Production Management Workflow	3
FTM 503	Creative Development	3
FTM 505	Entertainment Law and Deal Making Practice	3
FTM 508	Domestic and Worldwide Distribution and Sales for Film and TV	3
FTM 510	Principles of Post-Production Management	3
FTM 511	Film Finance Models	3
FTM 515	Showrunning for TV	3
FTM 601	Production Management Thesis Production	6
Electives for CPM, select two courses from the list below		6
FTM 512	World Building and Creative Collaboration	
FTM 514	Modern Hollywood and the Future of the Industry	
FTM 550	Special Topics in Cinematic Production Management	
FTM 602	Production Internship/Apprenticeship	
Total Credits		36

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Creative Thinking and Visual Literacy:** Develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created.
- Written and Oral Communication:** Acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms.
- Critical Thinking and Reasoning:** Develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness.
- Information Fluency:** Learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with pre-production, production and post-production phases of film, television and streaming media creation.
- Social Intelligence:** Demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals.
- Diversity Awareness and Sensitivity:** Acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals.
- Responsible Citizenship:** Learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens.

Admission

The School of Communications invites applications from prospective students who wish to pursue the professional practice of cinematic production management. Recent graduates of a bachelor's degree program outside of the communications field are welcome to apply, as are prospective students who are presently working and wish to either shift careers or enhance their professional standing.

Admission is based on the following:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater
- a resume showing experience as either a student or professional
- two academic or professional recommendations
- an original piece of writing (1,000-word maximum) on why the applicant wishes to enter this program

Master of Science in Interactive Media and Communications

Program Contact: John Powers
(john.powers@quinnipiac.edu) 203-582-7939

The Master of Science in Interactive Media and Communications program merges creative, visual, and critical thinking to mold expert digital storytellers and designers who are able to reach audiences on any platform in the world.

The program not only prepares students to design, produce and manage a range of content but also to become strong creative thinkers and visual leaders. Students learn principles of human-centered design to better understand and connect with a wide range of audiences and apply design thinking strategies to solve creative, technical, and business-related obstacles.

The program provides a deep exploration into all aspects of media, including web design and production; social media analytics; digital audio, video, and graphics; and UX and UI.

Regardless of the specialty, the completion of a practice-based portfolio capstone is central to the program experience. This capstone is not a singular project, but a robust, web-based portfolio generated over time that will showcase accumulated work and skill set depth. The student's portfolio is influenced by every course and program experience and can be shown to employers in a range of fields from marketing, public relations, and advertising to journalism, publishing, entertainment, and health care.

The program encourages applications from prospective students who want to apply skills acquired during their undergraduate education or professional careers. Students come from a diverse range of experiences such as journalism, information technology, graphic design, web design/management, game design, broadcasting, filmmaking, media studies, and public relations; as well as liberal arts and sciences.

MS in Interactive Media and Communications Program of Study

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade less than C must be retaken.

The program has 9 credits of required courses and 21 credits of electives. A flexible elective structure allows students to customize the degree to coincide with career goals. Students have the opportunity to enroll in an optional 3-credit internship as part of the program.

A required master's capstone experience is included in the 30 credits. For the capstone, the students create a professional-quality web portfolio selected from the best work from their courses and experiences while in the program.

The program may be completed in 21 months, provided students complete two courses per semester including summer. The program is designed to be completed online. Full-time students can finish in 16 months. Fall and spring starts are available.

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor's/master's program.

Required Core Courses

Code	Title	Credits
ICM 501	Foundations in Graduate Studies	3
ICM 506	Writing for Interactive Media	3
ICM 601	Master's Capstone	3
Total Credits		9

Electives (select seven, aligned with your professional goals)

Code	Title	Credits
Select seven courses from the following list:		21
ICM 502	Visual Design	
ICM 504	Motion Across Media	
ICM 505	Web Technologies	
ICM 508	Audio and Video Design	
ICM 512	Principles of User Experience Design	
ICM 513	Content Strategy	
ICM 514	Understanding Your Audience	
ICM 517	Ideation, Prototyping and Testing	
ICM 518	Visual Storytelling	
ICM 522	Social Media Practice and Techniques	
ICM 524	Social Media Analytics	
ICM 528	Content Creation	
ICM 529	Data Visualization	
ICM 531	Graduate Internship	
ICM 540	Interactive Communications Abroad	
Total Credits		21

Student Learning Outcomes

The Interactive Media and Communications program (ICM) encompasses a wide spectrum of interactive media. The program acknowledges that interactive media is a cultural catalyst that has revolutionized the way people communicate. It prepares students to think and act critically, creatively and ethically. The program provides a rigorous curriculum of research, writing, conceptualization, problem-solving, innovation and creative practice. Students graduating from this program are well prepared to meet the challenges within the field of interactive media and to develop ethical cross-media communication strategies. The areas of study are always evolving and include visual design, web technology, motion graphics, UX, social media, content creation, audio/video design, and writing. The program concludes with a capstone experience that is a culmination of work created throughout the program. The following competencies are critical for interactive media practitioners, and they construct a framework that contributes to the overall effective practice of the discipline.

Upon completion of the program, students should be able to demonstrate the following competencies:

- Conduct In-Depth Research:** Conduct in-depth research using professional methods and terminology that demonstrates fluency in the use of the formal vocabulary and concepts. This includes recognizing the influence of major cultural, historical, technological

and aesthetic trends on contemporary interactive products and services.

- b. **Practice Creative and Critical Thinking:** Practice processes and methods that cover empathy, the psychology of the user, problem definition, and ideation methods. They build a knowledge base and skill set required to practice across media and to conduct the “deep work” required of master’s level study.
- c. **Solve Creative Problems:** Solve creative problems using the synthesis of technical, aesthetic and conceptual knowledge. This is demonstrated by the ability to create and develop visual and written responses to communication problems using research, preproduction, storyboarding and media production techniques.
- d. **Implement Processes:** Use industry standard processes and methods to produce communications that incorporate a high level of strategy, planning, production and distribution. This is exhibited by the ability to solve communication challenges by using analysis, prototyping, user testing and outcome evaluation, among other methods.
- e. **Develop Strategies:** Know how to use words, visuals, video, social media and mobile media to build an audience and deliver content. They create an effective media presence and apply their knowledge to strategic challenges within real-world situations.
- f. **Actualize Concepts:** Actualize technical, aesthetic and conceptual decisions based on using appropriate tools and technology. This includes knowing how to learn techniques with the recognition that technological change is constant.
- g. **Produce Professional Media:** Produce a body of media suitable for seeking professional opportunities in their chosen branch of communication. This is facilitated through the process of identifying and packaging works, creating a consistent message, and using the results of their research and practice. The focus is on a unique and persuasive body of work to be distributed across mediums.

Admission

The School of Communications invites applications from prospective students who wish to pursue the professional practice of interactive media and communications. Recent graduates of a bachelor’s program outside of the communications field are welcome to apply, as are prospective students who are presently working and wish to either shift careers or enhance their professional standing.

Admission is based on the following:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater
- a cover letter expressing interest in pursuing graduate education
- a resume showing experience either as a student or professional
- two academic or professional recommendations
- an online portfolio of written, visual, media or interactive work
- an original piece of writing (1,000-word minimum). This can be an academic, professional or creative work you have already produced or a new original piece of writing on a topic of your choice. We are looking for depth of thought, depth of research, the ability to formulate ideas, and writing skills.

Master of Science in Journalism

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

The MS in Journalism program emphasizes the command of journalism fundamentals and new technologies—all in the service of effective and innovative storytelling. A core of foundational courses stresses the development and practice of reporting and digital skills, and provides a solid underpinning in media ethics.

The program is designed so that students, in consultation with their adviser, develop areas of inquiry to engage in a deep exploration of current issues. By taking elective courses in communications and other areas of the university, students are equipped with the knowledge and insight that lead to high-quality journalistic work.

Our graduates are nimble and adaptable journalists who excel at gathering facts, conducting interviews, writing and producing informative and engaging stories, and expertly using a variety of digital tools.

Courses and labs are offered in our professional all-digital broadcast production environment. Our facilities include two high-definition studios, two podcast studios, two LiveU units for performing live shots in the field, two 4K video editing suites, HD editing suites for single or group projects and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory.

Prior to entering the program, students who do not have a journalism background must complete the boot camp course.

MS in Journalism Curriculum

The MS in Journalism is offered in collaboration with the College of Arts and Sciences. In the School of Communications, students receive journalism-specific theoretical grounding and skills-based instruction. Once matriculated, students must choose an area of inquiry. In collaboration with their academic advisor, students design a course of study that uses elective courses—selected from a pre-approved menu—to deepen their understanding of particular areas of interest.

To earn the master’s degree, students must complete 30 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in two semesters and one summer term.

Sample Full-Time Schedule

Code	Title	Credits
Before Fall Semester Begins:		
Boot Camp (if necessary) - Boot Camp credits do not count toward degree.		
First Semester		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
	Elective Course	3
	Elective Course	3
Second Semester		
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
JRN 600	Capstone Proposal	3
	Elective Course	3
Summer Semester		
JRN 601	Capstone Project	3

Elective Course	3
Total Credits	30

Program of Study

Code	Title	Credits
Required Courses		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
The capstone is a two-semester course that culminates with a professional quality master's project.		
JRN 600	Capstone Proposal	3
JRN 601	Capstone Project	3
Electives		
Students will select four courses in a concentration they will determine with their adviser.		12
Total Credits		30

Students may take other electives with permission of their adviser. Electives are offered on an as-needed basis and may not be available during a given student's program of study.

Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Understand** professional journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
- Analyze** information based on journalistic practices of research, interviews and observation.
- Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
- Report and compose** a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional journalistic reporting and writing practices and ethical standards.

Admission

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning and have a minimum GPA of 3.0. Journalism experience is not required.

Admission to the MS in Journalism program is competitive and based on undergraduate performance as measured by GPA, experience in any career field for students returning to school and the required documents listed below.

Applications are considered on a rolling basis, and students apply to enter during the fall. Applications are evaluated once all materials are received by Quinnipiac.

A complete application consists of the following:

- application form
- application fee
- two professional recommendations
- personal statement explaining decision to pursue graduate study
- current resume
- portfolio of writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)
- official transcripts of all undergraduate and graduate work

Master of Science in Public Relations

Program Contact: Laura Willis (laura.willis@quinnipiac.edu)
203-582-7805

The Master of Science in Public Relations program offers students the opportunity to pursue an advanced degree in a highly competitive and growing field. The program is designed for those interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as (but not limited to) finance, law, health care, technology, human resources, journalism, and marketing. The program helps recent graduates with bachelor's degrees in public relations and other disciplines gain a competitive edge as they enter the workforce. Quinnipiac University undergraduate students may apply for the combined, five-year bachelor's/master's dual-degree program (p. 731).

Graduates of the program are qualified to work as public relations specialists in both the public sector and private sector with expertise and skills applicable to corporate, nonprofit and government institutions. Students study the conceptual and theoretical foundations of public relations, learn how to conduct and analyze public relations research and evaluation, and hone their skills in contemporary public relations practices and techniques. The program stresses professional competence, global consciousness, and professional and social responsibility.

Also available is a Social Media Track for students who want to specialize their degree. Students who choose the Social Media Track take courses that cover social media practices, social and web analytics, and strategic planning. In this track, students learn the fundamental practices that have led to the rise of social media and how to deploy them across multiple platforms and disciplines. Students who complete this track have a firm understanding of the role social media plays in today's communications landscape as well as the tools to deploy new solutions as this media continues to grow and evolve.

MS in Public Relations Program of Study

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grades less than a C. Any graduate course with a grade of less than C has to be retaken.

Students have two options to complete the program: fast track or part-time. Students on a fast track complete the 30-credit program in one calendar year. They take 15 credits in the fall and spring terms, respectively. Students may also elect to complete the program on a part-time basis taking between 3 and 12 credits in a semester.

Code	Title	Credits
Core requirements		
STC 501	Principles and Theories of Public Relations	3

STC 502	Public Relations Research Methods	3
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 514	Social and Mobile Media	3
STC 605	Public Relations Graduate Capstone	3
Public Relations elective requirements¹		
Select two of the following:		6
STC 507	Strategic Planning in Public Relations	
STC 510	Crisis Management	
STC 511	Global Strategy	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 515	Special Topics in Public Relations	
STC 516	Branding Strategies	
STC 518	Measurement and Evaluation	
STC 519	Strategic Public Relations and Reputation Management	
STC 520	Sports Public Relations	
STC 521	Corporate Public Relations	
STC 522	Nonprofit Public Relations	
STC 523	Media Systems and Planning	
STC 525	Financial Communications and Business	
STC 531	Graduate Internship in Public Relations	
STC 540	Strategic Communications Abroad	
STC 547	Entertainment Public Relations	
STC 549	Media Relations	
STC 606	Independent Study	
Free elective		
Select one public relations elective (from list above) or elective from other School of Communications graduate programs approved by adviser		3
Total Credits		30

¹ Students pursuing the Social Media track must complete three social media electives such as ICM 513; ICM 522; ICM 524; ICM 529; etc. (Graduate director approval required.)

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Information Fluency and Analysis:** Plan, conduct, analyze and report primary research findings based on a survey, focus group or other appropriate research means, as well as interpret secondary industry research for a client.
- Critical and Creative Thinking:** Propose measurable, attainable objectives for a client based on primary and secondary research findings and produce a campaign strategy designed to help the client achieve its goals.

- Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Social Intelligence:** Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members and publics to achieve individual and common goals.
- Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

Admission

Applications are accepted on a rolling basis. Applications are reviewed once all of the required materials have been received. Admission is competitive and based on the following application requirements:

Internal Applicants

Applicants who completed their bachelor's degree program at Quinnipiac University no more than one calendar year prior to the upcoming fall semester are required to submit:

- A completed application
- An official transcript
- A letter of personal intent (approximately 500 words)
- A resume

External Applicants

Applicants who completed their bachelor's degree at an external institution or who completed their bachelor's degree at Quinnipiac University more than one calendar year prior to the upcoming fall semester are required to submit:

- A completed application
- An official transcript
- Two letters of recommendation submitted on your behalf
- A letter of personal intent (approximately 500 words)
- A resume and a portfolio of relevant writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)

Master of Science in Public Relations – Online/Professional Track

Program Contact: Laura Willis (laura.willis@quinnipiac.edu)
203-582-7805

The Master of Science in Public Relations—online/professional track is geared toward early- to mid-career professionals who are interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as finance, health, technology, human resources, journalism, marketing and law.

The overriding goal of the program is to develop professionally competent, socially responsible and globally conscious graduates who are familiar with the conceptual and professional foundations of public relations, capable of assessing and applying public relations research, and skilled in contemporary public relations practices and techniques. In keeping with Quinnipiac University's mission, graduates of this online program will be prepared to make contributions as responsible professionals and community leaders in a culturally diverse society.

The online program prepares students for the Accreditation in Public Relations (APR) exam from the Public Relations Society of America. The

core courses are aligned with the 10 Knowledge, Skills and Abilities (KSA) areas tested in the APR exam.

Students admitted to the Master of Science in Public Relations – online/professional track enroll on a part-time basis. Students must complete a 3-credit Capstone project.

MS in Public Relations – Online/ Professional Track Program of Study

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grades less than a C. Any graduate course with a grade of less than C must be retaken.

Code	Title	Credits
Core requirements		
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 510	Crisis Management	3
STC 511	Global Strategy	3
STC 516	Branding Strategies	3
STC 518	Measurement and Evaluation	3
STC 519	Strategic Public Relations and Reputation Management	3
Public Relations elective requirements		
Select one of the following:		3
STC 507	Strategic Planning in Public Relations	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 514	Social and Mobile Media	
STC 515	Special Topics in Public Relations	
STC 520	Sports Public Relations	
STC 521	Corporate Public Relations	
STC 522	Nonprofit Public Relations	
STC 523	Media Systems and Planning	
STC 525	Financial Communications and Business	
STC 547	Entertainment Public Relations	
STC 549	Media Relations	
ICM 522	Social Media Practice and Techniques	
ICM 524	Social Media Analytics	
Capstone requirement		
STC 605	Public Relations Graduate Capstone	3
Total Credits		30

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Information Fluency and Analysis:** Plan, conduct, analyze and report primary research findings based on a survey, focus group or other

appropriate research means, as well as interpret secondary industry research for a client.

- Critical and Creative Thinking:** Propose measurable, attainable objectives for a client-based on primary and secondary research findings and produce a campaign strategy designed to help the client achieve its goals.
- Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Social Intelligence:** Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members and publics to achieve individual and common goals.
- Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

Admission

Applications are accepted on a rolling basis. Applications are reviewed once all of the required materials have been received. Admission is competitive based on the following application requirements:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater
- a resume showing experience either as a student or professional
- two professional or academic recommendations
- online samples of written, visual, media or interactive work
- a 500-word personal statement (see application)

Master of Science in Sports Journalism

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

The Master of Science in Sports Journalism prepares students from all academic and professional backgrounds for careers in broadcast/multimedia sports and in traditional and emerging media companies that focus on reporting and analysis of sports.

The program features training in the principles, tools, craft, history and ethics of contemporary sports journalism in the context of innovative approaches to reporting and presenting information via social media and other forms. Our goal is simple: to transform a lifelong passion for sports into a successful career.

The curriculum prepares students for careers in local, cable and network television news and for websites with a strong visual component.

Students are challenged to develop story ideas through reasoning and observation, to analyze data and public documents, to wisely conduct interviews, to learn the technical skills to acquire and edit video and audio, and, above all, to write with discipline, poise and creative vitality. In short, our program prepares students for the daily test-of-strength that is sports reporting in the 21st century regardless of the distribution platform.

Students who successfully complete the program will be properly trained for a number of career opportunities including on-camera reporters and anchors for broadcast, cable and network television news, play-by-play announcers, analysts, and talk show hosts for terrestrial, online and satellite radio, producers for broadcast, cable and network television

news, producers for news websites, and writers for broadcast news and websites.

Courses and labs are offered in our professional all-digital broadcast production environment. Our facilities include two high-definition studios, two podcast studios, two LiveU units for performing live shots in the field, two 4K video editing suites, HD editing suites for single or group projects and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory. In addition, students will have access to the People's United Center for the coverage of games and interviews.

MS in Sports Journalism

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in one calendar year. Part-time students can do it in two.

Program of Study

Code	Title	Credits
Required Courses		
JRN 504	Digital Essentials	3
JRN 524	TV Reporting	3
JRN 562	Sports Law and Ethics	3
JRN 563	Sports Analytics	3
JRN 564	Presenting and Producing Radio Sports	3
JRN 565	Presenting and Producing Television Sports: Remote	3
JRN 566	Presenting and Producing Television Sports: Studio	3
JRN 574	Crafting the Sports Feature	3
JRN 589	Critical Issues in Sports	3
JRN 595	Sports Clinical	3
JRN 601	Capstone Project	3
Elective Courses		3
Select one elective from those available in consultation with your adviser. Students may take any course in any School of Communications graduate program with permission of program director. Electives are offered on an as-needed basis and may not be available during a given student's program of study.		
Total Credits		36

Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- a. **Understand** professional sports journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.

- b. **Analyze** information based on sports journalistic practices of research, interviews and observation.
- c. **Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
- d. **Report and compose** a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional sports journalistic reporting and writing practices and ethical standards.

Admission

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning and have a minimum GPA of 3.0. Journalism experience is not required.

Admission to the MS in Sports Journalism program is competitive and based on undergraduate performance as measured by GPA, experience in any career field for students returning to school and the required documents listed below.

Applications are considered on a rolling basis, and students apply to enter during the fall. Applications are evaluated once all materials and fees are received by Quinnipiac.

A complete application consists of the following:

- application form
- application fee
- two professional recommendations
- personal statement explaining decision to pursue graduate study
- current resume
- portfolio of writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)
- official transcripts of all undergraduate and graduate work

Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1)

Program Contact: Blythe Frank (Blythe.Frank@qu.edu) 203-582-7624

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) program for students who are currently enrolled in any Quinnipiac undergraduate program and would like to pursue graduate studies at the university. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

Film, television and streaming media companies all over the world need professionals who understand and can manage the production cycle from script development through visual post-production editing and international distribution and marketing. The unique, 36-credit Cinematic Production Management (CPM) program teaches technical skills and practical industry knowledge that gives students a strong overview of industry production history and contemporary professional practice.

Collaborative and heavily project-based, the CPM curriculum was designed with input from Los Angeles-based veterans of the entertainment industry, and culminates in a capstone course wherein

students develop, schedule, budget and create pitch materials for a professional-level film, show or documentary developed over the course of their studies. Additionally, the majority of CPM courses are delivered online, making it practical, cost-effective and convenient.

Graduates are fast-tracked to succeed in a range of entry-level management positions, including production coordinator, writer's assistant, showrunner's assistant and assistant location manager, to name a few. The CPM program pairs well with a variety of backgrounds, from business to theater. It also complements several undergraduate majors in the School of Communications, including film, television and media arts, media studies and public relations, making it an ideal choice for students in Quinnipiac's accelerated dual-degree and dual-degree programs.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Cinematic Production Management (4+1) program complete 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any graduate course with a grade of less than C has to be retaken.

Program of Study

Code	Title	Credits
Required courses		
FTM 501	Production Reconstruction	3
FTM 502	Advanced Production Management Workflow	3
FTM 503	Creative Development	3
FTM 505	Entertainment Law and Deal Making Practice	3
FTM 508	Domestic and Worldwide Distribution and Sales for Film and TV	3
FTM 510	Principles of Post-Production Management	3
FTM 511	Film Finance Models	3
FTM 515	Showrunning for TV	3
FTM 601	Production Management Thesis Production	6
Electives for CPM, select two courses from the list below		6
FTM 512	World Building and Creative Collaboration	
FTM 514	Modern Hollywood and the Future of the Industry	
FTM 550	Special Topics in Cinematic Production Management	

FTM 602 Production Internship/
Apprenticeship

Total Credits

36

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Creative Thinking and Visual Literacy:** Develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created.
- Written and Oral Communication:** Acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms.
- Critical Thinking and Reasoning:** Develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness.
- Information Fluency:** Learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with pre-production, production and post-production phases of film, television and streaming media creation.
- Social Intelligence:** Demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals.
- Diversity Awareness and Sensitivity:** Acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals.
- Responsible Citizenship:** Learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens.

Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to the graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

Dual-Degree Bachelor's/ Master's in Interactive Media and Communications (4+1)

Program Contact: John Powers
(john.powers@quinnipiac.edu) 203-582-7939

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) program for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

The Master of Science in Interactive Media and Communications program merges creative, visual and critical thinking to mold expert digital storytellers and designers who are able to reach audiences on any platform in the world.

The program not only prepares students to design, produce and manage a range of content but also to become strong creative thinkers and visual leaders. Students learn principles of human-centered design to better understand and connect with a wide range of audiences and apply design thinking strategies to solve creative, technical and business-related obstacles.

The program provides a deep exploration into all aspects of media, including web design and production; social media analytics; digital audio, video and graphics; and UX and UI.

Regardless of the specialty, the completion of a practice-based portfolio capstone is central to the program experience. This capstone is not a singular project, but a robust, web-based portfolio generated over time that will showcase accumulated work and skill set depth. The student's portfolio is influenced by every course and program experience and can be shown to employers in a range of fields from marketing, public relations and advertising to journalism, publishing, entertainment and healthcare.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Interactive Media and Communications (4+1) program complete up to 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate advisers to ensure that the courses fit into their degree programs.

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade less than C must be retaken.

The program has 9 credits of required courses and 21 credits of electives. A flexible elective structure allows students to customize the degree to coincide with career goals. Students have the opportunity to enroll in an optional 3-credit internship as part of the program.

Students create a master's blog, to keep a unique record of their research, perspectives and work through the program.

A required master's capstone experience is included in the 30 credits. For the capstone, the students create a professional-quality web portfolio, selecting the best work from their courses and experiences.

Program of Study

Code	Title	Credits
Senior Year (Fourth Year)		
Fall Semester		
ICM 501	Foundations in Graduate Studies	3
Spring Semester		
ICM 506	Writing for Interactive Media	3
Summer Semester		
ICM Elective Courses		6
Graduate Study (Fifth Year)		
Fall Semester		
ICM Elective Courses		9
Spring Semester		
ICM Elective Courses		6
ICM 601	Master's Capstone	3
Total Credits		30

Electives (select seven, aligned with your professional goals)

Code	Title	Credits
Select seven courses from the following list:		
ICM 502	Visual Design	21
ICM 504	Motion Across Media	
ICM 505	Web Technologies	
ICM 508	Audio and Video Design	
ICM 512	Principles of User Experience Design	
ICM 513	Content Strategy	
ICM 514	Understanding Your Audience	
ICM 517	Ideation, Prototyping and Testing	
ICM 518	Visual Storytelling	
ICM 522	Social Media Practice and Techniques	
ICM 524	Social Media Analytics	
ICM 528	Content Creation	
ICM 529	Data Visualization	
ICM 530	Independent Study	
ICM 531	Graduate Internship	
Total Credits		21

Student Learning Outcomes

The Interactive Media and Communications program (ICM) encompasses a wide spectrum of interactive media. The program acknowledges that interactive media is a cultural catalyst that has revolutionized the way people communicate. It prepares students to think and act critically, creatively and ethically. The program provides a rigorous curriculum of research, writing, conceptualization, problem solving, innovation and creative practice. Students graduating from this program are well

prepared to meet the challenges within the field of interactive media and to develop ethical cross-media communication strategies. The areas of study are always evolving and include visual design, web technology, motion graphics, UX, social media, content creation, audio/video design and writing. The program concludes with a capstone experience that is a culmination of work created throughout the program. The following competencies are critical for interactive media practitioners, and they construct a framework that contributes to the overall effective practice of the discipline.

Upon completion of the program, students should be able to demonstrate the following competencies:

- a. **Conduct In-Depth Research:** Conduct in-depth research using professional methods and terminology that demonstrates fluency in the use of formal vocabulary and concepts. This includes recognizing the influence of major cultural, historical, technological and aesthetic trends on contemporary interactive products and services.
- b. **Practice Creative and Critical Thinking:** Practice processes and methods that cover empathy, the psychology of the user, problem definition and ideation methods. They build a knowledge base and skill set required to practice across media and to conduct the “deep work” required of master’s level study.
- c. **Solve Creative Problems:** Solve creative problems using the synthesis of technical, aesthetic and conceptual knowledge. This is demonstrated by the ability to create and develop visual and written responses to communication problems using research, pre-production, storyboarding and media production techniques.
- d. **Implement Processes:** Use industry-standard processes and methods to produce communications that incorporate a high level of strategy, planning, production and distribution. This is exhibited by the ability to solve communication challenges by using analysis, prototyping, user testing and outcome evaluation, among other methods.
- e. **Develop Strategies:** Know how to use words, visuals, video, social media and mobile media to build an audience and deliver content. They create an effective media presence and apply their knowledge to strategic challenges within real-world situations.
- f. **Actualize Concepts:** Actualize technical, aesthetic and conceptual decisions based on using appropriate tools and technology. This includes knowing how to learn techniques with the recognition that technological change is constant.
- g. **Produce Professional Media:** Produce a body of media suitable for seeking professional opportunities in their chosen branch of communication. This is facilitated through the process of identifying and packaging works, creating a consistent message, and using the results of their research and practice. The focus is on a unique and persuasive body of work to be distributed across mediums.

Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's in Interactive Media and Communications (ICM) program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to the ICM program director in the School of Communications and must consist of the following:

- application form
- resume

- a cover letter that explains your decision to pursue graduate education
- an original piece of writing (1,000-word minimum). This can be an academic, professional or creative work you have already produced or a new original piece of writing on a topic of your choice. We are looking for depth of thought, depth of research, ability to formulate ideas, and writing skills.
- two letters of reference (one from a professor in the student's major)

Dual-Degree Bachelor's/Master's in Journalism (4+1)

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's in Journalism (4+1) for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate program director. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

The MS in Journalism program emphasizes the command of journalism fundamentals and new technologies—all in the service of effective and innovative storytelling. A core of foundational courses stresses the development and practice of reporting and digital skills, and provides a solid underpinning in media ethics.

The program is designed so that students, in consultation with their adviser, develop areas of inquiry to engage in a deep exploration of current issues. By taking elective courses in communications and other areas of the university, students are equipped with the knowledge and insight that lead to high-quality journalistic work.

Our graduates are nimble and adaptable journalists who excel at gathering facts, conducting interviews, writing and producing informative and engaging stories, and expertly using a variety of digital tools.

Courses and labs are offered in our professional all-digital broadcast production environment. Our facilities include two high-definition studios, two podcast studios, two LiveU units for performing live shots in the field, two 4K video editing suites, HD editing suites for single or group projects and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory.

Prior to entering the program, students who do not have a journalism background must complete the boot camp course.

Dual-Degree Bachelor's/Master's in Journalism (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor's/master's program in their junior year.

Students in the dual-degree program complete up to 6 credits of graduate courses during their senior year, which also fulfills undergraduate

electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

The MS in Journalism is offered in collaboration with the College of Arts and Sciences. In the School of Communications, students receive journalism-specific theoretical grounding and skills-based instruction. Once matriculated, students must choose an area of inquiry. In collaboration with their academic adviser, students design a course of study that uses elective courses—selected from a pre-approved menu—to deepen their understanding of particular areas of interest.

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in two semesters and one summer term.

Sample Schedule

Code	Title	Credits
Senior Year (Fourth Year)		
Fall or Spring Semester		
JRN Elective		3
Graduate Study (Fifth Year)		
Fall Semester		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN Elective		3
JRN Elective		3
Spring Semester		
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
JRN 600	Capstone Proposal	3
JRN Elective		3
Summer Semester		
JRN 601	Capstone Project	3
Total Credits		30

Program of Study

Code	Title	Credits
Required Courses		
JRN 501	Reporting and Fact-Checking	3
JRN 504	Digital Essentials	3
JRN 546	Digital News Production	3
JRN 552	Media Law and Ethics	3
The capstone is a two-semester course that culminates with a professional quality master's project.		
JRN 600	Capstone Proposal	3
JRN 601	Capstone Project	3
Elective Courses		
Students select four courses in a concentration they determine with their adviser. Students may take other electives with permission of their adviser. Electives are offered on an as-needed basis and may not be available during a given student's program of study.		12
Total Credits		30

Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Understand** professional journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
- Analyze** information based on journalistic practices of research, interviews and observation.
- Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
- Report and compose** a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional journalistic reporting and writing practices and ethical standards.

Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to the graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

Dual-Degree Bachelor's/Master's in Public Relations (4+1)

Program Contact: Laura Willis (laura.willis@quinnipiac.edu)
203-582-7805

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's in Public Relations (4+1) program for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. If accepted, students typically take 6 credits of graduate courses during their senior year beginning in the fall semester. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

The Master of Science in Public Relations program offers students the opportunity to pursue an advanced degree in a highly competitive and growing field. The program is designed for those interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as (but not limited to) finance, law, health care, technology, human resources, journalism and marketing. The program helps recent graduates with bachelor's degrees in public relations and other disciplines gain a competitive edge as they enter the workforce.

Graduates of the program are qualified to work as public relations specialists in both the public sector and private sector with expertise and skills applicable to corporate, nonprofit and government institutions. Students study the conceptual and theoretical foundations of

public relations, learn how to conduct and analyze public relations research and evaluation, and hone their skills in contemporary public relations practices and techniques. The program stresses professional competence, global consciousness, and professional and social responsibility.

Also available is a Social Media Track for students who want to delve deeper into social media. Students who choose the Social Media Track take courses that cover social media practices, social and web analytics, and strategic planning. In this track, students learn the fundamental practices that have led to the rise of social media and how to deploy them across multiple platforms and disciplines. Students who complete this track have a firm understanding of the role social media plays in today's communications landscape as well as the tools to deploy new solutions as this media continues to grow and evolve.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Public Relations (4+1) program complete 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

To earn the master's degree, students must complete 30 credits with a minimum 3.0 GPA and no grades less than a C. Any graduate course with a grade of less than C has to be retaken.

Sample Schedule

Code	Title	Credits
Senior Year (Fourth Year)		
Fall Semester		
STC 501	Principles and Theories of Public Relations	3
Spring Semester		
STC 506	Public Relations Management	3
Graduate Study (Fifth Year)		
Fall Semester		
STC 502	Public Relations Research Methods	3
STC 504	Law and Ethics in Public Relations	3
STC 514	Social and Mobile Media	3
STC Elective		3
Spring Semester		
STC 505	Public Relations Writing	3
STC 531	Graduate Internship in Public Relations	3
STC 605	Public Relations Graduate Capstone	3
STC Elective		3
Total Credits		30

Program of Study

Code	Title	Credits
Core requirements		
STC 501	Principles and Theories of Public Relations	3
STC 502	Public Relations Research Methods	3
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 514	Social and Mobile Media	3
STC 605	Public Relations Graduate Capstone	3
Public Relations elective requirements ¹		
Select two of the following:		6
STC 507	Strategic Planning in Public Relations	
STC 510	Crisis Management	
STC 511	Global Strategy	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 515	Special Topics in Public Relations	
STC 516	Branding Strategies	
STC 518	Measurement and Evaluation	
STC 519	Strategic Public Relations and Reputation Management	
STC 520	Sports Public Relations	
STC 521	Corporate Public Relations	
STC 522	Nonprofit Public Relations	
STC 523	Media Systems and Planning	
STC 525	Financial Communications and Business	
STC 531	Graduate Internship in Public Relations	
STC 540	Strategic Communications Abroad	
STC 547	Entertainment Public Relations	
STC 549	Media Relations	
STC 606	Independent Study	
Free elective		
Select one public relations elective (from list above) or elective from other School of Communications graduate programs approved by adviser		3
Total Credits		30

¹ Students pursuing the Social Media track must complete three social media electives such as ICM 513; ICM 522; ICM 524; ICM 529; etc. (Graduate director approval required.)

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Information Fluency and Analysis:** Plan, conduct, analyze and report primary research findings based on a survey, focus group or other

appropriate research means, as well as interpret secondary industry research for a client.

- b. **Critical and Creative Thinking:** Propose measurable, attainable objectives for a client based on primary and secondary research findings and produce a campaign strategy designed to help the client achieve its goals.
- c. **Effective Communication:** Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- d. **Social Intelligence:** Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members and publics to achieve individual and common goals.
- e. **Quantitative and Qualitative Literacy:** Propose an evaluation of a campaign to measure the campaign's effectiveness.

Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to the graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- cover letter

Dual-Degree Bachelor's/Master's in Sports Journalism (4+1)

Program Contact: Molly Yanity (Molly.Yanity@quinnipiac.edu)
203-582-5031

Quinnipiac offers a five-year Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate sports journalism director. Those credits can be applied to both undergraduate and graduate programs. Applications for the dual-degree program are available through the School of Communications.

The Master of Science in Sports Journalism prepares students from all academic and professional backgrounds for careers in broadcast/multimedia sports and in traditional and emerging media companies that focus on reporting and analysis of sports.

The program features training in the principles, tools, craft, history and ethics of contemporary sports journalism in the context of innovative approaches to reporting and presenting information via social media and other forms. Our goal is simple: to transform a lifelong passion for sports into a successful career.

Students are challenged to develop story ideas through reasoning and observation, to wisely conduct interviews, to write thoughtful stories, to learn the technical skills to acquire and edit video and audio, as well as the behind-the-scenes work that goes into producing shows. In short, our

program prepares students for the daily test-of-strength that is sports reporting in the 21st century regardless of the distribution platform.

Students who successfully complete the program are properly trained for a number of career opportunities including on-camera reporters and anchors for broadcast, cable and network television news, play-by-play announcers, analysts, and talk show hosts for terrestrial, online and satellite radio, producers for broadcast, cable and network television news, producers for news websites, and writers for broadcast news and websites.

Courses and labs are offered in our professional all-digital broadcast production environment. Our facilities include two high-definition studios, two podcast studios, two LiveU units for performing live shots in the field, two 4K video editing suites, HD editing suites for single or group projects and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory. In addition, students have access to the People's United Center for the coverage of games and interviews.

Dual-Degree Bachelor's/Master's (4+1) Program of Study

Current Quinnipiac undergraduate students may apply for the five-year dual-degree bachelor's/master's program in their junior year.

Students in the Dual-Degree Bachelor's/Master's in Sports Journalism (4+1) program complete up to 6 credits of graduate courses during their senior year, which also fulfills undergraduate electives. Students must work with their undergraduate adviser to ensure that the courses fit into their degree programs.

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken.

Sample Schedule

Code	Title	Credits
Senior Year (Fourth Year)		
Fall Semester		
JRN Required Course		3
Spring Semester		
JRN Required Course		3
Graduate Study (Fifth Year)		
Fall Semester		
JRN Required Courses		12
Spring Semester		
JRN Required Courses		12
Summer Semester		
JRN 601	Capstone Project	3
JRN Elective		3
Total Credits		36

Program of Study

Code	Title	Credits
Required Courses		
JRN 504	Digital Essentials	3
JRN 524	TV Reporting	3
JRN 562	Sports Law and Ethics	3
JRN 563	Sports Analytics	3
JRN 564	Presenting and Producing Radio Sports	3
JRN 565	Presenting and Producing Television Sports: Remote	3
JRN 566	Presenting and Producing Television Sports: Studio	3
JRN 574	Crafting the Sports Feature	3
JRN 589	Critical Issues in Sports	3
JRN 595	Sports Clinical	3
JRN 601	Capstone Project	3

Elective Course

Select one elective from those available in consultation with your adviser. Students may take any course in any School of Communications graduate program with permission of program director. Electives are offered on an as-needed basis and may not be available during a given student's program of study.	3
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Total Credits **36**

Courses and curriculum requirements are subject to change.

Student Learning Outcomes

Upon completion of the program, students should be able to demonstrate the following competencies:

- Understand** professional sports journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
- Analyze** information based on sports journalistic practices of research, interviews and observation.
- Evaluate** information in determining the story's narrative structure and reach via social media and other applications.
- Report and compose** a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional sports journalistic reporting and writing practices and ethical standards.

Admission

Quinnipiac University students from any undergraduate major may apply to the dual-degree bachelor's/master's program during their junior year. The deadline is the third Friday in February. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to the graduate programs director in the School of Communications and consists of the following:

- application form
- resume

- two letters of reference (one from a professor in the student's major)
- a personal statement

School of Computing and Engineering Center for Communications and Engineering

203-582-7985 (central office)

Administrative Officers

Title	Name	Phone	Email
Interim Dean	Lynn Byers	203-582-5028	lynn.byers@qu.edu
Associate Dean	Corey Kiassat	203-582-5020	corey.kiassat@qu.edu
Director of Career Development	John Bau	203-582-7434	john.bau@qu.edu
Director of Operations and Technology	Richard G. Brownell	203-582-3653	richard.brownell@qu.edu

Programs

Program	Name	Phone	Email
Cybersecurity	Frederick Scholl	203-582-7394	frederick.scholl@qu.edu
Dual Degree Program - BA/MS in Computer Science and Cybersecurity	Jonathan Blake	203-582-8539	jonathan.blake@qu.edu
Badge - Enterprise Cybersecurity Risk Management in Healthcare	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu
Badge - Ethical Hacking and Penetration Testing	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu
Badge - Hands-On HIPAA Compliance Risk Management	Fredrick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu
Badge - Hands-On HIPAA Security Risk Analysis and Risk Management	Frederick Scholl	203-582-7394	frederick.scholl@quinnipiac.edu

Master of Science

- Cybersecurity (p. 737)

Dual-Degree Program

- Dual-Degree BA/MS or BS/MS in Cybersecurity (p. 440) (4+1)

Cybersecurity (CYB)

CYB 501. Foundations of Cyber Security.

1 Credit.

This course introduces students to fundamental security principles and security defense. Students learn the concepts of information security risks, vulnerabilities, assets and threats.

Offered: Every year, Fall and Spring

- CYB 502. Introduction to Cyber Threats.** 1 Credit.
This course introduces students to the analysis of cyber threats. Students learn to identify bad actors in cyberspace and assess their resources, capabilities, techniques and motivations. Students learn to describe different types of cyber attacks and their characteristics.
Corequisites: Take CYB 501.
Offered: Every year, Fall and Spring
- CYB 503. Introduction to Cyber Defense.** 1 Credit.
Students learn about cyber defense tools and techniques. This course covers how to apply cyber defense tools and techniques to prepare a system to repel attacks.
Corequisites: Take CYB 502.
Offered: Every year, Fall and Spring
- CYB 506. Introduction to Programming for Security Professionals.** 1 Credit.
This course introduces students to basic scripting and programming concepts needed for security defense. Course topics include writing scripts for Windows and Linux; understanding basic programming security concepts; basic programming constructs, such as variables, types, loops, functions and data structures.
Offered: Every year, Summer
- CYB 509. Operating Systems Security.** 1 Credit.
This course introduces students to operating systems and the software to support these systems. Topics include operating system security configuration, control objectives, control maintenance and forensics. The course includes hands-on implementation of security controls, including access management, file and process security configuration, and security monitoring.
Offered: Every year, Spring
- CYB 517. Introduction to Cryptography.** 1 Credit.
This course introduces students to cryptography algorithms, protocols and applications. Topics include history; applications, such as SSL and SSH; and protocols, such as hash functions, symmetric and asymmetric cryptography, and attack-vectors for systems.
Offered: Every year, Spring
- CYB 524. Relational Database Security.** 1 Credit.
This course introduces students to different relational database management systems (DMS) and DMS security concerns and methods. Topics covered include hashing and encryption, database access controls, unauthorized access, data corruption and injection.
Offered: Every year, Spring
- CYB 526. Non-Relational Database Security.** 1 Credit.
This course introduces students to the theory, application and security of nonrelational database systems. It focuses on data management, query and security aspects of nonrelational databases. Topics include a comparison between relational and nonrelational database models, NoSQL storage types for different databases such as MongoDB, Hadoop, Amazon DynamoDB, document-based databases and graph databases.
Corequisites: Take CYB 524;
Offered: Every year, Spring
- CYB 540. Introduction to Secure Networking.** 1 Credit.
This course introduces students to the theoretical and practical aspects of designing, developing and defending computer networks. Topics include network models, media, architectures, devices, protocols, services, applications and use of network security tools.
Offered: Every year, Spring
- CYB 550. Cyber Policy.** 3 Credits.
There are three parts to this course. The first part covers the applicable federal and state laws and policies related to cyber defense, pertaining to the storage and transmission of data. In the second part, students analyze and develop enterprise security policies. Finally, students learn how to implement machine security policies.
Corequisites: Take CYB 503.
Offered: Every year, Fall and Summer
- CYB 610. Hands-on HIPAA Compliance Risk Management.** 1 Credit.
This course introduces students to the HIPAA Privacy, Security and Breach Notification Regulations. The focus is on regulations and compliance. Students will be able to assess the HIPAA privacy, security and breach notification compliance of their own organizations or a model healthcare organization described within the course. Students will get hands-on experience using cloud-based security and privacy assessment tools.
Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.
Offered: Every year, Summer
- CYB 611. Hands-On HIPAA Security Risk Analysis and Risk Management.** 1 Credit.
This course will teach the theory and practice of Enterprise Cybersecurity Risk Management. The focus will be on risks associated with healthcare organizations. These risks go beyond compliance risks and include risks related to safeguarding the exploding quantities of healthcare data, systems, and devices. Students will learn best practices for risk analysis, what the Office for Civil Rights demands in a risk analysis and will conduct a risk analysis of a model healthcare organization created for the course. Students will get hands-on experience using cloud-based risk analysis tools.
Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.
Offered: Every year, Summer
- CYB 612. Enterprise Cybersecurity Risk Management in Healthcare.** 1 Credit.
This course will cover what it takes to establish, implement, and mature an Enterprise Cybersecurity Risk Management (ECRM) program. ECRM is a part of enterprise risk management and supports the business needs and mission of the organization. We will cover case studies of healthcare organizations and how they did or did not secure their health information. Lessons learned from actual breach events will be discussed along with lessons learned from organizations with effective ECRM programs. Students will learn how to organize for effective security defense including: governance, people, process, technology, and engagement. Students will get hands-on experience using cloud-based risk management tools.
Prerequisites: Rising senior status minimum. Previous exposure to health organizations necessary, either through academic course work or professional work.
Offered: Every year, Summer
- CYB 660. Programming for Security Analytics.** 1 Credit.
This course introduces students to basic command-line methods used in machine data analytics. Student learn how to collect machine logs, search log data, and identify anomalies in logs.
Corequisites: Take CYB 506.
Offered: Every year, Summer

- CYB 661. Programming for Security Automation.** **1 Credit.**
 This course focuses on programming methods that are applicable to security automation. Students gain experience in automation using Python and Cloud native CLI to facilitate such tasks as automated code scanning; automated application scanning in testing and staging; automated network, server, container configuration checks; and continuous monitoring of development pipeline components and job scheduling.
Corequisites: Take CYB 660.
Offered: Every year, Summer
- CYB 662. Secure Web Applications Design.** **1 Credit.**
 This course covers the design and architecture of secure web applications, such as: traditional three-tier architectures, SOA, microservices, FaaS; application protocols; authentication and session management; client and server-side controls; input-based vulnerabilities and web application attack trends.
Corequisites: Take CYB 661.
Offered: Every year, Summer
- CYB 663. Secure Web Applications Engineering.** **1 Credit.**
 In this course, students learn processes and practices needed to secure applications within the Software Development Life Cycle (SDLC). The course covers traditional SDLC processes and methods to secure modern Cloud native development processes and using concepts of DevSecOps.
Corequisites: Take CYB 662.
Offered: Every year, Summer
- CYB 664. Web Applications Security Testing.** **1 Credit.**
 This course introduces students to web application security testing. Topics include application security metrics, selecting the right testing tool and integrating the results into the development life cycle. Students gain hands-on experience using these tools in practical settings.
Corequisites: Take CYB 663.
Offered: Every year, Summer
- CYB 665. Workforce Access Security.** **1 Credit.**
 This course focuses on authentication and user access technologies and practices within the enterprise. Topics include Active Directory services and architecture, and enterprise network access protocols.
Offered: Every year, Fall
- CYB 667. B2C Access Security.** **1 Credit.**
 This course focuses on authentication and user access technologies and practices within B2C access. Topics include standards-based B2C authentication and access management protocols.
Corequisites: Take CYB 665.
Offered: Every year, Fall
- CYB 669. B2B Access Security.** **1 Credit.**
 This course covers access concepts based on B2B communication APIs, such as standard-based protocols and B2B on-boarding, for mobile, social and IoT applications.
Corequisites: Take CYB 667.
Offered: Every year, Fall
- CYB 670. IoT Security.** **1 Credit.**
 This course covers security as it pertains to embedded devices, embodied by the growth of the Internet of Things (IoT). Students learn about the specific security issues related to embedded devices, including Linux malware, DDoS attacks, botnets, cryptography and personal privacy.
Corequisites: Take CYB 526.
Offered: Every year, Spring
- CYB 675. Ethical Hacking and Penetration Testing.** **2 Credits.**
 This course will introduce students to concepts and practices of ethical hacking and penetration testing. Students will learn how to plan, organize, and perform penetration testing on a simple network.
Offered: Spring
- CYB 680. Introduction to Cloud Security.** **1 Credit.**
 In this course, students learn fundamentals of Cloud computing and Cloud security. This course covers topics such as shared responsibility models for IaaS, PaaS, SaaS and FaaS, and Cloud Security Alliance CCM. Students get hands-on experience creating secure systems within a commercial Cloud vendor environment.
Offered: Every year, Fall
- CYB 681. Securing Workloads in AWS.** **1 Credit.**
 This course covers concepts and practices for securing AWS workloads. Students are introduced to security controls, such as access controls using IAM, logging and auditing, and other AWS security services.
Corequisites: Take CYB 680.
Offered: Every year, Fall
- CYB 682. Securing Workloads in Azure.** **1 Credit.**
 This course covers concepts and practices for securing Azure workloads. Students are introduced to security controls, such as access controls using IAM, logging and auditing, and other AWS security services.
Corequisites: Take CYB 680.
Offered: Every year, Fall
- CYB 683. Resilient System Design and Development.** **1 Credit.**
 This course introduces students to the concepts of secure system design and cyber resilience. The content of this course includes best security processes recommended in NIST 800-160 and techniques and technologies needed for secure system design and development.
Prerequisites: Take CYB 680.
Offered: Every year, Spring
- CYB 684. Resilient System Testing.** **1 Credit.**
 This course introduces students to state-of-the-art concepts and methods to evaluate cyber resiliency. Topics include breach and attack simulation, configuration assessment and compliance. Hands-on experience with systems testing tools is part of this course.
Corequisites: Take CYB 683.
Offered: Every year, Spring
- CYB 685. Operating Resilient Systems.** **1 Credit.**
 This course includes hands-on experience with tools for security activities such as intrusion detection and cloud security monitoring. Other topics this course covers include Site Reliability Engineering (SRE), maintaining situational awareness and dynamic threat.
Corequisites: Take CYB 684.
Offered: Every year, Spring
- CYB 691. MS Cybersecurity Capstone.** **3 Credits.**
 This capstone course is designed to enable students to directly utilize what has been learned in the tools and applications courses in order to analyze and offer solutions for a major cybersecurity challenge. A definition of the problem, analysis of options and a comprehensive presentation of findings and solutions are required components of the course.
Prerequisites: Permission of the Program Director.
Offered: Every year, Spring and Summer

Badge in Enterprise Cybersecurity Risk Management in Healthcare

Program Contact: Frederick Scholl
(frederick.scholl@qu.edu) 203-582-7394

This badge will cover what it takes to establish, implement and mature an Enterprise Cybersecurity Risk Management (ECRM) program. ECRM is a part of enterprise risk management and supports the business needs and mission of the organization. Students will cover case studies of healthcare organizations and how they did or did not secure their health information. Lessons learned from actual breach events will be discussed along with lessons learned from organizations with effective ECRM programs. Students will learn how to organize for effective security defense including: governance, people, process, technology and engagement. Students will get hands-on experience using cloud-based risk management tools.

This badge is offered as an elective (CYB 612) to students within the MS Cybersecurity degree program.

Badge in Ethical Hacking and Penetration Testing

Program Contact: Frederick Scholl
(frederick.scholl@qu.edu) 203-582-7394

Students will be able to plan, organize and perform penetration testing on a simple network. Students will be able to write a formal penetration testing report on those tests. Students will be able to: discuss legal and ethical requirements to conduct penetration tests; be able to scope a pen test project; be able to describe the different types of pen tests including advantages and disadvantages; be able to execute basic commands in Kali Linux; be able to collect open-source intelligence against a target; be able to explain the difference between active and passive scanning; be able to scan a network using Nmap.

This badge is offered as an elective (CYB 675) to students within the MS Cybersecurity degree program.

Badge in Hands-On HIPAA Compliance Risk Management

Program Contact: Frederick Scholl
(frederick.scholl@qu.edu) 203-582-7394

This badge introduces students to the HIPAA Privacy, Security and Breach Notification Regulations. The focus is on regulations and compliance. Learning Objectives: (1) Be able to list the principal requirements of the HIPAA Privacy Rule, Security Rule and Breach Notification Rule; (2) Be able to evaluate security, privacy and breach notification compliance of an organization using an automated tool. Students will be able to assess the HIPAA Privacy, Security and Breach Notification compliance of their own organizations or a model healthcare organization described within the course. Students will get hands-on experience using cloud-based security and privacy assessment tools.

This badge is offered as an elective (CYB 610) to students within the MS Cybersecurity degree program.

Badge in Hands-On HIPAA Security Risk Analysis and Risk Management

Program Contact: Frederick Scholl
(frederick.scholl@qu.edu) 203-582-7394

This badge will teach the theory and practice of Enterprise Cybersecurity Risk Management. The focus will be on risks associated with healthcare organizations. These risks go beyond compliance risks and include risks related to safeguarding the exploding quantities of healthcare data, systems and devices. Students will learn best practices for risk analysis, what the Office for Civil Rights demands in a risk analysis of a model healthcare organization created for the course. Students will get hands-on experience using a cloud-based risk analysis tool.

This badge is offered as an elective (CYB 611) to students within the MS Cybersecurity degree.

Master of Science in Cybersecurity

Program Contact: Frederick Scholl (frederick.scholl@qu.edu)
203-582-7394

The Master of Science in Cybersecurity program is a fully online program within the School of Computing and Engineering. It is a technical degree program designed to prepare a wide range of students to operate as cyber defenders for present-day and future information systems and networks.

The 30-credit Master of Science in Cybersecurity includes up-to-date security knowledge and skills in demand in today's workplace. These include principles of risk management, software security, cloud security and resilient systems. Both security theory and hands-on skills are developed, utilizing current security tools in cloud and on-ground environments. The coursework also embodies the knowledge units set forth by the National Centers of Academic Excellence in Cyber Defense Education (CAE-CDE). Degree coursework culminates with a capstone project that challenges students to examine the architecture of a complex system, identify vulnerabilities and determine the specific security defenses that should be employed.

For individuals working in the field seeking to fine tune their current skill sets without immediately pursuing a complete degree, you may take any of the 1-credit courses, subject to program director approval. Any course taken will count as a stackable credential.

Master of Science in Cybersecurity Program of Study

The following courses are core requirements of the Cybersecurity program:

Code	Title	Credits
Risk Management Coursework (6 credits)		
CYB 501	Foundations of Cyber Security	1
CYB 502	Introduction to Cyber Threats	1
CYB 503	Introduction to Cyber Defense	1
CYB 550	Cyber Policy	3
Security Technology Coursework (3 credits)		
CYB 509	Operating Systems Security	1
CYB 517	Introduction to Cryptography	1

CYB 540	Introduction to Secure Networking	1
Data Security Coursework (3 credits)		
CYB 524	Relational Database Security	1
CYB 526	Non-Relational Database Security	1
CYB 670	IoT Security	1
Software Security Coursework (6 credits)		
CYB 506	Introduction to Programming for Security Professionals	1
CYB 660	Programming for Security Analytics	1
CYB 661	Programming for Security Automation	1
CYB 662	Secure Web Applications Design	1
CYB 663	Secure Web Applications Engineering	1
CYB 664	Web Applications Security Testing	1
Access Security Coursework (3 credits)		
CYB 665	Workforce Access Security	1
CYB 667	B2C Access Security	1
CYB 669	B2B Access Security	1
Cloud Security Coursework (3 credits)		
CYB 680	Introduction to Cloud Security	1
CYB 681	Securing Workloads in AWS	1
CYB 682	Securing Workloads in Azure	1
Resilient Systems Security Coursework (3 credits)		
CYB 683	Resilient System Design and Development	1
CYB 684	Resilient System Testing	1
CYB 685	Operating Resilient Systems	1
Capstone Project (3 credits)		
CYB 691	MS Cybersecurity Capstone	3
Total Credits		30

- c. Have at least 2 years of applicable work experience or military service including experience with network technology, database management and programming; OR
- d. Receive approval from the program director

Student Learning Outcomes

The mission of the MS in Cybersecurity program is to equip students to succeed as effective cyber defenders in a rapidly changing business and technology environment. Specific objectives include:

- a. **Train** students to be able to apply risk management concepts to cybersecurity challenges.
- b. **Enable** students to use and evaluate software to manage cybersecurity risk.
- c. **Create** the next generation of cloud native security professionals.
- d. **Enable** students to design, build and operate resilient systems that meet business objectives.

Admission

To qualify for admission into the MS Cybersecurity program, a student must have completed a bachelor's degree from a regionally accredited institution and meet *one of the following criteria*:

- a. Have an undergraduate degree in computer engineering, software engineering or computer science; OR
- b. Have an undergraduate degree in another area with applicable coursework or certificates in network technology, database management and programming; OR

SCHOOL OF EDUCATION

North Haven Campus

Main Office: 203-582-3354

Administrative Officers

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Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

Master of Arts in Teaching

- Dual-Degree BA/MAT or BS/MAT in Elementary Education (4+1) (p. 684)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (p. 687)
- Graduate MAT Degree in Elementary Education (p. 456)
- Graduate MAT Degree in Secondary Education (p. 458)
- Graduate MAT Degree in Special Education (p. 460)

Master of Science

- Dual-Degree BA/MS or BS/MS in Instructional Design and Technology (p. 455)
- MS in Instructional Design and Technology (p. 462) (online-only program)
- MS in Special Education (p. 463) (online-only program)

Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (p. 465)

Certificate

- Certificate in Social and Emotional Learning and School Climate (p. 454)
- Special Education Certificate of Completion (p. 467)
- Online Course Design Certificate (p. 465)

Education (ED)

ED 140. Introduction to Public Education and the Teaching Profession.

1 Credit.

This course is open to all first-year students and sophomores who are interested in public education in the United States. The course is required for students who plan to enroll in the five-year dual-degree MAT program, as it provides basic knowledge of public education and the teaching profession including current functions, trends and future expectations. The course also addresses issues related to the teaching profession including licensure, interstate certification, dual and cross-endorsements and teacher and pupil demographics across the U.S. Finally, the course provides opportunities for applicants to practice and refine writing skills essential for success in the dual-degree MAT program. Course is graded pass/fail.

Offered: Every year, Fall and Spring

ED 220. Introduction to Education Studies.

3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Only IDS majors may register for this course. Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 250. Diversity, Dispositions and Multiculturalism.

3 Credits.

This course examines the social, economic and political organization of public education in the United States, with a particular emphasis on the implications for historically marginalized populations. This course is required for all dual-degree MAT students. The course explores diversity and multiculturalism on the individual as well as institutional level, with a focus on concepts such as privilege, discrimination, racism and social transformation.

Prerequisites: Take EN 101 or EN 103H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

ED 251. Global Engagement in Education. 3 Credits.

This course provides a faculty-led opportunity for students to spend their spring break studying education in Guatemala. The course meets throughout the spring semester in preparation for the trip and post-spring break to reflect and learn from the experience. Topics include the history and culture of the country to be visited, intercultural complexity and cultural humility, frameworks of global engagement, peer-to-peer learning with local educators and the exploration of global educational models. All students must apply for this course in the fall semester through the Office of Global Engagement prior to registration. Enrollment is limited.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 252. Antiracism and Anti Bias Through the Lens of Empathy: Broadening Perspective Through Literature Written for Children and young Adults. 3 Credits.

Participants in this course will study literature written for children and young adults through the lens of empathy using the Teaching Tolerance Social Justice Standards as a framework for considering identity, diversity, justice, and action. The course will begin with introspective work around our own identities because who we are impacts how we engage with texts. We will study books with a critical lens and analyze perspective and bias to contextualize the experiences of others in the hopes that we will become more empathetic.

Prerequisites: Take EN 101;

Offered: As needed, Fall

UC: Humanities

ED 253. Higher Education in Prison: Teaching and Learning in the Carceral Setting. 3 Credits.

This course will provide an introduction to the growing field of higher education in prison. The authors, researchers, and practitioners explored have contributed tremendously to a field that reaches back to 1877 but have only recently received mainstream attention. With the help of reflective writing, literary analysis, and guest lectures from field thought leaders across the country and globe, this course is offered to help further cultivate a solid understanding of the work being done, both domestically and internationally.

Prerequisites: Take EN 101 or ED 140;

Offered: As needed, Fall

UC: Social Sciences

ED 260. Social and Philosophical Foundations of Education. 3 Credits.

This course introduces students to the social and philosophical principles that underlie the education system in the United States. This course is required for all Dual-Degree MAT students. Education is defined in the broad sense to refer to not only what happens in schools and universities, but also in the family, when people interact with media, with their social groups and so forth. The course examines a wide range of philosophical questions related to education and schooling in the U.S., including: What is the purpose of schooling? What does it mean to be educated? And what role should educational institutions play in our lives? Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take EN 101 or EN 103H.

Offered: Every year, Fall and Spring

UC: Humanities

ED 341. Learning and Teaching the Developing Child. 3 Credits.

This course provides an introduction to the basic concepts of cognitive, social and emotional development of school-age children (ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. Enrollment in the dual-degree MAT program is required.

Prerequisites: Take ED 140, ED 250 and ED 260 or ED 220.

Corequisites: Take ED 341L.

Offered: Every year, Fall

ED 341L. Learning and Teaching: Pedagogy Field Lab I. 1 Credit.

The Pedagogy Field Lab is taken in conjunction with ED 341. Teacher candidates complete a minimum of 20 hours of classroom observation and fieldwork that coincides with topics studied in ED 341. Weekly field hours, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.

Corequisites: Take ED 341.

Offered: Every year, Fall

ED 342. Advanced Learning and Teaching. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning. Topics include elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 342L.

Offered: Every year, Spring

ED 342L. Advanced Learning and Teaching: Assessment Field Lab II. 1 Credit.

The Assessment Field Lab is taken in conjunction with ED 342. It provides practical applications of advanced concepts. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 342. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 342.

Offered: Every year, Spring

ED 343. Advanced Learning and Teaching in Secondary Classrooms. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 343L.

Offered: Every year, Spring

ED 343L. Advanced Learning and Teaching: Secondary Assessment Field Lab II. 1 Credit.

The assessment field lab is taken in conjunction with ED 343. It provides practical applications of advanced concepts for secondary educators. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 343. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

Prerequisites: Take ED 341.

Corequisites: Take ED 343.

Offered: Every year, Spring

ED 350. Quads Mentor Seminar. 1 Credit.

This course is for students who are QUADS Mentors (Quinnipiac University Advancing Diversity in Science) to support them in developing the mindsets and skills needed to engage in the challenging, intrapersonal work associated with addressing implicit bias, racism, and social justice. This seminar will provide shared space for growth, reflection, and problem solving as QU students simultaneously engage in facilitating a caring and student-centered learning experience at local high schools. Through the seminar, we will explore and apply equity-based science pedagogical principles (community-based phenomenon, multi-generational learning, cultural pedagogies, diverse sense-making, and place-based science education (PBSE)). Mentors will facilitate the design of meaningful after-school opportunities for local high school students to enhance and contextualize their college readiness and learn science while moving towards social justice, culminating in week-long summer experience on QU campus, with added support from high school science teachers and QU faculty.

Offered: As needed, All Online

ED 380. Research Methods in Education Studies. 3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education. This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.

Prerequisites: Take IDS 200 and; ED 220 or ED 260.

Offered: Every year, Fall

ED 409. Reading and Writing Across the Curriculum. 3 Credits.

This course develops the secondary teacher's understanding of reading and writing as essential skills across the disciplines. Students explore literacy strategies that enhance the comprehension and interpretation of the various disciplines. The focus is on how to integrate literacy skills into content-based curricular instruction.

Prerequisites: Take ED 343.

Corequisites: Take ED 409L.

Offered: Every year, Spring

ED 409L. English Language Arts Field Lab III. 1 Credit.

This language arts lab is taken in conjunction with ED 409. It provides opportunities to observe and apply literacy skills to various disciplinary areas. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 409, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.

Prerequisites: Take ED 343.

Corequisites: Take ED 409.

Offered: Every year, Spring

ED 436. Teaching Literacy in the Primary Grades. 3 Credits.

This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

Prerequisites: Take ED 342.

Offered: Every year, Spring

ED 436L. English Language Arts Integration Field Lab IV. 1 Credit.

This language arts field lab is taken in conjunction with ED 466 and ED 436. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.

Prerequisites: Take ED 342.

Offered: Every year, Spring

ED 452L. Inclusive Classroom Secondary Field Lab IV. 1 Credit.

This inclusive classroom field lab is taken in conjunction with SPED 552. It provides opportunities to observe and apply the pedagogy of an inclusive classroom through the secondary candidates' fieldwork. Candidates are required to complete a minimum of 20 hours of fieldwork that coincides with the topics and understandings presented in SPED 552. For dual-degree secondary candidates only.

Corequisites: Take SPED 552.

Offered: Every year, Spring

ED 458. Teaching Science in the Primary Grades. 3 Credits.

This course focuses on the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education.

Prerequisites: Take ED 342.

Corequisites: Take ED 468L.

Offered: Every year, Fall

ED 462. Facilitating the Arts in the Elementary Classroom. 3 Credits.

This course focuses on incorporating the arts into the elementary classroom, and the integration of the arts into other content areas. Teacher candidates explore a variety of media, materials and activities to promote an understanding of the relationship of the arts to teaching and learning.

Prerequisites: Take ED 341.

Offered: Every year, Spring

ED 466. Teaching Social Studies in the Primary Grades. 2 Credits.

This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society.

Prerequisites: Take ED 342.

Corequisites: Take ED 436L.

Offered: Every year, Spring

ED 468. Teaching Mathematics in the Primary Grades. 3 Credits.

This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.

Prerequisites: Take ED 342.

Corequisites: Take ED 468L.

Offered: Every year, Spring

ED 468L. Primary Math and Science STEM Field Lab III. 1 Credit.

This STEM field lab is taken in conjunction with ED 468 and ED 458. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 468/ED 458.

Prerequisites: Take ED 342.

Corequisites: Take ED 468 ED 458.

Offered: Every year, Fall

ED 477. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.

This course is designed to introduce the pre-service teacher candidate to knowledge and skills needed to provide effective instruction to English language learners in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching and assessment, history and legislation related to English as a Second Language and bilingual education in the U.S., and second language acquisition.

Prerequisites: Take ED 343.

Offered: Every year, Fall

ED 499. Independent Study. 1-6 Credits.

Offered: As needed

ED 500. Internship and Seminar I. 1 Credit.

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 576, Teacher Discourse in the Secondary Classroom, this course allows students to begin to acquire strategies for maintaining classroom environments that are conducive to learning. Admission to the MAT program is required.

Offered: Every year, Fall

ED 501. Internship and Seminar II. 1 Credit.

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.

Prerequisites: Take ED 500.

Offered: Every year, Spring

ED 502. Teaching Methods in Secondary Biology. 3 Credits.

This course is designed for pre-service teachers who are planning to teach high school biology. It touches on numerous aspects of biology classrooms including: assessing students' prior conceptions, designing a curriculum, planning lessons, determining and adapting appropriate teaching methods, promoting the Next Generation Science Standards three-dimensional science teaching, scientific literacy, using technology in science teaching, and assessing students' learning.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 502L. Science Laboratory Safety Course. 1 Credit.

Science activities, laboratory investigations and demonstrations are essential for high-quality science instruction. These activities provide experiences for students to engage in science as a sense-making endeavor. Inherent in conducting science activities, however, is the potential for injury. This course is designed to improve the safety awareness and increase the knowledge of relevant safety regulations, practices and procedures that directly impact biology teachers. The emphasis throughout the course is on best practices.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 503. Advanced Teaching Methods in Secondary Science. 3 Credits.

This course is designed for future science teachers prior to the onset of student teaching. The goal is to prepare students for success as a secondary science teacher. The focus is on junior high and high school science classrooms and identifying attributes of teaching and learning science that are critical to effective instruction. This course continually builds on knowledge of effective teaching strategies to plan for standards-based units of instruction. Students engage in authentic scientific investigations, design science learning experiences for students, write and implement unit plans, read and reflect. They also assemble a collection of science education resources supportive of science teaching. The course concludes with the creation of a research-based rationale for teaching science.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 504. Methods II: Teaching Secondary English. 3 Credits.

This course explores pedagogical theories and their practical application to the teaching of English language arts on the secondary level. The course prepares the teacher candidate to use a variety of strategies in the classroom instruction of reading, writing and the critical examination of literature. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of English.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 505. Methods II: Teaching Secondary History/Social Studies. 3 Credits.

This course provides the teacher candidate with a theoretical and practical foundation for the teaching of history/social studies on the secondary level. It examines the issues, practices and materials involved with the study of the discipline. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of history/social studies, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 506. Methods II: Teaching Secondary Mathematics. 3 Credits.

This course prepares teacher candidates to teach mathematics on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are addressed through the development of instructional units and lesson plans. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of mathematics, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 507. Methods II: Teaching a Secondary World Language. 3 Credits.

This course examines the current philosophies, objectives and methods of teaching a world language on the secondary level. Teacher candidates examine theories of second language acquisition and develop instructional units and lesson plans across the broad range of world language curriculum. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of a world language, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 509. Reading and Writing Across the Curriculum. 3 Credits.

This course presents an overview of language arts development in the secondary grades with an emphasis on reading and writing across the curriculum. Teacher candidates explore literacy strategies to help all students learn and apply current theories of integrated learning, i.e., the reading-writing-thinking connection. Attention is given to the particular needs of students for whom English is a second language.

Prerequisites: Take ED 573.

Offered: Every year, Fall

ED 510. Adolescent Development. 3 Credits.

The major theories of human development are studied in order to provide an understanding of the normative and exceptional development patterns of adolescents and pre-adolescents. The social, emotional, cognitive and physical changes of adolescence are addressed from the perspective of their implications for education.

Prerequisites: Take ED 500.

Offered: Every year, Spring

ED 512. Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts. 2 Credits.

In this course, students explore teaching and learning of science, especially as they connect to the implementation of the Next Generation Science Standards (NGSS) and the new vision for K-12 Science Education. This vision is described in the underlying policy document from the National Academy of Sciences: A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas. Participants inquire into the relationship among equity and diversity in science education, key concepts of the NGSS, and how each contribute to the reimagining of science teaching.

Prerequisites: Master of Arts in Teaching: take ED 573 or ED 409.

Offered: Every year, Summer

ED 514. Internship I. 1 Credit.

This course aims to support teacher candidates who are working as interns in secondary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.

Prerequisites: Take ED 409.

Offered: Every year, Fall

ED 515. Internship and Career Development Seminar. 1 Credit.

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.

Corequisites: Take ED 601.

Offered: Every year, Spring

ED 521. Social and Philosophical Foundations of Education. 3 Credits.

This course is an inquiry into the institutional structures, social values and philosophical foundations of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Admission to the MAT program is required.

Offered: Every year, Fall

ED 525. Diversity in the Classroom. 3 Credits.

This course helps teacher candidates understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Admission to the MAT program or permission of program director is required.

Offered: Every year, Spring

ED 535. Elementary Internship and Seminar I. 1-3 Credits.

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525 Diversity in the Classroom, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in actual practice through their observations, reflections and participation in school settings. Admission to the MAT program is required.

Offered: Every year, Fall

ED 544. Developing Literacy in the Primary Grades. 3 Credits.

This course is designed to provide pre-service teachers with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of early literacy. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

Prerequisites: Take ED 571.

Offered: Every year, Spring

- ED 545. Elementary Internship and Seminar II. 1 Credit.**
This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.
Prerequisites: Take ED 535.
Offered: Every year, Spring
- ED 550. Issues and Research in Education. 2 Credits.**
This course introduces students to some of the primary genres of educational research, including quantitative research, qualitative research and action-based teacher research. Special emphasis is placed on helping students become familiar with the notion of "problems of practice," and on how teachers can research these problems, analyze the evidence and design interventions to improve their teaching.
Prerequisites: Take ED 468L, ED 409L, ED 501 or ED 545.
Offered: Every year, Summer
- ED 554. Internship and Seminar I. 2 Credits.**
This course aims to support teacher candidates who are working as interns in elementary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.
Prerequisites: Take ED 575.
Offered: Every year, Fall
- ED 555. Internship and Career Development Seminar. 1 Credit.**
This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.
Corequisites: Take ED 601.
Offered: Every year, Spring
- ED 556. Teaching Literacy in Grades 4-6. 3 Credits.**
This course provides teacher candidates with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of literacy in grades 4-6. Emphasis is on the development of teaching strategies necessary for the success of readers and writers in grades 4-6.
Prerequisites: Take ED 436 or ED 544.
Offered: Every year, Fall
- ED 558. Elementary School Science: Content and Pedagogy. 3 Credits.**
This course leads students to an understanding of science concepts and scientific inquiry at the elementary school level through active investigations with common phenomena and everyday materials. Topics include: inquiry-based science focused on national standards and integration with the Common Core State Standards; increased knowledge of resources for science learning; and management considerations in such areas as material preparation, groupings and safety.
Prerequisites: Take ED 571.
Offered: Every year, Summer
- ED 562. Facilitating the Arts in the Elementary Classroom. 2 Credits.**
This course focuses on the development of the teacher-as-facilitator in incorporating the arts into the elementary classroom. An emphasis is placed on the relationship of the arts to teaching, learning and the integration of the arts into other content areas. Students explore a variety of media, movement, music and theatrical skills for selecting materials and activities appropriate to a child's age/stage of development. Attention also is given to the music and art of many peoples, with particular emphasis on developing a repertoire representative of different cultures and languages.
Prerequisites: Take ED 571.
Offered: Every year, Summer
- ED 566. Elementary School Social Studies: Content and Pedagogy. 2 Credits.**
This course provides elementary teacher candidates with information, strategies and knowledge of the pedagogy of teaching social studies. The course incorporates other disciplines with Common Core State Standards and expands views of civic education. Students work collaboratively and independently to build understandings of the field of social studies and learn how to teach it creatively and effectively in a diverse community.
Prerequisites: Take ED 571.
Offered: Every year, Summer
- ED 568. Teaching Mathematics in the Primary Grades. 3 Credits.**
This course introduces teacher candidates to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.
Prerequisites: Take ED 535 or ED 571
Offered: Every year, Spring
- ED 569. Teaching Mathematics in Grades 4-6. 3 Credits.**
This course introduces pre-service teachers to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in grades 4-6. Teacher candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades 4-6. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the upper elementary grades.
Prerequisites: Take ED 468 or ED 568.
Offered: Every year, Fall
- ED 571. Learning and Teaching the Developing Child. 3 Credits.**
This course provides an introduction to the basic concepts of cognitive, social and emotional development of school age children (Ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. This course is taken during the first internship semester and includes field-based assignments and analyses. Admission to the MAT program is required.
Offered: Every year, Fall

- ED 572. Advanced Learning and Teaching. 3 Credits.**
This course focuses on advanced concepts and skills related to teaching and learning elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.
Prerequisites: Take ED 571.
Offered: Every year, Spring
- ED 573. Advanced Teaching and Learning - Secondary. 3 Credits.**
This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.
Prerequisites: Take ED 571.
Offered: Every year, Spring
- ED 575. Teacher Discourse: Language and Communication Issues in the Elementary Classroom. 3 Credits.**
The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of elementary-level learners. This course examines the communication systems of educational settings—in particular the communication systems of the classroom, the school/family dynamic and the individual developing child. The course analyzes and considers instructional language and its impact on the classroom community, student learning and student behavior. Candidates also focus on teacher communication with parent/guardian populations and its impact on student learning. Enrollment in the MAT program is required.
Offered: Every year, Fall and Summer
- ED 576. Teacher Discourse in the Secondary Classroom. 3 Credits.**
The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of adolescent learners. The course analyzes instructional language, the language of discipline and how teacher language influences the climate of contemporary classrooms. The impact of teacher discourse on the classroom community, student learning and student behavior are all considered. The major focus is on managing classroom behaviors and supporting and respecting adolescent learners to enhance academic achievement. Enrollment in the MAT program is required.
Offered: Every year, Fall and Summer
- ED 577. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.**
This course introduces the pre-service teacher candidate to the knowledge and skills that are needed to provide effective instruction to ELs in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching, and assessment history and legislation related to ESL and bilingual education in the United States, and second language acquisition.
Prerequisites: Take ED 572, ED 573 or ED 436.
Offered: Every year, Fall and Summer
- ED 599. Independent Study. 1-6 Credits.**
Offered: As needed
- ED 601. Student Teaching. 6 Credits.**
This 10-week student teaching placement at the elementary, middle or secondary level allows students to demonstrate the skills, understandings and dispositions needed to assume full responsibility as a classroom teacher.
Prerequisites: Take ED 501, ED 514, ED 545 or ED 554.
Offered: Every year, Spring
- ED 614. Elementary Education Internship III. 1 Credit.**
This online course is designed for interns in the graduate, five-semester elementary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in elementary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.
Prerequisites: Take ED 545.
Offered: Every year, Fall
- ED 615. Internship and Career Development Seminar. 1 Credit.**
This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.
Corequisites: Take ED 601.
Offered: Every year, Spring
- ED 616. Secondary Education Internship III. 1 Credit.**
This online course is designed for interns in the graduate, five-semester secondary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in secondary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.
Prerequisites: Take ED 501.
Offered: Every year, Fall
- ED 617. Internship and Career Development Seminar. 1 Credit.**
This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as resume and cover letter writing, team interviews, mock interviews, interview preparation, certification and licensure procedures.
Corequisites: Take ED 601.
Offered: Every year, Spring
- ED 693. Research I. 2 Credits.**
In this course, teacher candidates collaborate with an intern adviser about a problem of practice. They identify, define and begin to investigate the problem.
Prerequisites: Take ED 550.
Offered: Every year, Fall

ED 694. Research II. 2 Credits.

In this course, teacher candidates create an intervention plan based on research that was done in ED 693 and conversations with an intern adviser. They then implement the intervention plan, reflect on the results of the plan and share their results in the school setting.

Prerequisites: Take ED 550, ED 693.

Offered: Every year, Spring

Educational Leadership (EDL)

EDL 509. Leading School Improvement. 6 Credits.

This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Participants examine the application of these theories and concepts to the practice of improving the work of the school and the achievement of students. Case studies focus on the analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans, and evaluation processes. The role of teacher-leaders within the school improvement process is emphasized.

EDL 601. Leading and Managing the Contemporary School. 6 Credits.

Introduction to leadership, management theories and concepts and how school leaders apply them to address problems and issues facing schools today. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues such as social justice, diversity, student wellness and equity and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of successful school leadership and district policies, practices and resources related to closing one or more identified opportunity gaps.

Offered: Every year

EDL 603. Leading and Managing the Instructional Program for Equitable Outcomes. 6 Credits.

Explored through the lens of equitable outcomes, this course is an examination of contemporary, standards-based curriculum designs, teaching/learning/assessment models and the leadership processes directed toward developing, implementing and supervising instructional programs to improve student learning. The course includes a field-based experience involving a curriculum audit, a formal classroom supervision, an analysis of state generated assessment data and accountability reports, and an overview of the school's technology program. It culminates in recommendations for program improvement that are attentive to differential outcomes for historically underserved students.

Offered: Every year

EDL 605. Leading and Managing School Improvement. 6 Credits.

The course provides an analysis of the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis of the course is on the application of these theories and concepts to the practice of improving the work of the school and the achievement of all students. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. The course includes a field-based project where students collect and analyze the data for improvement efforts of a school that has successfully increased achievement over time.

Offered: Every year

EDL 607. Administrative Internship in Educational Leadership. 3 Credits.

This course is a field-based administrative experience requiring the intern to assume a leadership role and authentically apply of the Connecticut Standards for Educational Leaders. The intern applies a systems perspective theory of action to strategic and equity planning. The intern builds a cultural competency with an emphasis on promoting equitable learning experiences in student-centered environments. The internship is planned, guided and evaluated by the student, the university supervisor and the field site mentor, who is a licensed practicing administrator. The course culminates in the development of an electronic portfolio, which represents the work during the internship.

Prerequisites: Take EDL 601, EDL 603, EDL 605.

Offered: Every year

EDL 609. Educational Program Evaluation. 3 Credits.

This course provides an introduction to the concepts and approaches in educational program planning and evaluation with an emphasis on the responsibilities of school leaders to use program evaluation to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.

Offered: Every year

EDL 611. Educational Law. 3 Credits.

This course provides a practical analysis of constitutional law, federal and state statutes, regulations, case studies and executive agency opinions related to the rights of students and school employees. Emphasis is on the basic principles of school law and the responsibilities of teachers and administrators. Case studies focus on legal claims brought to before U.S. courts by students, parents, teachers, administrators and the public.

Offered: Every year

EDL 613. Public School Finance. 3 Credits.

This course provides a comprehensive, detailed overview of the budget development resource allocation processes derived from the planning guidelines associated with school financial operations. Theoretical and practical treatments of the budget process are examined, with a focus on the budget as a tool to accomplish school goals. Case studies and practical exercises focus on how schools can utilize the budgeting process and both competitive and entitlement grants to reallocate and manage resources to improve educational programs and student learning.

Offered: Every year

EDL 615. Conflict Resolution and Transformational Leadership. 3 Credits.

This course introduces theories and applied strategies of conflict resolution through the lens of becoming a transformational leader. The course will focus on the multiple constituencies served by the contemporary educational leader: families, colleagues, students, staff, boards of education, and broader communities, and how conflict resolution applies in such varying contexts. Focus on modes of communication, both written and oral, enhancing listening skills and providing opportunities for transformation through building supportive communities will be highlighted.

Prerequisites: Take EDL 601.

Offered: Every year, Summer

EDL 700. Connecticut Administrators Test. 0 Credits.

Instructional Design and Technology (IDN)

IDN 525. Foundations of Instructional Design. 3 Credits.

This course introduces some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. Students investigate each phase of the instructional design process, along with appropriate elaboration on the concepts involved. To help you connect in-class learning and real-world applications, this course requires you to identify a local organization (e.g., school, community center, corporation), conduct a needs assessment to identify an instructional need, and design an instructional solution.

Offered: Every year, Fall and Spring

IDN 526. Cognitive Science and Educational Design. 3 Credits.

This course examines theoretical perspectives and empirical evidence on learning, instruction and the use of digital resources for education. Focus is on the application of theory to guide design decisions. Readings include empirical studies as well as theoretical material to help students become comfortable with reading, interpreting and applying theory and research to design. The final project for the course is a design proposal and prototype for an instructional media resource.

Offered: Every year, Fall

IDN 527. Society, Culture and Learning. 3 Credits.

This course examines theories, approaches, and environments that address social and cultural contexts for learning. Students investigate a range of resources that reflect the importance of society and culture in their design, analyzing the influences that shape them. Readings include both theoretical material and research studies, with an emphasis on practical applications of theory. The final project for the course is a design proposal and prototype for an instructional media resource that specifically addresses social and cultural considerations.

Offered: Every year, Spring

IDN 528. Collaborative Design of Digital Environments. 3 Credits.

This course focuses on the design of learning environments as a collaborative effort. Using a design thinking approach, students simultaneously explore the principles of remote collaborative work and apply what they learn to their own engagement in small teams. Throughout the semester, these teams engage in brainstorming, storyboarding and the creation of a web-based learning resource.

Offered: Every year, Fall

IDN 529. Educational Media Design Lab. 3 Credits.

This course examines the principles, techniques and current practices used to produce and/or deliver interactive multimedia applications for education. Through a series of project-based assignments, students gain experience with a range of software tools used to create media artifacts such as text, graphics, animation, audio and video. Course makes use of a variety of applications based on each student's specific interests, needs and level of proficiency.

Offered: Every year, Spring

IDN 530. Web Design for Instruction. 3 Credits.

What factors contribute to an effective web design that can engage users and support their learning? In this course, students investigate web-based instructional resources. They examine relevant theoretical frameworks and use these principles to analyze the design of existing web resources, including graphics and functionality. Students develop a design document and a working prototype of a web-based instructional resource using various web design tools. Topics include principles of HTML, CSS, UX, and approaches to mobile design.

Offered: Every year, Summer

IDN 531. Design of Interactive Educational Environments. 3 Credits.

This course examines the design of interactive environments, including games, simulations and microworlds, from both theoretical and practical perspectives. Topics include information representation, types of interactivity, user control and pedagogical implications of interactivity, as well as the effective design of these resources for education. Students develop proficiency in the use of an interactive authoring environment or game design platform, depending on the individual's technical background, creating a functioning prototype of their design.

Offered: Every year, Summer

IDN 532. Design and Development of Online Learning. 3 Credits.

What does it take to design a compelling online learning experience, one that engages students and fosters their construction of new understandings? This class examines current approaches to planning, development and implementation of online courses. Students apply research-based principles and methods to develop an online "mini-course," designed to support a successful learning experience for the user. This course provides excellent foundational training in Learning Management Systems.

Offered: Every year, Fall and Summer

IDN 533. Producing Educational Video and Digital Training. 3 Credits.

This course examines the use of video in education, including theoretical approaches to visual learning as well as practical considerations about planning, writing, producing and integrating video resources. Students investigate artistic and technical practices used in combining audio, still images and moving pictures into coherent messages. Additional topics include directing, cinematography, audio, lighting, editing and effective distribution. Depending on levels of technical preparation, students use a range of applications to plan and produce short video segments.

Offered: Every year, Fall

IDN 534. Implementing Digital Media for Learning. 3 Credits.

This course examines the challenges of implementing digital environments for learning in real-world contexts. Through research articles and case studies, students explore issues such as selecting, budgeting and evaluating technology resources. Within the structure of the class, students may choose to focus on implementing media in K-12 environments (in and out of school), higher education, industry or public spaces.

Offered: As needed

IDN 535. New Directions in Digital Environments for Learning. 3 Credits.

As new digital resources are developed, instructional designers need to be able to understand and evaluate their practicality and value for educational use. This course allows students to explore new and changing technologies, applications and approaches. By definition, topics in this course change each time it is offered, but may include such areas as virtual and augmented reality, handheld devices and interactive media.

Offered: Every year, Spring

IDN 536. Independent Study. 3 Credits.

This course includes supervised study of special topics in instructional design. This option is designed to allow a student to further customize his or her course of study if needed. Each student must submit a proposed course of study including assessment plan for approval prior to enrolling.

Offered: As needed

IDN 537. Designing and Utilizing Assistive Learning Technologies. 3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches.

Offered: Every year, Fall and Spring

IDN 550. Capstone Experience. 3 Credits.

The capstone is the culmination of students' work in the instructional design program. It prepares students to enter the workforce as instructional designers. In this final course, students design and develop a unique project which reflects the skills and knowledge gained throughout the program. The project serves to demonstrate fluency with the elements of an instructional design analysis, technical competency, and the ability to use theory to inform design.

Offered: As needed

Social and Emotional Learning (SEL)

SEL 600. Introduction to Social and Emotional Learning (SEL) and School Climate: Academy/Orientation. 1 Credit.

This course introduces students to the basic technology used throughout the program. Students receive a preview of the contents of the other courses to gain an understanding of how they connect to the development of the capstone project. Self-paced over 12 weeks.

Offered: Every year, Summer

SEL 601. Research Deep Dive - Social and Emotional Learning and School Climate. 3 Credits.

This course provides an introduction to the foundational research in social and emotional learning and school climate, as well as an introduction to critiquing research. The research reviewed is drawn from multiple fields, including child and cognitive development, trauma-informed instruction, and learning science.

Prerequisites: Take SEL 600.

Offered: Every year, Fall Online

SEL 602. Self-Care and Resiliency for Practitioners. 3 Credits.

This course focuses on the importance of healthy adults in promoting proactive and collaborative SEL climates. Using narrative explorations to promote resiliency, this course builds awareness around multi-voiced concepts of what self-care and resiliency mean, and considers how Intersectional issues of race, class, gender, and sexuality further inform and complicate SEL curricula and school change initiatives.

Prerequisites: Take SEL 601.

Offered: Every year, Fall Online

SEL 603. Transforming Instruction with SEL Insights. 3 Credits.

This course focuses on transforming curriculum and pedagogy with insights from research relating to SEL. Students gain an understanding of culturally relevant pedagogy, whole child needs assessments, and holistic management and instruction tools.

Prerequisites: Take SEL 602.

Offered: Every year, Spring Online

SEL 604. Leadership for SEL School Communities. 3 Credits.

This course develops skills to lead school communities in the promotion of whole child well-being and supportive climates for teachers, students, staff and families. Students work to understand the effects of policy and procedures with an SEL lens, and also learn consensus, collaboration and no-fault problem-solving strategies.

Prerequisites: Take SEL 603.

Offered: Every year, Spring Online

SEL 605. SEL Capstone Planning Project. 1 Credit.

Candidates design a self-defined capstone project, which implements their study and critique of the research to an applied problem of practice in their respective school environments. Each candidate is responsible for planning the development, implementation and assessment design of the project under the guidance of a university mentor and adviser.

Prerequisites: Take SEL 604.

Offered: Every year, Summer Online

SEL 606. Capstone Implementation Project. 1 Credit.

Candidates implement the project designed in the summer SEL 605 planning capstone. Project data is collected and analyzed with the oversight of the university adviser and mentor. Project results are presented in the fall semester for certificate completion.

Prerequisites: Take SEL 605.

Offered: Every year, Fall Online

Special Education (SPED)

SPED 245. Introduction to the Exceptional Child. 3 Credits.

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field.

Offered: Every year, Fall and Spring

SPED 370. Special Education Law. 3 Credits.

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

Offered: Every year, Spring

SPED 501. Seminar and Mentoring I. 1 Credit.

This course is the first of three seminars that you will take during your program. It is designed to help beginning special education teachers explore the issues that they will encounter in classrooms during their internship. The focus will be on developing an understanding of the laws that govern special education and how they influence the diverse student makeup of our classrooms. Students will be provided with a broad overview of exceptional learners. Knowledge of categorical labels, program planning, behavior management and terminology used in the field of special education will be targeted.

Offered: Every year, Fall

SPED 502. Seminar and Mentoring II. 1 Credit.

This second seminar course is designed to support beginning special education teachers as they continue to gain experience in working with special needs students. The focus will be on methods of assessments, progress monitoring, data collection, and program planning. Providing appropriate accommodations and/or modifications to curriculum will also be discussed. Learning modules and other resources will be combined with class discussions on crucial topics in the field of special education.

Prerequisites: Take SPED 501

Offered: Every year, Spring

SPED 503. Seminar and Mentoring III. 1 Credit.

This is the final seminar that you will take during your program. It is designed to continue to help beginning special education teachers explore the issues that they will encounter in classrooms during their internship. The focus of this seminar will be on developing an understanding of the specific learning strategies used in the field of special education. Teacher candidates will learn specific strategies and how to provide instructional support to exceptional students so that they can become independent learners. Data based instructional planning will also be included. Transition planning for students planning for post-secondary schooling will also be covered.

Prerequisites: Take SPED 502

Offered: Every year, Fall

SPED 545. Introduction to the Exceptional Child. 3 Credits.

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field.

Offered: Every year, All

SPED 552. Teaching in the Inclusive Classroom. 3 Credits.

Treatment of exceptional individuals throughout history and the importance of societal values regarding their differences form the basis for students' understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws, guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; the particular needs of students for whom English is a second language; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities in their elementary classrooms.

Prerequisites: Take ED 341 or ED 571;

Corequisites: Take ED 452L.

Offered: Every year, Fall and Spring

SPED 564. Teaching Students with Reading and Math Disorders. 3 Credits.

In this course, students will develop a greater understanding of reading and math disorders including dyscalculia and dyslexia. This course addresses the neuro-biological origins of dyslexia and dyscalculia and the effects on language, literacy, and mathematics development. Students will study the characteristic symptoms of each disability/disorder, implications of each disorder, diagnosis, and teaching methodologies to support students with these disorders. Students will learn how design and implement evidence-based literacy and math instruction to reach diverse learners.

Offered: Fall

SPED 565. Specific Learning Disabilities: Identification, Instruction and Assessment (LD). 4 Credits.

In this course, students have the opportunity to increase their knowledge of specific learning disabilities. Students discuss the supports and strategies that are successful in school so that there is a continuum of strategies that are practiced not just learned. The class expands the student's understanding of the importance of responding to the learning needs of these students in a positive way to help them access the curriculum successfully. The class incorporates tools such as simulations and case studies to understand the challenges and overlaps these SLDs present. Students examine the role of SRBI in identification, as well as questions such as: what makes these disabilities so misdiagnosed/overlooked; which if any are inherited/preventable; are there hidden gifts/talents being overshadowed by LDs; how can including the family in our collaborative efforts benefit the student; how can we identify key strategies to support these students emotionally as well as academically?

Offered: Every year, All

SPED 566. Autism Spectrum Disorders. 4 Credits.

Educational practitioners develop a knowledge base of methods for working with students diagnosed with Autism Spectrum Disorders (ASD) and associated communication disorders. Focus is on the identification of students, as well as the program planning based on instructional strategies in the areas of academic, behavioral, social-emotional and communication.

Offered: Every year, All

SPED 568. Assessment/Program Planning and Evaluation of Children with Special Needs. 3 Credits.

In this course, candidates prepare to administer, score and interpret a wide range of criterion referenced, norm referenced and curriculum-based measurements. Candidates utilize information to identify students with specific learning disabilities, make valid recommendations for programming, design appropriate IEP goals and objectives based on the results, and share information with parents and other professionals.

Offered: Every year, Fall and Spring

SPED 570. Special Education Law. 3 Credits.

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

Offered: Every year, Fall and Spring

SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment. 4 Credits.

This course examines social-emotional-behavioral functioning in the educational setting. Methods of identification, assessment and instructional planning for students with social-emotional-behavioral disorders are addressed in depth. Comprehensive coverage of behavior management, discipline models and building systems of support are examined and discussed. In this way, behavior and/or different learning needs are understood, modifications and supports are put in place and the student is actively engaged in practicing them. This student-centered method results in positive outcomes across the span of the student's life because the student learns and internalizes successful strategies that work consistently.

Offered: Every year

SPED 572. Educating Young Children with Special Needs. 3 Credits.

The needs of the young child with disabilities are explored through an examination of social, adaptive, environmental and family characteristics. Candidates learn how to assess children and provide a developmentally appropriate curriculum. The differences between IEPs and IFSP are a focal point, as well as the importance of working with families and professionals in birth to three programs, preschool programs, and kindergarten through grade 2 classrooms. Community services for the young special needs child also are discussed.

Offered: Every year, Summer

SPED 573. Reading Disorders: Assessment, Planning and Instruction. 3 Credits.

This course provides candidates with the knowledge and skills needed to provide appropriate evaluation, program planning and educational experiences for students with reading disorders, including Dyslexia. Specifically, reading assessments, diagnosis of reading disorders, IEP goals/objectives and program recommendations are explored and discussed. Reading instruction at the intervention and special education identification levels are discussed to ensure students' ability to plan educational programming for students including those with Dyslexia. Further, instructional strategies to support students with reading disabilities who are included in the regular education setting are emphasized. Various methodologies to support students with Dyslexia as they access the regular education curriculum and instruction are included.

Offered: Every year, Fall and Summer

SPED 574. Understanding and Teaching Students with Intellectual Disabilities. 3 Credits.

This course provides candidates with the information necessary to provide appropriate educational experiences for students with low incidence disabilities, including intellectual impairments, physical impairments and those with multiple areas of impairment. The focus is on promoting participation in the school, home and community through developing appropriate transition goals. Emphasis is placed on the use and effectiveness of assistive technologies in working with these students.

Offered: Every year

SPED 575. Working with Gifted and Talented Students. 4 Credits.

This course focuses on characteristics of students identified as "gifted" and "talented." Attention also is paid to those who are "twice exceptional." Candidates explore the early development of these children as well as the ways in which their gifts may affect their relationships with their siblings and families. Areas of study include identification, curriculum design and understanding how to provide for their unique social and emotional development, as well as their academic achievement. (Elective)

Offered: Every year, Fall and Spring

SPED 576. Designing and Utilizing Assistive Learning Technologies. 3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches. (Elective)

Offered: Every year, Fall and Spring

SPED 579. Practicum in Special Education I. 3 Credits.

This course is the first of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. In addition to coursework, candidates choose a single primary designation from the student(s) IEP for their Practicum. From that IEP, they select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum. Prerequisite: Qualifying employment in a school for the duration of the Practicum.

Offered: Every year, Fall

SPED 580. Practicum in Special Education II. 3 Credits.

This course is the second of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with one or more students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different primary disability than they chose for SPED 579. In addition to coursework, candidates must select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Prerequisites: Successful completion of SPED 579 Practicum I. Note: Each Practicum requires qualifying employment in a school for the duration of the Practicum

Prerequisites: Successful completion of SPED 579 Practicum I.

Offered: Every year, Spring

SPED 581. Research in Special Education. 3 Credits.

Candidates submit a proposal for research based on an area of interest in special education. Upon approval of their proposal, they conduct research, collect data and present their findings.

Offered: Every year

SPED 582. Research in Special Education. 2 Credits.

In this course candidates will collaborate with a faculty advisor to identify a problem of practice in an area of special education. Upon approval of their proposal, they will conduct research and do a modified literature review of the problem and collect data. They will develop an action plan that will improve access for individuals with special needs. Since educators are also leaders, it is important to collaborate and share resources with colleagues. For this course, candidates will design a professional development plan based upon their research that could be shared with colleagues.

Prerequisites: Take SPED 503

Offered: Every year, Spring

SPED 650. Student Teaching/Special Education. 6 Credits.

This six-credit course consists of a sixteen-week student teaching assignment. This will be accomplished through eight weeks with students of one disability and another eight weeks with students having a different disability. This assignment will be full time in a public school or an approved setting working with a trained cooperating teacher or mentor who supervises the candidate pursuing an initial certificate in special education. Teacher candidates will gain firsthand knowledge in the continuum of services in the field of special education. They will utilize strategies and best practices learned through their coursework and apply those to the students with whom they are working. The university coordinator must approve all placements and will advise the teacher candidate throughout the semester.

Prerequisites: Take SPED 680

Offered: Every year, Spring

SPED 680. Interprofessional Experience: Collaborative Special Educators & Law. 2 Credits.

Throughout this course, candidates will alternately explore landmark cases, legislation, and the continuing struggle for social justice, self-determination, and the role of advocacy in bringing about life altering changes for people who are differently abled. work in interprofessional teams that laid the historical foundations of special education as well as an experiential experience to apply new knowledge and theory into practice by working in interprofessional teams. Candidates will view the continuing struggle for social justice and equity in education for differently abled people through the historical lens of special education. It was only through advocacy, legislation, and lawsuits that differently abled students won the right to FAPE. Over time, with the reauthorization of IDEA, the ability to work in interprofessional teams that made parents equal partners became the norm. addresses key laws such as IDEA, Section 504 of the Rehabilitation Act, and the ADA.

Prerequisites: Take SPED 572

Offered: Every year, Fall

SPED 681. Advanced Interprofessional Experience Across All Levels. 2 Credits.

This course is designed to provide the pre-service special educator with experiential opportunities to learn from and collaborate with a variety of health care and social services professionals who are integral to high quality special education services. The course provides multiple hands-on opportunities, case study analyses and interprofessional participation in mock applications involving the development, recommendation, evaluation, and assessment of providing special education services through interdisciplinary teams. Focus will be on developing co-teaching skills, understanding interprofessional models of healthcare and social services, promoting the respect of and cooperation with diverse roles and responsibilities, promoting share ethics and values, communication, and teamwork skills.

Prerequisites: Take SPED 680

Offered: Every year, Spring

Certificate in Social and Emotional Learning and School Climate

The foundation for student success is the environment in which they learn. Students must feel physically and emotionally safe in the classroom and feel supported by their teacher and classmates. In light of numerous issues with bullying and violence in schools, this online certificate program addresses the pressing need in K-12 institutions to address the social and emotional needs of students and teachers through systematic changes to school climate.

The first program of its kind in the state, this program provides a unique focus on the ways that culturally responsive practices, school equity, and diversity and inclusion can better inform SEL frameworks with the whole child in mind. Our certificate draws on cross-disciplinary research to prepare teachers, administrators and other key school personnel with the knowledge and skills needed to ensure lasting structural changes to positively affect school climate. Coursework builds on itself and culminates in a hands-on capstone project, in which you will address an applied problem of practice within your respective school environment.

This graduate certificate program prepares you to facilitate the academic achievement of students, enhance the collaborative and supportive work environment of teachers, and build strong relationships with the families and communities that you serve. Coursework critically examines the foundations of social and emotional learning and builds into a self-defined capstone project that provides you the opportunity to implement and evaluate an action-research plan within your school.

Certificate in Social and Emotional Learning and School Climate Program of Study

Code	Title	Credits
SEL 600	Introduction to Social and Emotional Learning (SEL) and School Climate: Academy/Orientation	1
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	3
SEL 602	Self-Care and Resiliency for Practitioners	3

SEL 603	Transforming Instruction with SEL Insights	3
SEL 604	Leadership for SEL School Communities	3
SEL 605	SEL Capstone Planning Project	1
SEL 606	Capstone Implementation Project	1
Total Credits		15

Admission Requirements

Applications for the Certificate in Social and Emotional Learning and School Climate online graduate program are requested by May 8 for enrollment beginning in late July. To qualify for admission to the certificate program, applicants must have a bachelor's degree in education or a related field from an accredited institution with a minimum GPA of 3.0. Candidates also must be employed in a school-based or educational setting.

Applicants must submit:

- completed application form
- resume
- letter of intent
- official transcripts of all undergraduate and graduate work completed

Dual-Degree BA/MS or BS/MS in Instructional Design and Technology

Program Contact: Ruth Schwartz
(Ruth.Schwartz@quinnipiac.edu) 203-582-8419

The Instructional Design & Technology program prepares you to design, develop and implement powerful learning materials, such as websites, online courses and interactive presentations, for learners of all ages. By exploring learning and design theory, practical strategies and an array of digital tools, you'll learn to analyze and generate creative solutions for the complex learning problems that we encounter today, in classrooms or in business settings. Students in the program have a range of goals, including careers in health professions, private industry, non-profits, universities and K-12 schools – so you may come into the program from any major.

The dual-degree program allows you to start your Instructional Design & Technology coursework during your junior or senior year. Typically, this 30-credit program takes 5 semesters. However, by taking 9 credits (3 courses) as an undergrad, you will leave Quinnipiac with a master's degree just one year after your undergraduate commencement.

Dual-Degree BA/MS or BS/MS in Instructional Design and Technology Curriculum

The 30-credit master of science in Instructional Design & Technology curriculum is made up of 15 credits of required foundations courses that cover theoretical foundations of instructional design, learning theory and design for learning. You may then select four elective courses that allow you to customize your degree based on your particular objectives and professional needs. Electives cover instructional design applications in a variety of settings, including:

- Designing learning experiences for universities
- Technology for the K-12 classroom
- Training in corporate and nonprofit environments

The coursework is rounded out with a comprehensive, three-credit capstone experience that gives you the opportunity to prepare a well-developed design proposal and project, leveraging the technologies and instructional design analyses that you've learned throughout your studies.

Junior year spring start: (9 credits count towards both BS/BA and MS)

Code	Title	Credits
IDN 529	Educational Media Design Lab (Junior Year: Spring)	3
IDN 525	Foundations of Instructional Design (Senior Year: Fall)	3
IDN 527	Society, Culture and Learning (Senior Year: Spring)	3
IDN 530	Web Design for Instruction (Post-Graduation: Summer)	3
IDN 531	Design of Interactive Educational Environments (Post Graduation: Summer)	3
IDN 526	Cognitive Science and Educational Design (Post Graduation: Fall)	3
IDN 528	Collaborative Design of Digital Environments (Post Graduation: Fall)	3
IDN 532	Design and Development of Online Learning (Post Graduation: Fall)	3
or IDN 533	Producing Educational Video and Digital Training	
IDN 535	New Directions in Digital Environments for Learning (Post Graduation: Spring)	3
or IDN 537	Designing and Utilizing Assistive Learning Technologies	
IDN 550	Capstone Experience (Post Graduation: Spring)	3
Total Credits		30

OR senior year fall start: (9 credits count towards both BS/BA and MS)

Code	Title	Credits
IDN 525	Foundations of Instructional Design (Senior Year: Fall)	3
IDN 527	Society, Culture and Learning (Senior Year: Spring)	3
IDN 529	Educational Media Design Lab (Senior Year: Spring)	3
IDN 530	Web Design for Instruction (Post Graduation: Summer)	3
IDN 531	Design of Interactive Educational Environments (Post Graduation: Summer)	3
IDN 526	Cognitive Science and Educational Design (Post Graduation: Fall)	3
IDN 528	Collaborative Design of Digital Environments (Post Graduation: Fall)	3

IDN 532	Design and Development of Online Learning (Post graduation: Fall)	3
or IDN 533	Producing Educational Video and Digital Training	
IDN 535	New Directions in Digital Environments for Learning (Post Graduation: Spring)	3
or IDN 537	Designing and Utilizing Assistive Learning Technologies	
IDN 550	Capstone Experience	3
Total Credits		30

- one-page statement that explains your decision to pursue graduate education
- current resume
- 2 letters of recommendation (at least 1 from a professor in your major)

Candidates will be interviewed in person, by phone or online as appropriate.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Graduate MAT in Elementary Education

Program Contact: Christina Pavlak
(christina.pavlak@qu.edu) 203-582-3192

The purpose of Quinnipiac's graduate Master of Arts in Teaching program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

General Information

The Quinnipiac University elementary education curriculum is an intensive five-semester program of study consisting of core certification courses that provide eligibility for teacher certification, advanced coursework in literacy, numeracy and pedagogy to satisfy master's degree requirements, and a unique internship/residency experience which provides pre-service teacher candidates the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with

Student Learning Outcomes

Upon completion of the Instructional Design and Technology program, students will demonstrate the following competencies:

- Communication:** Communicate effectively in visual, oral and written form, taking into account the type of information being delivered and the diverse backgrounds, roles and varied responsibilities of the audience.
- Collaboration:** Collaborate effectively with peers, including the use of consensus-building, negotiation, conflict resolution skills and constructive feedback.
- Research and Theory:** Draw on their understanding of the discipline of instructional design and pertinent research to inform their design decisions, explaining and applying key concepts of instructional design approaches and models, learning theory and multimedia principles.
- Ethical Issues:** Identify and respond to ethical, legal and political implications of design in the workplace.
- Technology:** Analyze and apply existing and emerging technologies for instruction, with regard for the learning need, the learners and the learning context.
- Planning and Analysis:** Utilize the instructional design approach to conduct a needs assessment to recommend appropriate design solutions and strategies; address the needs of the target audience and the learning context; and create a plan for the development, implementation and evaluation of instruction.
- Design:** Design instructional interventions in accordance with the instructional design plan, incorporating appropriate principles of visual design, interaction design and learning strategies, and addressing social, cultural, political and individual differences that may influence learning.
- Development:** Produce instructional materials in a variety of delivery formats that align with the content analyses, proposed technologies, delivery methods and instructional strategies included in the planning and design phases.
- Implementation:** Use technology effectively to implement a design plan; target appropriate strategies to prepare individuals and/or the environment for implementation.
- Assessment:** Design assessments; evaluate instructional interventions; utilize evaluation to guide iterative design of learning resources.

Applicants for the program must submit:

professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Elementary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all coursework and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 535	Elementary Internship and Seminar I	1
ED 544	Developing Literacy in the Primary Grades	3
ED 545	Elementary Internship and Seminar II	1
ED 550	Issues and Research in Education	2
ED 556	Teaching Literacy in Grades 4-6	3
ED 558	Elementary School Science: Content and Pedagogy	3
ED 562	Facilitating the Arts in the Elementary Classroom	2
ED 566	Elementary School Social Studies: Content and Pedagogy	2
ED 568	Teaching Mathematics in the Primary Grades	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 571	Learning and Teaching the Developing Child	3
ED 572	Advanced Learning and Teaching	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3

ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 614	Elementary Education Internship III	1
ED 615	Internship and Career Development Seminar	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		56

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
 - Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
 - Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Applicants are accepted for admission to the fall semester only and are expected to enroll as full-time graduate students. To ensure admission into the program with a placement in an internship, applicants should complete the application process early. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.

- b. A transcript review that indicates a “B” or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
- c. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant’s suitability as a prospective educator.
- d. A written essay completed on-site that meets program standards.
- e. Evidence of strong basic skills in math, reading and writing. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- f. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.
- g. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education’s Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director’s approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Graduate MAT in Secondary Education

Program Contact: Christina Pavlak
(christina.pavlak@qu.edu) 203-582-3192

The purpose of Quinnipiac’s graduate Master of Arts in Teaching program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of “excellence in education, a sensitivity to students, and a spirit of community,” which are the heart of Quinnipiac’s mission statement, are woven throughout the program.

General Information

The Quinnipiac University secondary curriculum consists of an intensive five-semester program of study that begins in the fall semester. Each curriculum includes core certification courses that provide eligibility for teacher certification, advanced content (discipline) courses which satisfy master’s degree requirements, and a unique internship experience which provides pre-service teachers the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university’s mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac

faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Secondary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all coursework and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 500	Internship and Seminar I	1
ED 501	Internship and Seminar II	1
ED 509	Reading and Writing Across the Curriculum	3
ED 510	Adolescent Development	3
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 550	Issues and Research in Education	2
ED 571	Learning and Teaching the Developing Child	3
ED 573	Advanced Teaching and Learning - Secondary	3
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching	6
ED 616	Secondary Education Internship III	1
ED 617	Internship and Career Development Seminar	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Select one of the following methods courses:		
ED 502 & 502L	Teaching Methods in Secondary Biology and Science Laboratory Safety Course	3
ED 503	Advanced Teaching Methods in Secondary Science (For Biology Teacher Candidates Only)	3
ED 512	Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts (For Biology Teacher Candidates Only)	3
ED 504	Methods II: Teaching Secondary English	3
ED 505	Methods II: Teaching Secondary History/Social Studies	3
ED 506	Methods II: Teaching Secondary Mathematics	3

ED 507 Methods II: Teaching a Secondary World Language

Complete three graduate content discipline courses	12
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Total Credits	58
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Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
 - Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
 - Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.
- A transcript review that indicates a "B" or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.

- d. A written essay completed on site that meets program standards.
- e. Evidence of strong basic skills in math, reading and writing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- f. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.
- g. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Graduate MAT in Special Education

Program Contact: J (christina.pavlak@qu.edu)udith Falaro
(Judith.Falaro@quinnipiac.edu) 203-582-8868

The purpose of Quinnipiac's graduate Master of Arts in Teaching Special Education program is to prepare teacher candidates with perspectives, knowledge and skills to become master educators in the area of special education. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching Special Education program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

Master of Arts in Teaching Special Education Curriculum

To complete all requirements of the MAT SPED program, a candidate must complete all coursework and successfully complete all performance tasks to qualify for teacher certification.

Code	Title	Credits
ED 571	Learning and Teaching the Developing Child	3
SPED 501	Seminar and Mentoring I	1
SPED 564	Teaching Students with Reading and Math Disorders	3
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	3
ED 544	Developing Literacy in the Primary Grades	3
SPED 502	Seminar and Mentoring II	1
SPED 566	Autism Spectrum Disorders	3
SPED 575	Working with Gifted and Talented Students	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	3
SPED 572	Educating Young Children with Special Needs	3
SPED 576	Designing and Utilizing Assistive Learning Technologies	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3

SPED 503	Seminar and Mentoring III	1
SPED 680	Interprofessional Experience: Collaborative Special Educators & Law	2
SPED 650	Student Teaching/Special Education	6
SPED 582	Research in Special Education	2
SPED 681	Advanced Interprofessional Experience Across All Levels	2
Total Credits		51

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will be able to demonstrate the following competencies:

- Content Knowledge:** Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.
- Instructional Strategies:** Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.
- Learning Differences, Learner Development:** Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.
- Instructional Strategies:** Apply appropriate technology to enhance the teaching and learning process.
- Professional Learning and Ethical Practice:** Demonstrate the skills and commitment to engage in reflective, mindful practice.
- Assessment:** Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
- Professional Learning and Ethical Practice:** Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.
- Leadership and Collaboration:** Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students to promote social justice.
- Professional Learning and Ethical Practice, Leadership and Collaboration:** Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.
- Leadership and Collaboration:** Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible. Admission to the graduate MAT Special Education (SPED) program is based on a holistic review by program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major.
- A transcript review that indicates a B or better performance in courses related to mathematics as well as English/language arts.

(Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT SPED program director.)

- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.
- A written essay completed on site that meets program standards.
- Evidence of strong basic skills in math, reading and writing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT SPED candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
- A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT SPED program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT SPED program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at their expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT SPED program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT SPED program director to discuss continuation in the program.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of

Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Master of Science in Instructional Design and Technology

Program Contact: Ruth Schwartz (Ruth.Schwartz@quinnipiac.edu)
203-582-8419

The field of instructional design applies what we know about how people learn to the thoughtful design and implementation of instructional materials, such as websites, videos, podcasts, online courses, social media sites, interactive simulations and educational games. Our fully online program prepares students for professional work or advanced study in instructional design by providing opportunities to develop a solid grounding in core competencies of the field, including instructional design models, theories of learning, principles for the design of instructional media, specific technical skills for media production, and approaches to the selection, integration and evaluation of digital materials for learning. Elective courses allow students to focus on their own particular interests and goals, such as teaching with technology in the K–12 classroom, designing digital media for museums or after-school programs, or producing instructional materials for higher education, corporate or nonprofit environments.

Courses in Theoretical Foundations of Education address learning theories; theoretical approaches to multimedia design; instructional design models; and elements of the instructional design process, including the needs assessment, generation of a design solution, and formative and summative evaluation of an instructional resource.

Courses in Design Fundamentals emphasize the application of theory to short-term design projects, fostering familiarity and essential competencies in a range of media (e.g., podcasts and videocasts, websites, social media, games and simulations, learning management systems, design for handheld devices and public spaces). The process of working in a team to plan and implement an instructional resource is also a focus.

Graduates of this program are prepared for career opportunities in settings such as higher education, schools or school districts, business environments, nonprofit groups, and educational software or media design firms.

MS in Instructional Design and Technology Curriculum

To earn the master's degree, students must complete 30 credits of coursework, with a minimum GPA of 3.0. The sequence of courses is composed of required foundational courses, electives and the Capstone Experience.

Foundations

15 credits (five courses), required for all candidates, focus on theoretical foundations of education and fundamentals of design. These courses include extensive exposure to research literature investigating the efficacy of media for educational applications, since it is the ability to

understand and apply research that allows instructional designers to bridge the gap between theory and practice.

Electives

Individuals select an additional 12 credits (four courses), according to their own areas of interest. Topics include in-depth theoretical and practical aspects of producing educational resources (e.g., web design, design of online courses, video production, interactive digital media) with hands-on use of specific software applications. Other elective options explore the process of selecting, implementing and evaluating digital resources for instruction in a range of environments (K–12, higher education, industry and nonprofit organizations, informal learning and creating accessible materials for individuals with diverse learning needs).

Capstone Experience

The required 3-credit (one course) Capstone Experience includes:

Career Exploration, including preparation of the resume and portfolio.

Throughout their coursework, students select their best work to post on an electronic portfolio for critique; in the Capstone, they further refine the portfolio. Consistent with program objectives, this allows the student to demonstrate competence with a range of software applications and serves to present student work to prospective employers.

Introduction to Project Management. To develop effective instructional design projects, students need to understand the basics of project management. In some cases, instructional designers may even be asked to serve as project managers. This component of the Capstone explores the basics of project management and the terminology used in this field.

The Thesis Project. Each student chooses a topic of personal and/or professional interest, researches existing approaches to and resources for instruction on this topic, and prepares a proposal for the design of a learning resource. The proposal includes a needs analysis, design details and an evaluation plan. The final step is the creation and presentation of a working prototype of the proposed resource. This project serves to demonstrate the candidate's fluency with elements of an instructional design analysis as well as with the use of theory to inform design.

Code	Title	Credits
Required Foundation Courses		
Theoretical Foundations of Education:		
IDN 525	Foundations of Instructional Design	3
IDN 526	Cognitive Science and Educational Design	3
IDN 527	Society, Culture and Learning	3
Design Foundations:		
IDN 528	Collaborative Design of Digital Environments	3
IDN 529	Educational Media Design Lab	3
Elective Courses		
Production, Implementation & Evaluation:		
Select 12 credits of the following:		12
IDN 530	Web Design for Instruction (3 credits)	
IDN 531	Design of Interactive Educational Environments (3 credits)	
IDN 532	Design and Development of Online Learning (3 credits)	

IDN 533	Producing Educational Video and Digital Training (3 credits)	
IDN 534	Implementing Digital Media for Learning (3 credits)	
IDN 535	New Directions in Digital Environments for Learning (3 credits)	
IDN 536	Independent Study (3 credits)	
IDN 537	Designing and Utilizing Assistive Learning Technologies	
Capstone Experience		
IDN 550	Capstone Experience	3
Total Credits		30

Student Learning Outcomes

Upon completion of the Instructional Design and Technology program, students will demonstrate the following competencies:

- Communication:** Communicate effectively in visual, oral and written form, taking into account the type of information being delivered and the diverse backgrounds, roles and varied responsibilities of the audience.
- Collaboration:** Collaborate effectively with peers, including the use of consensus-building, negotiation, conflict resolution skills and constructive feedback.
- Research and Theory:** Draw on their understanding of the discipline of instructional design and pertinent research to inform their design decisions, explaining and applying key concepts of instructional design approaches and models, learning theory and multimedia principles.
- Ethical Issues:** Identify and respond to ethical, legal and political implications of design in the workplace.
- Technology:** Analyze and apply existing and emerging technologies for instruction, with regard for the learning need, the learners and the learning context.
- Planning and Analysis:** Utilize the instructional design approach to conduct a needs assessment to recommend appropriate design solutions and strategies; address the needs of the target audience and the learning context; and create a plan for the development, implementation and evaluation of instruction.
- Design:** Design instructional interventions in accordance with the instructional design plan, incorporating appropriate principles of visual design, interaction design and learning strategies, and addressing social, cultural, political and individual differences that may influence learning.
- Development:** Produce instructional materials in a variety of delivery formats that align with the content analyses, proposed technologies, delivery methods and instructional strategies included in the planning and design phases.
- Implementation:** Use technology effectively to implement a design plan; target appropriate strategies to prepare individuals and/or the environment for implementation.
- Assessment:** Design assessments; evaluate instructional interventions; utilize evaluation to guide iterative design of learning resources.

Admission

Successful applicants to this program come from diverse backgrounds in universities, schools, businesses or the nonprofit world, but all share an interest in using digital media for education. There are no specific technological prerequisites; all students will advance their levels of technical skills as they progress through the program.

Applications for the online Master of Science in Instructional Design and Technology program are considered on a rolling basis. Students may begin the program in fall or spring, and can complete the program in five semesters by taking two courses per semester; courses are offered in fall, spring and summer. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

- completed application form
- resume
- letter of intent
- official transcripts of all undergraduate and graduate work completed
- two letters of recommendation (professional and/or academic)

Candidates will be interviewed in person, by phone or online as appropriate.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Master of Science in Special Education

Program Contact: Judith Falaro (judith.falaro@qu.edu), JD 203-582-8868

The School of Education offers two tracks in the Master of Science in Special Education program. One leads to cross-endorsement in Connecticut #165, Comprehensive K-12 Special Education for those already holding an initial endorsement, and the second track is for anyone in a related field who is interested in earning a Master of Science in Special Education.

Program Description

The field of special education requires an in-depth understanding of the laws that frame it, particularly the Individuals with Disabilities Act (IDEA),

Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The program provides certified teachers with opportunities to better understand the purposes and protections of these laws, as well as their implications for teaching and working with students with special needs and their families. Through these lenses, program candidates will understand how students identified with special needs learn, and how their particular special needs impact their lives inside and outside of school academically, socially and emotionally. The knowledge and understanding developed through the program will enable graduates to design individual programs of learning for students, with supports that allow all identified students to access the curriculum together with their non-disabled peers in inclusive settings.

The program will provide graduate candidates with two options to achieve their professional goals. Teachers who already have a valid teaching certificate will be able to pursue a cross-endorsement in comprehensive special education along with their Master of Science in Special Education (36 credits) in accordance with the requirements and regulations of the Connecticut State Department of Education. Graduate candidates who are in a related field but still desire an MS in Special Education (30 credits) will complete a similar course of study.

MS in Special Education Leading to Cross-Endorsement

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 564	Teaching Students with Reading and Math Disorders	3
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	4
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3
SPED 570	Special Education Law	3
SPED 572	Educating Young Children with Special Needs	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 579	Practicum in Special Education I	3
SPED 580	Practicum in Special Education II ¹	3
SPED 575	Working with Gifted and Talented Students	4
SPED 576	Designing and Utilizing Assistive Learning Technologies	3

MS in Special Education Curriculum

Code	Title	Credits
SPED 545	Introduction to the Exceptional Child	4
SPED 564	Teaching Students with Reading and Math Disorders	3
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	4
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 570	Special Education Law	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 568	Assessment/Program Planning and Evaluation of Children with Special Needs	3
SPED 575	Working with Gifted and Talented Students	4
SPED 581	Research in Special Education	3
SPED 576	Designing and Utilizing Assistive Learning Technologies	3

¹ Both SPED 579 and SPED 580 are required for candidates seeking a cross-endorsement in Connecticut #165 Comprehensive Special Education K-12.

Student Learning Outcomes

Upon completion of the Master of Science in Special Education, graduates will understand and be able to:

- Demonstrate a working knowledge** of federal and state laws and guidelines that govern eligibility, protections and services for students with special needs.
- Administer, score and interpret** a wide range of criterion-referenced, norm-referenced and curriculum-based measurements.
- Utilize Scientifically-Based Research Interventions (SBR)** to identify the presence of specific learning disabilities in school-age children.
- Collaborate with other professionals** in related services to provide the supports necessary for students with special needs to access the curriculum in inclusive settings with their non-disabled peers wherever possible.
- Assume leadership positions** in Planning and Placement Team (PPT) meetings by advocating for the social, emotional and academic needs of students in order to design an appropriate Individual Education Program (or IEP) for each identified student.
- Identify and apply** interventions and strategies to meet the unique educational needs of exceptional learners and their families, including but not limited to preparing young adults to self-advocate and

develop the life skills necessary for independent living as they transition into adulthood and their respective careers.

Admission

Applications for the online Master of Science in Special Education program are considered on a rolling basis. Students may apply to enter during the fall or spring semester. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

- completed application form
- resume
- letter of intent
- official transcripts of all undergraduate and graduate work completed

Foundations

The 18 credits of foundation courses are designed to provide an in-depth study of the characteristics and outcomes of four of the areas identified under IDEA. The remaining 12 credits include coursework in special education law, policy and ethics; assessment, program planning and evaluation; and evaluation and instruction in reading disorders. Those seeking the cross-endorsement are required to take a 3-credit course in educating young children with special needs.

Capstone Experience

Candidates following the cross-endorsement track are required to successfully complete two 3-credit practicums, each in a different area of special education.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course will have to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

Online Course Design Certificate

Program Contact: Ruth Schwartz (ruth.schwartz@qu.edu) 203-582-8419

The 9-credit graduate certificate in online course design is focused on providing the knowledge and experience needed to develop online courses across a range of disciplines. The sequence of three online graduate-level courses begins with an examination of the instructional design process—using what we know about *how people learn* to help us design effective educational materials. In the following two courses, students explore best practices of online course design, create a model course, and investigate multimedia project development using a number

of tools and resources. Students may substitute other IDN courses with permission of the program director.

As K-12 programs, higher education and corporate training continue to shift online, there is a growing demand for skilled professionals who can create effective digital education resources. This online certificate program equips students with a deeper understanding of instructional design as well as the skills needed to plan, design and develop a powerful online course. Students with particular interests or goals may petition to customize the course sequence or take more than three courses.

Please note: Candidates in the Master of Science in Instructional Design program who are interested in the Certificate in Online Course Design must consult with the program director, Ruth Schwartz, for information on requirements for this credential.

Online Course Design Certificate Curriculum

Code	Title	Credits
Required Courses		
IDN 525	Foundations of Instructional Design	3
IDN 529	Educational Media Design Lab	3
IDN 532	Design and Development of Online Learning	3
Total Credits		9

Students may substitute other IDN courses with permission of the program director.

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning. The ideal candidate will have maintained a 3.0 cumulative GPA and earned no grade lower than a B- in a single class. No prior technical experience is required.

Interested individuals can apply online (<https://www.qu.edu/admissions/graduate/apply/>). Applications are accepted throughout the year; however, the admissions committee will not review an application until all of the supporting documents are received.

A complete application consists of the following:

- Application form (<https://www.qu.edu/admissions/graduate/apply/>)
- \$45 application fee
- Current resume
- Official transcripts of all undergraduate and graduate work completed

Candidates will be interviewed in person, by phone or online as appropriate.

Sixth-Year Diploma in Educational Leadership

Program Contact: Anne Dichele (anne.dichele@qu.edu), Dean 203-582-3463

Quinnipiac University's Sixth-Year Diploma in Educational Leadership prepares graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes an educational leader as three-dimensional, and that successful educational leaders must be teachers and learners as well as leaders.

Graduates of the Sixth-Year Diploma in Educational Leadership program develop a deeper understanding of the teaching and learning process through a lens of equity, a fuller understanding of diverse learners through a lens of cultural relevance, and a stance of advocacy as leaders, who influence the culture of their schools in ways that support best practices in teaching and learning. Addressing the challenges of contemporary school leadership while supporting school change toward a more inclusive and equitable model is at the forefront of all we do.

General Information

The Sixth-Year Diploma in Educational Leadership program is an online post-master's credential which is provided in an asynchronous delivery model. The program prepares graduates to assume a variety of school leadership roles such as department chair, assistant principal, principal, curriculum coordinator and central office administrator below the rank of superintendent. Candidates who complete the required 21 credits of the 33-credit program and pass the Connecticut Administrator Test (#6412) are able to obtain initial certification by the Connecticut State Department of Education certification for Intermediate Administrator/Supervisor (092). (Completion of the full degree program is required for the professional level license.)

While 27 credits are requirements for the program (see course outline), the remaining 6 credits to complete the degree allow candidates to choose areas of interest or desired expertise. Courses in Program Evaluation and Conflict Resolution are offered. Additionally, candidates are allowed to enroll in courses offered within the Social & Emotional Learning Certificate.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract, and CAEP, the Council for the Accreditation of Educator Preparation.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the National Educational Leadership Preparation (NELP) standards, which arose from the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the NELP standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

Sixth-Year Diploma in Educational Leadership Curriculum

Code	Title	Credits
Required Courses		
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program for Equitable Outcomes	6
EDL 605	Leading and Managing School Improvement	6
EDL 607	Administrative Internship in Educational Leadership	3
EDL 700	Connecticut Administrators Test	
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
Choose 6 credits from the following		
EDL 609	Educational Program Evaluation	3
EDL 615	Conflict Resolution and Transformational Leadership	3
SEL 601	Research Deep Dive - Social and Emotional Learning and School Climate	3
SEL 602	Self-Care and Resiliency for Practitioners	3
SEL 603	Transforming Instruction with SEL Insights	3
SEL 604	Leadership for SEL School Communities	3
Total 33 credits		

Student Learning Outcomes

Upon completion of the Sixth-Year Diploma in Educational Leadership, candidates will be able to demonstrate and sustain the following competencies:

- Vision, Mission and Goals:** Guide the development and implementation of a shared vision and mission of high quality and equitable education that is shared and supported by all stakeholders.
- Ethics and Professional Norms:** Model the leadership and ethical behaviors that promote equity and social justice.
- Culture and Relationship Building:** Advocate, nurture and sustain a school culture and climate that supports educators and meets the needs of diverse learners by guiding academic, social, developmental and emotional needs.
- Managing Organizational Systems and Safety:** Ensure school management, operation and resources to promote a safe, efficient and effective learning environment.
- Teaching and Learning:** Monitor and continuously improve teaching and learning by providing instructional programs conducive to student learning and staff professional development.
- Collaborating with Families and Stakeholders:** Promote and sustain collaboration with families and other stakeholders to respond to

diverse communities, interests and needs, and to mobilize community resources.

- g. **Change Agent:** Understand, advocate and respond to the change process to influence the political, social, economic, legal and cultural context affecting education.
- h. **Systems Thinking:** Align the school improvement plan with the district theory of action drivers for coherence, efficacy and building capacity.

Admission

Students are admitted into the Sixth-Year Diploma in Educational Leadership program upon meeting the following requirements:

- a. A master’s degree in education or a related field from an accredited institution with a minimum GPA of 3.0;
- b. Evidence of four years of full-time teaching experience in a PK–12 setting;
- c. Completion of at least 36 hours (equivalent to 3 credits) of a special education course, completed within ten years¹;
- d. A record of excellent teaching as evidenced by recommendations of supervisors;
- e. Satisfactory writing skills as evidenced by a written essay; and
- f. Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

¹Applicants who have not met the special education requirement may be admitted on the condition that they enroll in a state-approved course.

Retention

To remain in the program, students must maintain academic standards and honor and follow Connecticut’s Code of Professional Responsibilities for Teachers in all interactions in the schools. Students must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any leadership course. A grade of C+ or below in any program course requires the student to retake the course and earn a minimum of B-. If a student fails to maintain the minimum GPA, that student may be allowed to remain in the program for a single semester with probationary status. If a student on probation fails to meet the minimum GPA by the end of the single probationary semester, that student is dismissed from the program. Granting of probationary status is subject to the dean’s approval and is neither automatic nor guaranteed. Students failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion

To fulfill all requirements of the Sixth-Year Diploma in Educational Leadership program, students must complete all course work, including the internship, and successfully complete all performance tasks including passing the Connecticut Administrator Test (#6412).

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Special Education Certificate of Completion

Program Contact: Judith Falaro (judith.falaro@qu.edu) 203-582-8868

The Special Education Certificate of Completion is a 12-credit option for MAT program teacher candidates or for external applicants who hold a current teaching certificate from an approved institution of higher education and/or are practicing teachers. The certificate is not a degree or licensure program. External candidates may earn the certificate by completing 12 credits of online special education courses as listed under Curriculum (p. 467). Current certified teachers interested in the Special Education Certificate of Completion online program should contact Graduate Admissions.

For internal candidates for the certificate, the 12 credits required for the Special Education Certificate of Completion are earned through three 4-credit online courses offered during the fall, J-term, spring and summer.

MAT program candidates interested in the Special Education Certificate of Completion should notify the program contact, Judith Falaro (judith.falaro@qu.edu), by February of their junior year (or the start of the first semester for candidates in the five-semester MAT program).

Special Education Certificate of Completion Program of Study

Code	Title	Credits
Required Courses		
SPED 545	Introduction to the Exceptional Child	4
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
Total Credits		12

School of Health Sciences

The state of Connecticut is a growing center of nationally known medical facilities, biotechnology development and pharmaceutical research and manufacture. These institutions have increased demands for individuals with up-to-date training. The Master of Health Science program offers several majors that meet these standards. The Cardiovascular Perfusion program provides comprehensive preparation in clinical sciences and clinical internships to prepare perfusionists who provide life support during cardiopulmonary bypass. The Medical Laboratory Sciences/ Biomedical Sciences program provides laboratory professionals with the opportunity to specialize in fields such as microbiology and biomedical sciences. A full-time program for Pathologists’ Assistants provides training in pathology, anatomy and the medical sciences. The Physician Assistant studies program provides full-time instruction in the basic medical and clinical sciences needed for certification and a graduate degree in a growing profession. The Social Work program prepares students for achievement and leadership in the field of social work. The Radiologist Assistant program provides students with full-time advanced training in the field of radiology, which is needed for certification and to obtain a master’s degree.

Career Development

In the School of Health Sciences, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

Additional Requirements

Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

Background Checks

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

Academic and Clinical Software Package Cost

Students enrolled in certain undergraduate and graduate programs in the School of Health Sciences are required to pay for access to EXXAT, a clinical and academic software package. The cost for EXXAT is a one-time charge of \$150 (subject to change) that permits access to the software for the duration of the student's enrollment in their current major. Students in undergraduate and graduate programs that require clinical/fieldwork experiences will be required to pay for access to a documentation approval system through EXXAT. Specific information regarding documentation approval will be provided by individual programs.

Technical Standards for Admission

Students admitted to all programs in the School of Health Sciences must be able to meet their program's technical standards and or essential functions. Technical standards are developed by accreditation agencies and organizations to establish the essential qualities and standards considered necessary to achieve the skills, knowledge and competencies for entry-level practice. Information on technical standards and essential functions may be found in the catalog, on the website or by contacting the individual program chairperson.

Academic Good Standing

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

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation, b)

suspended or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter. For further clarification please see the Program Level Academic Good Standing Policy (p. 62).

Admission

Students who have a bachelor's degree in the biological, medical or health sciences are eligible for admission to the Master of Health Science program. A detailed autobiography of personal, professional and educational achievements as well as two letters of reference must be submitted with a student's application. Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the Graduate Admission Requirements (p. 675) in this catalog.

The Quinnipiac University Physician Assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to caspa.liaisoncas.com (<https://caspa.liaisoncas.com>) for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. The Physician Assistant program admits students on a yearly basis. The deadline for completed applications to CASPA is September 1. Interviews are conducted from the early fall through mid-November. Classes begin in late May/early June.

Master of Health Science

- Advanced Medical Imaging and Leadership (p. 790)
- Cardiovascular Perfusion (p. 796)
- Biomedical Sciences (p. 792) with concentrations in:
 - Medical Sciences
 - Microbiology
- Health Science (p. 809)
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- Master of Social Work (p. 810)

Doctoral Degrees

- Entry-Level Professional Doctor of Occupational Therapy (OTD) (p. 545)
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Advanced Medical Imaging & Leadership (AMI)

AMI 515. Introduction to Magnetic Resonance Imaging. 3 Credits. Magnetic resonance imaging is studied as it pertains to diagnostic imaging. Topics include mathematics, physical principles, imaging concepts, equipment, image quality, clinical applications and biologic effects of MRI. Prerequisite: ARRT certification or permission of the department.

Offered: Every year, Summer

AMI 515L. Magnetic Resonance Imaging Principles I - Lab Practicum. 1 Credit.

This course demonstrates the principles presented in the didactic component of the course, AMI 515, Introduction to Magnetic Resonance Imaging. This lab complement enables the student to develop hands-on skills with the Toshiba Vantage 1.5 Tesla Magnetic Resonance Imaging scanner. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality. This course also influences the student's development of patient-care skills dealing with claustrophobia and safety concerns regarding MRI. Prerequisite: ARRT certification or permission of the department.

Offered: Every year, Summer

AMI 516. Advanced MRI Principles and Imaging. 3 Credits.

This course is designed for the student who has successfully passed AMI 515 (Introduction to Magnetic Resonance Imaging) and/or for the technologist actively working in the MRI field. The main objective for this course is to expand on the basic MRI physics and advanced MRI imaging applications.

Offered: Every year, Fall

AMI 516L. Magnetic Resonance Imaging Principles II - Lab Practicum. 1 Credit.

This course demonstrates the principles presented in the didactic component of the course, AMI 516 (Advanced MRI Principles and Imaging). This lab complement enables the student to further develop hands-on skills with the Toshiba Vantage 1.5 Tesla Magnetic Resonance Imaging scanner and expand upon the basic MRI physics and advanced imaging applications. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality. This course also influences the student's continued development of patient care skills dealing with claustrophobia and safety concerns regarding MRI.

Offered: Every year, Fall

AMI 517. Magnetic Resonance Imaging Clinical I. 2 Credits.

This practicum involves providing clinical experience in the field of magnetic resonance imaging (MRI) at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in MRI under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Fall

AMI 518. Magnetic Resonance Imaging Clinical II. 2 Credits.

This practicum is a continuation of AMI 517 and involves providing clinical experience in the field of magnetic resonance imaging (MRI) at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in MRI under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Spring

AMI 523. Advanced Sectional Anatomy. 3 Credits.

This sectional anatomy course includes head, thorax, abdomen, pelvis and extremities. In addition to coronal, sagittal and axial imaging examined, oblique sections and three-dimensional reconstruction are included. Only for students enrolled in the AMI program.

Offered: Every year, Summer

AMI 530. Mammography and Bone Densitometry Clinical I. 2 Credits.

This practicum involves providing clinical experience in the field of mammography and bone densitometry at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Fall

AMI 531. Mammography and Bone Densitometry Clinical II. 2 Credits.

This practicum is a continuation of AMI 530 and involves providing clinical experience in the field of mammography and bone densitometry at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Spring

AMI 534. Bone Densitometry. 1 Credit.

This distance learning course provides students with an overview of the history of bone densitometry as well as knowledge in the areas of osteoporosis and bone health, equipment, quality control, patient preparation and safety, and scanning. The course encompasses didactic components to cover all relevant material currently consistent with the ARRT certification examination. Prerequisite: ARRT Registered Radiologic Technologist.

Offered: Every year, Summer Online

AMI 537. Computed Tomography Clinical I. 2 Credits.

This practicum involves providing clinical experience in the field of computed tomography (CT) at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in CT under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Fall

AMI 538. Introduction to CT Scanning. 3 Credits.

Computed tomography (CT) scanning as it pertains to diagnostic imaging is studied. Topics include principles, physics, image reconstruction, equipment, image quality, radiation dose, specialized techniques, diagnostic applications and some cross-sectional anatomy. Prerequisite: ARRT certification or permission of the department.

Offered: Every year, Summer

AMI 538L. Computed Tomography Lab I. 1 Credit.

The course demonstrates the principles presented in the didactic component of the course, AMI 538, and enables the student to develop hands-on skills with the Toshiba Aquilion 64 slice computed tomography unit. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality and minimize patient radiation dose. Prerequisite: ARRT certification or permission of the department.

Corequisites: Take AMI 538.

Offered: Every year, Summer

AMI 539. Computed Tomography Clinical II. 2 Credits.

This practicum is a continuation of AMI 537 and involves clinical experience in the field of computed tomography at various facilities, including affiliated hospitals and imaging centers. Students attending clinic perform examinations in CT under the direct or indirect supervision of a certified radiologic technologist. The experience gained through these rotations continually supports the need to obtain quality diagnostic images while promoting and maintaining a safe work environment as well as appropriate patient care. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Spring

AMI 540. Principles of Mammography. 3 Credits.

This course provides an overview of the history of mammography as well as fundamental knowledge in the areas of anatomy, physiology and pathology of the breast, mammographic equipment and instrumentation, positioning and technique for mammography. Also covered are methods of patient education and quality control. The course prepares students for the ARRT Mammography Certification Examination and meets all ACR/FDA training requirements. Prerequisite: ARRT certification or permission of the department.

Offered: Every year, Summer

AMI 541L. Mammography and Bone Densitometry Lab. 2 Credits.

The course demonstrates the principles presented in the didactic component of the courses, AMI 534 and AMI 540, and enables the student to develop hands-on skills with the on-site Hologic Mammography and Bone Densitometry units. Training includes the operation of the hardware and software components of the equipment with the objective to optimize image quality and minimize patient radiation dose. Only for students enrolled in the AMI program.

Offered: Every year, Summer

AMI 545. Women's Health and Imaging. 3 Credits.

This course provides a thorough look at women's health and disease with a focus on diagnostic imaging. Students examine common health factors for females including pathophysiology, family history, socioeconomic status and diagnostic procedures. This course investigates common health topics for the betterment of overall care of self, community and the health care consumer enabling the health professional to answer questions and have a general understanding of the diseases that may be encountered in health care practice. Program content is dynamic and is modified each year to represent the most current data and statistics. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Fall

AMI 560. Pathology for CT and MRI Technologists. 3 Credits.

This course covers identification, pathophysiology and pattern recognition of common pathologies observed in computed tomography and magnetic resonance imaging. Normal and abnormal comparisons are presented. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Spring

AMI 570. Capstone I. 1 Credit.

This capstone course is the first in the advanced medical imaging curriculum, which integrates advanced imaging and business course material. Students begin developing a consulting/case project that is relevant to current and emerging practice areas in imaging. Students apply knowledge of project management, critical analysis and professional presentations. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Fall

AMI 575. Capstone II. 3 Credits.

This final capstone course integrates the knowledge and skills gained throughout the program. The course focuses on the design and implementation of a consulting case/project, including a comprehensive analysis of organizational issues and proposal of appropriate recommendations and implementation plans. The result is a professionally written consulting paper and/or presentation. Prerequisite: Successful completion of all previously sequenced programmatic coursework.

Offered: Every year, Spring

Biomedical Sciences (BMS)

BMS 502. Research Methods. 4 Credits.

This course involves topics related to developing scientific, analytical and laboratory skills, including written and oral communication, critical thinking and reasoning, scientific inference and information literacy. The purpose of the course is to examine, discuss and perform current methods used by research scientists and health care workers. Topics include recombinant DNA and protein techniques, Enzyme Linked Immunosorbent Assays, as well as experimental design and data analysis.

Offered: Every year, All

BMS 503. Professional Development in Biomedical Sciences. 1 Credit.

This course aims to assist students in developing their individual career and professional development plans within the field of research and medicine. Topics include: exploring job search strategies, graduate and medical school applications, resume and cover letter preparation, interviewing skills, effective communication and presentation skills, professionalism and ethical behavior. This course is graded on a pass/fail basis.

Offered: Every year, Fall

BMS 504. Quality and Safety in Healthcare Organization. 3 Credits.

This course will introduce students to the science of quality improvement, error reduction, and patient safety from the perspective of healthcare organizations. Medical errors, quality and safety initiatives, intervention strategies, and institutional challenges to improve patient care in the US healthcare systems will be discussed. Case-based studies will be used to cover complex topics in real-world settings. Students will earn a Basic Certificate in Quality and Safety through the Institute for Health Care Improvement.

Offered: Every year, Fall

BMS 508. Advanced Biology of Aging. 3 Credits.

Why we age has been the eternal question and the most unsolved mystery in the history of mankind. However, we are gradually able to elucidate some of the secrets that regulate aging processes. This course focuses on the fundamental physiological deviations that occur during the aging process in individual tissue and organ systems and the various theories that attempt to define the reasons for these deviations. The course also emphasizes pathologies related to aging that are time regulated alterations in cellular, physiological and biochemical functions.

Offered: Every year, Fall

BMS 510. Biostatistics. 3 Credits.

This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, collection and reduction of data, probabilistic models estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods.

Offered: As needed

BMS 511. Writing for Scientists.**3 Credits.**

Students develop skills in expository writing in the context of scientific forms. This course covers how to construct a hypothesis and develop an argument through analysis and critical thinking, how to write and present research papers, and other related topics. Intensive written exercises draw on student experience to clarify professional expression in practical situations. Readings include journalistic and scientific articles.

Offered: As needed**BMS 515. Advanced Pathophysiology I.****3 Credits.**

Essential concepts of pathophysiology are emphasized. Normal function and selected disorders are studied especially as they relate to homeostatic and defense/repair mechanisms. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

Offered: As needed**BMS 516. Advanced Pathophysiology II (NUR 522).****3 Credits.**

Concepts of pathophysiology are continued in this course, with an emphasis on selected disorders of the human system. Relationships between normal physiologic function, pathogenesis and pathology are discussed. The course includes clinical correlations of disease states with physical and laboratory findings.

Prerequisites: Take BMS 515.**Offered:** As needed**BMS 517. Human Embryology.****3 Credits.**

This course considers the fundamental processes and mechanisms that characterize the embryological development of the human organism. Knowledge of the developing human serves as a basis for understanding normal relationships of body structures and causes of congenital malformation. Emphasis is on clinical as well as classical embryology.

Offered: Every year, Fall**BMS 518. Pathophysiology.****3 Credits.**

Disease processes are studied as they relate to normal physiological and homeostatic mechanisms, basic pathology, pathogenesis, and defense/repair mechanisms. Where appropriate, the course includes some clinical correlations of disease states with signs, symptoms and lab findings. This course also is offered online in the spring.

Offered: Every year, Spring**BMS 520. Neuropharmacology.****3 Credits.**

This course explores the effect of drugs on cells, synapses and circuits within the nervous system. Students examine neurotransmitter and neuromodulatory systems in depth as pharmacotherapeutic targets for the treatment of psychiatric and neurological disorders. Students also comprehensively evaluate the effect of drugs on cognition and behavior.

Offered: As needed**BMS 521. Advances in Hematology.****3 Credits.**

This course covers fundamental concepts and advances in human hematology including an in-depth study of the function, physiology and diseases associated with blood cells, hematopoiesis, bone marrow examination, evaluation of red cell morphology, disease processes that lead to abnormal red cell morphology, anemias and thalassemias, white blood cell differentiation, and white blood cell disorders both benign and malignant, in-depth discussion of the morphologic and immunologic classification of leukemias, a review of myelodysplastic syndromes, myeloproliferative disorders, lymphomas and lipid storage disease and platelets. Emphasis on identifying normal and abnormal WBC and RBC and indices as leads to diagnosis using the hemogram, blood smears and case studies. Course includes an overview of general hematological methods and molecular hematologic techniques used in the diagnosis of blood cells disorders.

Offered: As needed**BMS 522. Immunology.****3 Credits.**

This course examines theories, techniques and recent advances in immunology and the latest knowledge on immunoglobulins, complement, the role of T and B cells in immune response study of allergy, tumor and transplantation immunology, and autoimmune diseases. The principles of immunology and how they apply to the diagnostic laboratory are discussed. Techniques studied include immuno- and gel-electrophoresis and fluorescent antibodies.

Offered: Every year, Fall**BMS 522L. Immunology Lab.****1 Credit.**

This is an interactive, hands-on, project-based laboratory course examining various aspects of the human immune system, including both the innate and adaptive immune response. Students gain experience with standard laboratory techniques such as ELISAs, gel electrophoresis, Western Blotting, with an emphasis on quantitative reasoning and critical thinking. This course must be taken in conjunction with BMS 522 lecture.

Corequisites: Take BMS 522.**Offered:** Every year, Fall**BMS 525. Vaccines and Vaccine Preventable Diseases.****3 Credits.**

This immunology course involves the investigation of vaccines and vaccine preventable diseases. The purpose of the course is to examine and discuss the current understanding of vaccinations, as well as the historical and current implication of vaccine preventable diseases. By the end of the semester, students should gain knowledge about vaccine preventable diseases, understand how vaccines work, how they are made, who recommends vaccines, the childhood vaccination schedule, when they should be given and why they are still necessary. Most importantly, students should be able to explain why vaccines are safe, and to be able to debunk the current myths and misconceptions regarding vaccines. Upper-level undergraduates may take course with permission.

Offered: Every other year, Spring**BMS 526. Epidemiology.****3 Credits.**

This graduate-level course in epidemiology directs itself toward application of epidemiological principles. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. Both communicable and chronic disease case studies are used, as well as case studies of occupationally induced diseases. The use of biostatistics in epidemiological studies is stressed. This course covers basic epidemiology principles, concepts and procedures useful in the surveillance and investigation of health-related states or events.

Offered: Every other year, Fall

- BMS 527. Pharmacology.** **3 Credits.**
This course provides students with knowledge of the foundations and advances in pharmacology. The first third of the class covers the basic principles of the FDA drug process, pharmacodynamics, pharmacokinetics, therapeutics and toxicology. The rest of the course is devoted to clinical review of the basic classes of drugs.
Offered: Every year, Summer
- BMS 528. Advanced Clinical Parasitology.** **4 Credits.**
This course presents an advanced study of protozoan and helminth parasites of humans. Lecture focuses on the epidemiology and treatment of selected diseases. Laboratory focuses on clinical diagnosis, diagnostic techniques including immunodiagnostic techniques and advanced experimental life cycle studies using both living and preserved materials.
Offered: Every year, Spring
- BMS 532. Histology and Lab.** **4 Credits.**
This course is intended for pathologists' assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The laboratory work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans, for histological and histochemical studies as the student may expect to encounter in the clinical laboratory.
Offered: Every year, Fall
- BMS 532L. Histology Lab.** **0 Credits.**
Lab to accompany BMS 532. (3 lab hrs.)
Offered: Every year, Fall and Summer
- BMS 535. Histochemistry and Lab.** **3 Credits.**
This course is intended for pathologists' assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The lab work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans for histological and histochemical studies as the student may expect to encounter in the clinical laboratory.
Offered: Every year, Spring
- BMS 535L. Histochemistry Lab.** **0 Credits.**
This lab accompanies BMS 535.
Offered: Every year, Spring
- BMS 536. Endocrinology.** **3 Credits.**
This course introduces students to 1) an intensive understanding of the mechanism of hormone action; 2) the importance of the interrelationship among all hormones; 3) a detailed clinical situation dealing with hormonal aberrations; and 4) a theoretical and practical method for hormone assays.
Offered: As needed
- BMS 552. Toxicology.** **3 Credits.**
Biochemical toxicology is the branch of science that deals with events at the molecular level in which toxic compounds interact with living organisms. It is fundamental to the understanding of toxic reactions and therapeutic agents, and for the assessment of toxic hazards by chemicals and related substances in the environment. This course deals with compounds exogenous to normal metabolism, as well as metabolic intermediates, hormones, trace elements and other materials found in the environment. It examines the absorption, distribution, kinetics and elimination of such substances. Particular emphasis is placed upon the effects of toxic materials on neurotoxicity, hepatotoxicity, genetic toxicology and chemical carcinogenesis.
Offered: As needed
- BMS 556. Seminar in Health Care Disparities.** **1 Credit.**
The Centers for Disease Control and Prevention (CDC) defines health disparities as differences in health outcomes between various segments of the population, which are mostly associated with socioeconomic status, race/ethnicity and level of education. This course investigates the cause and effect of health care disparities using an interdisciplinary approach. Students become familiar with the research literature on the topic from different points of view by being part of a literature review/journal club.
Offered: As needed
- BMS 561. Immunohematology.** **3 Credits.**
This course examines the current concepts of hematopoiesis, including red blood cell and white blood cell morphogenesis, blood banking, blood typing, donor selection, adverse transfusion reactions, ABO antigens/antibodies, crossmatching, the structure and function of the components of normal blood and bone marrow, pathological processes that occur in the blood and bone marrow, and the normal and abnormal events during hemostasis.
Offered: As needed
- BMS 562. Blood Coagulation and Hemostasis.** **3 Credits.**
This study of the basic principles of hemostasis includes the vascular component, platelet physiology and function, coagulation factors/fibrin clot formation and fibrinolysis. Hereditary and acquired forms of hemorrhagic disorders and thromboembolic disease are examined in detail along with the test procedures for their diagnoses and the initiation of proper therapy.
Offered: As needed
- BMS 563. Anemias.** **3 Credits.**
This study of those classes of disorders related to abnormal red cell pathophysiology includes both intracorporeal and extracorporeal defects. Erythropoiesis and basic red cell metabolism are briefly reviewed. Etiologies, differential diagnoses, and treatment of anemias are discussed in-depth.
Offered: As needed
- BMS 564. Fundamentals of Oncology.** **4 Credits.**
This course presents a study of the chemical and biological basis of carcinogenesis, natural history of human cancer, biochemistry of cancer, various aspects of experimental oncology including tumor immunology, and factors affecting survival and multiplication of cancer cells in the body. Delivery methods include weekly discussions on original research papers that correlate clinical studies with the molecular mechanisms presented in lecture.
Offered: Every year, Spring

BMS 565. Leukemia.**3 Credits.**

This course includes in-depth discussions with emphasis on the major forms of leukemia (ALL, CLL, AGL, CGL), current methods of blood component therapy and chemotherapy, the role of infections, immunological diagnostic advances, psychiatric and social aspects in patient management and recent advances in leukemia research. The purpose of the course is to enhance knowledge and understanding of those students who have had an introductory course in hematology and those who are actively involved in clinical or research hematological laboratories.

Offered: As needed**BMS 569. Antimicrobial Therapy.****3 Credits.**

This graduate-level course explores the antimicrobial agents used to treat infectious diseases by inhibiting microbial growth and survival. This interactive, discussion-based class investigates the history, current status and future directions of antimicrobial drugs with an emphasis on antibacterial and antiviral chemotherapeutic agents. Topics include the mode of action and efficacy of drugs, as well as the development, spread and mechanisms of drug resistance. Upper-level undergraduates may take this course with permission.

Offered: Every year, Summer**BMS 570. Virology.****4 Credits.**

This course presents a study of human and animal viruses, viral diseases, biochemical properties, and classification methods of isolation and identification of viral agents; preparation and inoculation of tissue culture, animals and embryonated eggs, immunological techniques, and antiviral chemotherapy.

Offered: Every year, Spring**BMS 572. Pathogenic Microbiology.****4 Credits.**

This graduate microbiology course involves the study of medically important microbes, with a particular emphasis on the pathology associated with human infection. Students examine the underlying principles of microbial pathogenesis, including elements of structural biology, epidemiology, immunology and pathology. They also survey microbial organisms that plague mankind today.

Offered: Every year, All**BMS 573. Mycology.****3 Credits.**

The morphology, taxonomy and classification of fungi and yeasts of medical importance are studied in this class. Laboratory exercises include isolation and identification techniques of selected human pathogens.

Offered: As needed**BMS 575. Food Microbiology.****4 Credits.**

This applied course in microbiology is concerned with the microorganisms involved in the manufacture and spoilage of foods. Major pathogens that may be transmitted via foods are discussed. Laboratory stresses both identification of food-associated organisms and standard microbiological procedures used to determine the quality and safety of foods. Upper-level undergraduates may take course with permission.

Offered: As needed**BMS 576. Drug Discovery and Development.****3 Credits.**

The material presented in this course encompasses the process of drug discovery and development. Topics covered include many aspects of drug development such as target identification, evaluation and screening, all phases of clinical development and post-marketing activities. The material presented is across drug classes, with a particular focus on psychoactive and neurology compounds.

Offered: Every year, Fall**BMS 577. Critical Analysis and Reasoning In the Biomedical Sciences.****2 Credits.**

This course helps develop skills necessary for critical analysis and reasoning. This course covers inconsistencies, biases, and fallacies in reasoning and analysis vital for research/science/healthcare careers as well as MCAT and other exam preparation. Students will: examine how they think while reading and discussing clinical & research literature, learn to analyze readings and data by examining and practicing logical reasoning, and build evaluations and analyzing readings to ask and answer questions and build testable hypotheses.

Offered: Every year, Spring**BMS 578. Cellular Basis of Neurobiological Disorders.****3 Credits.**

A detailed overview of neurobiological disorders at the molecular level is presented. Recent advances in gene cloning to identify causes for some of these disorders are discussed in detail.

Offered: As needed**BMS 579. Molecular Pathology.****3 Credits.**

Molecular pathology is a new and rapidly growing discipline of laboratory medicine and includes applications of molecular techniques to all facets of diagnostic medicine. This course reviews the structure and function of nucleic acid sequences and provides an in-depth introduction to the molecular techniques exploited in the diagnosis of human diseases. The course focuses on currently employed applications to areas such as genetic disease, infectious disease, cancer and identity testing.

Offered: As needed**BMS 583. Forensic Pathology.****3 Credits.**

This course is designed for students interested in the practical applications of science, specifically forensic medicine. Graphic examples of injuries and patterns of trauma serve as the backdrop for introduction to the understanding of the techniques involved in death investigation from the medical perspective.

Offered: As needed**BMS 584. Emerging and Re-emerging Infectious Diseases.****3 Credits.**

This graduate-level course discusses current topics related to the plethora of infectious agents that besiege us. Emerging bacterial, protozoal and viral diseases, whether strictly animal or human or zoonotic pathogens, represent an increasing threat to animal and human health. The course examines, defines and discriminates between emerging, re-emerging and other infectious diseases; defines host and agent characteristics and risk factors; and analyzes social, economic and international trade changes, improper use of antibiotics, and multidrug resistant infectious agents as factors of emerging diseases. Upper-level undergraduates may take this course with permission.

Offered: Every other year, Fall

- BMS 585. Outbreak Control.** **3 Credits.**
An outbreak or epidemic is the occurrence of more cases of disease than expected in a given area or among a specific group of people over a particular period of time. Usually, the cases are presumed to have a common cause or to be related to one another in some way. Public health agencies must decide whether to handle outbreaks without leaving the office, or spend the time, energy and resources to conduct field investigations. The most important reason to investigate is to learn enough about the situation to implement appropriate control and prevention measures. Investigations also enable researchers to advance knowledge about the disease, agent, risk factors and interventions; provide a way to respond to public, political or legal concerns; evaluate a health program's effectiveness and weaknesses; and provide training. When multiple agencies are involved in the investigation, coordination and communication become even more essential. Upper-level undergraduates may take this course with permission.
Offered: Every other year, Fall
- BMS 589. Independent Study.** **1-6 Credits.**
Offered: As needed
- BMS 591. The New Genetics and Human Future.** **3 Credits.**
We are the first creatures on Earth learning a 3.5-billion-year-old DNA language. The completion of the Human Genome Project and the emerging science of genomics has dramatic ethical, legal and social implications. New genetics have the potential to affect all spheres of human life, including the ability to construct our destiny as a species. The goal of the course is not to give the answers to the numerous questions and dilemmas of our exciting and controversial future but to inspire interest and desire to pursue more study.
Offered: Every year, Spring
- BMS 595. Transplantation Immunology.** **3 Credits.**
This course examines the current understanding of the major histocompatibility complex; the molecular basis of alloreactivity; and immunological mechanisms of allograft rejection, tolerance, and graft versus host disease. The objectives are: to understand the basics of the histocompatibility complex in relation to normal, disease and transplantation states, to understand the fundamental differences between immune responses to self antigens, foreign antigens, allo-antigens, and other non-self antigens, and to become familiar with the mechanisms underlying successful allogeneic transplantation and appreciate the concepts of immunosuppression and tolerance. Graduate level students are expected to complete a paper reviewing a current topic in transplantation. A basic understanding of immunology is desirable. Upper-level undergraduates may take course with permission.
Offered: Every other year, Fall
- BMS 597. Biomedical Sciences Internship.** **4 Credits.**
Students partake in a full-time professional work experience with a sponsoring organization. The experience brings together theory, application and current practice in the translational sciences. Journaling and discussion boards provide students with a reflective and intentional assessment of the field, their work and career development. Students submit a paper describing their experimental aims, design and outcomes as well as present their findings as a seminar open to the general university public.
Offered: Every year, Summer
- BMS 598. Synaptic Organization of the Brain.** **3 Credits.**
Students study a variety of brain regions from both an anatomic and physiologic viewpoint to learn how these structures are organized at the synaptic level. The course includes a discussion of how these regions are associated with neurological disease. At the end of the class, students should: 1) understand the basic principles of neuronal functioning at the cellular and circuit level; 2) understand how the wide diversity of neural circuits seen in the brain generate specific functions in different regions; and 3) gain experience reading and interpreting scientific papers.
Offered: As needed
- BMS 599. Biomarkers.** **3 Credits.**
Technological advances in molecular biology have provided an opportunity to evaluate drug-disease relationships at the molecular and cellular level. The goal of this course is to introduce the concept of biomarkers and how they are used clinically. This course covers both theoretical concepts and practical applications of biomarkers. Topics include the rationale for biomarkers, study design, logistics of sample collection/storage, options and techniques for analysis, as well as current applications in health care, including drug safety, regulatory issues, ethical considerations and the future direction of biomarker applications.
Offered: Every year, Spring
- BMS 622. MED Cross-Listed Selective.** **3 Credits.**
BMS course to be cross-listed with a MED Course.
Offered: Every year, All
- BMS 650. Thesis I.** **4 Credits.**
Approval of one of the two thesis options-experimental laboratory research or nonlaboratory-based project-is required. The thesis topic may be handled as an original investigation or as an applied problem (e.g., clinical) so long as it is about a health-related problem. Typed copies of final draft, prepared in compliance with thesis-writing manual, must be submitted prior to issuance of diploma. Thesis projects must be completed within three years after registration for the thesis course.
Offered: As needed
- BMS 651. Thesis II.** **4 Credits.**
Approval of one of the two thesis options-experimental laboratory research or nonlaboratory-based project-is required. The thesis topic may be handled as an original investigation or as an applied problem (e.g., clinical) so long as it is about a health-related problem. Typed copies of final draft, prepared in compliance with thesis-writing manual, must be submitted prior to issuance of diploma. Thesis projects must be completed within three years after registration for the thesis course.
Offered: As needed
- BMS 670. Comp Exam/Biomedical Sciences.** **2 Credits.**
The comprehensive examination is a requirement of the non-thesis option of the Biomedical Sciences program. The purpose of the exam is twofold. First, it ascertains if the student possesses both the broad and specific knowledge expected of someone holding a master's degree. Second, it inquires if the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the student's own specialization to other fields of study. A written essay exam is administered and graded by the exam course committee or individual faculty. Students should schedule an appointment with the program director before registering for the comprehensive exam course.
Offered: As needed
- BMS 681. Research Methods in Biomedical Sciences I.** **1-4 Credits.**
Students learn the basic principles of research methodology. Register by paper with your mentor.
Offered: Every year, Fall and Spring

BMS 688. Independent Study. 1-6 Credits.
Offered: As needed

BMS 689. Independent Study. 1-4 Credits.
Offered: As needed

Health Science Studies (HSC)

HSC 505. Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205). 1 Credit.

This course provides an opportunity to engage in active learning, implementing a program with a local community partner working with children/youth, adults or older adults. Students are required to participate in 10-15 hours of community engagement to observe and apply the concepts of interprofessional health care in a community-based setting. Community experience is supervised by faculty with expertise in analysis of community-based practice. Classroom/community engagement schedules will be determined. Course may be taken more than once.
Offered: Every year, All

HSC 506. Interprofessional Community-Based Service Learning Seminar: International (HSC 206). 1 Credit.

Students observe and apply various health/wellness concepts in an international community-based setting. Students are required to spend a minimum of 15 hours at an international site to engage in active learning by implementing a program with an international community partner. Course is taught by faculty with expertise in the analysis of community-based practice. Classroom/community engagement schedules will be determined. This course may be taken more than once. Application process for international experiences required.
Offered: Every year, All

HSC 507. Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207). 1-2 Credits.

This course involves active learning implementing a program with a local community partner working with at-risk population. Students are required to participate in 10-15 hours of community engagement to observe and apply the concepts of interprofessional health care in a community-based setting. Faculty with expertise in the analysis of community-based practice lead discussions and community engagement related to population health in the local community. This course may be taken more than once. Offerings include MTW section during Thanksgiving week.
Offered: Every year, All

HSC 599. Health Science Independent Study. 1-5 Credits.
Offered: As needed

Occupational Therapy (OT)

OT 501F. Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork IIa). 3 Credits.

This six- to seven-week fieldwork experience provides students with in-depth opportunities to integrate theory, research and best practice in psychosocial and/or mental health settings. The experience promotes clinical reasoning, reflective practice and professionalism while enhancing one's therapeutic use of self. Practice settings may include traditional mental health agencies, community-based programs and nontraditional sites that promote psychological and social factors for occupational engagement and well-being.
Offered: Every year, Summer

OT 501S. Fieldwork Seminar. 1 Credit.

This course runs concurrently with the mental health/psychosocial summer experience and is delivered in an online format. It is designed to enhance professional and clinical reasoning while promoting the integration of theory to practice. Students are encouraged to critique the system of care as it relates to best practice for an identified population.
Offered: Every year, Summer

OT 502. Pharmacology in Occupational Therapy Practice. 2 Credits.

This course addresses the pharmacokinetics, side effects and drug interactions of medications prescribed to clients who are commonly referred for occupational therapy services. The course emphasizes the role of the occupational therapist in medication management as a health maintenance activity and in monitoring the impact of drug therapy on the therapeutic process and occupational performance of clients.
Offered: Every year, Summer

OT 511. Administration and Management in Occupational Therapy. 4 Credits.

This class introduces students to the daily management functions of an occupational therapy department including planning, organizing, directing, controlling, and supervision of occupational therapy assistants and other department personnel. The course integrates students' knowledge of interventions with information related to the delivery of occupational therapy services. Topics include managed care, quality assurance, leadership, regulatory agencies, models of practice, ethics, and consultation. Students gain hands-on experience with budgeting, marketing, program evaluation, and ethical problem-solving in administration.
Offered: Every year, Fall

OT 522L. Biomechanical Interventions in Occupational Therapy. 2 Credits.

This lab provides students with "hands-on" learning experience and clinical reasoning in the safe and effective application of biomechanically-oriented interventions including physical agents and modalities, orthotic fitting and fabrication, and therapeutic exercise. Students also are introduced to prosthetics and the role of occupational therapy during pre-prosthetic and prosthetic training. Students apply clinical reasoning to identify the most appropriate biomechanical interventions based on the client's evaluation and socio-cultural factors to facilitate occupational performance. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall

OT 531. Sensory Processing and Integration. 3 Credits.

This course provides an in-depth analysis of sensory processing and integration with a focus on clinical reasoning to understand and appreciate the impact of these processes on individuals, populations and community environments. Opportunities are provided to learn specific intervention strategies for individuals, as well a systems approach emphasizing the importance of educating the team of people who support these individuals in varying contexts, to facilitate functional participation and engagement in purposeful and productive activities. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 531F. Sensory Processing and Integration Fieldwork. 1 Credit.

This course provides structured fieldwork experience to observe and analyze sensory processing the pediatric population. The experience emphasize exposure to the clinical application of the Ayres' sensory integration principles learned in the OT curriculum with fieldwork coordinators with advanced training. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Fall and Spring

OT 531L. Sensory Processing and Integration Lab. 1 Credit.

This course provides practical experientials designed to assimilate sensory processing and integration concepts. Evaluation, direct intervention and collaboration strategies in traditional environments are emphasized. Additionally, application of sensory integrative concepts into currently relevant community-based contexts and systems are explored to facilitate functional participation and engagement in purposeful, context-specific activities. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 532. Neurorehabilitation in Occupational Therapy. 3 Credits.

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. This course integrates the use of various theoretical models/frames of reference, current evidence and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Key concepts in interprofessional practice and health literacy are incorporated. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 532F. Neurorehabilitation in Occupational Therapy Practice Fieldwork. 1 Credit.

This course provides a structured fieldwork experience to observe, participate in, and document the OT process with adult neurological populations in neurorehabilitation settings. Emphasis is on applying evidence and theory into practice and the development of professional identity and may observe inter- and intra-professional collaboration and patient/client education. Students have the opportunity to reflect on this experience within the lecture course.
Offered: Every year, Fall and Spring

OT 532L. Neurorehabilitation in Occupational Therapy Lab. 1 Credit.

This course complements OT 532 Neurorehabilitation in OT Practice in providing a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation. Students have the opportunity to apply methods and techniques according to various theoretical models/frames of reference and current evidence-based interventions. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall and Spring

OT 540. Special Topics in Occupational Therapy. 1.5-3 Credits.

This course provides an opportunity for students to delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Students further explore the specialized roles of the occupational therapist beyond that of a direct provider of skilled services, such as organizational/community leader, educator, case manager, entrepreneur and consultant at the systems level. In addition, students learn various modes of care delivery and systems of care including but not limited to tele-health, community building/development and train-the-trainer; they also evaluate the outcomes of such modes.
Offered: Every year, Spring

OT 541. Assistive Technology in Occupational Therapy. 2 Credits.

This course provides students with exposure to advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall

OT 541L. Assistive Technology in Occupational Therapy Lab. 1 Credit.

This lab course provides students with hands-on experience in advanced intervention techniques related to assistive technology in occupational therapy. The course focuses on application of assistive technology across the lifespan, and thus emphasizes use of both interventions in a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning process used to select and evaluate interventions in rehabilitation, home, work, leisure and community technology-related practice areas. Prerequisite: Matriculation as an MOT student.
Offered: Every year, Fall

OT 542. Work and Ergonomics. 3 Credits.

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation. Prerequisite: Matriculation as an MOT student
Offered: Every year, Spring

OT 550. OT Research Methods. 4 Credits.

This course addresses the importance of research in the practice of occupational therapy. The course examines the research approaches and methods in occupational therapy practice. Students participate in designing and implementing entry-level research studies as well as analyzing and interpreting the professional literature. Students begin work on their spring capstone project.
Offered: Every year, Fall

OT 556. Professional Development. 3 Credits.

This distance learning course focuses on the current issues related to the roles of the student transitioning to professional. The course emphasizes linking theory to practice, self-analysis and reflection upon academic experience, and relating those to different facets of clinical and professional reasoning as a funding mechanism in practice. Continued professional growth through the development of understanding of personal and professional responsibilities as a practicing therapist and a commitment to lifelong learning and professional advocacy also are addressed. Grant writing is included.
Offered: Every year, Spring

OT 565. Integrative Case Studies. 2 Credits.

This course explores individual, group and population case studies of clients in occupational therapy. Students analyze each case using clinical reasoning, qualitative research strategies, frames of reference and best practices to develop integrative evaluation and intervention skills.
Offered: Every year, Spring

OT 570. Capstone Graduate Projects. 3 Credits.

This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all course-based material and fieldwork experiences with practical application. Students participate in designing and executing a research or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Spring

- OT 580. Fieldwork Level IIa. 6 Credits.**
This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through concurrent online seminars. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.
Offered: Every year, Summer
- OT 581. Fieldwork Level IIb. 6 Credits.**
This 12-week supervised experience provides the student with the opportunity to apply theory, evidence, and professional reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of settings. Students have the opportunity to engage in in-depth reflections regarding professionalism and professional identity through concurrent online seminars. Students are expected to abide by program policies outlined in the OT Fieldwork Handbook.
Offered: Every year, Fall
- OT 599. OT Independent Study. 1-3 Credits.**
Offered: As needed
- OT 615. Critical Writing I. 3 Credits.**
This course is the first in a sequence of courses focusing on scholarly reading and writing. Students investigate a specific area of interest, describe best practices as supported by evidence and theory and learn how to conduct a peer review of writing.
Offered: Every year, Spring Online
- OT 616. Self-Directed Study in Clinical Practice. 3 Credits.**
This self-directed course focuses on each individual student's goals and objectives within an area of specialty practice. Students create a proposal and learning contract with objectives, methods and timelines to meet individualized learning goals toward certifications or in-depth learning of a particular topic. The purpose of this course is to work toward individualized professional development goals.
Offered: Every year, Spring Online
- OT 620. Foundations in Teaching and Learning I. 3 Credits.**
This course is the first in a series of courses focusing on advanced topics in teaching and learning. Students explore various theoretical frameworks regarding learning and the relationship between learning theory and occupational therapy. Students work to develop the ability to incorporate learning theory into their educational practice.
Offered: Every year, Spring Online
- OT 621. Creating Effective Learning Environments and Experiences. 3 Credits.**
This course is the second course in the series of courses focusing on advanced topics in teaching and learning. Building upon theoretical foundations explored in OT 620 Foundations in Teaching and Learning I, students explore various educational models and tools to enhance teaching and utilize design steps to develop professional, educational presentations.
Prerequisites: Take OT 620.
Offered: Every year, Summer Online
- OT 625. Special Topics in School-Based Practice I. 3 Credits.**
This course is the first in a series of courses focusing on advanced topics in school-based practice. Students critique existing scholarship and professional documents regarding best practices in school-based practice, and identify and critique existing interventions utilized in school-based practice and their efficacy. Topics covered include legislations, assessment, intervention and whole school programming.
Offered: Every year, Spring Online
- OT 626. Special Topics in School-Based Practice II. 3 Credits.**
This course is the second in a series of courses focusing on advanced topics in school-based practice. Students build upon work completed as part of OT 625 Special Topics in School-Based Practice I to develop a model of practice/intervention addressing "best practice" for practitioners working in school-based practice.
Prerequisites: Take OT 625.
Offered: Every year, Summer Online
- OT 630. CAGS Hand Therapy I. 3 Credits.**
This course is the first in a series of courses focusing on advanced topics in hand therapy. Students critique existing scholarship and professional documents regarding best practice in hand therapy practice, and identify and critique existing assessments and interventions utilized in hand therapy practice.
Offered: Every year, Spring Online
- OT 631. CAGS Hand Therapy II. 3 Credits.**
This course is the second in a series of hand therapy courses. Building on the first course, students continue to explore best practices and evidence and have the opportunity to synthesize their knowledge through a critique of clinical protocols and practice guidelines. The course culminates with a plan of action to further advance one's professional development.
Offered: Every year, Summer Online
- OT 635. Scholarly Use of Evidence in Writing. 3 Credits.**
This course is the second in a sequence of courses focusing on scholarly reading and writing. Emphasis on determining proper use of evidence occurs throughout the course. Synthesis of scholarly evidence and literature culminates in the creation of a manuscript for submission to a professional trade magazine or journal.
Prerequisites: Take OT 615.
Offered: Every year, Summer Online
- OT 640. Directed Study in Evidence-Based Practice. 3 Credits.**
Students learn the steps of the evidence-based practice continuum. Each student follows the steps using actual practice case studies from his/her individual practice sites and presents the responses to each step in the process to discover evidence to guide the practice case questions. Peer interaction and feedback is critical to the realistic development of evidence to guide practice decisions. A major assignment is to have each student participate in the writing of a systematic review or an evidence-based practice brief for the profession. Students complete a needs assessment of a particular site or practice area as well.
Prerequisites: Take OT 654.
Offered: Every year, Spring
- OT 650. Application of Theory and Exploration of Occupation. 3 Credits.**
This course explores occupation—the central construct of the profession, and occupational science as a disciplinary knowledge base of the profession. Students examine a variety of theories relevant to occupational therapy and analyze their practice using critical theory.
Offered: Every year, Spring

- OT 651. Systems. 3 Credits.**
 Knowledge of health care delivery in the U.S. is fundamental to providing occupational therapy services. A key element to providing relevant health care services is an understanding of the broader systems that influence and drive delivery models. This course addresses the general systems model as applied to the delivery of health care services. System components are addressed including the resources, the internal processes, external influences, measurable outcomes and stakeholders in service delivery systems. The course examines the range of service delivery models in OT including the traditional medical model, school-based, community, educational, home health, hospice and telehealth, among others. The course prepares students to analyze the key components of delivery system and determine how OT services are optimized in specific models.
Offered: Every year, Fall
- OT 652. Doctoral Seminar. 1 Credit.**
 Students develop learning strategies for doctoral work and explore contemporary leadership theory and create a professional development plan for doctoral work with goals and objectives related to becoming an agent of change.
Offered: Every year, Fall
- OT 653. Policy/Ethics. 2 Credits.**
 The future leaders of the profession need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. Students explore the role of the occupational therapist in advocacy as well as the concepts of social justice. The impact of these policies and decisions are reviewed in relationship to all settings and the occupational as well as psychosocial well-being of the individual client and populations of clients.
Offered: Every year, Fall
- OT 654. Critical Inquiry of Scholarship. 3 Credits.**
 This course is the first of a series of courses focusing on scholarship in the profession. Emphasis is placed on understanding qualitative and quantitative research methods and building a solid foundation needed to carry out a scholarly project. This course covers the scholarship process, with a focus on developing a question for scholarly exploration, ways of answering questions and approaches to analyzing results.
Offered: Every year, Fall
- OT 655. Professional Seminar. 3 Credits.**
 This course integrates prior learning into the discussion of how to become an "agent of change" within systems. Topics include advocacy, leadership and leadership theories, group dynamics and change management. Student integrate this knowledge through the development of a program proposal and evaluation.
Offered: Every year, Summer
- OT 656. Critical Inquiry of Scholarship II. 4 Credits.**
 This course is the second of a series of courses focusing on scholarship in the profession. Emphasis is placed on developing a proposal for a scholarly project. Drawing on the content of OT 654 students develop the background to the project and problem statement, questions guiding the project informed by theory, and write a design a scholarly proposal in regards to ethical policies and procedures necessary to conduct research.
Prerequisites: Take OT 640, OT 654.
Offered: Every year, Summer
- OT 660. Seminar: Innovations and Emerging Issues in Children and Youth. 3 Credits.**
 The OT seminars OT 660 and OT 662 present core content that is the same for both courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student.
Offered: Every year, Fall
- OT 662. Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum. 3 Credits.**
 The OT seminars OT 660 and OT 662 present core content that is the same for both courses during weeks one and two. The focus of the core weeks is on environmental scanning for evidence of change and locating evidence in the literature for that change. Weeks four through seven focus on the individual theme as selected by each student.
- OT 663. Seminar: Innovations and Emerging Issues. 3 Credits.**
 This course will initially focus on environmental scanning for evidence of change and locating evidence in the literature for that change within a student-identified area of interest. Then, weeks four through seven focus on the individual theme as selected by each student.
Offered: Every year, Spring
- OT 670. Leadership in Program Development/Business. 3 Credits.**
 Students analyze leadership styles as they relate to supervision in both public and private sectors. The course includes a review of skills required to be an entrepreneur, own a practice and navigate the policies required of a business.
Offered: Every year, Spring
- OT 671. Leadership in Higher Education. 3 Credits.**
 Students analyze trends in higher education and health care. Building on these trends students create one course including a full syllabus, learning objectives, learning outcomes and assessment. This course provides a foundation for teaching in the future, either full or part time.
- OT 680. Capstone I. 2 Credits.**
 This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Fall
- OT 681. Capstone II. 2 Credits.**
 This capstone course is a culminating experience in the occupational therapy curriculum, which integrates all core material. Students design and execute a scholarly or creative project that is relevant to current and emerging practice areas in occupational therapy. Students gain experience in project management, critical analysis and professional presentations.
Offered: Every year, Spring
- OT 699. OT Independent Study. 1-6 Credits.**
Offered: As needed

- OT 700. Philosophy and Science of Occupational Therapy. 3 Credits.**
This course presents the philosophical, historical and scientific foundations of the occupational therapy profession and their relevance to contemporary practice. From a philosophical perspective, the course unpacks the epistemology (knowledge), ontology (reality/view) and axiology (actions/methods) of the profession. The evolution of practice throughout history and current and emerging trends in practice is analyzed with respect to meeting societal needs.
Offered: Every year, Summer
- OT 701. Occupational Therapy Theory. 3 Credits.**
This course explores how occupations influence health and well-being from a historical, developmental, and evidence-based perspective. Current and emerging occupation-based models are analyzed and applied as theoretical foundations in the promotion of health, prevention of disease, and management of occupational disruptions across the life span. Complementary healthcare models and current global social political issues are highlighted.
Offered: Every year, Fall
- OT 702L. OT Service Learning. 1 Credit.**
This course applies the concepts of observation and therapeutic use of self to a community setting where the students observe and conduct and applied activity analysis of the clients/community and/or the population in order to design service projects that meet the occupational needs of those being served in the setting. Application of context variable analysis and service provision in a meaningful occupation provides a natural experience of learning about human occupations.
Offered: Every year, Fall
- OT 703. OT Practice Framework and Professional Reasoning. 3 Credits.**
This course explores the vocabulary of the profession, The Occupational Therapy Practice Framework, and links the terminology to knowledge and skills in the identification and analysis of occupation in context, personal factors and occupational performance and the application of clinical reasoning to the occupational therapy process.
Offered: Every year, Fall
- OT 705. Research Methods and Evidence-Based Practice. 3 Credits.**
This course addresses research fundamentals in the practice of occupational therapy. The course examines research epistemology, methods, research designs, and data analysis in occupational therapy research. Levels of evidence are addressed and applied to decisions in occupational therapy interventions. Students gain experience developing research procedures, critically analyzing data, and identifying ethical issues involved in developing a research study.
Offered: Every year, Fall
- OT 710. Clinical Anatomy in OT Practice. 4 Credits.**
This course provides a comprehensive study of the musculoskeletal system with emphasis on clinical correlation to occupational therapy practice and the biomechanical basis of occupational performance. The course has a corresponding dissection and palpation lab.
Offered: Every year, Summer
- OT 710L. Clinical Anatomy in OT Practice Lab. 1 Credit.**
This laboratory course involves dissection, visual examination, and surface palpation as part of a comprehensive study of the human anatomy. Emphasis is in the thorough examination of the musculoskeletal system and select components of the nervous system relative to the anatomical and biomechanical bases of occupational performance.
Offered: Every year, Summer
- OT 711. Applied Kinesiology. 2 Credits.**
This course integrates information from Human Anatomy with principles of biomechanics and their application to occupational therapy practice. Emphasis is on the biomechanical analysis of human occupations and performance. Key concepts in clinical kinesiology are presented as essential elements to the OT process.
Offered: Every year, Fall
- OT 711L. Applied Kinesiology Lab. 1 Credit.**
This laboratory course provides a comprehensive review of fundamentals of musculoskeletal assessment relevant to occupational therapy practice. This course applies and integrates the concepts learned in the lecture course, OT 521.
Offered: Every year, Fall
- OT 712. Neuroanatomy in OT Practice. 3 Credits.**
This course provides a comprehensive study of neuroanatomy including the structures, functions and physiology of neural systems and examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. The course also introduces basic neurobehaviors and dysfunctions.
Offered: Every year, Summer
- OT 713. Applied Neuroscience. 2 Credits.**
This course builds on neuroanatomy as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning.
Offered: Every year, Fall
- OT 713L. Applied Neuroscience Lab. 1 Credit.**
This course builds on functional neuroanatomy and is an adjunct to Applied Neuroscience as it examines the interrelationships of neuroanatomical structures, subsystems and neurophysiologic processes involved in human behaviors, which are the foundation for occupational performance and applies screening procedures. Specifically, students learn the neural substrates and mechanisms of motor behaviors, sensory-perception, emotions, language, attention, memory and learning. The course also introduces basic screening procedures to identify neurobehavioral dysfunctions.
Offered: Every year, Fall
- OT 720. Occupational Therapy Mental Health and Psychosocial Practice I. 3 Credits.**
This course highlights OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Emphasis is on the distinct nature of occupation in promoting mental health, preventing disease, and managing life disruptions. Scientific evidence and theories guide the student's learning of the OT process across the continuum of service delivery.
Offered: Every year, Spring

OT 720L. Occupational Therapy Mental Health and Psychosocial Practice I Lab. 1 Credit.

This course builds on concepts from OT 720 highlighting OT's distinct value in addressing psychosocial and mental health needs among children and youth, groups and organizations. Students practice assessments and evidence-based intervention modalities for various mental health conditions across the lifespan. Application of theoretical models and frames of reference are highlighted. Additionally, students enhance observation skills needed for documentation and practice verbal interventions related to therapeutic modes.

Offered: Every year, Spring

OT 721. OT Mental Health and Psychosocial Practice II. 3 Credits.

This course highlights OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. OT, psychosocial, & group theories, as well as, group interventions are highlighted. Related skills such as documentation, therapeutic use of self and evidence-based practice are emphasized.

Offered: Every year, Fall

OT 721F. OT Mental Health and Psychosocial Practice II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the mental health and psychosocial populations across the lifespan. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students have the opportunity to observe and report on the variety of assessment and intervention tools utilized across a continuum of service delivery. Students develop an appreciation for the frames of reference used in the models of practice, as a guide to the evaluation and intervention process.

Offered: Every year, Fall

OT 721L. OT Mental Health and Psychosocial Practice II Lab Lab. 1 Credit.

This lab builds upon concepts from OT 512 highlighting OT's distinct value in addressing psychosocial and mental health needs among adult and older adult populations, groups, and organizations. Emphasis is on the role of occupation in promoting mental health, preventing disease and managing life disruptions. Group theory and evidence-based group interventions are practiced to promote leadership skills and therapeutic use of self. A culminating group protocol assignment integrates theory, practice, and research.

Offered: Every year, Fall

OT 722. Occupational Therapy for Children and Youth I. 6 Credits.

This course provides a comprehensive overview evaluation and interventions used by occupational therapy practitioners for children and youth. Traditional theoretical models/frames of reference and current evidence is utilized as a basis for the clinical/professional reasoning process applicable to the OT process for children and youth so that facilitators and barriers to occupational performance can be identified. Documentation related to contextual philosophies, procedures and regulations dictating pediatric practice is highlighted throughout the course.

Offered: Every year, Spring and Summer

OT 722F. Occupational Therapy for Children and Youth I Fieldwork. 1 Credit.

This course provides structured fieldwork observation in various settings working with the children/youth population. It allows the student to observe and explore the evaluation and intervention process utilized in occupational therapy. Students also have the opportunity to observe and report on the variety of assessment and intervention tools utilized within the models of health care for the children and youth population.

Offered: Every year, Spring and Summer

OT 722L. Occupational Therapy for Children and Youth I Lab. 1 Credit.

This lab course complements the OT 531 and OT 531F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for children and youth. The safe, efficient, and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer

OT 723. Occupational Therapy for Children and Youth II. 6 Credits.

This course focuses on specialized interventions for individuals and populations with sensory integrative and processing difficulties and brain-based behavioral challenges. It integrates the use of the SI frame of reference with previously learned theoretical models and apply best available evidence and clinical/professional reasoning to various systems (e.g., state/federal regulations for early intervention and school-based practice, insurance funding, and community-based health and wellness initiatives). Documentation within these various systems are illustrated, discussed and produced.

Offered: Every year, Fall and Spring

OT 723F. OT for Children and Youth II Fieldwork. 1 Credit.

This course provides structured fieldwork observation in sensory integration settings and allows the student to observe and explore the intervention process utilized in these frames of reference. Students have the opportunity to see, observe and report on the variety of intervention strategies utilized within the various models such as health care, education, community and social systems. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the sensory integration intervention process.

Offered: Every year, Fall and Spring

OT 723L. OT for Children and Youth II Lab. 1 Credit.

This lab integrates the advanced intervention techniques/specialized interventions used by occupational therapy practitioners for individuals and populations with sensory integrative and processing difficulties, developmental disabilities and brain-based behavioral challenges. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring

OT 724. Occupational Therapy for Adults and Older Adults I. 6 Credits.

This course provides a comprehensive overview of assessments and interventions used by occupational therapy practitioners in general medicine/surgery, neurology and orthopedics. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process. Documentation is highlighted throughout the course including for traditional systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Spring and Summer

OT 724F. Occupational Therapy for Adults and Older Adults I**Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in various settings working with the adult population. It allows the student to observe and explore the evaluation and treatment process utilized in occupational therapy with adults and older adults. Students develop an appreciation for the frame of reference used in the models of practice as a guide to evaluation and treatment.

Offered: Every year, Spring and Summer**OT 724L. Occupational Therapy for Adults and Older Adults I Lab. 1 Credit.**

This lab course complements the OT 532 and OT 532F and provides opportunity for experiential learning of the evaluation process and intervention techniques used in occupational therapy for adults and older adults. The safe, efficient and culturally sensitive delivery of specific assessment and intervention techniques are highlighted.

Offered: Every year, Spring and Summer**OT 725. OT for Adults and Older Adults II. 6 Credits.**

This course provides a comprehensive overview of specialized interventions used by occupational therapy practitioners in neurorehabilitation, oncology and geriatrics/gerontology. The course integrates the use of various theoretical models/frames of reference, current evidence, and clinical/professional reasoning pertinent to the OT process in neurorehabilitation practice. Documentation is highlighted throughout the course for traditional and emerging systems for individual and population-based approaches. Key concepts in interprofessional practice and health literacy are incorporated.

Offered: Every year, Fall and Spring**OT 725F. OT for Adults and Older Adults II Fieldwork. 1 Credit.**

This course provides structured fieldwork observation in neurorehabilitative settings and allows the student to observe and explore the intervention process utilized in these frames of reference. The settings utilized are equipped to provide clinical application of principles learned in the OT curriculum and focus on the neurorehabilitation intervention process.

Offered: Every year, Fall and Spring**OT 725L. OT for Adults and Older Adults II Lab. 1 Credit.**

This lab integrates the advanced intervention techniques discussed and described in the lecture portion of this class. Opportunities are provided to learn specific interventions required for a variety of occupational therapy practice contexts and with consideration of cultural and environmental factors.

Offered: Every year, Fall and Spring**OT 726. Technology in OT Practice. 2 Credits.**

This course provides students with opportunities to demonstrate knowledge and apply practice in the use of technology that includes assistive virtual and telehealth technology. The course focuses on application of technology across the lifespan, emphasizing a variety of practice contexts and practice settings. Since technology options change rapidly, emphasis is on the clinical reasoning processes in the utilization of technologies in education, home, work, leisure and community practice domains.

Offered: Every year, Summer**OT 726L. Technology in OT Practice Lab. 1 Credit.**

This lab provides students with opportunities to practice the design and fabrication and use of technology in practice that includes assistive technology; virtual environments in practice and telehealth technology. This lab must be completed concurrently with OTD 641 the lecture component of Technology in OT Practice.

Offered: Every year, Summer**OT 727. Work and Ergonomics. 3 Credits.**

This course focuses on the occupation of work applied across the lifespan and to various practice contexts and worker challenges. The course addresses topics related to the occupation of work, including employment acquisition, job performance, volunteerism, and retirement. Work tasks and work demands are analyzed relative to physical, cognitive, social, organizational, and environmental factors that impact job performance. Modifications that optimize worker functioning are examined as prevention and as rehabilitation.

Offered: Every year, Spring**OT 728L. Biomechanical Intervention Lab. 2 Credits.**

Students experience hands on learning in biomechanical principles such as splinting, physical agent modalities, and therapeutic exercise programs. Specifically, students evaluate and fabricate splints for specific diagnoses and discuss the role of splinting as part of an overall intervention plan. Students are introduced to various prosthetic devices and the role of occupational therapy during pre-prosthetic and prosthetic training. Students demonstrate the ability to use and apply various physical agent modalities to intervention planning assignments

Offered: Every year, Spring**OT 730. Administration and Management of Systems. 3 Credits.**

This class introduces students to the systems involved in delivering occupational therapy services in health care, educational and community-based environments. Students examine components of service delivery including external influences, internal processes, communication, reimbursement and measurable outcomes to understand how occupational therapy services are optimized. The course addresses core management functions including planning, organizing, directing and controlling. Students gain hands-on experience with strategic planning, budgeting, marketing, program evaluation and conflict management.

Offered: Every year, Spring**OT 731. Leadership and Change. 2 Credits.**

This course addresses the means to become an "agent of change" within the occupational therapy environment using leadership approaches. Leadership theories are addressed and applied to supervision, advocacy, and mentoring. Students self-reflect on leadership and communication styles and strategies to promote effective supervision for groups both internal and external to occupational therapy.

Offered: Every year, Summer**OT 751. Capstone Seminar I - Exploration. 2 Credits.**

This course is the first of a series of capstone seminars designed to assist the students in understanding the elements and process of developing a culminating signature project in the OTD program. Students explore personal interests, opportunities and the social context around topic areas. They develop skills of conducting an environmental scan and needs assessment relative to their project interests. Students identify program evaluation methods and ultimately present a capstone proposal as an initial plan for their capstone project.

Offered: Every year, Fall**OT 752. Knowledge Translation and Synthesis. 3 Credits.**

This course focuses on the assessment, review and utilization of research to inform policy and improve practice. Students actively engage in multiple components of the knowledge translation process including defining the problem, searching for and critically appraising the evidence. Students work in small groups to apply this information to the development of a clinical practice guideline. Competencies acquired in this course are integral to the Capstone process.

Offered: Every year, Spring

- OT 753. Capstone Seminar II - Planning. 2 Credits.**
This course is the second of a series of Capstone seminars leading to the Doctoral Capstone Experience and Project. This course is specifically designed to assist the students in finalizing their Doctoral Capstone Project (DCP) proposal based on a needs assessment. Students are expected to complete a comprehensive literature review that serves as justification for the DCP.
Offered: Every year, Summer
- OT 754. Capstone Seminar III - Preparation. 2 Credits.**
This course is the third of a series of capstone seminars designed to assist the students in planning their Doctoral Experiential Component. Under faculty mentorship, students design a 14-week experience and project plan that outlines goals and objectives, as well as formal evaluation mechanism. Students write the methods section of the formal capstone project paper.
Offered: Every year, Spring
- OT 760. Special Topics Or Independent Study. 3 Credits.**
Students delve deeper into the specialized knowledge of the profession with evidence-based, occupation-centered practice as its core subject. Exploration of specialized roles beyond that of a direct provider of skilled services, such as educator, case manager and consultant at the systems level. Students also learn various modes of care delivery and systems of care and evaluate the outcomes of such modes.
Offered: Every year, Spring
- OT 762. Health Policy, Law, and Advocacy. 2 Credits.**
This course prepares students as future leaders of the profession who need an understanding of the political and legal policies impacting occupational therapy, as well as the ethics involved in decision making. The role of the occupational therapist in advocacy as well as the concepts of social justice is explored as well.
Offered: Every year, Spring
- OT 764. Business Leadership and Entrepreneurship in OT. 3 Credits.**
This course provides an overview of business development and entrepreneurship for occupational therapy practitioners within today's health care environment, including public initiatives for health and wellness and prevention for society. Leadership concepts are threaded in the context of a business enterprise.
Offered: Every year, Spring
- OT 766. Methods of Teaching and Learning in OT. 3 Credits.**
This course introduces students to the principles of the teaching-learning process in order to meet the needs of clients, family, significant others, communities, colleagues, other health providers and the public. Concepts discussed include health literacy, assessment of learning outcomes, factors which may influence the teaching-learning process, instructional methods and best practices in clinical and academic teaching.
Offered: Every year, Spring
- OT 780. Fieldwork Level IIA. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the first of two required level II experiences.
Offered: Every year, Summer
- OT 781. Fieldwork Level IIB. 6 Credits.**
This 12-week full-time supervised fieldwork experience provide the student with the opportunity to apply theory and clinical reasoning skills to the occupational therapy evaluation and intervention process for clients across the life span and in a variety of life environments. Students must abide by all fieldwork policies as listed in the Student Fieldwork Manual. This is the second of two required level II experiences and is different in setting/population from OTD 580.
Offered: Every year, Fall
- OT 782. Professional Development. 2 Credits.**
This course focuses on the current issues related to transitioning from student to professional roles and responsibilities. Topics include updates in the OT profession with a focus on official documents; emerging roles of OT in practice; credentialing, licensure and continuing competence/professional development. Contemporary issues of practice such as access to services, advocacy and inter-/intra-professional collaboration are explored.
Offered: Every year, Spring
- OT 790. Doctoral Project Seminar. 2 Credits.**
This seminar course is designed to facilitate the completion of the student's Doctoral Capstone Project and promote an in-depth reflection on the program learning outcomes. The seminar runs concurrently with the Doctoral Capstone Experience where specific competencies representing in-depth knowledge of practice are synthesized. The final outcome of the seminar is a scholarly manuscript and public dissemination of the Doctoral Capstone Project.
Offered: Every year, Summer
- OT 791. Doctoral Experience. 2-4 Credits.**
The Occupational Therapy Doctoral Experience is a culminating experience in the OT curriculum to develop occupational therapists with skills beyond a generalist level. The experience provides the student with an in-depth learning opportunity in one or more (but not limited to) of the following areas of practice: education, clinical practice skills, advocacy and professional identity, theory development, research, administration, leadership and program and policy development. The experiential component requires a total of 560-640 hours.
Offered: Every year, Summer
- OT 799. Independent Study in OT. 1-6 Credits.**
Offered: As needed

Pathology (PA)

- PA 502. Medical Terminology: Advanced. 2 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Students study the etymology of medical and surgical terms with an emphasis on the principles of word analysis, construction and evolution. The course includes a review of anatomy and abstraction of current published case studies.
Offered: Every year, Summer
- PA 505. Forensic Pathology. 2 Credits.**
This course introduces the principles of forensic pathology as it pertains to the scope of practice for a pathologists' assistant. Students will apply the concepts learned throughout the course to satisfy NAACLS accreditation standards in forensic pathology and to prepare the student for the ASCP certification/licensure examination upon graduation. This course will review specific types of circumstances in which a forensic autopsy provides the best opportunity for competent investigation.
Offered: Every year, Summer

- PA 506. Forensic Imaging. 2 Credits.**
The course provides an introduction to the principles of diagnostic imaging and its applications in forensics. The advantages and disadvantages of various imaging modalities for the examination of specimens and cadavers are presented as well as radiation safety, x-ray and image production, types of recording media and radiographic exposure. Students will apply the concepts learned throughout the course to navigate and troubleshoot basic radiographic simulation scenarios.
Offered: Every year, Summer
- PA 511. Human Microscopic Anatomy. 4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Human anatomy at the light microscopic level is explored through a general and systemic approach using a lecture-lab combination. Students are introduced to primary tissues and their cellular components followed by system (organ) investigation morphologically that uses the light microscope emphasizing pattern recognition as the mechanism employed for tissue identification.
Offered: Every year, Fall
- PA 512. Human Anatomy. 4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. This course covers dissection of the human body with particular attention to the morphological relationships of individual organ systems. Emphasis is placed on internal anatomy as a major facet of this instruction that is designed for eventual autopsy evisceration and subsequent dissection.
Offered: Every year, Summer
- PA 512L. Human Anatomy Lab. 0 Credits.**
Lab to accompany PA 512.
Offered: Every year, Summer
- PA 513. Basic Human Pathology I. 3 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. This series of lectures utilizes slides of gross and microscopic pathology starting with a general introduction to pathology covering inflammation and neoplasia, and then progressing to pathology by the systems such as cardiovascular, endocrine and gastrointestinal systems.
Offered: Every year, Fall
- PA 514. Basic Human Pathology II. 3 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. This series of lectures utilizes slides of gross and microscopic pathology of specific areas of disease in a systemic approach including such specialty areas as dermatologic, perinatal, pediatric and forensic pathology as well as the genitourinary, musculoskeletal, respiratory and neuropathology systems.
Offered: Every year, Spring
- PA 515. Human Physiology. 4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Various aspects of human physiology are examined, with emphasis on the physiologic and biochemical function. The fundamental functional principles for general and systematic organ systems are covered.
Offered: Every year, Summer
- PA 516. Clinical Pathology. 4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Clinical relationships to disease are examined, highlighting such topics as hematology, chemistry, toxicology, serology, urinalysis, blood banking and cytology. Basic techniques and theoretical applications from a case history medical approach are emphasized.
Offered: Every year, Spring
- PA 517. Applied Anatomic Pathology. 4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Basic principles of clinical history taking, physical examinations and general medical terms and symbols are studied. Emphasis is on autopsy and surgical techniques of evisceration and organ system dissection through lectures, films, slides and practical exposure.
Offered: Every year, Spring
- PA 518. Laboratory Management. 3 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. The organization and function of an anatomic pathology laboratory is investigated to include ordering supplies, money management, computerization, laboratory safety, organization compliance (JACHO, CAP, OSHA) and quality assurance.
Offered: Every year, Fall
- PA 520. Autopsy Pathology I. 6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Summer
- PA 521. Autopsy Pathology II. 6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Fall
- PA 522. Autopsy Pathology III. 6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Spring
- PA 523. Surgical Pathology I. 6 Credits.**
This course is only for second-year pathologists' assistant students. This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Summer
- PA 524. Surgical Pathology II. 6 Credits.**
This course is only for second-year pathologists' assistant students. This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Fall

PA 525. Surgical Pathology III.**6 Credits.**

This course is only for second-year pathologists' assistant students. This three-semester inclusive practical course covers methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.

Offered: Every year, Spring**PA 526. Biomedical Photography.****4 Credits.**

This course is only for second-year pathologists' assistant students. This is a team-taught course designed to give the pathologists' assistant student a basic background leading to practical application of photographic techniques used in the anatomic pathology laboratory. It also includes an introduction to the principles of imaging radiography. The course is divided into three parts over two summer-school semesters: basic photographic principles and technique; the theoretical and practical aspects of photomacrography and photomicrography as they are applied to anatomic specimens and imaging radiology.

Offered: Every year, Summer**PA 535. Disease Mechanisms.****4 Credits.**

This course is only for second-year pathologists' assistant students. This course investigates how the normal physiology of the human body is altered in disease states. The mechanisms by which diseases become established, cause damage and alter organ system function are established. Natural body responses and therapeutic measures are examined for their mode of action, side effects and after affects.

Offered: Every year, Fall

Perfusion (PR)

PR 500. Theoretical Foundations of Cardiovascular Perfusion. 2 Credits.

This course exposes students to role expectations, practice, ethics and professionalism. Students gain an appreciation of the history of key individuals and progress through discoveries that influenced the development of current practice in cardiothoracic surgery and extracorporeal circulation. Students become familiar with the role of organizations that impact their field, including those responsible for overseeing national certification exams and continuing education programs. A minimum grade of B is required to progress.

Offered: Every year, Fall**PR 502. Systems Anatomy and Physiology I.****3 Credits.**

This course examines selected organ systems 503 procedures performed by the perfusionist. Students study the structure and function of the cardiovascular, lymphatic, immune and pulmonary systems. Emphasis is placed on group discussion and the application of knowledge to solving problems that arise in clinical situations. A minimum grade of B is required to progress.

Offered: Every year, Fall**PR 503. Systems Anatomy and Physiology II.****3 Credits.**

This course examines selected organ systems pertinent to cardiopulmonary bypass and related procedures performed by the perfusionist. Students study the structure and function of the nervous, hepatic, renal and endocrine systems. Emphasis is placed on group discussion and application of knowledge to solving problems that arise in clinical situations. A minimum grade of B is required to progress.

Prerequisites: Take PR 500, PR 502, PA 535, PR 508, PR 516.**Offered:** Every year, Spring**PR 506. Pharmacologic Intervention in Cardiovascular Perfusion.****4 Credits.**

This course is an intensive study of pharmacokinetics, pharmacodynamics, mechanism of action, indications and contraindication of drugs administered to the patient undergoing cardiopulmonary bypass. Cardiovascular drugs, anticoagulants and anesthetic agents administered by the perfusionist are emphasized. Students also become familiar with many drugs used to treat other disease states that may be taken by patients with significant comorbidities. A minimum grade of B- is required to progress.

Prerequisites: Take PR 500, PR 502, PA 535, PR 508, PR 516.**Offered:** Every year, Spring**PR 508. Extracorporeal Circuitry and Laboratory I.****1 Credit.**

Students receive orientation in both the laboratory and the cardiac operating room to equipment operation and techniques applicable to providing extracorporeal circulation during cardiac surgical procedures. Emphasis is placed on developing student skills in researching best practice methods as found in the medical literature. Competent operation of equipment, including the heart lung machine, ventricular assist devices, intra-aortic balloon counterpulsation pump, and autologous blood recovery devices must be demonstrated. A minimum grade of B is required to progress.

Offered: Every year, Fall**PR 509. Extracorporeal Circuitry and Lab II.****1 Credit.**

This intensive study of the appropriate procedures for providing extracorporeal circulation for a variety of purposes includes operation of specialized medical devices, quality control and troubleshooting techniques. Intra-aortic balloon counterpulsation, autologous blood recovery and ventricular assist devices are covered. Students are expected to search recent medical publications and generate discussion in an attempt to resolve controversial issues pertaining to best practice. A minimum grade of B is required to progress.

Prerequisites: Take PR 500, PR 502, PA 535, PR 508, PR 516.**Offered:** Every year, Spring**PR 510. Surgical Techniques.****2 Credits.**

This course examines the cardiothoracic surgical procedures that require extracorporeal circulatory support. Students develop an understanding of the techniques used in numerous open-heart procedures performed on adults and children. Special application of extracorporeal circulation in rare surgical procedures is included. Students are required to view a number of these procedures in the operating rooms of affiliated institutions to increase their understanding of the skills required to perform these operations. A minimum grade of B is required to progress.

Prerequisites: Take PR 500, PR 502, PA 535, PR 508, PR 516.**Offered:** Every year, Spring**PR 512. Pediatric Perfusion.****4 Credits.**

This course presents a study of the embryological formation of the cardiopulmonary system, a description of congenital cardiopulmonary anomalies and the application of perfusion techniques during corrective surgical procedures. Students work both independently and in groups to evaluate the results of clinical studies that contribute to current thinking and practice in the specialized area of pediatric perfusion. A minimum grade of B is required to progress.

Prerequisites: Take PR 500, PR 502, PA 535, PR 508, PR 516.**Offered:** Every year, Spring

PR 514. Special Topics in Cardiovascular Perfusion. 2 Credits.

This course explores less common and newly introduced procedures for perfusionists, including the use of investigational drugs that modify the biochemical impact of adult and infant extracorporeal membrane oxygenation, extracorporeal carbon dioxide removal, total artificial hearts and newly introduced ventricular assist devices. Old standards of practice are reexamined in the light of new evidence. A minimum grade of B is required to progress.

Prerequisites: Take PR 503, PR 506, PR 509, PR 510, PR 512.

Offered: Every year, Spring

PR 516. Physiologic Monitoring. 4 Credits.

This course covers monitoring of the physiological impact of extracorporeal circulation, administration of drugs, blood products and anesthetic agents on the patient undergoing surgery requiring cardiopulmonary bypass. Monitoring of intravascular arterial and venous pressures in the systemic and pulmonary circulations, cardiac output measurement are covered. An emphasis is placed on 12-lead electrocardiogram, blood anticoagulation measurement, analysis and interpretation of arterial and venous blood gases, fluid and electrolyte balance and cerebral oxygen saturation. After mastering the basic concepts of each section, students work through case-study scenarios to apply theory to practice. Electronic simulators are used. A minimum grade of B is required to progress.

Offered: Every year, Fall

PR 520. Research Methods in Cardiovascular Perfusion. 2 Credits.

This course explores ethical issues in medical research, provides an overview of grant proposal writing and includes development of a research project, data collection and analysis using statistical programs for computers. Students develop a presentation and employ various computer presentation techniques to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic. A minimum grade of B is required to progress.

Prerequisites: Take PR 503, PR 506, PR 509, PR 510, PR 528.

Offered: Every year, Summer

PR 522. Research Methods in CV Perfusion II. 2 Credits.

This course is a continuation of PR 520. It provides the perfusion student with an introduction to current areas of research being conducted in the open-heart field, scientific principles of experimental design and analysis and methods of reporting results to the scientific community. This course enables students to complete the collection/analysis of data that was begun in PR 520, prepare the final written report and present the results of the research project to the perfusion community. A minimum grade of B is required to progress.

Prerequisites: Take PR 520.

Offered: Every year, Fall

PR 526. Mechanical Circulatory Support. 4 Credits.

This course will expose students in the Cardiovascular Perfusion Program to mechanical circulatory support devices such as ventricular assist devices (short and long term implantation), newborn, pediatric and adult extracorporeal membrane oxygenation (ECMO) including techniques of support using veno-veno, and veno-arterial extracorporeal life support. Students will learn both the theory and application of these life support techniques.

Prerequisites: Take PR 500 PR 508 PR 516.

Offered: Every year, Spring

PR 528. Congenital Defects and Clinical Practice. 2 Credits.

This course is a study of the management of cardiopulmonary bypass in neonates, infants and children. The course includes a description of the embryological development of the human fetus, focusing on the development of the cardiovascular system. The pathophysiology of congenital heart disease and the surgical techniques for repair of those lesions are presented, stressing both physiologic considerations for the perfusion of the neonatal and pediatric patient as well as related specific perfusion techniques.

Prerequisites: Take PR 500 PR 502 PR 516.

Offered: Every year, Spring

PR 600. Clinical Practicum I. 5 Credits.

This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile devices, and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. Students meet as a group every six weeks, and individually present a patient case study at grand rounds. A minimum grade of B is required to pass.

Prerequisites: Take PR 503, PR 506, PR 509, PR 510 ,PR 528.

Offered: Every year, Summer

PR 602. Clinical Practicum II. 5 Credits.

This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile devices and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. Students meet as a group every six weeks, and individually present a patient case study at grand rounds. A minimum grade of B is required to progress.

Prerequisites: Take PR 600.

Offered: Every year, Fall

PR 604. Clinical Practicum III. 5 Credits.

This course provides experience in the areas of heart-lung bypass for adult, pediatric and infants, including long-term supportive extracorporeal circulation, adjunctive techniques and patient monitoring. Students focus on hypothermia, pulsatile perfusion devices and monitor hemodynamics, blood gases, bubble detection, level sensing, temperature, electrophysiology, coagulation potential and fluid electrolytes. Special applications also are covered. Students must successfully complete a sufficient variety and number of perfusions to satisfy recommendations of the American Board of Cardiovascular Perfusion. A final comprehensive exam covering all aspects of the program and clinical practice is taken at the end of this course. A successful performance on the examination is required to complete the program. A minimum grade of B is required to progress.

Prerequisites: Take PR 602.

Offered: Every year, Spring

Physician Assistant (PY)

- PY 501. Human Physiology.** **4 Credits.**
This course takes a system approach to the physiologic and biochemical functions of the human body, including relevant anatomical correlations. Laboratory sessions emphasize clinical application to systemic function.
Offered: Every year, Summer
- PY 501L. Physiology Lab.** **0 Credits.**
Lab to accompany PY 501. (3 lab hrs.)
Offered: Every year, Summer
- PY 503. Principles of Interviewing.** **3 Credits.**
This course explores the various methods of approaching and interviewing patients focusing on the establishment of a relationship, effects of cultural backgrounds, gender and age on giving and receiving of information in order to obtain an accurate medical history.
Offered: Every year, Summer
- PY 504. History, Roles and Responsibilities of the PA.** **1 Credit.**
This course explores through lecture and discussion the factors affecting the development of the profession and role socialization with emphasis on standards of quality assurance, credentialing of continued competence, policies and regulations governing clinical responsibilities and dynamics of membership on a health care team.
Offered: Every year, Spring
- PY 505. Clinical Pharmacology I.** **2 Credits.**
This distance education course covers the classification, mechanism of action, toxicity and clinical use of therapeutics agents. Side effects, indications, dose response and management of therapeutics are emphasized.
Offered: Every year, Fall
- PY 506. Principles of Internal Medicine.** **6 Credits.**
This course takes an organ system approach to disease emphasizing the pathogenesis, clinical presentation, differential diagnosis, diagnostic and therapeutic approach to disease processes. Laboratory sessions focus on clinical problem solving through the use of real cases.
Corequisites: Take PY 520L.
Offered: Every year, Fall
- PY 506L. Clinical Correlation Lab.** **0 Credits.**
Lab to accompany PY 506. (1 lab hr.)
Offered: Every year, Fall
- PY 507. Principles of Electrocardiography.** **1 Credit.**
This course offers a directed approach to understanding the principles of electrocardiography and its applications to clinical practice. Throughout this course, general principles of the etiologies of abnormal EKG patterns, the differential diagnosis and clinical management are discussed to correlate the EKG with clinical situations.
Offered: Every year, Summer
- PY 507L. EKG Lab.** **0 Credits.**
Lab to accompany PY 507. (1 lab hr.)
Offered: Every year, Summer
- PY 508. Diagnostic Methods I.** **2 Credits.**
Clinical laboratory medicine is examined with emphasis on indications for tests, normal values, interpretation of results and correlation with clinical conditions. Laboratory sessions provide students with practical experience performing basic laboratory tests.
Offered: Every year, Summer
- PY 508L. Diagnostic Methods Lab.** **0 Credits.**
Lab to accompany PY 508. (2 lab hrs.)
Offered: Every year, Summer
- PY 509. Principles of Obstetrics and Gynecology.** **3 Credits.**
Anatomy and physiology of the human reproductive system are examined, including the changes in pregnancy, prenatal care, medical and surgical complications of pregnancy, pre- and postpartum care. Common gynecologic conditions, methods and effectiveness of contraception, cancer detection methods and the diagnosis and treatment of sexually transmitted infections in the female are explored.
Offered: Every year, Spring
- PY 510. Principles of Pediatrics.** **3 Credits.**
This course examines the physical and psychological fundamentals of normal growth and development. Focus is on the major pediatric illnesses and conditions, their signs, symptoms and treatment. Immunization schedules, the various medications used in the pediatric population, their doses and indication are examined; the management of pediatric emergencies such as acute cardiac and respiratory arrest, anaphylaxis, seizures and trauma also are explored.
Offered: Every year, Spring
- PY 511. Principles of Surgery and Emergency Medicine.** **4 Credits.**
The fundamentals of surgical disease are explored with discussions on the etiology, pathophysiology, clinical manifestations and appropriate management of major and minor surgical conditions and care of the acutely injured and critically ill patient. Topics are discussed with emphasis on clinical presentation and pre- and post-operative management. The course introduces the principles of life support technique and the initial management of acute medical and traumatic conditions. Laboratory sessions are used to familiarize the student with aseptic technique and basic surgical procedures such as airway control, various catheter placements, surgical bleeding control and wound management.
Offered: Every year, Spring
- PY 511L. Clinical Skill Lab.** **0 Credits.**
Lab to accompany PY 511. (2 lab hrs.)
Offered: Every year, Spring
- PY 512. Psychosocial Issues in Health Care.** **2 Credits.**
This course explores how cultural belief systems and values in a multicultural society relate to the provision of appropriate health care/counseling. Students become familiarized with the biological and psychological attributes contributing to sexual expression as well as societal values that shape perception and expression. Factors associated with communicating with and caring for individuals from different cultures, opposite genders or differing sexual preference are explored. Lab sessions help students gain experience and develop confidence in approaching patients through preclinical clerkships. Students improve their clinical skills in the areas of eliciting a history, performing a physical exam, presenting an oral report and medical documentation via the patient chart note.
Offered: Every year, Spring
- PY 512L. Psychosocial Issues Lab.** **0 Credits.**
Lab to accompany PY 512. (2 lab hrs.)
Offered: Every year, Spring

- PY 513. Behavioral Medicine.** **3 Credits.**
 This one-semester course gives students an overview of some of the most important areas in behavioral psychiatry. The course includes an overview of basic psychiatric concepts and focuses on assessing patients who manifest psychological symptoms. Topics include diagnosis and treatment of anxiety disorders, mood disorders, common child and adolescent disorders, somatoform and factitious disorders, psychotic disorders, sleep disorders, adjustment and personality disorders, drug and alcohol abuse, and addresses forensic issues in behavioral health.
Offered: Every year, Spring
- PY 514. Diagnostic Methods II.** **1 Credit.**
 This course covers the basic principles of radiologic and imaging techniques, indication for various tests and recognition of abnormal findings.
Offered: Every year, Fall
- PY 515. Clinical Pathology.** **3 Credits.**
 Basic human pathology is examined from a systemic and cellular level, pathogenesis and various disease states. Topics include histology, inflammation and repair, endocrine, cardiovascular, pulmonary, musculoskeletal, GI and GU pathology.
Offered: Every year, Summer
- PY 516. Clinical Pharmacology II.** **2 Credits.**
 This continuation of Clinical Pharmacology I emphasizes commonly prescribed therapeutic agents.
Offered: Every year, Spring
- PY 518. Physical Diagnosis.** **3 Credits.**
 This lecture course presents the techniques for performing a complete and competent physical examination with an understanding of the pathophysiology presented by the patient. Along with the comprehensive complete physical examination, students learn the problem-oriented physical examination as well as special examination tools and techniques. Synthesis of historical and physical presentations for an accurate evaluation of the patient are emphasized.
Prerequisites: Take PY 503.
Corequisites: Take PY 518L.
Offered: Every year, Fall
- PY 518L. Physical Diagnosis Lab.** **1 Credit.**
 This laboratory/pre-clinical clerkship course presents and explores the techniques for performing a complete and competent physical examination and organizing and reporting the findings in both written and oral format. The pre-clinical clerkships allow the student to gain experience and develop confidence in approaching patients prior to entering the clinical year. Instructional techniques include small group discussion, practical experience with other students and patients, and the observation and critique of physical examination, write-ups and oral presentations.
Prerequisites: Take PY 503.
Corequisites: Take PY 518.
Offered: Every year, Fall
- PY 519. Human Anatomy.** **3 Credits.**
 This lecture experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and clinical application. Approach to the material is both regional and systemic. Content includes the basic concepts of embryology, the comparison of normal and abnormal structural relationships and demonstration of how these things relate to health and disease. To meet the instructional goals and objectives, students attend lectures and review online reusable learning modules while making connections to concepts encountered in PY 519L.
Offered: Every year, Summer
- PY 519L. Human Anatomy Lab.** **1 Credit.**
 This lab experience is meant to provide an environment for learning gross morphology of the human body including structural relationships, anatomical variations and clinical application. Approach to the material is both regional and systemic. To meet the instructional goals and objectives, students complete full cadaveric dissections and a self-study osteology review.
Corequisites: Take PY 519.
Offered: Every year, Summer
- PY 520L. Clinical Decision Making.** **1 Credit.**
 The purpose of this course is to reinforce materials taught in Principles of Internal Medicine and to provide clinical correlations by working through a case scenario, in either a simulation or seminar setting. Students develop critical thinking skills by working through a history, physical exam, laboratory tests and diagnostic studies, and developing a differential diagnosis for each case, which leads to a diagnosis so that the student can formulate a treatment plan.
Prerequisites: Take PY 501, PY 519, PY 519L.
Corequisites: Take PY 506.
Offered: Every year, Fall
- PY 526. Principles of Epidemiology.** **3 Credits.**
 This graduate-level course in epidemiology directs itself toward application of epidemiological principles. The course involves analysis of prospective and retrospective studies, cross-sectional studies and experimental epidemiology. Both communicable and chronic disease case studies are used, as well as case studies of occupationally induced diseases.
Offered: Every year, Summer
- PY 536. Biostatistics.** **3 Credits.**
 This course covers the application of statistical techniques to the biological and health sciences. Emphasis is on mathematical models, collection and reduction of data, probabilistic models estimation and hypothesis testing, regression and correlation, experimental designs and non-parametric methods.
Offered: Every year, Summer

- PY 548. Ethics in Health Care Delivery I. 2 Credits.**
This course provides an overview of the discipline of Medical Ethics presenting the study and application of relevant principles, insights and understandings of modern medical practice. The course includes a study of ethical theories, which lay the foundation for subsequent investigation into specific ethical problems found in medical science and technology. A framework of ethical decision making is introduced and practiced using realistic medical cases. The purpose of the course is to provide a framework that enables the student to reason clearly and effectively about the ethics involved in medical science and technology. This course better prepares students to identify ethical issues they may encounter during the clinical year and provides a method for ethical decision making when faced with these issues. The course assumes no prior knowledge of philosophical ethics or medical science.
Offered: Every year, Summer
- PY 572. Medical Microbiology and Infectious Diseases. 3 Credits.**
This detailed study of microorganisms and the diseases they cause in man includes consideration of infectious disease microorganisms including their biochemical, serological and virulence characteristics, and clinical manifestations. An organ system approach is used to examine the fundamentals of pathogenicity, host response, epidemiological aspects of infectious disease, as well as clinical manifestations, diagnosis and treatment of infections.
Offered: Every year, Fall
- PY 608. Graduate Seminar. 3 Credits.**
This seminar prepares students for the specific requirements of entering professional practice. Faculty active in the profession cover such issues as malpractice coverage, licensure regulation, risk management and legal issues, and aspects of the financing of health care. Lab sessions are designed as small group seminars. Through guided discussion in these small seminar settings, students explore the current literature and thinking on the competencies for the physician assistant profession.
Offered: Every year, Summer
- PY 608L. Graduate Seminar Lab. 0 Credits.**
Lab to accompany PY 608. (1.5 lab hrs.)
Offered: Every year, Summer
- PY 611. Clinical Residency I. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Summer
- PY 612. Clinical Residency II. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Summer
- PY 613. Clinical Residency III. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Summer
- PY 614. Clinical Residency IV. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Fall
- PY 615. Clinical Residency V. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Fall
- PY 616. Clinical Residency VI. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Fall
- PY 617. Clinical Residency VII. 3 Credits.**
Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.
Offered: Every year, Spring

PY 618. Clinical Residency VIII.**3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

Offered: Every year, Spring**PY 619. Clinical Residency IX.****3 Credits.**

Upon successful completion of the didactic phase, the PA student undertakes an intensive course of study requiring the application of skills and concepts acquired during the earlier course work. Each student rotates through seven six-week clinical disciplines and two four-week electives at varying sites throughout Connecticut, Massachusetts and Rhode Island. The core rotations are: family medicine/primary care, internal medicine, general surgery, emergency medicine, obstetrics/gynecology, pediatrics and psychiatry. Supplemental electives include a wide variety of medical, surgical and pediatric subspecialties.

Offered: Every year, Spring**PY 648. Ethics/Health Care Delivery II.****1 Credit.**

This 1-credit course occurs in the third summer after the student completes their clinical rotations. The course is a continuation of the PY 548 Ethics in Health Care I. The purpose of the course is to reinforce a framework of ethical decision-making which enables the student to reason clearly and effectively about the ethics involved in medical science and technology and reflect on ethical issues encountered during the clinical year. Student experiences encountered during their clinical year are used to exemplify the theoretical course material.

Offered: Every year, Summer**PY 650. Medical Writing Workshop/Journal Club.****1 Credit.**

The purpose of the medical writing course is to educate the PA student in the interpretation of medical literature and provide experiences in the various forms of medical writing and presentations. The course begins in summer semester of the second year with lectures, modules and on-campus activities, and then spans the clinical year using distance-education resources. Learning topics progress from a basic overview of writing mechanics and proper referencing to specific types of medical articles. Success in the medical writing course is determined by the quality of the researched written clinical papers and posters.

Offered: Every year, Summer**PY 676. Comprehensive Examination.****2 Credits.**

This comprehensive examination is a capstone of the physician assistant program. The purpose of the exam is twofold. First, to ascertain if the student has both the broad and specific knowledge expected of someone holding a master's degree. Second, to determine whether the student has been able to integrate knowledge obtained from individual courses into unified concepts that link the students' own specialization to other fields of study. The student is given an oral exam, a written examination and a clinical skills examination in the form of an Objective Score of Clinical Evaluation (OSCE).

Offered: Every year, Summer

Radiologist Assistant (RA)

RA 505. Clinical Pharmacology I.**3 Credits.**

This education course covers the classification, mechanism of action, toxicity and clinical use of therapeutics agents. Side effects, indications, dose response and management of therapeutics are emphasized.

Offered: Every year, Summer**RA 518. Imaging Pathophysiology.****3 Credits.**

The content focuses on the characteristics and manifestations of disease caused by alterations or injury to the structure or function of the body. Concepts basic to pathophysiology as well as common disease conditions are studied and serve as prototypes in understanding alterations that occur in the major body systems. Emphasis is placed on the characteristic manifestations and image correlation with these pathologies observed through diagnostic imaging. For radiologist assistant majors only.

Offered: Every year, Fall**RA 520. Radiation Safety and Health Physics.****2 Credits.**

This course provides an understanding of the protection of individuals from the harmful effects of ionizing radiation. Content includes an overview of the regulatory bodies and patient radiation safety regulations affecting the diagnostic imaging environment. The interaction of ionizing radiation with matter, units of exposure and dose, radiation detection and measurement devices are considered. Practical techniques and QA/QC procedures for reducing patient and operator risk of exposure to ionizing radiation are discussed.

Offered: Every year, Summer**RA 530. Image Critique and Pathologic Pattern Recognition I.****3 Credits.**

Basic imaging interpretation skills are presented to differentiate normal and abnormal structures in the skeletal, respiratory and cardiovascular systems, head and soft tissue neck across the lifespan. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation. Protocols for drafting memoranda of initial observations based on image assessment are included. Guest lectures are provided. This course also includes imaging post processing. The content is designed to establish knowledge in the fundamentals of digital image post processing that support guided skill development using clinical based imaging workstations.

Offered: Every year, Fall**RA 531. Image Critique and Pathologic Pattern Recognition II.****3 Credits.**

Basic imaging interpretation skills are presented to differentiate normal and abnormal structures in breast, gastrointestinal and genitourinary systems across the lifespan. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation. Protocols for drafting memoranda of initial observations based on image assessment are included. Guest lectures are provided. This course also includes image post processing. The content is designed to establish a knowledge of the fundamentals of digital image post processing that support guided skill development using clinical based image workstations.

Offered: Every year, Spring

- RA 532. Interventional Procedures I. 3 Credits.**
This course focuses on invasive procedures expected to be performed by the radiologist assistant. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation with an assessment of need for interventional procedures across the lifespan. Procedures related to skeletal, respiratory and cardiovascular and head and neck systems are discussed, including but not limited to arthrograms, lumbar punctures, PICC, central venous lines, venogram, fistulograms, organ biopsies and thoracentesis. Quality improvement methods are emphasized.
Offered: Every year, Fall
- RA 535. Interventional Procedures II. 3 Credits.**
This course focuses on invasive procedures expected to be performed by the radiologist assistant. Students develop an understanding of the correlation of anatomy, pathology and physiology as it relates to radiologic imaging and interpretation with an assessment of need for interventional procedures. Procedures related to the breast, gastrointestinal and genitourinary systems across the lifespan are discussed, including but not limited to breast aspiration, nephrostogram, loopogram, gastric and T-tube check, organ biopsies and paracentesis. Quality improvement methods are emphasized.
Offered: Every year, Spring
- RA 545. Research Methods and Design. 3 Credits.**
Students explore ethical issues in medical research, develop a research project, collect data and perform analysis using statistical programs for computers. A presentation is developed and various computer presentation techniques are employed to present student project data. Students work individually on the project and require the approval of the instructor to pursue a particular topic.
Offered: Every year, Fall
- RA 550. Clinical Seminar I. 1 Credit.**
This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirements of the radiologist assistant examination criteria, each student is responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy. Students may choose a minimum of one modality for discussion per case study. Students are required to participate in discussions regarding each weekly case study.
Offered: Every year, Spring
- RA 551. Clinical Seminar II. 1 Credit.**
This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirement of the radiologist assistant examination, students are responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy.
Offered: Every year, Summer
- RA 552. Clinical Seminar III. 3 Credits.**
This distance education course requires students to present a minimum of two case studies during the academic semester. Based on the case study requirement of the radiologist assistant examination, students are responsible for patient history, clinical correlation, explanation of imaging procedures, evaluation of imaging studies and identification of pertinent anatomy.
Offered: Every year, Fall
- RA 570. Radiologist Assistant Clinical I. 3 Credits.**
This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical three consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. The experience also includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.
Offered: Every year, Spring
- RA 571. Radiologist Assistant Clinical II. 5 Credits.**
This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical four consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. The experience also includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.
Offered: Every year, Summer
- RA 572. Radiologist Assistant Clinical III. 5 Credits.**
This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. In addition, experience includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.
Offered: Every year, Fall
- RA 573. Radiologist Assistant Clinical IV. 5 Credits.**
This course provides students with a clinical experience over a 15-week period. Students are required to attend clinical five consecutive days per week. The areas of experience include general radiography, fluoroscopic procedures and interventional procedures. In addition, experience includes advanced imaging modalities such as magnetic resonance imaging, computer tomography, mammography, positron emission tomography and ultrasound. Application of skills related to patient care and management, radiographic pattern recognition and procedural variances are employed. Students must complete American Registry of Radiologic Technologists competency requirements.
Offered: Every year, Spring
- RA 590. Thesis I. 1 Credit.**
The focus of this course is to further develop the paper written in RA 545. Students work on improving the abstract; introduction and literature review; developing the results, discussion, conclusion and recommendation sections of the thesis. At the conclusion of the course the student should have rough draft of a five-chapter thesis.
Offered: Every year, Spring
- RA 591. Thesis II. 2 Credits.**
This course is a continuation of RA 590 Thesis I. Each student produces a final five-chapter thesis and is required to present the completed thesis.
Offered: Every year, Summer

Social Work (SW)

SW 500. Generalist Field Education Practicum I. 3 Credits.

This is the first of two field placements. The generalist field placement is offered in the generalist year for 16 hours a week for a minimum of 400 hours. In addition to the hours required in the agency placement, there is a requirement to attend a Field Seminar on campus throughout the months of the placement.

Corequisites: Take SW 501.

Offered: Every year, Fall

SW 501. Social Work Practice I: Social Work Practice with Individuals and Families. 3 Credits.

This is the first semester of the generalist practice sequence. Social Work Practice I provides an introduction to social work practice. The courses present the knowledge and skills necessary for competent generalist social work practice with individuals and families. Skills taught in this course are interviewing, problem identification, problem exploration, formulating the presenting complaint, data gathering, differential assessment, planning, beginning intervention, termination, and evaluation.

Corequisites: Take SW 500. Take SW 511

Offered: Every year, Fall

SW 502. Generalist Field Education Practicum II. 3 Credits.

This is the second of two field placements. The generalist field placement is offered in the generalist year for 16 hours a week for a minimum of 400 hours. In addition to the hours required in the agency placement, there is a requirement to attend a Field Seminar on campus throughout the months of the placement.

Corequisites: Take SW 503.

Offered: Every year, Spring

SW 503. Social Work Practice II: Social Work Practice with Groups, Organizations and Communities. 3 Credits.

This is the second semester of the generalist practice sequence. Social Work Practice II provides an introduction to social work practice. The courses present the knowledge and skills necessary for competent social work practice with groups, organizations and communities. There is special attention given to vulnerable and disenfranchised populations.

Prerequisites: Take SW 501.

Corequisites: Take SW 502.

Offered: Every year, Spring

SW 504. Social Welfare and Social Policy. 3 Credits.

This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It covers the formation of the social work profession and its role in the creation and implementation of social policy and its tradition of advocacy, social action, and reform. Students take steps to engage in policy practice to advance social and economic justice.

Offered: Every year, Fall

SW 505. Social Work Research. 3 Credits.

The purpose of this course is to provide the generalist MSW student with a solid foundation in social work research, with an emphasis on evidence-based practice. As consumers and producers of research, social workers need to understand the core concepts of scientifically sound and rigorous research. Students become prepared to critically evaluate the research and learn to synthesize empirical research into a systematic review. The impact of bias in research is identified.

Offered: Every year, Fall

SW 507. Issues of Diversity and Oppression. 3 Credits.

This course examines the dynamics of racism and other forms of oppression in society and within us, and how those dynamics are intertwined with policy and practice. The course places oppression in the economic, political and social context of the U.S. Students analyze racism, sexism and ethnocentrism as they operate at the individual, community and institutional levels. The course aims to increase self-awareness and cultural humility for social work practice.

Offered: Every year, Spring

SW 508. Psychopathology. 3 Credits.

This course provides students with extensive knowledge of the major forms of emotional illness and their treatment. Students develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-V). They develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness.

Prerequisites: Take SW 500, SW 501.

Offered: Every year, Spring

SW 511. Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families. 3 Credits.

Using a person-in-environment framework, this course provides an understanding of the relationship between the major theories of individual and family functioning among biological, social, psychological and spiritual dimensions as they affect and are affected by human behavior and family life. Students examine the role that culture and intersectionality play in human development, within the context of biological and social systems, psychodynamic, ecological, social constructionist, humanistic, cognitive and behavioral theories.

Offered: Every year, Fall

SW 512. Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities. 3 Credits.

Using an ecosystems framework, this course provides an understanding of the major theories that explain the structures, functions, and dynamics of groups, organizations and communities. Students master core ideas of theories that provide the conceptual base for engaging in interventions that occur in the macro social environment. The course focuses on utilizing theories that promote empowerment of key stakeholders within groups, organizations and communities and that address social and economic injustice.

Offered: Every year, Spring

SW 580. Clinical Assessment and Diagnosis. 3 Credits.

This course is designed to provide students with extensive knowledge of the major forms of emotional illness and their treatment. Students will develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-V). They will develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Strength-based approaches to mental health care is emphasized.

Prerequisites: Take SW 500 SW 501

Offered: As needed

SW 600. Specialized Practice Field Education Practicum in Health/Behavioral Health I. 4 Credits.

This specialized practice field placement is the first of two field placements and offers a social work experience focused on health/behavioral health in a variety of settings. Students complete 24 hours a week for a minimum of 600 hours. In addition to the hours required in the agency placement, there is a requirement to attend a monthly Field Seminar.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 601.

Offered: Every year, Fall

SW 601. Social Work Practice III: Specialized Clinical Social Work Practice. 3 Credits.

This course focuses on clinical perspectives associated with social work in various fields of practice, particularly behavioral health consultation in the health care system. Skills to be acquired include how to make comprehensive psychosocial assessments and treatment plans for clients according to particular treatment perspectives. Multicultural applications for practice are incorporated. Attention is given to developing students' ability to apply ethical standards to clinical practice.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 600.

Offered: Every year, Fall

SW 602. Specialized Practice Field Education Practicum in Health/Behavioral Health II. 4 Credits.

This specialized practice field placement is the second of two field placements and offers a social work experience focused on health/behavioral health in a variety of settings. Students complete 24 hours a week for a minimum of 600 hours. In addition to the hours required in the agency placement, there is a requirement to attend a monthly Field Seminar.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 603.

Offered: Every year, Spring

SW 603. Social Work Practice IV: Specialized Organizational Social Work Practice. 3 Credits.

This course is designed to expand students' knowledge and understanding of human service organizations and to provide approaches for designing and managing programs. Students are exposed to various organizational and management theories and practices. In addition, emphasis is placed on organizational practice within the field of behavioral health in primary care settings.

Prerequisites: All generalist curriculum courses and SW 601.

Corequisites: Take SW 602.

Offered: Every year, Spring

SW 604. Evaluation Research Work Programs and Practice. 2 Credits.

This course focuses on the necessity of program evaluation for agency accountability and for improving services for clients. The course provides an overview of the methods of program evaluation and builds upon learned research knowledge for elaborating on the conceptual, methodological and administrative aspects of evaluation research. Students gain knowledge on how to utilize evaluation studies to inform their own practice at the micro and mezzo levels.

Prerequisites: All generalist curriculum courses.

Offered: Every year, Fall

SW 605. Integrative Seminar/Capstone Project. 2 Credits.

This course requires students to integrate core areas of generalist and specialized practice knowledge to a current issue relevant for social work practice. Students research human behavior theory, innovative evidence-based practice, policy and advocacy, as well as the latest data on health/behavioral health promotion to disseminate strategies for ameliorating the negative impact of a social problem on a specific marginalized population.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602, SW 603.

Offered: Every year, Spring

SW 611. Social Work in Health-Related Settings. 3 Credits.

This specialized practice MSW course focuses on the roles and functions of social workers serving clients in a rapidly changing health and behavioral health care industry. A strengths-based, family-centered and culturally sensitive approach to practice in a variety of health and behavioral health care settings is presented.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602.

Offered: Every other year, Spring

SW 612. Social Work Practice in Child Welfare and Behavioral Health Settings. 3 Credits.

This specialized practice social work course focuses on the characteristics, strengths and service needs of families and children in the child welfare, behavioral health and juvenile justice systems. It examines issues and builds practice skills related to those facing separation, reunification, effects of traumatic experiences, and mental health concerns.

Prerequisites: All generalist curriculum courses.

Offered: Every other year, Spring

SW 613. Social Work Practice in Schools. 3 Credits.

This specialized practice social work course presents knowledge and skills for engaging in social work practice from preschool through high school in educational settings across the continuum from direct practice, to school and district level programming and policy, to partnering with community stakeholders to advance programming and policy.

Prerequisites: All generalist curriculum courses.

Corequisites: Take SW 602, SW 603.

Offered: Every year, Spring

SW 614. Social Work Issues in Health and Illness. 3 Credits.

This course discusses the importance of cultural and socioeconomic factors in the creation of major health disparities in the United States. Physiological, psychological, social and environmental factors are considered in relationship to cultural and socioeconomic factors in explaining both etiology and consequences of disease. The framework is applied to common diseases in the life course.

Prerequisites: All generalist curriculum courses.

Offered: Every other year, Spring

SW 622. Multicultural Practice in Communities and Organizations. 3 Credits.

This specialized elective course provides students with an understanding of multicultural practice in organizational and community settings. Students examine concepts and techniques of multicultural practice; consider and evaluate relevant strategies and tactics that promote multiculturalism, including community capacity building, empowerment processes, intercultural communication, diversity training and cross-cultural supervision, and apply them to both community organizing and community-based agency practice settings.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall and Spring

SW 623. Child and Family Social Services Policy. 3 Credits.

This specialized practice MSW course provides a perspective on public and private sector social policies and service programs for children and families. The course includes topics related to policy objectives; history and values underpinning services; administration, economics, and funding of services; politics, interest group activities, and evaluation of policy and programs. The course builds on the evaluative concepts of social policy analysis included in the generalist policy course.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall and Spring

SW 624. Rape Crisis Victim Advocacy. 3 Credits.

This class prepares students to be certified to be rape crisis victim advocates and peer educators. The class is centered on the victim's perspective on sexual assault, sexual abuse, as well educating others about helping rape survivors. The course will cover basic information about sexual violence and rape myths, the protocol for reporting rape in different venues (e.g., on campus, police, hospital, rape crisis center), and methods for assisting survivors.

Offered: As needed

SW 630. Clinical Social Work with Military Service Members and Families. 3 Credits.

This specialized clinical elective provides conceptual theories of best practice approaches with, and research findings on working with service members and their families, with a primary focus on service members who have served in combat. Topics covered include strengths-based assessment and core evidence-based treatment interventions, and prevention strategies for working with service members and their families. The impact of working with traumatized individuals and families on social workers is reviewed with recommendations for self-care.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Spring and Summer

SW 633. Clinical Social Work Practice and Stress Management Techniques. 3 Credits.

The psychological, physiological and sociocultural aspects of stress are taught in this specialized clinical practice course. Stress management techniques are explored didactically and experientially. The purpose of this course is to teach students to understand the cognitive, affective and neurobiological impact of stress. Specific interventions to address traumatic stress also are discussed.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 634. Clinical Social Work with Substance Abuse and Addictive Behaviors Abuse and Addictive Behaviors. 3 Credits.

This course teaches the specialized practice social work student the theories and concepts of addiction. Students learn about the current research and approaches to counseling the chemically dependent client and/or family member, as well as the role of relevant systems, and how the addictive behavior affects these systems. The course emphasizes the application of social work values and ethics in the delivery of addiction services.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 635. Clinical Social Work Evidence-Based Treatment With Children and Adolescents. 3 Credits.

This specialized elective course provides students with a framework for understanding evidence-based mental health treatment with children and adolescents. Students become familiar with the most commonly used EBTs in the field and gain an understanding of the obstacles inherent in moving clinical practice from research to real-world settings. Models presented cover a range of diagnoses with an emphasis on children who have experienced emotional trauma. Individual, family and group treatment are addressed.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 636. Clinical Social Work in Relation To Death, Dying, Bereavement and Life-Threatening Illness. 3 Credits.

This specialized elective course provides a framework of knowledge, skills and values for culturally competent and responsive social work practice in helping clients who confront the issues of death and dying and life-threatening illnesses. A comparative, critically reflective approach to content is employed. Students explore experiences of clients dealing with these issues in relation to diversity of ethnicity or culture, age, gender, sexual orientation and social class.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Fall

SW 640. Clinical Social Work Practice with Adult Trauma. 3 Credits.

This specialized clinical elective focuses on the conceptual theories of trauma from cognitive/behavioral, psychodynamic and attachment theory perspectives. Emphasis is on the role of gender, race, ethnicity and culture in individuals' responses to trauma. Students apply diagnoses, assessment, psycho-education, stress management, affect regulation and emotional processing as core treatment components. The course includes application to selected groups, including adult survivors of complex PTSD such as sexual abuse, combat trauma and survivors of acute incident trauma.

Prerequisites: All generalist curriculum courses.

Offered: As needed, Spring

SW 698. Community-Based Service Learning Semina. 3 Credits.**SW 699. Special Topics in Social Work. 3 Credits.**

This course is offered to present a topic that is not part of the current course listings. It meets the curriculum standards of the MSW program for elective credit only.

Offered: As needed

Advanced Medical Imaging and Leadership

Program Contact: Paula DeMaio (paula.demaio@qu.edu)203-582-7973

The MHS in Advanced Medical Imaging and Leadership at Quinnipiac University is an interprofessional program. The integrated curriculum features core business discipline courses, guided health management courses and advanced imaging modalities in three distinct pathways: magnetic resonance imaging (MRI), computed tomography (CT) and women's imaging (WI). Graduates of the MHS-AMIL program are prepared to become advanced imaging professionals possessing the foundational education necessary for future entry-level leadership and managerial roles within their respective radiology healthcare organizations.

MHS in Advanced Medical Imaging and Leadership Curriculum

Computed Tomography

Course	Title	Credits
First Year		
Summer Semester		
AMI 523	Advanced Sectional Anatomy (Computed Tomography)	3
AMI 538 & 538L	Introduction to CT Scanning and Computed Tomography Lab I	4
MBA 601	Foundations for Decision Making	1
OL 601	Foundations of Organizational Behavior and Leadership (Students interested in earning MBA should take MBA 625 instead)	3
OL 610 or OL 650	Crucial Conversations as Leaders (Students interested in earning MBA should take MBA 615 instead of OL 610 or OL 650) or Leading Organizational Change	3
Credits		14

Fall Semester		
AMI 537	Computed Tomography Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
Credits		9

Spring Semester		
AMI 539	Computed Tomography Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		14
Total Credits		37

Magnetic Resonance Imaging

Course	Title	Credits
First Year		
Summer Semester		
AMI 523	Advanced Sectional Anatomy	3
AMI 515 & 515L	Introduction to Magnetic Resonance Imaging and Magnetic Resonance Imaging Principles I - Lab Practicum	4
MBA 601	Foundations for Decision Making	1
OL 601	Foundations of Organizational Behavior and Leadership (Students interested in earning MBA should take MBA 625 instead)	3
OL 610 or OL 650	Crucial Conversations as Leaders (Students interested in earning MBA should take MBA 615 instead of OL 610 or OL 650) or Leading Organizational Change	3
Credits		14

Fall Semester

AMI 516 & 516L	Advanced MRI Principles and Imaging and Magnetic Resonance Imaging Principles II - Lab Practicum	4
AMI 517	Magnetic Resonance Imaging Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
Credits		13

Spring Semester

AMI 518	Magnetic Resonance Imaging Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
Credits		14
Total Credits		41

Women's Imaging

Course	Title	Credits
First Year		
Summer Semester		
AMI 534	Bone Densitometry	1
AMI 540	Principles of Mammography	3
AMI 541L	Mammography and Bone Densitometry Lab	2
MBA 601	Foundations for Decision Making (Students interested in earning MBA should take MBA 625 instead)	1
OL 601	Foundations of Organizational Behavior and Leadership	3
OL 610 or OL 650	Crucial Conversations as Leaders (Students interested in earning MBA should take MBA 615 instead of OL 610 or OL 650) or Leading Organizational Change	3
Credits		13

Fall Semester

AMI 530	Mammography and Bone Densitometry Clinical I	2
AMI 545	Women's Health and Imaging	3
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
Credits		12

Spring Semester

AMI 531	Mammography and Bone Densitometry Clinical II	2
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3

HM 664	Financial Management in Health Care Organizations	3
Credits		11
Total Credits		36

- Provide essential and fundamental leadership skills to better position graduates for entry-level supervisory opportunities within radiology healthcare organizations
- Foster a sense of commitment to continuing education and professional development

Student Learning Outcomes

Upon completion of the Advanced Medical Imaging and Leadership program, students will demonstrate the following competencies:

Goal: Students will be clinically competent.

- Clinically Knowledgeable:** Apply skills and knowledge from foundational courses.
- Procedurally Knowledgeable:** Demonstrate growth in procedural knowledge from all AMIL coursework.

Goal: Students will demonstrate effective communication skills.

- Effective Communication:** Execute interpersonal communication with patients.
- Oral Proficiency:** Demonstrate their ability to present clear and creative ideas in a formal manner.

Goal: Students will demonstrate critical thinking.

- Critical Decision-Making:** Demonstrate their ability to navigate typical and atypical clinical scenarios while performing non-routine and routine procedures.
- Image Analysis:** Evaluate images for quality and diagnostic value.

Goal: Students will grow and develop as professionals.

- Professionalism:** Conduct themselves professionally and understand and apply ethical decision-making.
- Professional Research:** Create a culminating capstone project.

Mission Statement

The Advanced Medical Imaging and Leadership program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the Advanced Medical Imaging and Leadership program is to develop students' technical, professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to advanced imaging modalities and associated protocols. Graduates of the Advanced Medical Imaging and Leadership program will meet the needs of the community for highly qualified professionals, and the program will prepare students for career entry and advanced study.

Program Objectives

The objectives of the Advanced Medical Imaging and Leadership program are to:

- Provide excellent education in both the didactic and clinical learning environment
- Provide research opportunities that contribute to the clinical and scientific knowledge base in the field of diagnostic radiology
- Provide the skills necessary to prepare graduates for practice as advanced modality imaging professionals

These objectives are consistent with the mission statement of Quinnipiac University, which is to provide a supportive and stimulating environment for intellectual and personal growth.

Admission Requirements

The eligibility requirements for the MHS-AMIL program include:

- Bachelor's degree from an accredited institution
- Radiologic technologist in good standing with the American Registry of Radiologic Technologists
- State of Connecticut Licensure as a radiographer prior to clinical component of the program
- Prerequisite course requirements:
 - 3-4 credits of physics or chemistry
 - 3 credits of college-level mathematics
 - 12-15 credits of biology with labs, including:
 - 6-8 credits of anatomy and physiology

Admission to the program is conducted on a rolling basis. Decisions are made individually as an application becomes complete. Final decision on which applicants are selected into the program will be made by the program director, with input from MHS-AMIL program faculty. An interview is required when appropriate with the program director and at least two members of the MHS-AMIL faculty in attendance. Applications will be ranked based on a strong academic record, experience in a relevant clinical area, perceived ability to complete a challenging didactic and clinical program and the strength of recommendation by reference person.

Biomedical Sciences Program

Program Contact: Dwayne Boucaud (Dwayne.Boucaud@quinnipiac.edu)
203-582-3768

Medical laboratory research and diagnostic testing are among today's most exciting professions. The last decade has brought many exciting breakthroughs in the diagnosis and treatment of disease as well as new challenges such as AIDS, Lyme disease and the resurgence of tuberculosis. These new developments and challenges require laboratory professionals to stay on the cutting edge of their field. New techniques have to be mastered, new theories and concepts understood, and new means of managing the more complex operations of laboratories developed. The Biomedical Sciences program at Quinnipiac is specially designed to meet the educational needs of students to complete their education toward a degree in medicine or PhD programs or employment in the research/development industry and diagnostic companies. The program provides the training that is necessary to stay current with today's rapidly changing technology and to assume positions of greater responsibility. A laptop is required for all students enrolled in the MHS in Biomedical Sciences program.

MHS in Biomedical Sciences Program of Study

Students may choose either a thesis or a non-thesis option in the biomedical sciences program. Both options require students to take four courses or more in their specialization while allowing students to choose a number of electives to meet their individual needs.

Thesis Option Requirements (based on availability of faculty)

The curriculum includes a minimum of 35 credits including 8 credits of thesis (BMS 650, BMS 651). A total of 15–16 credits of core classes in an area of specialization is required along with three classes (9–12 credits) of electives within the specific area of specialization. Open elective courses could be chosen from any area of specialization.

Code	Title	Credits
BMS 650	Thesis I	4
BMS 651	Thesis II	4
Core courses in area of specialization ¹		15-16
Three areas of specialization electives ¹		9-12
Open electives		0-3
Total Credits		35-38

¹ Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

Non-Thesis Option Requirements

The curriculum includes a minimum of 38 credits including 2 credits of comprehensive examination (BMS 670). A total of 15–16 credits of core classes in an area of specialization is required along with three elective classes (9–12 credits) within the specific area of specialization. Open elective courses could be chosen from any area of specialization.

Code	Title	Credits
Comprehensive Exam		2
Core courses in area of specialization ¹		15-16
Three areas of specialization electives ¹		9-12
Open electives ¹		9-12
Total Credits		38-41

¹ Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

Comprehensive Examination

The comprehensive examination in medical laboratory sciences (2 credits) is a requirement for the non-thesis option in the Biomedical Sciences program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should

schedule an appointment with the program director before registering for the comprehensive exam.

Areas of Specialization

Medical Sciences

Code	Title	Credits
Core Courses		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 532	Histology and Lab	4
Specialization Electives		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 522	Immunology	3
BMS 527	Pharmacology	3
BMS 532	Histology and Lab	4
BMS 535	Histochemistry and Lab	3
BMS 536	Endocrinology	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 591	The New Genetics and Human Future	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

Microbiology

Code	Title	Credits
Core Courses		
BMS 502	Research Methods	4
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
Specialization Electives		
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4

BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 569	Antimicrobial Therapy	3
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 579	Molecular Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3
BMS 572	Pathogenic Microbiology	4
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 577	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 597	Biomedical Sciences Internship	4
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 681	Research Methods in Biomedical Sciences I	1-4
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 516	Clinical Pathology	4
PA 535	Disease Mechanisms	4

Graduate Science Electives		
Code	Title	Credits
Open Electives		
BIO 505	Writing and Science	3
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 503	Professional Development in Biomedical Sciences	1
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 504	Quality and Safety in Healthcare Organization	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 532	Histology and Lab	4
BMS 535	Histochemistry and Lab	3
BMS 536	Endocrinology	3
BMS 552	Toxicology	3
BMS 556	Seminar in Health Care Disparities	1
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Scientific Knowledge:** Demonstrate an advanced understanding of translational science in biomedical and microbiological topics.
- Translational Science:** Critically analyze scientific literature and develop critical-thinking skills necessary to implement evidence-based translational research.
- Effective Scientist:** Engage in the scientific process including research ethics, experimental design and data collection and analysis.
- Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

Mission Statement

The mission of Quinnipiac University's Master of Health Science in Biomedical Sciences program is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical schools. The two specialties included in the program (biomedical sciences and microbiology) and the integration of courses from these individual specialties provides the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical,

biotechnological and laboratory sciences—all directly applicable to real-world work environments.

To be considered for admission into the biomedical sciences program, applicants must meet the following requirements:

- Bachelor's degree in the biological, medical or health sciences from a regionally accredited institution in the U.S. or Canada.
- Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if the applicant is from a non-English speaking country.
- A minimum undergraduate GPA of 2.75, however the most successful applicants have a GPA of 3.0 or higher.
- All undergraduate transcripts and a detailed autobiography indicating why the student would like admission into the program, as well as personal, professional and educational achievements.
- Two letters of reference detailing the applicant's academic and interpersonal strengths.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements (p. 675) found in this catalog. Applications to this program are accepted throughout the year. Incoming students can start the program in either the fall or spring semester.

Biomedical Sciences One Year Option

Program Contact: Dwayne Boucaud
(Dwayne.Boucaud@quinnipiac.edu) 203-582-3768

This academic enhancement program provides a 12-month pathway for students to earn a master's in biomedical sciences. The program is suited for students with a strong science background. Coursework is focused on a comprehensive study of health and disease, which serves as the foundation of modern medical practices and healthcare research. Graduates gain the knowledge, skills and training to lead today's rapidly changing healthcare industry. The Biomedical Sciences program at Quinnipiac is specially designed to meet the educational needs of students to complete their education toward a degree in medicine or PhD programs or employment in the research/development industry and diagnostic companies. The program provides the training that is necessary to stay current with today's rapidly changing technology and to assume positions of greater responsibility. A laptop is required for all students enrolled in the MHS in Biomedical Sciences program.

MHS in Biomedical Sciences: 1-Year Option Program of Study

Students are required to complete both the non-thesis option and Medical Track for this accelerated program.

Non-Thesis Option Requirements

The curriculum includes a minimum of 38 credits including 2 credits of comprehensive examination (BMS 670). Students are required to take the courses listed below in sequence. They have the ability to choose two open elective courses based on personal interest.

Course	Title	Credits
First Year		
Summer Semester		
BMS 527	Pharmacology	3
BMS 564	Fundamentals of Oncology	4
BMS 577	Critical Analysis and Reasoning In the Biomedical Sciences	2
PA 515	Human Physiology	4
Credits		13
Fall Semester		
BMS 502	Research Methods	4
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 532	Histology and Lab	4
Take one of the following		
BMS 503	Professional Development in Biomedical Sciences	1
BMS 681	Research Methods in Biomedical Sciences I	1
BMS 688	Independent Study	1
Credits		13
Spring Semester		
BMS 518	Pathophysiology	3
BMS 556	Seminar in Health Care Disparities	1
BMS 670	Comp Exam/Biomedical Sciences	2
BMS Science Elective		3
BMS Science Elective		3
Credits		12
Total Credits		38

Comprehensive Examination

The comprehensive examination in medical laboratory sciences (2 credits) is a requirement for the non-thesis option in the Biomedical Sciences program. The purpose of the exam is twofold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.

Medical Sciences Required Courses

Code	Title	Credits
Core Courses		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522 & 522L	Immunology and Immunology Lab	4
BMS 532	Histology and Lab	4
Specialization Courses		
BMS 527	Pharmacology	3
BMS 556	Seminar in Health Care Disparities	1
BMS 564	Fundamentals of Oncology	4
PA 515	Human Physiology	4

Graduate Science Electives

Code	Title	Credits
Open Electives		
BIO 505	Writing and Science	3
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 504	Quality and Safety in Healthcare Organization	3
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 535	Histochemistry and Lab	3
BMS 536	Endocrinology	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 577	Critical Analysis and Reasoning In the Biomedical Sciences	2
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 597	Biomedical Sciences Internship	4
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 681	Research Methods in Biomedical Sciences I	1-4
BMS 688	Independent Study	2
BMS 689	Independent Study	2

Student Learning Outcomes

Upon completion of the program, students will demonstrate the following competencies:

- Scientific Knowledge:** Demonstrate an advanced understanding of translational science in biomedical and microbiological topics.
- Translational Science:** Critically analyze scientific literature and develop critical thinking skills necessary to implement evidence-based translational research.
- Effective Scientist:** Engage in the scientific process including research ethics, experimental design and data collection and analysis.
- Responsible Citizen:** Evaluate the social and ethical impact of scientific discoveries on medical practice.

Mission Statement

The mission of Quinnipiac University's Master of Health Science in Biomedical Sciences program is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical schools. The two specialties included in the program (biomedical sciences and microbiology) and the integration of courses from these individual specialties provide the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical, biotechnological and laboratory sciences—all directly applicable to real-world work environments.

To be considered for admission into the biomedical sciences program, applicants must meet the following requirements:

- Bachelor's degree in the biological, medical or health sciences from a regionally accredited institution in the U.S. or Canada.
- Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if the applicant is from a non-English speaking country.
- A minimum undergraduate GPA of 3.0; however the most successful applicants have a GPA of 3.2 or higher.
- All undergraduate transcripts and a detailed autobiography indicating why the student would like admission into the program, as well as personal, professional and educational achievements.
- Two letters of reference detailing the applicant's academic and interpersonal strengths.
- Strong extracurricular portfolio.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements (p. 675) found in this catalog. Applications to this program are accepted throughout the year. Incoming students can start the program in either the fall or spring semester.

Cardiovascular Perfusion Program

Program Contact: Michael Smith (Michael.Smith@quinnipiac.edu)
203-582-3427

The perfusionist provides consultation to the physician in the selection of the appropriate equipment and techniques to be used during extracorporeal circulation. During cardiopulmonary bypass, the perfusionist provides life support to the patient while the heart and lungs are stopped to enable the surgeon to operate. Perfusionists administer blood products, anesthetic agents and drugs through the extracorporeal circuit. The perfusionist is responsible for the induction of hypothermia and other duties, when required. Perfusionists have a role in the implementation and operation of ventricular assist devices designed to provide long-term circulatory support for the failing heart.

You will learn to operate the equipment perfusionists use to support or replace a patient's heart and lung functions during cardiac surgery and to monitor vital cardiopulmonary signs to keep the patient stable. You'll also learn to administer the appropriate medications and anesthesia during surgery.

Our program is one of only eight in the nation that offers graduate-level training in this profession. As cardiovascular disease becomes increasingly common, the employment opportunities in this field continue to expand, and we prepare you to enter the workforce with a competitive advantage.

A strong sense of responsibility and the capacity to work effectively with other professionals in a high-pressure environment are essential qualities of successful cardiovascular perfusionists. You'll acquire both during group activities and clinical work. Plus, you'll learn in our technologically sophisticated Center for Medicine, Nursing and Health Sciences.

This program is fully accredited by the Accreditation Committee –Perfusion Education (519 West Ridge Road Littleton, CO 80120) office@ac-pe.org (p. 7) under the Commission on Accreditation of Allied Health Education Programs. caahep.org (<https://www.caahep.org>)

MHS in Cardiovascular Perfusion Curriculum

Course	Title	Credits
First Year		
Fall Semester		
College-based didactic course work:		
PA 535	Disease Mechanisms	4
PR 500	Theoretical Foundations of Cardiovascular Perfusion	2
PR 502	Systems Anatomy and Physiology I	3
PR 508	Extracorporeal Circuitry and Laboratory I	1
PR 516	Physiologic Monitoring	4
Credits		14
Spring Semester		
PR 503	Systems Anatomy and Physiology II	3
PR 506	Pharmacologic Intervention in Cardiovascular Perfusion	4
PR 509	Extracorporeal Circuitry and Lab II	1
PR 510	Surgical Techniques	2
PR 526	Mechanical Circulatory Support	4
PR 528	Congenital Defects and Clinical Practice	2
Credits		16

Second Year

Summer Semester

Hospital-based clinical training session:

PR 600	Clinical Practicum I	5
PR 520	Research Methods in Cardiovascular Perfusion	2
Credits		7

Fall Semester

PR 602	Clinical Practicum II	5
PR 522	Research Methods in CV Perfusion II	2
Credits		7

Spring Semester

PR 604	Clinical Practicum III	5
PR 514	Special Topics in Cardiovascular Perfusion	2
Credits		7
Total Credits		51

During the first two didactic semesters, students are introduced to the operating room environment by weekly orientation sessions in one of several affiliated hospitals. Students are required to join the American Society of Extracorporeal Technology and maintain student membership for the duration of the program.

Failure to maintain a 3.0 minimum GPA in all didactic and clinical semesters will result in automatic dismissal from the program. Students must also successfully complete all clinical practicums to graduate from the program.

Student Learning Outcomes

Upon completion of the cardiovascular perfusion program, students will demonstrate the following competencies:

- Foundational knowledge:** Demonstrate an advanced understanding of the basic sciences as they pertain to the treatment of disease states in cardiopulmonary pathology.
- Critical decision-making:** Acquire the concepts and skills necessary to effectively apply technology, equipment and techniques to achieve extracorporeal life support of critically ill patients.
- Professional skills:** Master the skillful application of mechanical cardiac assist devices in patients with failing heart and lungs of all age groups: neonatal, pediatric and adult.
- Interprofessional education:** Collaborate with colleagues and other healthcare professionals in providing quality patient care.
- Professionalism and effective scientist:** Apply research methods to constantly assess and improve practices, with the goal of enhancing patient safety and outcomes.

Mission Statement

The mission of the Master of Health Science in Cardiovascular Perfusion program is to:

- Provide excellent education in both the didactic and clinical learning environment;
- Provide research opportunities that contribute to the clinical and scientific knowledge base in the field of extracorporeal circulation; and
- Foster a sense of commitment to continuing education and professional development.

This mission is consistent with the mission of Quinnipiac University, which is to provide a supportive and stimulating environment for the intellectual and personal growth of undergraduate, graduate and continuing education students.

Admission

Interested candidates must have earned a bachelor's degree from a regionally accredited institution in the U.S. or Canada. Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required if the applicant is from a non-English speaking country. Applicants must have the following course prerequisites:

- two semesters of general biology (with labs)
- two semesters of anatomy and physiology (with labs)
- two semesters of general chemistry (with labs)
- one semester of biochemistry or cell physiology
- one semester of physics (with lab)
- one semester of microbiology (with lab)
- one semester (2 or 3 credits) of medical terminology
- one semester of college algebra, calculus or biostatistics
- certification in Basic Life Support from the American Heart Association

Prerequisites should be completed within 10 years of application. Applicants to the program should have a strong background in the health sciences and be able to work for long periods under intense conditions. Individuals already working in the fields of nursing, respiratory care, physician assistant, physical therapy, paramedical and biomedical engineering are ideally suited for admission into the program.

Applicants must have a minimum undergraduate cumulative GPA of 3.0, and at least two years of experience working in a healthcare field involving direct patient care.

Applications can be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog.

A detailed autobiography of personal, professional and educational achievements, and three letters of recommendation must accompany the student's application.

All applications, transcripts, reference letters and supporting materials must be submitted to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified candidates.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Background Check and Drug Screen

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check and drug screen. All students entering the Quinnipiac University Cardiovascular Perfusion program are required to undergo a criminal background check and drug screen (through the university vendor) prior to beginning classes and prior to beginning the clinical year. This is a mandatory component of the program. In addition, Cardiovascular

Perfusion students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac University Cardiovascular Perfusion student may need proof of criminal background check for clinical rotations and/or to be eligible to sit for their certification exam, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Additional Program Costs

As a clinical education program, the Cardiovascular Perfusion program requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation, housing). **Costs - variable**
- b. **Immunizations:** Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases, titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the duration of the program. **Costs - variable (please check with your insurance carrier)**
- c. **Background Check:** All students must undergo an initial background check prior to the start of any clinical/fieldwork experience.
 - i. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - ii. Students will be required to do an annual recheck one year after the initial background recheck. **Cost - \$32 per annual recheck**
- d. **Drug Screening:** Students are required to complete an annual 14-panel drug screening test. **Cost - \$42.25**
- e. **Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE:** Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - i. **EXXAT** is the clinical tracking and assessment program used by the School of Health Sciences. **Cost - one-time payment of \$150 per student for the current major (students are responsible for this cost).**
 - ii. **APPROVE** is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost - \$35 for first year, \$10 per year thereafter.**
- g. **Professional Association Membership:** Students are required to join and maintain membership in both the American Academy of Cardiovascular Perfusion and the American Society of Extracorporeal Technology. **Cost - \$25 annually for AACV; \$15 one-time fee for AmSECT.**

The Cardiovascular Perfusion program is accredited by:

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763

Phone: 727-210-2350

Fax: 727-210-2354

Website: caahep.org (<http://www.caahep.org>)

Doctor of Physical Therapy (DPT)

Program Contact: Tracy Wall (tracy.wall@qu.edu) 203-582-8212 or Ken Kosior (Ken.Kosior@quinnipiac.edu) 203-582-3931

The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding clinicians equipped for contemporary practice through a three-year, 12-month graduate program. Students develop the essential skills of a 21st-century health care professional by having access to expert academic and clinical faculty and the benefit of learning in state-of-the-art facilities. The program is an integrated curriculum of foundational knowledge and clinical training and is located in the Center for Medicine, Nursing and Health Sciences. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Lab. The learning environment for clinical skills, clinical decision-making and professionalism is supported in classrooms, well-equipped laboratories, and progressive technology. Students can practice and are assessed on skills utilizing simulation, standardized patients and cumulative practical examinations. The program integrates frequent client-based opportunities throughout the curriculum in addition to three full-time clinical experiences completed at various domestic or international clinical sites. Although the goal of the program is to prepare entry-level physical therapists, faculty value establishing close mentoring relationships through in-depth research or innovative projects that allow students to grow intellectually and professionally.

The Doctor of Physical Therapy program cultivates critical and reflective thinking, clinical decision-making and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration. The program provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management.

Plan of Study

Doctor of Physical Therapy (DPT degree) for Direct-Entry HSS-DPT, AT-DPT and Internal Transfer Students

A total of 112 credits is required for completion of the DPT.

Course	Title	Credits
First Year		
Fall Semester		
PT 503L	Physical Therapy Process I Lab	2
PT 505 & 505L	Kinesiology I and Kinesiology I Lab	3
PT 512 & 512L	Human Anatomy I and Human Anatomy Lab	4
PT 518	Functional Neuroanatomy	3
PT 519	Professional Issues in Physical Therapy I	2
PT 569	Education/Community Health/Wellness	2
Credits		16

Spring Semester

PT 504L	Physical Therapy Process II Lab	4
PT 507 & 507L	Kinesiology II and Kinesiology II Lab	3
PT 509	Clinical Decision Making I	2
PT 513 & 513L	Human Anatomy II and Human Anatomy II Lab	3
PT 528 & 528L	Musculoskeletal I and Musculoskeletal I Lab	4
PT 548L	Physical Agents Lab	1

Credits 17

Summer Semester

PT 516	Clinical Decision Making II	1
PT 517	Clinical Education Seminar	1
PT 520	Pathophysiology I	3
PT 523	Applied Pharmacology I	1
PT 529 & 529L	Musculoskeletal II and Musculoskeletal II Lab	4
PT 531 & 531L	Acute Care and Cardiopulmonary Physical Therapy I and Acute Care Cardiopulmonary Lab I	4
PT 675	Normal/Abnormal Gait	1

Credits 15

Second Year

Fall Semester

PT 657	Imaging for Physical Therapists	2
PT 671	Clinical Education Experience I	4
PT 685	Evidence in Practice	2

Credits 8

Spring Semester

PT 626	Pathophysiology II	3
PT 627	Applied Pharmacology II	1
PT 628 & 628L	Acute Care and Cardiopulmonary II and Acute Care and Cardiopulmonary II Lab	3
PT 653 & 653L	Neurorehabilitation I and Neurorehabilitation I Lab	4
PT 658	Differential Diagnosis	3
PT 666	Capstone I	2

Credits 16

Summer Semester

PT 652	Professional Issues in Physical Therapy II	1
PT 654 & 654L	Neurorehabilitation II and Neurorehabilitation II Lab	4
PT 661	Administration and Leadership in Physical Therapy	3
PT 668	Psychosocial Aspects of Physical Disability	2
PT 676	Capstone II	1
PT 679	Clinical Decision Making III	2

Credits 13

Third Year

Fall Semester

PT 730 & 730L	Musculoskeletal III and Musculoskeletal III Lab	3
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PT 736 & 736L	Pediatric Rehabilitation and Pediatric Rehabilitation Lab	4
PT 744 & 744	Physical Therapy Skills Elective and Physical Therapy Skills Elective (complete 2 sections)	4
PT 769	Advanced Clinical Decision Making	2
PT 767	Capstone III	2
Credits		15
Spring Semester		
PT 781	Clinical Education Experience II	6
Credits		6
Summer Semester		
PT 782	Clinical Internship III, Clinical Education Experience III	6
Credits		6
Total Credits		112

*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Student and Graduate Learning Outcomes

Upon completion of the physical therapy program, students will demonstrate the following competencies:

Students/graduates will become lifelong learners through reflective practice.

1. **Self-directed learner:** develop, implement and evaluate one's own approach to learning through various educational experiences.
2. **Social awareness:** cultivate a mindset of awareness to guide actions and advocacy for the benefit of society at large.

Students/graduates will provide proficient patient-centered care.

1. **Professionalism:** be accountable for one's physical therapy judgments, actions and omissions as related to standards of the profession.
2. **Clinical competence:** skillfully manage patients in an efficient, safe and effective manner with an ability to seek help accordingly.
3. **Clinical decision-making:** using a framework of thinking to analyze and interpret healthcare information from multiple sources to justify clinical judgments.
4. **Interprofessional health care:** use a framework of understanding of the roles and shared values of various health professionals to facilitate interprofessional communication and teamwork.

Students/graduates will demonstrate innovative thinking.

1. **Creative thinking:** devise imaginative or original solutions in the context of patient care to address health within the scope of practice.
2. **Evidence-informed decision-making:** critically appraise and integrate evidence to generate sound clinical judgments.

Mission Statement

The department of physical therapy at Quinnipiac University provides an innovative, student-oriented environment to prepare students who can

meet the evolving health needs of society. The program is dedicated to developing lifelong learners who will enhance the profession through a commitment to reflective practice, interprofessional collaboration, leadership and socially aware action. The educational experience embodies the core values of both the university and APTA. Students provide patient-centered care using evidence-informed practice to optimize movement and positively transform society.

Graduate Admissions Policy

Statement on Nondiscrimination and Compliance: The Quinnipiac University physical therapy program supports equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of race, color, disability, religion, age, gender, sexual orientation, or ethnic or national origin.

Admissions: The DPT program is an early assurance program. Admission to the DPT program is achieved primarily through an undergraduate program in Health Science Studies or via a combined degree with Athletic Training. Early assurance candidates will be reviewed for admission into the DPT program; please see Entry-Level DPT (p. 557) for information concerning admission to the program and course of undergraduate study.

In the event there are seats available in the DPT program, internal candidates within Quinnipiac University and external candidates are invited to submit applications using the following admissions policies and procedures. The policies were updated to create a clear pathway for both internal and external candidates to apply to the program when there are available seats.

Internal and External Applicants

The Quinnipiac Physical Therapy Department invites undergraduate students to apply to the graduate DPT program on a space-available basis.

Application Eligibility: Applications will be accepted from students who have successfully completed all of the program requirements and/or are within 32 or fewer credits from undergraduate degree completion. All prerequisite courses and requirements are posted on the DPT program website.

Application Deadlines: Both internal and external students can apply through the Quinnipiac University Office of Graduate Admissions. Internal candidates can apply by September 15 and external candidates can apply by October 15.

Admission Requirements

- Successful completion of a Bachelor of Science from Quinnipiac University or an accredited institution and/or are within 32 or fewer credits from completing an undergraduate degree
- Transcripts: Official transcripts from all institutions attended
- GPA: 3.2 overall GPA and 3.2 prerequisite GPA with no prerequisite course grade below a C. Applicants may retake a maximum of two courses one time each for a grade replacement.
- Letters of recommendation: Two letters of recommendation (one from a past employer/personal reference, one from an academic source who can attest to the applicant's academic performance)
- Response to one essay question – "Why do you want to be a physical therapist?"

- Healthcare experiences: Documentation of 60 contact hours of healthcare experiences, either volunteer or paid. At least 20 of these hours *must* be in two different physical therapy practice settings (e.g., hospital, nursing home, rehabilitation agency, outpatient department, private practice, etc.).

Additional Program Costs

Background Check: All students must undergo an initial background check prior to **matriculation to the graduate curriculum (due one week prior to graduate program orientation)**. Prices subject to change based on vendor charges.

- Initial background check **cost is \$63** for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the past 7 years due to New York state surcharge.
- Students must review the criminal background check policy in the University Catalog: catalog.qu.edu/university-policies/background-checks
- Students may be required to repeat background checks depending on the requirements of the clinical sites to which they are assigned. If within one year of prior check, the cost of a recheck is \$32; if more than a year has passed, a new background check must be obtained at the cost of an initial check.
- Drug Screening:** Students may be required to obtain one or more drug screen as required by the clinical sites to which they are assigned. **Cost: \$42.25.** Students must review the drug screen policy in the University Catalog: catalog.qu.edu/university-drug-screen-policy
 - EXXAT** is a platform utilized by programs within the School of Health Sciences. Students enrolled in the physical therapy programs must enroll in STEPS and APPROVE.
 - STEPS** is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time out-of-pocket expense of \$150 per student.**
 - APPROVE** is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter.**

Professional DPT Program Requirements

Students in the professional graduate DPT component of the curriculum are required to achieve a GPA of 3.0 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.0 or receive a grade below C+ may be subject to dismissal from the program. For continuation in the program, all students must successfully complete all didactic and clinical coursework in the sequence identified.

Clinical education is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Clinical education experiences occur through both integrated and full-time clinical experiences in a variety of settings throughout the country. Placement in specific settings, locations and clinical facilities is not ever guaranteed and individual student assignment occurs at the discretion of the faculty. Students may be required to travel for clinical assignments. All associated housing and travel costs are the responsibility of the student.

All DPT students must be aware that there are additional requirements necessary to participate in scheduled clinical affiliations. Specific health requirements, including but not limited to: titers for mumps, measles and rubella, varicella and hepatitis B, annual physical exams, two-step PPDs, flu shots, current CPR certification and other mandates must be completed within the timeframe established by the clinical site at which a student has been placed. In addition, criminal background check updates and drug testing also may be required. These mandates are facility-specific and change frequently without notice. Quinnipiac University has no authority over any clinical facilities' protocols. Students must comply with what is required at their specific clinical affiliation.

Technical Standards and Essential Requirements

Introduction

Professional education requires that the accumulation of knowledge be accompanied by the simultaneous acquisition of skills, professional attributes and behaviors. Professional school faculty members have a societal responsibility to matriculate and graduate the best possible health care professionals. Therefore, admission to the School of Health Sciences Department of Physical Therapy (DPT) is offered to those who present the highest qualifications for the study and practice of physical therapy. The technical standards presented below are prerequisite for admission to, progression in, and graduation from the school and department. Successful completion of all courses in the DPT curriculum is required to develop the essential knowledge, skills and professional attributes of a competent physical therapist.

Graduates of the School of Health Sciences Department of Physical Therapy must have the knowledge and skill to function in a broad variety of clinical environments and to render a wide spectrum of patient care. The Department of Physical Therapy acknowledges Section 504 of the Vocational Rehabilitation Act of 1973 and PL 101-336 of the Americans with Disabilities Act (ADA), but asserts that certain minimum technical standards must be present in prospective candidates for admission, progression and graduation.

Commitment to Seeking Reasonable Accommodations

Physical Therapy education requires not only the accumulation of scientific knowledge but the acquisition of skills, professional attributes and behaviors. Technical standards and Essential Requirements presented in this document are prerequisite, nonacademic requirements for admission, progression and graduation from the Quinnipiac University DPT program. Definitions of technical standards are an expectation for the accreditation of this program by the Commission on Accreditation in Physical Therapy Education (CAPTE). All required courses in the curriculum are designed to develop the essential functions necessary to become a competent physical therapist.

The Quinnipiac University DPT program is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities. The Department of Physical Therapy strives to provide reasonable accommodations for qualified individuals with disabilities who apply for admission and are enrolled as physical therapy students. Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate's existing or acquired disability(ies) interfere with patient or peer safety, or otherwise impede his/her ability to complete the Quinnipiac University DPT educational program and advance to graduation, the candidate may be denied admission or progression, or may be separated, or dismissed from the program.

Technical Standards and Essential Requirements

Cognitive/Reasoning Skills: Students must possess a range of cognitive and reasoning skills that allows them to master the broad and complex body of knowledge that comprises a physical therapy curriculum. Students must have the ability to follow course syllabi, assignments/exams, practicals and any other action plans developed by the faculty/program. They must exhibit the ability to develop problem-solving skills, and to make clinical decisions rapidly, under pressure, to set priorities and improvise in a timely manner consistent with professional practice. This includes the ability to analyze, integrate and synthesize objective and subjective data to make timely decisions that reflect consistent and thoughtful deliberation within best practice standards. Students must be able to demonstrate the ability to perform these cognitive skills efficiently, with flexibility, and while using appropriate clinical reasoning that is inherent to the needs in the clinical environment.

Examples of specific **cognitive/reasoning skills** include but are not limited to:

- Measure, calculate, reason, analyze and synthesize data related to patient examination, diagnosis and treatment of patients.
- Demonstrate sound judgement in patient assessment, diagnostic and therapeutic planning.
- Exercise proper awareness and complete responsibilities in a timely and accurate manner.
- Synthesize information, problem-solve and think critically to decide the most appropriate theory or assessment strategy.
- Identify and communicate when help is needed and make proper decisions regarding when a task should or should not be carried out alone.
- Interpret graphs and spatial relationships.

Communication Skills: Students must be able to communicate effectively and sensitively with patients and families as well as with faculty, preceptors, peers and members of the health care team within learning experiences. Effective communication includes verbal and non-verbal interactions, such as the interpretation of facial expressions, affect and body language. The student also must be able to receive, interpret and send written communications in a timely manner consistent with contemporary practice. Fluency in the English language is required at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communication aide may be appropriate. These intermediary functions only as an information conduit and does not serve in any interpretive capacity.

Examples of specific required **communication skills** include but are not limited to:

- Competence in writing, understanding, interpreting and speaking the English language.
- Efficient, effective, accurate and timely communication using a range of communication media as appropriate to the purpose and audience.
- Use of communication and sensory skills to convey information.
- Use of communication and sensory skills to accurately elicit information including a patient history and other information necessary to effectively evaluate a client or patient's condition.
- Accurate perception of nonverbal information and cues in interpersonal encounters.

Motor Skills: Students must possess sufficient fine and gross motor skills necessary such that they are able to obtain adequate information from a physical therapy exam and provide effective interventions to patients of all ages, sizes and gender. The student must demonstrate the physical ability to sufficiently move a patient and self around varying work environments, on various surfaces, and to and from different levels. Students must possess adequate motor ability to respond efficiently and effectively in emergency situations.

Examples of specific **motor skills** include but are not limited to:

- Use of a keyboard or equivalent device to record patient information.
- Assist a patient with safe floor <-> stand transfers.
- Enter small areas (e.g., bathroom, car) and assist patients with safe transfers.
- Provide manual resistance sufficient for a maximal manual muscle test of a large muscle group.
- Manage and manipulate limbs of all sizes to accurately assess joint mobility.
- Adapt manual inputs/contacts based on patient effort.
- Use of surgical instruments for activities such as anatomy dissections and wound debridement.
- Assist in performing a multi-person safe transfer of obese patients.
- Access transportation to and from clinical and didactic sites.
- Assume and maintain a variety of body postures (e.g., sitting, standing, walking, bending, squatting, kneeling, stair climbing, reaching forward or overhead, turning, moving the trunk and neck in all directions) to adequately perform patient examination and interventions.
- Balance self and provide support/balance to patients and equipment on a variety of surfaces including level and uneven ground, ramps, curbs and stairs.
- Maintain sufficient endurance to effectively manage patient care, for a minimum of 35 hours per week.

Observation: Observation requires the functional use of vision, hearing and somatic senses. Observation allows students to gather data to efficiently and effectively respond to patients and families as well as with faculty, preceptors and all members of the health care team and other learning experiences. Students must be able to observe lectures, laboratory demonstrations, in-class demonstrations and patients in the classroom and clinic.

Students must maintain sufficient **observation skills** to perform various parts of a physical therapy examination and interventions, including but not limited to:

- Palpation of peripheral pulses, bony landmarks and ligamentous structures.
- Visual and tactile evaluation of areas for inflammation or edema.
- Use of a stethoscope, sphygmomanometer and goniometer.
- Detect muscle activity sufficient to distinguish trace contractions.
- Hear medical alarms or patient vocalizations in case of an emergent situation.
- Monitor physiologic changes in patient status to adjust or discontinue treatment.
- Visually examine patient movement patterns and non-verbal expressions in order to adjust treatment.

- Assess environmental safety.
- Examine skin integrity and wounds.

Professional Ethics and Values: Students must be able to relate to patients, families and colleagues with honesty, integrity and dedication in a non-discriminatory manner. Students must demonstrate a manner consistent with sensitivity and respect for all social or cultural backgrounds. Students must conduct themselves appropriately in all academic and clinical interactions in classroom, clinic and community. They must have the ability to function and exhibit the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct. Students must abide by all applicable Quinnipiac University policies. Background check policy requires students to comply with all applicable state and federal regulations as required by the State of Connecticut, the state in which they reside, and the state in which clinical work or fieldwork placements are located. Criminal histories may also prevent a student from taking the Federation of State Boards of Physical Therapy Exam (FSBPTE).

Students must demonstrate **professional ethics and values** including but not limited to:

- Establishing a rapport with patients, families, faculty and colleagues.
- Nurture mature, sensitive and effective relationships with patients, families, faculty and colleagues.
- Conflict resolution skills, including the ability to negotiate differing attitudes and opinions.
- Maintain a cooperative and professional manner.
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, mentors and others.
- Employ sound judgement.
- Arrive and being on time for professional commitments including class and clinical experiences.
- Abide by the appropriate dress code given the setting (academic and clinical).
- Manage and prioritize tasks to meet responsibilities.
- Seek assistance and guidance in a timely manner.
- Accept and respond appropriately to constructive feedback.
- Manage personal affairs in a manner that does not interfere with professional responsibilities.
- Adhere to the American Physical Therapy Association (APTA) Code of Ethics.
- Perform own work, give credit for other's ideas, and properly reference sources.
- Protect the confidentiality of patient information consistent with current applicable law and clinical site guidelines.
- Participate and perform in a manner consistent with real clinical practice guidelines during lab, practical, standardized or simulated experiences in order to learn and demonstrate curricular related knowledge.

Contact the Office of Student Accessibility for further information regarding reasonable accommodations in the didactic, laboratory, practical or clinical settings:

(myq.quinnipiac.edu/Academics/LearningCommons/Pages/StudentAccessibility.aspx (<https://myq.quinnipiac.edu/Academics/LearningCommons/Pages/StudentAccessibility.aspx>))

Email: access@qu.edu

Phone number: 203-582-7600

The Commission on Accreditation in Physical Therapy Education (CAPTE) is an accrediting agency that is nationally recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapy. Accreditation is a process used in the U.S. to ensure the quality of the education that students receive. It is a voluntary, nongovernmental, peer-review process that occurs on a regular basis.

The Physical Therapy program at Quinnipiac University is accredited by CAPTE, 3030 Potomac Ave Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org/>). If needing to contact the program/institution directly, please call 203-582-8212 or email Tracy.wall@qu.edu. The next accreditation visit will be in 2022.

Any concerns/ complaints about the program that fall outside the realm of due process, whether expressed by students or other stakeholders, are taken very seriously and acted upon in an expedient manner. Any individual who is unhappy with their experience or encounter with any student, faculty or staff member of the Department of Physical Therapy is encouraged to express that concern by filing a written complaint via email to the Department Chair (Ken Kosior (Ken.Kosior@quinnipiac.edu)) and/or Program Director (Tracy Wall (tracy.wall@qu.edu)).

Once a complaint has been made, the Department Chair and/or Program Director will gather information and address the complaint. When possible, the Chair and/or Program Director will discuss the complaint directly with the party or parties involved within 7 business days. The Chair and/or program will recommend a plan of action to reconcile/ remediate the complaint and present it to all parties with the goal of finding a reasonable resolution.

If the plan is accepted, the Chair and/or Program Director will monitor the plan for full resolution. A letter from the Chair and/or Program Director acknowledging the resolution of the complaint will be filed. Any complaint and documentation associated with the resolution of complaints which fall outside the realm of due process will be kept on file in the Chair and/or Program Director's files for a period of 5 years.

If dissatisfied with the action or decision made by the Chair and/or Program Director, or if the complaint is against the Chair and/or Program Director, the involved party may submit a written complaint or appeal to the Dean of the School of Health Sciences. A letter outlining the resolution by the Dean shall be filed with the complaint in the Department Chair's office for a period of 5 years.

If the complainant believes that additional review is necessary, then the last line of complaint is with the provost.

Outside of the institution, a complaint can also be filed against the program with the physical therapy accrediting body: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, VA. 22314.

- PT 503L. Physical Therapy Process I Lab.** **2 Credits.**
This course introduces students to the theory and practice of foundational physical therapy skills, such as body mechanics, sensation, basic handling skills, measurement of vital signs, goniometry and muscle testing of the upper extremity, and therapeutic exercise. Students learn appropriate use of medical terminology and are introduced to taking a patient history and documentation.
Offered: Every year, Fall
- PT 504L. Physical Therapy Process II Lab.** **4 Credits.**
This course utilizes the Physical Therapist Patient/Client Management Model to build upon and integrate assessment skills developed in Physical Therapy Process I. Assessment techniques including neurologic examination, goniometry and manual muscle testing of the spine and the lower extremities are covered. Physical Therapy interventions including functional mobility training and therapeutic exercise prescription focusing on the lower extremities and complex multi-joint activities are introduced, and principles and methods of stretching are discussed.
Offered: Every year, Spring
- PT 505. Kinesiology I.** **2 Credits.**
This course introduces the basic principles of human movement. Forces and torques in static clinical free body diagrams are studied. Numerous problem-solving processes and skills are developed throughout the semester. The student learns to identify different muscle interactions and combinations. Students also study movement and movement patterns of the upper extremity, using an EMG recording system.
Prerequisites: Take MA 141.
Offered: Every year, Fall
- PT 505L. Kinesiology I Lab.** **1 Credit.**
Lab to accompany PT 505.
Offered: Every year, Fall
- PT 507. Kinesiology II.** **2 Credits.**
Kinesiology II introduces the foundational principles of biomechanics with special emphasis on applications to the lower extremities. The course emphasizes joint structure and function of the lower extremity as well as the spine. Forces and torques in static clinical free body diagrams are expanded and dynamic motion is studied. Students are taught hands-on clinical palpation techniques to enhance understanding of muscle function and joint mechanics.
Corequisites: Take PT 507L.
Offered: Every year, Spring
- PT 507L. Kinesiology II Lab.** **1 Credit.**
Lab to accompany PT 507.
Corequisites: Take PT 507.
Offered: Every year, Spring
- PT 509. Clinical Decision Making I.** **2 Credits.**
This course is designed to integrate information from previous academic and clinical experiences. The APTA model of physical therapist practice, evidence informed practice, and the ICF model provide foundational frameworks to guide clinical decision making. An interactive, case-based approach is used to develop problem solving, and reinforce the principles of documentation.
Offered: Every year, Spring
- PT 512. Human Anatomy I.** **3 Credits.**
This course presents the anatomical structures of the upper extremity, back, head and neck through lecture and human donor dissection experiences. Students analyze the relationship between structures, function and application to human movement. Clinical correlations between anatomy and pathology provide a foundation for clinical decision making. This course emphasizes collaboration in an active learning environment.
Prerequisites: Take BIO 211, BIO 212.
Offered: Every year, Fall
- PT 512L. Human Anatomy Lab.** **1 Credit.**
Lab to accompany PT 512.
Offered: Every year, Fall
- PT 513. Human Anatomy II.** **2 Credits.**
This course presents the anatomical structures of the pelvis, lower extremity and body cavities through lecture and human donor dissection experiences. Students analyze the relationship between structures, function and application to human movement. Clinical correlations between anatomy and pathology provide a foundation for clinical decision making. This course emphasizes collaboration in an active learning environment.
Prerequisites: Take PT 512.
Offered: Every year, Spring
- PT 513L. Human Anatomy II Lab.** **1 Credit.**
Lab to accompany PT 513.
Offered: Every year, Spring
- PT 516. Clinical Decision Making II.** **1 Credit.**
This case-based course provides students with an opportunity to integrate information from previous academic and clinical experiences. Using the ICF model, students reflect on in-class cases, standardized patient experiences and integrated clinical experiences to reinforce integration of multiple systems in a patient/client management model. These experiences and a cumulative practical assist students as they prepare for their first full-time clinical experience.
Offered: Every year, Summer
- PT 516L. Clinical Decision Making II Lab.** **0 Credits.**
Lab to accompany PT 516.
Corequisites: Take PT 516.
Offered: Every year, Summer
- PT 517. Clinical Education Seminar.** **1 Credit.**
This course provides the essential information for physical therapist students to enter full-time clinical experiences. The course informs students about expectations for clinical performance, compliance mandates for the clinical setting, communication strategies, and expectations for service at the clinical site. Students are introduced to concepts about cultural sensitivity and humility and strategies for success during clinical experiences.
Offered: Every year, Summer
- PT 518. Functional Neuroanatomy.** **3 Credits.**
This course presents the gross and developmental anatomy of the central nervous system, including major structures, landmarks and pathways. Normal motor control and postural control mechanisms are also explored. Emphasis is placed on the function of these structures with cases planned to illustrate the functional outcomes of pathology in these structures.
Offered: Every year, Fall

- PT 519. Professional Issues in Physical Therapy I. 2 Credits.**
This course introduces the learner to the evolution of the physical therapy profession. Students discuss the APTA Core Values and Code of Ethics and their plans to respond to them as a student and in practice. The roles of the physical therapist and physical therapist assistant are discussed to introduce students to interprofessional collaboration. Students begin to explore the importance of using frameworks, such as the ICF for patient/client management and the impact on patient care.
Offered: Every year, Fall
- PT 520. Pathophysiology I. 3 Credits.**
This course integrates material taught in the foundational courses with disease-specific content regarding the cardiovascular, pulmonary, gastrointestinal, hematological, hepatic and endocrine systems. Active learning strategies help students interpret relationships between pathophysiology and clinical presentation to make safe and effective clinical decisions within physical therapy examination and intervention strategies.
Offered: Every year, Summer
- PT 523. Applied Pharmacology I. 1 Credit.**
This course enables students to identify and discuss the impact of drug therapy on patients receiving physical therapy. Students integrate this information into patient/client management. Specifically, students look at medications utilized for cardiovascular, pulmonary disease processes and pain management.
Offered: Every year, Summer Online
- PT 528. Musculoskeletal I. 3 Credits.**
This course emphasizes integration of skills learned during foundational courses in the assessment and treatment of musculoskeletal diagnoses. The student will develop and utilize an evidence-informed approach to examine, evaluate and establish a plan of care for patients with various musculoskeletal conditions of the cervical spine and upper quadrant.
Offered: Every year, Spring
- PT 528L. Musculoskeletal I Lab. 1 Credit.**
Lab to accompany PT 528.
Corequisites: Take PT 528.
Offered: Every year, Spring
- PT 529. Musculoskeletal II. 3 Credits.**
This course continues to emphasize integration of skills learned during foundational courses in the assessment and treatment of musculoskeletal diagnoses. The student will develop and utilize an evidence-informed approach to examine, evaluate and establish a plan of care for patients with various musculoskeletal conditions of the lumbar spine and lower quadrant.
Offered: Every year, Summer
- PT 529L. Musculoskeletal II Lab. 1 Credit.**
Lab to accompany PT 529.
Corequisites: Take PT 529.
Offered: Every year, Summer
- PT 531. Acute Care and Cardiopulmonary Physical Therapy I. 3 Credits.**
This course provides the student with the foundational knowledge required for the management of patients with acute medical conditions with an emphasis on pulmonary, cardiac and dermatological pathologies. Integrating information from previous and concurrent coursework, students learn to examine and evaluate patients in the acute care setting, document findings and design a plan of care.
Offered: Every year, Summer
- PT 531L. Acute Care Cardiopulmonary Lab I. 1 Credit.**
Lab to accompany PT 531.
Corequisites: Take PT 531.
Offered: Every year, Summer
- PT 548L. Physical Agents Lab. 1 Credit.**
This course provides students with the foundational knowledge and skills to utilize therapeutic physical modalities of superficial and deep heat, cold, electrotherapy, and light to complement other therapeutic interventions to optimize patient outcomes. A case-based model is utilized to facilitate problem-solving, and integration of theory and evidence.
Offered: Every year, Spring
- PT 569. Education/Community Health/Wellness. 2 Credits.**
This course provides the students with the foundational knowledge of wellness, disease prevention and health promotion within a community setting. The social determinants of health and health literacy are explored, especially as they relate to the unique role of physical therapists in community practice. Students develop an appreciation for cultural diversity and its possible influence on health behaviors and health practice.
Offered: Every year, Fall
- PT 599. Independent Study. 1-3 Credits.**
Offered: As needed
- PT 626. Pathophysiology II. 3 Credits.**
This course builds on information taught in the foundational sciences and is designed to provide the physical therapy student with detailed information regarding the pathologies of the central nervous system and musculoskeletal systems. The course provides the basis for interpreting abnormalities and the impact to physical therapy. The students build a qualitative and quantitative understanding of the diseases and their effects on physical therapist examination and intervention strategies.
Offered: Every year, Spring
- PT 627. Applied Pharmacology II. 0-1 Credits.**
This course is a continuation of Pharmacology I to introduce the physical therapist student to the chemical agents that many patients are taking. This course allows the student to understand how drug therapy can affect patients receiving physical therapy and how physical therapy intervention strategies may need to be modified. Specific medications utilized in the treatment of cancer, neurologic conditions, endocrine dysfunction, antimicrobials and role of CAMs are covered.
Offered: Every year, Spring Online
- PT 628. Acute Care and Cardiopulmonary II. 2 Credits.**
This course integrates and builds upon knowledge acquired in the foundational curriculum to examine, evaluate and treat patients with cardiovascular and pulmonary dysfunction across the lifespan. Students prioritize examinations, select evidence-based interventions, manage lines and equipment and demonstrate competency. Medical history and hemodynamic status are interpreted to make clinical decisions for complex patients. Students explore the impact of systemic disease, endurance, medications, social support, age-appropriate care and interprofessional collaboration on patient outcomes.
Offered: Every year, Spring
- PT 628L. Acute Care and Cardiopulmonary II Lab. 1 Credit.**
Lab to accompany PT 628.
Offered: Every year, Spring

PT 652. Professional Issues in Physical Therapy II. 1 Credit.

Students explore and analyze current areas of growth and vision for the physical therapy profession. Topics include exploration of specialty areas within the physical therapy profession, population health, issues in social justice, and the legislative process within the APTA with emphasis on advocacy for patients and the profession.

Offered: Every year, Summer

PT 653. Neurorehabilitation I. 3 Credits.

This course presents a framework for integrating the assessment and treatment techniques appropriate for adults with various neurological conditions. Students learn assessment procedures based on evaluation of normal movement, abnormal movement and function. The course includes laboratory instruction where students develop comprehensive examination techniques, plan and prioritize appropriate goals and interventions, and hypothesize outcomes through case-based modeling and integrated clinical experiences.

Corequisites: Take PT 653L.

Offered: Every year, Spring

PT 653L. Neurorehabilitation I Lab. 1 Credit.

Lab to accompany PT 653.

Corequisites: Take PT 653.

Offered: Every year, Spring

PT 654. Neurorehabilitation II. 3 Credits.

This course is designed as a continuation of Neurorehabilitation I. Lecture and lab topics include continued framework development of evaluation and innovative treatment approaches for adults with various neurological conditions. Students are required to integrate and synthesize knowledge gained from current and previous coursework. During the lecture and lab, students continue to develop complex comprehensive evaluation techniques, plan appropriate treatments, and hypothesize outcomes through case-based modeling and integrated clinical experiences.

Corequisites: Take PT 654L.

Offered: Every year, Summer

PT 654L. Neurorehabilitation II Lab. 1 Credit.

Lab to accompany PT 654.

Corequisites: Take PT 654.

Offered: Every year, Summer

PT 657. Imaging for Physical Therapists. 2 Credits.

This course introduces the student to imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems. The integration of imaging in terms of examination, evaluation and patient management is explored within the scope of practice. The course emphasizes radiographic anatomy, common normal variants and some pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging and special techniques are discussed.

Offered: Every year, Fall

PT 658. Differential Diagnosis. 3 Credits.

This course integrates clinical experience with systems-based knowledge (musculoskeletal, cardiopulmonary, and neurologic) to develop a more complex framework for clinical decision making. Students develop methods of identifying signs and symptoms of diseases and differentiating patient presentations to render examination and referral judgments. Throughout the course, the student engages in clinical and didactic self-reflection to monitor and evaluate judgements based on patient interview and objective examination.

Offered: Every year, Spring

PT 661. Administration and Leadership in Physical Therapy. 3 Credits.

This course provides students with the theory, skills, and applications for physical therapy administration in various practice settings across the United States health care delivery system. Students explore leadership roles and responsibilities and the consultative model of physical therapy. A case-based model is utilized to facilitate problem-solving and synthesize knowledge to address contemporary health care issues.

Offered: Every year, Summer

PT 666. Capstone I. 2 Credits.

This is the first in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply foundational information about the scientific process to identify the purpose and methods of the project and write a justification including review of the literature.

Offered: Every year, Spring

PT 668. Psychosocial Aspects of Physical Disability. 2 Credits.

This course presents students with the knowledge of psychosocial dimensions that influence recovery from a physical disability. Stages of adaptation, loss and grief, motivation, confidence, and motivational interviewing techniques are explored to provide person-centered interventions for positive patient outcomes. A case-based model is used to facilitate problem solving and synthesis knowledge of psychological disorders and mental health issues in order to modify a plan of care.

Offered: Every year, Summer

PT 671. Clinical Education Experience I. 4 Credits.

This clinical experience is designed to facilitate the development of skill in the examination, evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients/clients, families/caregivers, and health care professionals. Prerequisites include successful completion of 3 semesters of academic coursework. HIPAA and OSHA training and CPR certification are required.

Offered: Every year, Fall

PT 675. Normal/Abnormal Gait. 1 Credit.

This online course provides an overview of normal gait with an emphasis on kinematic and kinetic analysis of the gait cycle. Gait analysis techniques including motion analysis, dynamic electromyography, force plate recordings, and measurement of stride characteristics are presented. Physical therapy treatment approaches for patients with abnormal gait are introduced.

Offered: Every year, Summer

PT 675L. Gait Lab. 0 Credits.

Lab to accompany PT 675.

Corequisites: Take PT 675.

Offered: Every year, Summer

PT 676. Capstone II. 1 Credit.

This is the second in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to implement the project, modify the project as necessary, and plan for dissemination of the outcome.

Offered: Every year, Summer

- PT 679. Clinical Decision Making III. 2 Credits.**
This case-based course provides students an opportunity to synthesize and integrate information from courses completed thus far in the DPT curriculum. Students reflect on in-class cases, as well as previous clinical experiences, to examine patient-centered care within the context of different health conditions and varied personal, environmental and participation factors.
Prerequisites: Successful completion of all previously sequenced coursework.
Offered: Every year, Summer
- PT 685. Evidence in Practice. 2 Credits.**
This course provides students with the foundational skills and knowledge needed to interpret, appraise, and integrate various types of primary and secondary research to inform physical therapy practice. Through completion of online modules, assignments, and discussion, students apply this information to make evidence-informed decisions to impact patient care.
Offered: Every year, Fall
- PT 730. Musculoskeletal III. 2 Credits.**
This course is designed as a continuation of musculoskeletal I and II. Lecture and lab topics include continued framework development of evaluation and contemporary treatment approaches including thrust manipulation for clients with various musculoskeletal conditions. Students are required to integrate and synthesize knowledge gained from current and previous coursework. During the lecture and lab, students continue to develop comprehensive examination techniques, implement appropriate interventions, and hypothesize outcomes through case-based modeling.
Offered: Every year, Fall
- PT 730L. Musculoskeletal III Lab. 1 Credit.**
Lab to accompany PT 730.
Offered: Every year, Fall
- PT 736. Pediatric Rehabilitation. 3 Credits.**
This course presents information needed for the physical therapy student to complete a thorough examination and evaluation of a child with neurological and/or orthopedic diagnoses. Upon completion of the examination, students are able to generate an accurate diagnosis, prognosis and an appropriate plan of care for these patients. Relevant theory and practical learning experiences are provided for the student to develop the knowledge and skills necessary for applying an evidence-based physical therapy intervention strategy for the physical therapy plan of care.
Offered: Every year, Fall
- PT 736L. Pediatric Rehabilitation Lab. 1 Credit.**
Lab to accompany PT 736.
Offered: Every year, Fall
- PT 744. Physical Therapy Skills Elective. 2 Credits.**
This course is a required therapy skills course in which students choose topics focusing on specific areas of concentration or advanced skill. All sections of the course use the essential elements of PT practice as an organizing framework and incorporate the review and practical application of recent literature. Students take two sections of electives.
Offered: Every year, Fall
- PT 759. PBL Advanced Clinical Decision-Making. 2-3 Credits.**
This course features problem-based learning activities and education theories to assist students in continuing to refine and employ their cognitive framework for Physical Therapy practice. The class includes integration and synthesis of client information from all areas of PT practice. Students analyze their clinical decision making within the context of case-based problem solving, evidence informed practice, and formulation of client-centered plans of care along the continuum of care.
Offered: Every year, Fall
- PT 767. Capstone III. 2 Credits.**
This is the third in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to complete project and disseminate the outcome through a presentation and a written report.
Offered: Every year, Fall
- PT 769. Advanced Clinical Decision Making. 2 Credits.**
This course features problem-based learning activities and education theories to assist students in continuing to refine and employ their cognitive framework for Physical Therapy practice. The class includes integration and synthesis of client information from all areas of PT practice. Students analyze their clinical decision making within the context of case-based problem solving, evidence informed practice, and formulation of client-centered plans of care along the continuum of care.
Prerequisites: Successful completion of all previously sequenced coursework.
Offered: Every year, Fall
- PT 781. Clinical Education Experience II. 6 Credits.**
This clinical experience is designed to facilitate the development of skill in the evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal, neuromuscular, and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients and health care professionals. Course Prerequisites include successful completion of all academic coursework and PT 671: Clinical Education Experience I. HIPAA and OSHA training and CPR certification are required.
Offered: Every year, Spring
- PT 782. Clinical Internship III. 6 Credits.**
This clinical experience is designed to facilitate the development of skill in the evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal, neuromuscular, and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients and health care professionals. Course Prerequisites include successful completion of all academic coursework, PT 671: Clinical Education Experience I, and PT 781: Clinical Education Experience II. HIPAA and OSHA training and CPR certification are required.
Offered: Every year, Summer

Juris Doctor/Master of Social Work

Program Contacts: Carol R. Awasu (carol.awasu@quinnipiac.edu), 203-582-6433; and Carolyn Wilkes Kaas (carolyn.kaas@qu.edu), 203-582-3234

Students interested in earning both a JD and a Master of Social Work may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program.

The two degree programs, if completed separately, require 146 credits – 86 for the JD and 60 for the MSW. Students in the dual-degree program are required to complete only 131 total credits.

Dual-degree students earn:

- The JD with 77 law credits and 9 social work credits (from courses approved in advance by the associate dean for academic affairs in the School of Law); and the
- MSW with 54 social work credits and 6 law credits (from courses approved by the director of the MSW program).

The two programs, which require five years of study if taken separately, can be completed in 4½ years or in 4 calendar years (if 11 law credits are earned during summer semesters).

Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either degree, but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program. Upon admission to the dual-degree program, the enrolled student must meet with the director of the MSW program and the law school associate dean for academic affairs.

Students may begin their study in either program but must complete the first year in each program before any advanced courses can be taken in that program. To obtain either degree, students must complete all graduation requirements for both degrees, including the core upper-level law courses, legal writing requirements, lawyer professional responsibility course, experiential law credits, and the social work fieldwork requirements.

Dual-Degree JD/MSW Program of Study

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Scheduling Options: Beginning with the MSW

MSW Generalist Curriculum (30 credits). Note: 3 of these credits also count toward the law degree.

Course	Title	Credits
First Year		
Fall Semester		
SW 500	Generalist Field Education Practicum I (w/ seminar (16 hours per week in field placement)	3
SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		15
Spring Semester		
SW 502	Generalist Field Education Practicum II (w/ seminar (16 hours per week in field placement)	3

SW 503	Social Work Practice II: Social Work Practice with Groups, Organizations and Communities	3
SW 507	Issues of Diversity and Oppression	3
SW 508	Psychopathology	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		15
Second Year		
Fall Semester		
JD Required First-Year Curriculum		15
Credits		15
Spring Semester		
JD Required First-Year Curriculum (cont.)		15
Credits		15
Summer Semester		
Students have the option of earning law credits during the first summer.		
Credits		0
Third Year		
Fall Semester		
MSW Specialized Curriculum (6 credits count toward the law degree)		
SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Law School Elective		3
Clinical Elective course		3
Credits		15
Spring Semester		
SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Law School Elective		3
MSW Elective course		3
Credits		15
Summer Semester		
Students may earn law credits, if needed.		
Credits		0
Fourth Year		
Fall Semester		
JD Upper-Level Curriculum, including all other graduation requirements		15
Credits		15
Spring Semester		
JD Upper-Level Curriculum (cont.)		15
Credits		15

Summer Semester

Students may earn law credits, if needed.

Credits	0
Total Credits	120

Scheduling Option: Beginning with the JD

Code	Title	Credits
First Year		
	Required JD First-Year Courses	30
Summer		
Students may earn course credit		

First Year: JD Required First-year Curriculum (30 credits).

Summer: Students may earn law credits during the first summer.

Second Year: MSW Generalist Curriculum (30 credits). Note: 3 of these credits will count toward the law degree.

Summer: Students may earn law credits during the second summer.

Third Year: JD Upper-level Curriculum, including all other graduation requirements (30 credits). Note: 6 of these credits will count toward the MSW.

Summer: Students may earn law credits during the third summer, if needed.

Fourth Year: MSW Specialized Curriculum (30 credits). Note: 6 of these credits will count toward the law.

Note: While it is possible to enroll for two years in one program and then two years in the other, an alternating schedule is recommended.

Admission to Dual-Degree JD/MSW Program

Students interested in earning both a JD and a Master of Social Work may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program. Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program.

To qualify for admission to the MSW program, students must have earned a bachelor's degree from a college or university accredited by a recognized regional accrediting association, with a preferred minimum GPA of 3.0 and at least 20 semester credits in liberal arts.

Background Check and Drug Screening

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require that students have a criminal background check. All students entering the Quinnipiac JD/MSW program are required to undergo a criminal background check (through the university vendor) prior to beginning classes. This is a mandatory component of the program. In addition, MSW students may be required to undergo a criminal background re-check and/or drug screen prior to any of their field placements. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac JD/MSW student may need proof of his/her criminal background check for field placements, the student will release the

information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Additional Program Costs

As a clinical education program, the MSW program requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation) – You are responsible for the costs associated with travel to and from field internships. Costs: variable.
- b. **Background Check:** Quinnipiac University and its clinical affiliates require that all students undergo a criminal background check, through the university vendor, prior to beginning classes (University Criminal Background Check Policy (<https://catalog.qu.edu/university-policies/background-checks/>)). Please note that placement sites may require that students participate in the agency's background check, in addition to the one required by the university.
 - i. University background check cost – \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.
 - ii. Some students may be required to do an annual recheck one year after the initial background recheck. Cost: \$32 per annual recheck.
- c. **Drug Screening:** Some sites require physical and/or substance use drug screens as well as fingerprinting. MSW students are expected to comply with all agency requirements prior to beginning field internships.
- d. **Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- e. **EXXAT and APPROVE:** Students enrolled in the MSW program must enroll in EXXAT and APPROVE.
 - i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. Cost: one-time payment of \$150 per student enrolled in the MSW program (students are responsible for this cost).
 - ii. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. Cost: \$35 - first year, after which it is \$10 per year.

Master of Science in Health Science

Program Contact: Thomas Martin (thomas.martin@qu.edu) 203-582-3368

The Master of Science in Health Science degree will acknowledge the accomplishments of graduate students in professional programs in the School of Health Sciences who are unable to complete the full program due to extenuating circumstances. Although this occurs rarely, on occasion, students are unable to pass components of their program, face personal or family health issues or are unable to pass licensing examinations, any of which would preclude them from completing their degree requirements and career path. A Master of Health Science in General Studies option will enable them to apply their earned credits to this degree and pursue alternative career pathways. Students will not be

able to apply directly into the Master of Health Science in General Studies program.

Master of Social Work

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433

The Master of Social Work program prepares students for achievement and leadership in the field of social work. The curricular approach of the MSW program is unique in that it directly engages students in interprofessional education and the health and mental health care team approach.

Quinnipiac's MSW program embraces the university's commitment to the development of professional expertise through practice experience. The two field placements offer students the opportunity to practice skills learned in the classroom in real-world settings. A seminar that supports the student in integrating academics and fieldwork is held monthly. Upon completion of the MSW degree, students will have at least 1,000 hours of professional preparation in the field.

The 60 credits required for the MSW degree include 30 credits in the generalist curriculum and 30 credits in the specialized practice curriculum. The degree can be completed full-time in four terms of study or through an extended plan over six or eight terms. Students with a BSW from a CSWE-accredited program may apply for Advanced Standing and complete 36 credits over one or two years.

The specialized practice curriculum has a concentration of health and mental health. An integrative seminar/capstone project is completed in the final semester of study and requires an integrative paper or research project. All MSW students are required to participate in interprofessional education activities offered by the Center for Interprofessional Healthcare Education. These requirements are embedded into practice courses in both the generalist and specialized years. The MSW program at Quinnipiac University does not give credit for life or work experience.

For those who have already earned a bachelor of social work, Quinnipiac offers an Advanced Standing Master of Social Work (p. 813) program.

Students entering Quinnipiac as undergraduates who are interested in the social work program have the option of pursuing a dual-degree bachelor's to master's program. There are two options: the Accelerated Dual-Degree BS in Health Science Studies/Master of Social Work (3+2) (p. 487) that begins with an undergraduate degree in Health Science Studies in the School of Health Sciences, or the Accelerated Dual-Degree Bachelor's/Master of Social Work (3+2) (p. 281) that begins with undergraduate study in the College of Arts and Sciences. Students who are interested in earning a JD and a Master of Social Work may earn both degrees on an accelerated basis by enrolling in the joint Dual-Degree JD/MSW program (p. 603). Please see the Admission (p. 812) tab for additional details.

The MSW degree also meets the academic requirements for licensure as a Licensed Clinical Social Worker (LCSW).

Traditional MSW Program of Study

Students can choose among three plans of study for the traditional MSW.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Two-Year Full-Time MSW

Students in this plan of study enter the MSW program in the fall semester and complete the degree over four terms of study in two academic years. In addition to their classes, students are required to complete generalist and specialized practice field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 500	Generalist Field Education Practicum I	3
SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		15
Spring Semester		
SW 502	Generalist Field Education Practicum II	3
SW 503	Social Work Practice II: Social Work Practice with Groups, Organizations and Communities	3
SW 507	Issues of Diversity and Oppression	3
SW 508	Psychopathology	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		15
Second Year		
Fall Semester		
SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Select two electives ¹		6
Credits		15
Spring Semester		
SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives ¹		6
Credits		15
Total Credits		60

¹ Of the four elective courses, two must be clinical elective courses.

Three-Year Extended MSW

Students complete the generalist curriculum over two years with a reduced course load and then attend classes full time to complete the

specialized practice curriculum. In addition to their classes, students are required to complete generalist and specialized practice field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		6
Spring Semester		
SW 507	Issues of Diversity and Oppression	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		6
Second Year		
Fall Semester		
SW 500	Generalist Field Education Practicum I	3
SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3
Credits		9
Spring Semester		
SW 502	Generalist Field Education Practicum II	3
SW 503	Social Work Practice II: Social Work Practice with Groups, Organizations and Communities	3
SW 508	Psychopathology	3
Credits		9
Third Year		
Fall Semester		
SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Select two electives ¹		6
Credits		15
Spring Semester		
SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives ¹		6
Credits		15
Total Credits		60

¹ Of the four elective courses, two must be clinical elective courses.

Four-Year Extended MSW

Students complete the generalist curriculum over two years with a reduced course load and then complete the specialized practice

curriculum over two years with a reduced course load. In addition to their classes, students are required to complete generalist and specialized practice field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 505	Social Work Research	3
SW 511	Human Behavior in the Social Environment I: Theories for Practice for Individuals and Families	3
Credits		6
Spring Semester		
SW 507	Issues of Diversity and Oppression	3
SW 512	Human Behavior in the Social Environment II: Theories for Groups, Organizations and Communities	3
Credits		6
Second Year		
Fall Semester		
SW 500	Generalist Field Education Practicum I	3
SW 501	Social Work Practice I: Social Work Practice with Individuals and Families	3
SW 504	Social Welfare and Social Policy	3
Credits		9
Spring Semester		
SW 502	Generalist Field Education Practicum II	3
SW 503	Social Work Practice II: Social Work Practice with Groups, Organizations and Communities	3
SW 508	Psychopathology	3
Credits		9
Third Year		
Fall Semester		
Select two electives ¹		6
Credits		6
Spring Semester		
Select two electives ¹		6
Credits		6
Fourth Year		
Fall Semester		
SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Credits		9
Spring Semester		
SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3

SW 605	Integrative Seminar/Capstone Project	2
	Credits	9
	Total Credits	60

¹ Of the four elective courses, two must be clinical elective courses.

Student Learning Outcomes

Upon completion of the MSW program, students will demonstrate the following competencies:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations and communities.
- Assess individuals, families, groups, organizations and communities.
- Intervene with individuals, families, groups, organizations and communities.
- Evaluate practice with individuals, families, groups, organizations and communities.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for specialized practice in health and mental health through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

MSW Program Values

The MSW program's core values reflect the NASW Code of Ethics for Social Workers: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity and competence.

MSW Program Goals

The MSW program has the following five goals:

- Prepare students to be competent ethical social workers in a variety of health and mental health settings.
- Prepare students to engage in anti-racist and anti-oppressive clinical and organizational social work practice.
- Prepare students to advocate for equity and social justice at all levels of social work practice.
- Prepare students to integrate social work perspectives within interprofessional collaborations and across systems.
- Promote lifelong learning and professional development for students, alumni and social work colleagues.

Admission

To qualify for admission to the program, students must have earned a bachelor's degree from a college or university accredited by a recognized regional accrediting association, with a preferred minimum GPA of 3.0 and at least 20 semester credits in liberal arts. Students with a BSW from a CSWE-accredited program are encouraged to apply for Advanced Standing.

Dual-Degree JD/MSW

Students interested in earning both a JD and a Master of Social Work may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program. Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program.

For more information, see the Dual-Degree JD/MSW page (p. 603).

Background Check and Drug Screening

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac MSW program are required to undergo a criminal background check (through the university vendor) prior to beginning classes. This is a mandatory component of the program. In addition, MSW students may be required to undergo a criminal background re-check and/or drug screen prior to any of their field placements. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac MSW student may need proof of his/her criminal background check for field placements, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Additional Program Costs

As a clinical education program, the MSW program requires some expenses that go beyond standard university tuition and fees:

- Clinical/Fieldwork Education Travel** (gas, parking, public transportation): Students are responsible for the costs associated with travel to and from field internships. **Cost: variable.**
- Background Check:** Quinnipiac University and its clinical affiliates require that all students undergo a criminal background check, through the university vendor, prior to beginning classes (University Criminal Background Check Policy (p. 78)). Please note that placement sites may require that students participate in the agency's background check, in addition to the one required by the university.
 - University background check – **Cost: \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.**
 - Some students may be required to do an annual recheck one year after the initial background recheck. **Cost: \$32 per annual recheck.**
- Drug Screening:** Some sites require physical and/or substance use drug screens as well as fingerprinting. MSW students are expected to comply with all agency requirements prior to beginning field internships.

- d. **Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- e. **EXXAT and APPROVE:** Students enrolled in the MSW program must enroll in EXXAT and APPROVE.
- EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student enrolled in the MSW program (students are responsible for this cost).**
 - APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 - first year, after which it is \$10 per year.**

The MSW program is accredited by the Council on Social Work Education (CSWE).

The CSWE address is:

Council on Social Work Education

1701 Duke Street, Suite 200
Alexandria, VA 22314
Phone: 703-683-8080
Fax: 703-683-8099
Email: info@cswe.org

Website: CSWE.org (<http://www.cswe.org>)

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

Please click Assessment of Student Learning Outcomes (https://www.qu.edu/49e624/globalassets/global/media/qu/documents/academics/school-of-health-sciences/programs/msw_epas_form.pdf) (PDF) for more information (last completed May 2021).

Advanced Standing Master of Social Work

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433

Quinnipiac's MSW Advanced Standing program is designed for those who have already completed a bachelor's degree in social work (BSW). To qualify, students must have a BSW conferred from a CSWE-accredited program prior to beginning the MSW Advanced Standing program in early July.

Students complete their first 6 credits in the intensive summer session. After successful completion of the summer session, students enter the specialized curriculum, where they complete 30 credits of coursework over two semesters, including 700 hours of field education (total of 36 credits). Students may complete this curriculum in one academic year by studying full time, or within 2 years if they choose to study part time. Students in both plans of study also are required to complete

30 hours with the Quinnipiac Center for Interprofessional Healthcare Education by the time they graduate.

Graduates from the MSW Advanced Standing program are eligible to sit for the LMSW license exam and are prepared for employment in a full range of clinical social work positions, including jobs in health and mental health care, substance abuse, aging services, child and family welfare and justice, and school social work.

Advanced Standing MSW Program of Study

Students can choose among two plans of study for the Advanced Standing MSW.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Full-Time Advanced Standing

Students begin in the summer with two courses, then complete the specialized practice curriculum full time. In addition to their classes, students are required to complete a specialized practice field placement.

Course	Title	Credits
First Year		
Summer Semester		
SW 507	Issues of Diversity and Oppression	3
SW 580	Clinical Assessment and Diagnosis	3
Credits		6
Fall Semester		
SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Select two elective courses ¹		6
Credits		15
Spring Semester		
SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Select two elective courses ¹		6
Credits		15
Total Credits		36

¹ Of the four elective courses, two must be clinical elective courses.

Part-Time Advanced Standing

Students begin in the summer with two courses, then complete the specialized practice curriculum over two years with a reduced course load. In addition to their classes, students are required to complete a specialized practice field placement.

Course	Title	Credits
First Year		
Summer Semester		
SW 507	Issues of Diversity and Oppression	3
SW 580	Clinical Assessment and Diagnosis	3
Credits		6
Fall Semester		
Two elective courses ¹		6
Credits		6
Spring Semester		
Two elective courses ¹		6
Credits		6
Second Year		
Fall Semester		
SW 600	Specialized Practice Field Education Practicum in Health/Behavioral Health I	4
SW 601	Social Work Practice III: Specialized Clinical Social Work Practice	3
SW 604	Evaluation Research Work Programs and Practice	2
Credits		9
Spring Semester		
SW 602	Specialized Practice Field Education Practicum in Health/Behavioral Health II	4
SW 603	Social Work Practice IV: Specialized Organizational Social Work Practice	3
SW 605	Integrative Seminar/Capstone Project	2
Credits		9
Total Credits		36

¹ Of the four elective courses, two must be clinical elective courses.

Student Learning Outcomes

Upon completion of the Advanced Standing MSW program, students will demonstrate the following competencies:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations and communities.
- Assess individuals, families, groups, organizations and communities.
- Intervene with individuals, families, groups, organizations and communities.
- Evaluate practice with individuals, families, groups, organizations and communities.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for specialized practice in health and mental health

through a curriculum that focuses on clinical and organizational practice, experiential learning, and interprofessional teamwork. Guided by respect for human dignity and a commitment to social justice, the MSW program uses a person-in-environment framework to ready students for professional practice in dynamic contexts.

MSW Program Values

The MSW program's core values reflect the NASW Code of Ethics for Social Workers: service, social justice, the dignity and worth of the person, the importance of human relationships, integrity and competence.

MSW Program Goals

The MSW program has the following five goals:

- Prepare students to be competent ethical social workers in a variety of health and mental health settings.
- Prepare students to engage in anti-racist and anti-oppressive clinical and organizational social work practice.
- Prepare students to advocate for equity and social justice at all levels of social work practice.
- Prepare students to integrate social work perspectives within interprofessional collaborations and across systems.
- Promote lifelong learning and professional development for students, alumni and social work colleagues.

Admission

To be eligible to apply for admission, applicants must have earned a BSW from a CSWE-accredited program prior to the beginning of the MSW Advanced Standing program in early July. All BSW courses must have grades of B or better.* Admission is selective and not guaranteed.

**Applicants to the advanced standing program may be admitted conditionally if their GPA or BSW course grades do not meet the required admission criteria. Such cases will be considered on an individual basis by the admissions committee. Students who are admitted conditionally must earn at least a 3.0 their first term to continue in the advanced standing program as a fully accepted student.*

Background Check and Drug Screening

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac MSW program are required to undergo a criminal background check (through the university vendor) prior to beginning classes. This is a mandatory component of the program. In addition, MSW students may be required to undergo a criminal background re-check and/or drug screen prior to any of their field placements. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac MSW student may need proof of his/her criminal background check for field placements, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Additional Program Costs

As a clinical education program, the MSW program requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation): You are responsible for the costs associated with travel to and from field internships. **Costs – variable.**
- b. **Background Check:** Quinnipiac University and its clinical affiliates require that all students undergo a criminal background check, through the university vendor, prior to beginning classes (University Criminal Background Check Policy (p. 78)). Please note that placement sites may require that students participate in the agency's background check, in addition to the one required by the university.
 - i. **University background check cost – \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the last 7 years due to NY state surcharge.**
 - ii. Some students may be required to do an annual recheck one year after the initial background recheck. **Cost – \$32 per annual recheck.**
- c. **Drug Screening:** Some sites require physical and/or substance use drug screens as well as fingerprinting. MSW students are expected to comply with all agency requirements prior to beginning field internships.
- d. **Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- e. **EXXAT and APPROVE:** Students enrolled in the MSW program must enroll in EXXAT and APPROVE.
 - i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost – one-time payment of \$150 per student enrolled in the MSW program (students are responsible for this cost).**
 - ii. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost – \$35 - first year, after which it is \$10 per year.**

The MSW program is accredited by the Council on Social Work Education (CSWE).

The CSWE address is:

Council on Social Work Education

1701 Duke Street, Suite 200
 Alexandria, VA 22314
 Phone: 703-683-8080
 Fax: 703-683-8099
 Email: info@cswe.org

Website: [CSWE.org \(http://www.cswe.org\)](http://www.cswe.org)

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

Please click Assessment of Student Learning Outcomes (<https://www.qu.edu/49e624/globalassets/global/media/qu/>)

[documents/academics/school-of-health-sciences/programs/msw_epas_form.pdf](#) (PDF) for more information (last completed 2021).

Pathologists' Assistant Program

Program Director: Robert Cottrell, PA(ASCP) (robert.cottrell@qu.edu) 203-582-8676

Clinical Coordinator: Jesse McCoy, PA(ASCP) (Jesse.McCoy@quinnipiac.edu) 203-582-7685

This program, leading to a Master of Health Science, trains qualified candidates to be pathologists' assistants. Upon successful completion of their training, graduates are employed by pathologists in hospital laboratories, private laboratories and medical research centers. Currently, there is a nationwide demand for pathologists' assistants. This demand results from the tremendous explosion in medical information and technology, the demand for new and more sophisticated pathological determinations and a national decline in the number of medical residents in pathology.

The program is a cooperative educational endeavor involving the following:

- Quinnipiac University, North Haven Campus, North Haven, Connecticut
- UC Davis Health, Sacramento, California
- Clinical Pathology Associates/Ascension Seton Family Health, Austin, Texas
- Health Network Laboratories, Allentown, Pennsylvania
- Northwell Health: North Shore University/Long Island Jewish Medical, Lake Success, New York
- CT Veterans Affairs Medical Center, West Haven, Connecticut
- Yale New Haven Hospital, New Haven, Connecticut
- Yale New Haven Hospital Saint Raphael Campus, New Haven, Connecticut
- Yale New Haven Hospital Bridgeport Campus, Bridgeport, Connecticut
- Yale New Haven Hospital Greenwich Campus, Greenwich, Connecticut
- Yale University School of Medicine, New Haven, Connecticut
- Nuvance Health, Norwalk Hospital, Norwalk, Connecticut
- Nuvance Health, Danbury Hospital, Danbury, Connecticut
- Nuvance - Vassar Brothers Medical Center, Poughkeepsie, New York
- Trinity Health - Saint Francis Hospital, Hartford, Connecticut
- CT State Medical Examiner Office, Farmington, Connecticut
- Hartford HealthCare - Hartford Hospital, Hartford, Connecticut
- Hartford HealthCare - St. Vincent's Hospital, Bridgeport, Connecticut
- Hartford HealthCare - The Hospital of Central Connecticut, New Britain, Connecticut
- Stamford Hospital, Stamford, Connecticut
- UCONN Health Hospital, Farmington, Connecticut
- Baylor College of Medicine, Ben Taub Hospital, Houston, Texas
- St. Luke's Health, Houston, Texas
- Brigham and Women's Hospital, Boston, Massachusetts
- Massachusetts General Hospital, Boston, Massachusetts
- UMass Memorial Health Alliance Clinton, Leominster, Massachusetts
- UMass Memorial Medical Center, Worcester, Massachusetts
- Boston Children's Hospital, Boston, Massachusetts
- Melrose/Wakefield Healthcare, Melrose, Massachusetts

- Saint Vincent Hospital, Worcester, Massachusetts
- Mayo Clinic, Rochester, Minnesota
- Mayo Clinic, Jacksonville, Florida
- UCLA Medical Center, Los Angeles, California
- Los Angeles County Medical Examiner-Coroner, Los Angeles, California
- Crouse Hospital, Syracuse, New York
- Denver Health, Denver, Colorado
- Memorial Sloan Kettering Cancer Center, New York, New York
- NYC Health: Harlem Hospital, New York, New York
- NYC Health: Bellevue Hospital, New York, New York
- AdventHealth Ocala, Florida
- Dartmouth-Hitchcock Medical Center, New Hampshire
- Garnet Health Medical Center, Middletown, New York
- St. George Regional Hospital, St. George, Utah
- NYU Langone Health—Long Island, Mineola, New York

The program consists of both classroom and clinical training. Quinnipiac University is a charter member of the Association of Pathologists' Assistant Training Programs, and its program meets criteria established by the American Association of Pathologists' Assistants (AAPA). This program is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

MHS Pathologists' Assistant Curriculum

Course	Title	Credits
First Year		
Summer Semester		
College-based didactic coursework		
BMS 532 & 532L	Histology and Lab and Histology Lab	4
PA 502	Medical Terminology: Advanced	2
PA 512 & 512L	Human Anatomy and Human Anatomy Lab	4
PA 515	Human Physiology	4
PA 505	Forensic Pathology	2
PA 506	Forensic Imaging	2
Credits		18
Fall Semester		
BMS 517	Human Embryology	3
PA 511	Human Microscopic Anatomy	4
PA 513	Basic Human Pathology I	3
PA 535	Disease Mechanisms	4
BMS 504	Quality and Safety in Healthcare Organization	3
Credits		17
Spring Semester		
BMS 535 & 535L	Histochemistry and Lab and Histochemistry Lab	3
BMS 572	Pathogenic Microbiology	4
PA 514	Basic Human Pathology II	3
PA 516	Clinical Pathology	4
PA 517	Applied Anatomic Pathology	4
Credits		18

Second Year

Summer Semester

12-month hospital-based clinical training session

PA 520	Autopsy Pathology I	6
PA 523	Surgical Pathology I	6
Credits		12

Fall Semester

PA 521	Autopsy Pathology II	6
PA 524	Surgical Pathology II	6
Credits		12

Spring Semester

PA 522	Autopsy Pathology III	6
PA 525	Surgical Pathology III	6
Credits		12
Total Credits		89

In addition to the college-based classroom coursework taken during the first year, the student is introduced and oriented to the pathologists' assistant profession by weekly attendance at clinical and gross conferences during their second year. This facilitates integration of the classroom coursework with intensive clinical training during the second year.

To continue in the pathologists' assistant program, students must maintain the minimum academic and clinical requirements for the program. Students must achieve the following requirements:

- Maintain an overall GPA of at least a 3.0 following the first didactic year.
- Maintain an overall GPA of at least a 3.0 during each semester of the clinical year.
- Successfully complete all clinical rotations.

Failure to meet any of these requirements may result in probation or dismissal from the program.

Student Learning Outcomes

Upon completion of the Pathologists' Assistant program, students will demonstrate the following competencies:

- Accountability:** Possess the emotional health and stability to deal with death, dead bodies, and body parts and exercise good judgment in a professional and caring way.
- Organizational Hierarchy:** Understand the operation and services provided by the anatomic pathology laboratories and develop skills for the operation and management of the autopsy suite and surgical cutting room.
- Teamwork:** Possess sufficient interpersonal skills to interact with both professional and hospital staff as well as university personnel in a diplomatic and team atmosphere approach.
- Problem-Solving:** Demonstrate comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
- Clinical Reasoning:** Compare the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
- Inclusivity:** Display core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity.

Mission Statement

The mission of Quinnipiac University's Pathologists' Assistant program is to prepare students with comprehensive knowledge in the practice and operation of an anatomic pathology laboratory. The program aims to maximize the students' technical proficiency and creative thinking by successfully integrating didactic biomedical knowledge with hospital-based training. The culmination of this type of training assures that the graduates of the program are able to carry out a myriad of functions critical in becoming a successful pathologists' assistant.

Program Goals

Through their graduate studies, Pathologists' Assistant students will be able to:

- Demonstrate problem-solving abilities and have the intellectual ability to learn, integrate, analyze and synthesize data.
- Create sufficient interpersonal skills to interact with both professional and hospital staff as well as university personnel in a diplomatic and team atmosphere approach.
- Identify and express good personal grooming habits including personal hygiene and selection of appropriate apparel to be in accordance with the stated university and hospital policies.
- Demonstrate comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
- Practice performance-based education in order to assist the anatomic pathologist in the hospital or in other medical environments.
- Evaluate the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
- Identify the characteristics of stains and the staining properties of normal and abnormal cells and their cellular constituents.
- Assist the pathologist who is determining the pathogenesis of disease by:
 - Properly collecting and handling specimens and keeping appropriate records using biomedical/photography techniques.
 - Submitting tissues and selecting the necessary and appropriate techniques for processing and proper staining procedures.
 - Practicing accurate gross descriptions and selective sectioning of surgical specimens following established protocols and procedures.
 - Evaluating histological slides for technical quality and collecting clinical information and laboratory data for final diagnosis by the pathologist.
 - Performing a postmortem examination and relate the clinical history to the results of the dissection.
- Identify and record anatomic and morphologic changes in relation to clinical manifestations and laboratory data for the pathologist's interpretation.
- Understand the operation and services provided by the anatomic pathology laboratories and develop skills for the operation and management of the autopsy suite and surgical cutting room.
- Interact with the pathologist by integrating didactic biomedical knowledge with practical hospital-based training.
- Integrate management training and experience to supervise and coordinate the work of other laboratory professionals.
- Recognize similarities and differences that one may encounter with coworkers, promoting a sense of inclusion in the workplace; embrace diversity practices that build a more improved healthcare team.

Admission

Students are admitted to the Pathologists' Assistant program on a rolling basis. Applications are accepted until September 1. Interviews are conducted during the summer, spring and fall semesters. The six-semester class cycle begins with summer semester I.

The most competitive applicants will ideally possess a minimum undergraduate cumulative GPA of 3.0. Interested candidates must hold a bachelor's degree from a regionally accredited institution in the United States or Canada and must possess, at a minimum, the following courses to be eligible to apply for admission:

- two semesters of basic biology (or equivalent)
- one semester of microbiology
- two semesters of anatomy and physiology
- two semesters of general chemistry
- one semester of organic chemistry or biochemistry (lab preferred)
- one semester of mathematics
- four semester courses in biology or chemistry, particularly courses in microbiology, physiology, anatomy and biochemistry.

All prerequisites must be completed at a regionally accredited institution in the United States or Canada. Due to COVID-19, the program will consider prerequisite courses that have been completed in its entirety online for all course offerings (lecture and lab) if completed at a regionally accredited institution in the United States or Canada. Hybrid courses are acceptable if they include an on-campus lab component.

Scores from the Graduate Record Examination are not required.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the Graduate Admission Requirements found in this Catalog. A detailed resume of personal, professional and educational achievements as well as two letters of reference, official transcripts and other supporting materials including copies of relevant professional licenses and/or certifications must be submitted with a student's application directly to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified individuals. A personal laptop computer is required.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Background Check and Drug Screen

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check and drug screen. All students entering the Quinnipiac University Pathologists' Assistant program are required to undergo a criminal background check and drug screen (through the university vendor) prior to beginning the didactic portion of the first year. This is a mandatory component of the program. In addition, pathologists' assistant students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac University Pathologists' Assistant student may need proof of criminal background check for clinical rotations and/or to be eligible to sit for their ASCP certification exam, the student will release the information directly from their personal portal to the clinical

site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Additional Program Costs

As a clinical education program, the Pathologists' Assistant program requires some expenses that go beyond standard university tuition and fees:

- a. **Clinical/Fieldwork Education Travel** (gas, parking, public transportation) – Cost varies, and specific information and estimates are provided by the clinical site during on-boarding procedures. **Costs: variable and subject to change with minimal notice**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the didactic first year phase and must be maintained through the entire second year clinical phase of education. **Costs: variable (please check with your insurance carrier)**
- c. **Background Check** – All students must undergo an initial background check prior to the start of first year didactic phase of education. Prior to the start of the second year clinical/fieldwork experience a new background check or re-check may be required.
 - i. Initial background check cost is \$63 for all domestic addresses for the past 7 years or \$158 for students who have resided in New York State in the last 7 years due to NY State surcharge.
 - ii. Some students may be required to do an annual recheck one-year after the initial background recheck. **Cost: \$32 per annual recheck**
- d. **Drug Screening** – Information provided during first year on-boarding prior to orientation and is mandatory for all incoming students. Additional screening may be required by specific clinical affiliates during the on-boarding process throughout the second year clinical phase. **Cost: \$42.25**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – FOR THOSE PROGRAMS USING EXXAT ONLY. Students enrolled in professional programs must enroll in EXXAT and APPROVE.
 - i. EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the current major (students are responsible for this cost)**
 - ii. APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
- g. **Professional Association Membership** – Free student membership provided by the *American Society for Clinical Pathology* (ASCP) and the *American Association of Pathologists' Assistants* (AAPA) for all incoming students through the entire length of the program.
- h. **Certification examination costs** – **Costs: variable and subject to change with minimal notice. Information is given out by the ASCP during the second year clinical phase prior to registering for the certification exam.**

Accreditation

The program consists of both didactic classroom and clinical training. Quinnipiac University is in compliance and fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

The Pathologists' Assistant program is a member of the American Society of Clinical Laboratories (ASCP) and is a charter member of the Association of Pathologists' Assistant Training Programs established by the American Association of Pathologists' Assistants (AAPA).

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 North River Road, Suite 720

Rosemont, IL 60018

Phone: 773-714-8880

Fax 773-714-8886

naacls.org (<http://naacls.org>)

PA 502. Medical Terminology: Advanced.

2 Credits.

This course is intended for students enrolled in the pathologists' assistant program. Students study the etymology of medical and surgical terms with an emphasis on the principles of word analysis, construction and evolution. The course includes a review of anatomy and abstraction of current published case studies.

Offered: Every year, Summer

PA 506. Forensic Imaging.

2 Credits.

The course provides an introduction to the principles of diagnostic imaging and its applications in forensics. The advantages and disadvantages of various imaging modalities for the examination of specimens and cadavers are presented as well as radiation safety, x-ray and image production, types of recording media and radiographic exposure. Students will apply the concepts learned throughout the course to navigate and troubleshoot basic radiographic simulation scenarios.

Offered: Every year, Summer

PA 505. Forensic Pathology.

2 Credits.

This course introduces the principles of forensic pathology as it pertains to the scope of practice for a pathologists' assistant. Students will apply the concepts learned throughout the course to satisfy NAACLS accreditation standards in forensic pathology and to prepare the student for the ASCP certification/licensure examination upon graduation. This course will review specific types of circumstances in which a forensic autopsy provides the best opportunity for competent investigation.

Offered: Every year, Summer

PA 511. Human Microscopic Anatomy.

4 Credits.

This course is intended for students enrolled in the pathologists' assistant program. Human anatomy at the light microscopic level is explored through a general and systemic approach using a lecture-lab combination. Students are introduced to primary tissues and their cellular components followed by system (organ) investigation morphologically that uses the light microscope emphasizing pattern recognition as the mechanism employed for tissue identification.

Offered: Every year, Fall

PA 512. Human Anatomy.

4 Credits.

This course is intended for students enrolled in the pathologists' assistant program. This course covers dissection of the human body with particular attention to the morphological relationships of individual organ systems. Emphasis is placed on internal anatomy as a major facet of this instruction that is designed for eventual autopsy evisceration and subsequent dissection.

Offered: Every year, Summer

- PA 512L. Human Anatomy Lab.** **0 Credits.**
Lab to accompany PA 512.
Offered: Every year, Summer
- PA 513. Basic Human Pathology I.** **3 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. This series of lectures utilizes slides of gross and microscopic pathology starting with a general introduction to pathology covering inflammation and neoplasia, and then progressing to pathology by the systems such as cardiovascular, endocrine and gastrointestinal systems.
Offered: Every year, Fall
- PA 514. Basic Human Pathology II.** **3 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. This series of lectures utilizes slides of gross and microscopic pathology of specific areas of disease in a systemic approach including such specialty areas as dermatologic, perinatal, pediatric and forensic pathology as well as the genitourinary, musculoskeletal, respiratory and neuropathology systems.
Offered: Every year, Spring
- PA 515. Human Physiology.** **4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Various aspects of human physiology are examined, with emphasis on the physiologic and biochemical function. The fundamental functional principles for general and systematic organ systems are covered.
Offered: Every year, Summer
- PA 516. Clinical Pathology.** **4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Clinical relationships to disease are examined, highlighting such topics as hematology, chemistry, toxicology, serology, urinalysis, blood banking and cytology. Basic techniques and theoretical applications from a case history medical approach are emphasized.
Offered: Every year, Spring
- PA 517. Applied Anatomic Pathology.** **4 Credits.**
This course is intended for students enrolled in the pathologists' assistant program. Basic principles of clinical history taking, physical examinations and general medical terms and symbols are studied. Emphasis is on autopsy and surgical techniques of evisceration and organ system dissection through lectures, films, slides and practical exposure.
Offered: Every year, Spring
- PA 520. Autopsy Pathology I.** **6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Summer
- PA 521. Autopsy Pathology II.** **6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Fall
- PA 522. Autopsy Pathology III.** **6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester rotational, practical course on the techniques of autopsy dissection includes summarization of clinical histories and gross autopsy findings. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Spring
- PA 523. Surgical Pathology I.** **6 Credits.**
This course is only for second-year pathologists' assistant students. This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Summer
- PA 524. Surgical Pathology II.** **6 Credits.**
This course is only for second-year pathologists' assistant students. This is a three-semester inclusive practical course in methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Fall
- PA 525. Surgical Pathology III.** **6 Credits.**
This course is only for second-year pathologists' assistant students. This three-semester inclusive practical course covers methods of gross tissue description, dissection and preparation, fixation and storage of surgical specimens for light, immuno-fluorescent, immunochemical, frozen and electron microscopy. The 12-month rotation involves several different hospitals in both community and university settings.
Offered: Every year, Spring
- PA 535. Disease Mechanisms.** **4 Credits.**
This course is only for second-year pathologists' assistant students. This course investigates how the normal physiology of the human body is altered in disease states. The mechanisms by which diseases become established, cause damage and alter organ system function are established. Natural body responses and therapeutic measures are examined for their mode of action, side effects and after affects.
Offered: Every year, Fall
- BMS 504. Quality and Safety in Healthcare Organization.** **3 Credits.**
This course will introduce students to the science of quality improvement, error reduction, and patient safety from the perspective of healthcare organizations. Medical errors, quality and safety initiatives, intervention strategies, and institutional challenges to improve patient care in the US healthcare systems will be discussed. Case-based studies will be used to cover complex topics in real-world settings. Students will earn a Basic Certificate in Quality and Safety through the Institute for Health Care Improvement.
Offered: Every year, Fall
- BMS 517. Human Embryology.** **3 Credits.**
This course considers the fundamental processes and mechanisms that characterize the embryological development of the human organism. Knowledge of the developing human serves as a basis for understanding normal relationships of body structures and causes of congenital malformation. Emphasis is on clinical as well as classical embryology.
Offered: Every year, Fall

BMS 332. Histology and Lab.**4 Credits.**

This course is intended for senior ELMPA students. It entails the microscopic and ultra-microscopic study of the structure of cells, tissues and organs, and emphasizes their functional mechanisms. Students learn how to prepare and stain normal tissue slides for histological and histochemical study, and how to examine these prepared slides.

Prerequisites: Take BIO 211, BIO 212, CHE 210, CHE 211.

Offered: Every year, Spring

BMS 532. Histology and Lab.**4 Credits.**

This course is intended for pathologists' assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The laboratory work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans, for histological and histochemical studies as the student may expect to encounter in the clinical laboratory.

Offered: Every year, Fall

BMS 535. Histochemistry and Lab.**3 Credits.**

This course is intended for pathologists' assistant students with a background in basic descriptive microscopic anatomy. The lecture material includes the microscopic and ultramicroscopic structure of cells, tissues and organs with emphasis on biochemical composition and distribution as related to functional mechanisms. The lab work involves the preparation of microscope slides of normal vertebrate tissues, including those of humans for histological and histochemical studies as the student may expect to encounter in the clinical laboratory.

Offered: Every year, Spring

BMS 572. Pathogenic Microbiology.**4 Credits.**

This graduate microbiology course involves the study of medically important microbes, with a particular emphasis on the pathology associated with human infection. Students examine the underlying principles of microbial pathogenesis, including elements of structural biology, epidemiology, immunology and pathology. They also survey microbial organisms that plague mankind today.

Offered: Every year, All

Physician Assistant Program

Program Contact: Timothy Ferrarotti (Timothy.Ferrarotti@quinnipiac.edu)
203 582-7782

The Physician Assistant program, which leads to a Master of Health Science, educates qualified individuals to be highly skilled licensed health care providers who practice team-based medicine in collaboration with physicians, in a number of health care facilities ranging from private practices to tertiary care hospitals. This program fosters the development of compassionate and professional health care providers who embody the competencies of the PA profession. These competencies include "the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based learning as well as an unwavering commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served."¹

The vision of the Physician Assistant program at Quinnipiac University is to create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork,

critical-thinking skills, high ethical standards and respect for diverse populations.

Quinnipiac is a member of the Physician Assistant Education Association (PAEA) and accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

¹ Competencies for the Physician Assistant Profession. National Commission on Certification of Physician Assistants (2012).

MHS Physician Assistant Program of Study*

Course	Title	Credits
First Year		
Summer Semester		
PY 501	Human Physiology	4
PY 503	Principles of Interviewing	3
PY 507	Principles of Electrocardiography	1
PY 508	Diagnostic Methods I	2
PY 515	Clinical Pathology	3
PY 519	Human Anatomy	3
PY 519L	Human Anatomy Lab	1
Credits		17
Fall Semester		
PY 505	Clinical Pharmacology I	2
PY 506	Principles of Internal Medicine	6
PY 514	Diagnostic Methods II	1
PY 518	Physical Diagnosis	3
PY 518L	Physical Diagnosis Lab	1
PY 520L	Clinical Decision Making	1
PY 572	Medical Microbiology and Infectious Diseases	3
Credits		17
Spring Semester		
PY 504	History, Roles and Responsibilities of the PA	1
PY 509	Principles of Obstetrics and Gynecology	3
PY 510	Principles of Pediatrics	3
PY 511	Principles of Surgery and Emergency Medicine	4
PY 512	Psychosocial Issues in Health Care	2
PY 513	Behavioral Medicine	3
PY 516	Clinical Pharmacology II	2
Credits		18
Second Year		
Summer Semester		
PY 526	Principles of Epidemiology	3
PY 536	Biostatistics	3
PY 548	Ethics in Health Care Delivery I	2
PY 650	Medical Writing Workshop/Journal Club	1
Credits		9
Clinical Rotations		
PY 611	Clinical Residency I	3
PY 612	Clinical Residency II	3
PY 613	Clinical Residency III	3
PY 614	Clinical Residency IV	3

PY 615	Clinical Residency V	3
PY 616	Clinical Residency VI	3
PY 617	Clinical Residency VII	3
PY 618	Clinical Residency VIII	3
PY 619	Clinical Residency IX	3
Credits		27

Third Year

Summer Semester

PY 608	Graduate Seminar	3
PY 676	Comprehensive Examination	2
PY 648	Ethics/Health Care Delivery II	1
Credits		6
Total Credits		94

*The curriculum for the Physician Assistant program is subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

In addition to the intensive classroom study during the first year, students are introduced to the clinical application of their training by being paired with a licensed healthcare professional one half day a week. This is designed to facilitate application of the skills and knowledge acquired in the classroom setting to the care of the patient.

Requirements for Graduation

Upon successful completion of the 27-month Quinnipiac University Physician Assistant program, students are granted a Master of Health Science and a certificate of completion as a physician assistant. Students must meet **all** of the following requirements **in 27 months**:

- Satisfactory completion of the PA curriculum requirements (including academic, clinical, medical writing, clinical logging, professionalism and community service requirements).
- Satisfactory completion of the PA program core competencies and essential learning outcomes.
- Satisfactory completion of all PA course requirements.
- Satisfactory completion of the capstone comprehensive examination.
- A cumulative GPA of at least 3.0/4.0.

Student Learning Outcomes

Upon completion of the Physician Assistant program, students will demonstrate the following competencies:

- Medical Knowledge:** Demonstrate a knowledge of biomedical and clinical sciences and apply this knowledge to patient care in a variety of clinical setting as an entry-level practitioner.
- Interpersonal and Communication Skills:** Possess the ability to safely and effectively communicate with various populations, including but not limited to other healthcare providers, members of the healthcare team, patients and their families.
- Patient Care:** Be able to provide cost-effective, equitable, high-quality patient care in a variety of settings as an entry-level practitioner.
- Professionalism:** Demonstrate the attributes of a high-quality healthcare provider, and be able to apply an ethical framework in medical decision-making, practice evaluation, and their altruism to their profession, community and society.
- Practice-Based Learning and Improvement:** Be able to evaluate, assess and critically analyze their patient care practices.

- Systems-Based Practice:** Demonstrate an awareness and responsiveness to all aspects of the healthcare system.

Mission Statement

The mission of Quinnipiac University's Physician Assistant program is to increase access to quality health care through the education and development of caring, knowledgeable and competent physician assistants who are dedicated to:

- Clinical Competence—Developing highly qualified health care providers who demonstrate an investigative and analytic approach to clinical situations and provide care that is effective, safe, high quality and equitable.
- Professionalism—Providing care with respect, compassion and integrity with a commitment to excellence and ongoing professional development.
- Interprofessionalism—Preparing students for a team-based care system through interprofessional education.
- Leadership—Working effectively with health care professionals as a member or leader of a health care team or other professional/ community group. Mentoring and developing future leaders within the profession and the community.
- Community Outreach—Demonstrating responsibility and accountability to patients, society and the profession through active community involvement and volunteerism.
- Cultural Humility—A state of openness toward understanding and respecting important aspects of other people's cultural identities. This requires an awareness of one's personal and professional beliefs, biases, attitudes and actions that affect patient care and a commitment to ongoing professional development. (PAEA Core Competencies for New Physician Assistant Graduates, 2019 (<https://paeaonline.org/our-work/current-issues/core-competencies/>)).
- Diversity, Equity and Inclusion—Demonstrating awareness, acceptance and accountability in creating a diverse, inclusive, equitable and just community, built upon awareness, acceptance, respect and compassion toward others.

Vision

To create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork, critical-thinking skills, high ethical and professional standards and respect for diverse populations.

Core Values

The PA program core values reflect a commitment to the ethical concepts that guide the PA profession. They stand as the program's pledge to the profession as well as the patients, families, and communities with which the PA students engage.

These core values include:

Excellence—A commitment to teaching excellence and championing quality, patient-centered, evidence-based health care in an innovative and supportive learning environment that fosters the student's personal effectiveness.

Accountability—Demonstrating responsibility to students, the University, patients, society and the PA profession utilizing a continuous process improvement system.

Integrity—Honesty and adherence to the highest standards of professional behavior and ethical conduct.

Teamwork and Collaboration—Building respectful partnerships within the University and the community to transform the health care system.

Advocacy and Equity—Seeking to eliminate disparities and barriers to effective, quality health care through patient advocacy and advocacy of the PA profession.

Intellectual Curiosity—Exhibiting self-reflection, intellectual curiosity and initiative, critical thinking and the enthusiastic pursuit of lifelong learning within a supportive environment that encourages research and scholarly work.

Admission

The Quinnipiac University Physician Assistant program believes that excellence is inclusive and built upon equity. We recognize that all members of society deserve the best healthcare possible and this is most effectively provided by a diverse healthcare team. The program is committed to admitting qualified individuals from a variety of backgrounds and experiences. The program selects students who reflect varied social, economic, ethnic, educational and healthcare experience backgrounds. The program seeks students who possess intellectual capacity, personal maturity, communication and interpersonal skills.

Interested students must possess, at a minimum:

- A bachelor's degree from a regionally accredited institution in the United States or a nationally recognized institution
- An overall GPA of at least 3.20 (includes all undergraduate and graduate coursework)
- An overall science GPA of at least 3.20 (includes all undergraduate and graduate science coursework)
- A combined GPA of at least 3.20 on the following required prerequisites:
 - Four semesters of courses in biology (credits must be in mammalian or human biology), including one semester of microbiology and two semesters of human anatomy and physiology. All of these courses must include labs.
 - Three semesters of courses in chemistry with labs, including one semester of organic chemistry (with lab) or biochemistry
 - One semester of pre-calculus, calculus or statistics
 - All prerequisites must be completed at a regionally accredited institution in the United States or nationally recognized institution in Canada within ten years of the date of application
 - Prerequisite labs must be completed through an on-campus course (not online)
 - COVID exception (Prerequisite labs that were changed to an online format and completed between the start of Spring 2020 and the end of Fall 2021 as a result of the COVID-19 pandemic will be accepted. Online labs prior to Spring 2020 or after Fall 2021 will not be accepted.)
- All academic requirements must be completed prior to September 1 of the year of application
- A minimum of 2,000 hours of direct patient care experience in the U.S. healthcare system. The program values the exposure of direct, patient-facing, hands-on healthcare careers rather than those that lack physical contact with patients. Examples of hands-on experiences that we consider toward the minimum 2,000 hours include: EMT/paramedic, certified nurse's aide, medical

assistant, patient care assistant, orthopedic technician, athletic trainer, radiology technologist, respiratory therapist, registered/licensed practical nurse, licensed clinical social worker, surgical technician, pharmacy technician, military medic, physical therapist, and occupational therapist. Examples of experiences that we do not recognize toward this include: lab technician, patient transport technician, massage therapist, personal trainer, medical secretary, life coach, lifeguard, and patient sitter. Scribe or clinical research coordinator positions that offer a majority of hands-on patient activities, like those assigned to a medical assistant, do count; scribe and coordinator positions only permitting observation and record-keeping do not.

- Scores from the Altus Suite Situational Judgement Test (Casper and Snapshot Physician Assistant) <https://takealtus.com/casper/>
- Scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if the applicant received a bachelor's degree from a non-English speaking country
- Scores from Graduate Record Examination are not required

The Physician Assistant program is a full-time program. There is no part-time status. The program does not accept: transfer credits, advanced placement to the program, applications for challenge examinations and/or credits for experiential learning. The program does not accept graduates of foreign medical school or domestic medical school programs.

Admission to the program is highly competitive. Applicants not meeting the above requirements are not considered. Candidates are evaluated for the following factors: overall GPA, science GPA, prerequisite GPA, academic load, timing of prerequisites, direct patient care experience, PA shadowing, community service involvement, leadership activities, quality of narratives, letters of reference, performance on the Casper and Snapshot Physician Assistant assessments, evidence of professional memberships and history of scholarly (published) activity. In an attempt to matriculate a diverse class of students, we do give additional consideration to applicants who identify as male, first-generation college student, underrepresented minority, LGBTQIA+, as well as military veteran or reservist. Utilizing this combination of factors, we determine the most qualified individuals to offer personal interviews to (required for admission). Following the interviews, the most qualified applicants based on this holistic evaluation are offered admission.

Quinnipiac University has a designated undergraduate feeder program for the Master of Health Science Physician Assistant program, known as the Entry-Level Master's Physician Assistant program (ELMPA) (p. 565). Students who have successfully completed all requirements of the ELMPA program will be granted admission to the Master of Health Science Physician Assistant program. Our program has 54 spots available each year and a percentage of those spots are reserved for ELMPA program graduates.

The Quinnipiac Physician Assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to caspa.liasoncas.com (<https://caspa.liasoncas.com/>) for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Go to <https://takealtus.com/casper/> to complete the Altus Suite Situational Judgement Test (Casper and Snapshot Physician Assistant). **Note that these tests are offered only on certain dates and it is the applicant's responsibility to ensure the tests are completed prior**

to the application deadline. Applicants may contact Altus, CASPA or the Office of Graduate Admissions for more information.

PA Program Technical Standards

The Physician Assistant program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The PA certificate/master of health science degree signifies that the holder is prepared for entry into the practice of medicine. It follows that the graduate PA student must have the skills and knowledge to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The technical standards set forth by the physician assistant program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of the physician assistant profession as well as to meet the expectations of the program's accrediting agency:

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

3325 Paddocks Parkway, Suite 345
Suwanee, Georgia 30024
Phone: 770-476-1224
Fax: 470-253-8271

All students entering the graduate Physician Assistant program at Quinnipiac University must be able to meet the established abilities and expectations of the PA program technical standards. Students must possess ability, aptitude and skills in the following areas: observation, communication, motor, intellectual-conceptual-integrative, behavioral, social and physical. PA students must be able to meet the requirements and worker attributes of a physician assistant as defined by the Bureau of Labor and Statistics, U.S. Department of Labor/Employment and Training Administration's Occupational Information network (O*NET) Handbook. In the event a student is unable to fulfill these technical standards, he/she/they will not be admitted or may be dismissed from the program.

Students matriculating into the PA program are required to verify they understand and meet the technical standards. Verification of understanding includes the student reading, thoroughly reviewing with their medical provider, signing and returning a copy of the Technical Standards Agreement to the program prior to arrival on campus in the summer semester.

A listing of the technical standards for the PA program can be found on the program's website (<https://www.qu.edu/schools/health-sciences/programs/mhs-physician-assistant.html>). Both the student and medical provider must sign the document and return it to the PA program prior to the start of class.

Background Check and Drug Screen

To ensure their safety and maintain high quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac University PA program are required to undergo a criminal background check (through the university vendor) prior to beginning classes and prior to beginning the clinical year. Students are required to obtain a drug screen prior to entry into the pre-clinical experience and again prior to the clinical phase. These are mandatory components of the program. In addition, PA students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online

portal. Whenever a Quinnipiac PA student may need proof of criminal background check for pre-clinical clerkships or clinical rotations, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Additional Program Costs

The Physician Assistant program requires some expenses that go beyond standard university tuition and fees. Most of these costs can be included in your financial aid requests and awards. Some of these costs include:

- a. **Clinical Education Travel** (gas, parking, public transportation) – Costs for transportation, vehicle maintenance, parking, travel and housing are the responsibility of the student. **Costs: variable**
- b. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: COVID-19, MMR, HepB, varicella, polio, TDAP, and influenza. TB testing is required. These must be documented prior to matriculation into the program. **Costs: variable (please check with your insurance carrier)**
- c. **Background Check** – All students must undergo an initial background check prior to entry into the program and a recheck prior to the start of clinical rotations, and periodically thereafter at the request of clinical sites during the clinical phase of the graduate program.
 - Initial background check cost is \$63 for all domestic addresses for the past seven years or \$158 for students who have resided in New York State in the last seven years due to NY state surcharge.
 - After the initial background check, the cost for each recheck required is \$32.
- d. **Drug Screening** – Students are required to obtain a drug screen prior to entry into the pre-clinical experience, clinical phase, and periodically thereafter at the request of clinical sites, during the graduate program. **Cost: \$42.25**
- e. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
- f. **EXXAT and APPROVE** – Students enrolled in the Physician Assistant programs (ELMPA and graduate) must enroll in EXXAT and APPROVE. Please note that EXXAT database is different for each program. Students who matriculate from the ELMPA program into the graduate program will be required to sign up and pay for the graduate EXXAT program upon entry to the graduate program.
 - EXXAT is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time payment of \$150 per student for the current major (students are responsible for this cost)**
 - APPROVE is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost: \$35 for first year, \$10 per year thereafter**
- g. **Professional Association Membership** – All students are required to maintain active memberships in the Connecticut Academy of Physician Assistants (ConnAPA), and The American Academy of

Physician Assistants (AAPA) while enrolled in the program. The cost for membership is the responsibility of the student.

- h. **Certification Examination Costs** – Upon successful the completion of the program (after graduation), students will be eligible to register for the Physician Assistant National Certifying Exam (PANCE), administered through the National Commission on Certification of Physician Assistants (NCCPA). Students may register for this during the final months of the program and are responsible for the registration fees associated with the exam.
- i. **Other Costs** – There are other costs associated with the Graduate PA program. Information regarding additional costs can be found on the program's website (<https://www.qu.edu/schools/health-sciences/programs/masters-degree/physician-assistant/tuition-and-financial-aid/?tab=indirect-costs>).

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant program sponsored by Quinnipiac University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2023. The review date is contingent upon continued compliance with the accreditation standards and ARC-PA policy.

Accreditation Review Commission on Education for the Physician Assistant, Inc. ([arc-pa.org](http://www.arc-pa.org) (<http://www.arc-pa.org>))
12000 Findley Road, Suite 150
John's Creek, Georgia 30097
Phone: 770-476-1224

Radiologist Assistant Program

Program Contact: T (John.Candler@quinnipiac.edu)ania Grgurich (Tania.Grgurich@qu.edu) 203-582-3813

The Radiologist Assistant pathway was developed by the American College of Radiology and the American Society of Radiologic Technologists to meet the increasing demands of imaging technology. Radiologist assistants function as physician extenders whose focus is strictly within the radiology department. They provide expanded patient management, perform complex procedures and conduct research and teaching. One of the radiologist assistant's most important functions is providing direct patient care including preprocedure consultations and procedure preparation. In clinical practice, the radiologist assistant works under the supervision of a board-certified radiologist. The Radiologist Assistant program at Quinnipiac University is formally recognized by the American Registry of Radiologic Technologists.

Clinical Experiences

Clinical experiences enable students to apply the knowledge learned in the first two semesters of the program. In total, the program requires approximately 2,100 hours of clinical experience. Quinnipiac provides all clinical placements and clinical preceptors throughout the program. Clinical placements include sites in Massachusetts and New York.

Students are responsible for travel, housing and all other expenses related to clinical rotations.

MHS in Radiologist Assistant Curriculum

Course	Title	Credits
First Year		
Summer Semester		
PA 502	Medical Terminology: Advanced	2
PY 519 & 519L	Human Anatomy and Human Anatomy Lab	4
RA 505	Clinical Pharmacology I	3
RA 520	Radiation Safety and Health Physics	2
Credits		11
Fall Semester		
RA 518	Imaging Pathophysiology	3
RA 530	Image Critique and Pathologic Pattern Recognition I	3
RA 532	Interventional Procedures I	3
RA 545	Research Methods and Design	3
PY 518 & 518L	Physical Diagnosis and Physical Diagnosis Lab	4
Credits		16
Spring Semester		
RA 531	Image Critique and Pathologic Pattern Recognition II	3
RA 535	Interventional Procedures II	3
RA 550	Clinical Seminar I	1
RA 570	Radiologist Assistant Clinical I	3
RA 590	Thesis I	1
Credits		11
Second Year		
Summer Semester		
RA 551	Clinical Seminar II	1
RA 571	Radiologist Assistant Clinical II	5
RA 591	Thesis II	2
Credits		8
Fall Semester		
RA 552	Clinical Seminar III	3
RA 572	Radiologist Assistant Clinical III	5
Credits		8
Spring Semester		
RA 573	Radiologist Assistant Clinical IV	5
Credits		5
Total Credits		59

Student Learning Outcomes

Upon completion of the Radiologist Assistant program, students will demonstrate the following competencies:

- Integrate** professional, ethical and legal standards and interdisciplinary collaboration into radiologist assistant practice.
- Integrate** effective written, oral and nonverbal communication skills into radiologist assistant practice.

- c. **Utilize Information Technology and Informatics** to communicate, manage knowledge, mitigate error and support clinical decision-making in radiologist assistant practice.
- d. **Synthesize** clinical data and scientific evidence, apply appropriate modalities, evaluate findings and make recommendations within the scope of radiologist assistant practice.
- e. **Provide** patient-centered care.
- f. **Assume a Leadership Role** in applying quality-improvement methods.

grants initial recognition for up to three years and continuing recognition for up to five years per reapplication.

Mission Statement

The Quinnipiac University Master of Health Science in Radiologist Assistant program is designed to prepare advanced practitioners in the field of radiology. The mission of the program is to develop students' technical professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic and interventional procedures and imaging protocols. In addition, the program prepares skilled graduates who are competent in the art and science of radiography, fluoroscopy and interventional procedures. Graduates of the radiologist assistant program are prepared for career entry and are capable of meeting the needs of the community for highly qualified professionals.

Admission to the Program

Candidates applying for admission to the Master of Health Science in Radiologist Assistant program are required to be a radiologic technologist in good standing with the American Registry of Radiologic Technologists. They must have a bachelor's degree, documented evidence of at least 2,000 hours of direct patient care contact post-radiography certification, certification in CPR for Healthcare Professionals and have completed the following prerequisite course requirements:

Code	Title	Credits
	Chemistry	4
	College-level mathematics	3
	Biology with labs, including anatomy and physiology	16
	Pathophysiology	3
Total Credits		26

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Accreditation

The Radiologist Assistant program is formally recognized by the American Registry of Radiologic Technologists (ARRT). The ARRT recently extended the recognition period for the Radiologist Assistant educational program at Quinnipiac University for a period of five years, extending through July 31, 2022. The program has submitted documentation to AART for continued recognition and is anticipating a response by August 2022. Students who graduate from the program will meet ARRT's educational eligibility requirement for certification and registration as Registered Radiologist Assistants. To obtain or maintain ARRT recognition, educational programs must meet criteria including accreditation, clinical education and preceptorship requirements. ARRT

SCHOOL OF LAW

The School of Law combines rigorous academics, personalized attention, and a practice-focused curriculum to enable every student to develop the core legal skills that are fundamental to a successful and rewarding legal career. The law school has several legal clinics and numerous externship opportunities through which students acquire client-based legal experience and do pro bono work in the community, supervised by practicing attorneys. Students can further refine their critical problem-solving skills in more than a dozen classroom-based simulation courses.

The School of Law offers full-time, part-time, and flex-time programs leading to the JD degree, as well as joint JD/MBA, JD/MSW, and JD/MELP (Master of Environmental Law and Policy) degrees. Students may also choose to concentrate in one or more of several subject matter areas: Civil Advocacy and Dispute Resolution, Criminal Law and Advocacy, Family Law, Health Law, Intellectual Property, International Law and Policy, Tax Law, Workplace Law, and Privacy, Cybersecurity, and Information Technology Law.

The student experience at the School of Law is enhanced through many other activities, including three student-edited scholarly journals – the Law Review, the Health Law Journal, and the Probate Law Journal; intramural and interschool competitions sponsored by the Moot Court Society, the Mock Trial Society, and the Society for Dispute Resolution; and a range of student organizations, including affinity bar organizations such as the Black Law Students Association, the Women’s Law Society, the Latin American Law Association, and Outlaws, our LGBTQA organization. The law school’s International Human Rights Law Society travels each year and a course in International Human Rights and Transitional Justice gives students the opportunity to make presentations at the annual Summit of Nobel Peace Laureates.

Quinnipiac’s Accelerated Dual-Degree Bachelor’s/JD (3+3) program offers qualified freshmen and sophomores the opportunity to complete both their BA or BS degree and the JD degree in six years instead of seven. Visit the Pre-Law (p. 46) section of this Catalog for program details.

Nondiscrimination

Quinnipiac University School of Law admits students of any race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Quinnipiac University School of Law is committed to equal educational opportunity and full participation for persons with qualified disabilities. No qualified person will be excluded from participation in any university program or be subject to any form of discrimination.

Mission Statement

At Quinnipiac University School of Law, we seek to imbue our students with the knowledge, skills and attitudes necessary for competent and ethical service in the legal profession. Accordingly, we strive – through rigorous classroom instruction and practical training in lawyering skills – to educate attorneys who prepare carefully, think independently and creatively, reason critically, act with compassion and respect for others, and express themselves cogently, both orally and in writing. We also

strive to inspire our students to embrace the professional ethic of service and to appreciate the value of “practical wisdom.” To this end, we work with our students to help them develop sound judgment and personal approaches that will help them to succeed in a changing world and to serve effectively as advocates, problem-solvers and counselors. We also demonstrate our own commitment to professionalism and to the advancement of knowledge and justice, by engaging in scholarship that facilitates the understanding and just solution of complex problems and by providing service to governmental and public interest agencies and to the community at large. In addition, recognizing the important pedagogical benefits realized when an educational community is meaningfully diverse – and conscious of the role that law schools must play in helping diversify the legal profession – we strive to maintain meaningful diversity in our student body and in our faculty and staff.

Right to Modify

This Catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the programs, policies and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School of Law reserves the right to modify the academic requirements, admission requirements and program of study; to change the arrangement and content of courses, the instructional material and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School of Law also reserves the right to change the semester schedule and examination times and locations. Nothing in this Catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Law.

Admission to the Bar

Bar Examination

Some states require registration with their State Board of Law Examiners at the start of law studies for students who expect to take the bar examination upon graduation. Applicants are urged to consult the regulations of the Board of Law Examiners in the states where they expect to practice. The State of Connecticut does not require such registration. Students are also urged to check each state bar’s school credit and residency requirements, including possible limits on non-classroom credits, for bar certification in each state where they expect to take the bar examination. For students planning to sit for the New York Bar, we call attention to that state’s extensive experiential education requirement, which is more demanding than the requirement established by the ABA and Quinnipiac Law School. This New York requirement is set forth in Appendix A to this Catalog.

Character and Fitness for Admission to the Bar

It is extremely important for students to determine the applicable character, fitness, and other qualifications of the bar admission authorities in the state(s) in which he or she intends to practice. In particular, any student who has been subjected to disciplinary action by an educational institution, who has incurred a judgment of civil liability, or who has been charged with or convicted of a criminal offense is strongly encouraged to check with the bar admission authority in the jurisdiction(s) in which he or she intends to practice to determine the effect of such action on the person’s admissibility to the bar.

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- Part-Time Juris Doctor Program (p. 591)

Concentrations

- Civil Advocacy and Dispute Resolution (p. 604)
- Criminal Law and Advocacy (p. 605)
- Family Law (p. 607)
- Health Law (p. 608)
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Dual-Degree Programs

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- JD/MBA (p. 603)
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Master of Laws

- LLM in Health Law (p. 617)

School of Law Academic Calendar

2022–23 Academic Calendar

Summer 2022

May 9	Monday	First day of classes
June 20	Monday	Juneteenth observed; no classes
June 24	Friday	Classes meet on a Monday schedule; last day of classes; last day to withdraw from courses.
June 28–30	Tues–Thurs	Examination period

Fall 2022

August 19–20	Fri–Sat	First-Year Orientation
August 22	Monday	1L classes begin
August 22	Monday	Business Literacy Bootcamp (for 2Ls)
August 24	Wednesday	Upper-level classes begin
August 30	Tuesday	Last day to add/drop classes
September 5	Monday	Labor Day—university holiday; no classes
October 5	Wednesday	Yom Kippur—university holiday; no classes
November 22	Tuesday	Classes meet on a Wednesday schedule
November 23–27	Wed–Sun	Thanksgiving Recess
December 2	Friday	Last day of 1L classes; last day for 1Ls to withdraw from courses
December 6	Tuesday	Last day of upper-level classes; last day for upper-level students to withdraw from courses

December 7	Wednesday	Class makeup day
December 8–20	Thursday–Tuesday	Examination period
December 21	Wednesday	Exam makeup day for weather-related postponements; last day for graduating students to complete coursework
December 22–January 8	Thursday–Sunday	Holiday Recess

Spring 2023

January 9	Monday	Upper-level classes begin
January 9–10	Mon–Tues	Gateway to Practice Program (for 1Ls)
January 11	Wednesday	1L classes begin
January 13	Friday	Last day to add/drop classes
January 16	Monday	Martin Luther King Jr. Day—university holiday; no classes
March 13–17	Mon–Fri	Spring Recess
April 7	Friday	Good Friday—no classes
April 15	Saturday	Transition to Practice for law students and recent graduates (optional)
April 25	Tuesday	Classes meet on a Friday schedule; last day of upper-level classes; last day for upper-level students to withdraw from courses
April 26	Wednesday	1L classes meet on a Monday schedule
April 27	Thursday	1L classes meet on a Tuesday schedule; last day of 1L classes; last day for 1Ls to withdraw from courses
April 28	Friday	Class makeup day
May 1–11	Mon–Thursday	Examination period - Last day for graduating students to complete coursework
May 12	Friday	School of Law Commencement 1:00 PM

* All references to "1Ls" and "2Ls" include both day and evening sections.

Summer 2023

May 15	Monday	First day of classes
May 29	Monday	Memorial Day—university holiday; no classes
June 19	Monday	Juneteenth observed; no classes
June 23	Friday	Classes meet on a Monday schedule
June 30	Friday	Last day of classes
July 5–7	Wednesday–Friday	Examination period

Juris Doctor

Full-Time JD Program

This program is designed for those students who are able to devote substantially all of their time to the study of law. Classes generally are taken during the day, but students may choose to enroll in evening elective courses during their second and third years, if space is available. The first year curriculum is entirely prescribed. The second year curriculum consists of core electives and general electives. Students must take at least four of the core electives as described below (see Academic Regulations (p. 617), section I.B. and I.C,

Requirements for Graduation). In addition, prior to graduation, a student must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before Fall 2016) or the Experiential Learning Requirement (for students matriculating Fall 2016 or later), and satisfy the Advanced Writing Requirement (p. 617).

Summer Session

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

Bridge to Practice Program

The Bridge to Practice program at Quinnipiac Law is a three-part, three-year series of not-for-credit courses – two of them mandatory for full-time students – intended to contextualize the rest of the students' legal education, highlighting particularly the ways in which lawyers work with clients to clarify and achieve client goals. The goal is to help students begin the transition to law practice while in school.

1L Gateway to Practice

All full-time, first-year students are required to participate in this mandatory two-day workshop in law and lawyering, which is offered during the first two days of the second semester in January. For part-time students, the program is optional but recommended. Students are assigned to "law firms" as junior associates and work with practitioners who serve as partners, conducting a variety of tasks in simulated cases for mock clients. Over 60 lawyers from the state and the region volunteer to work with students.

The program is intended to provide several benefits:

- **Foundation:** First-year students learn the basics of law and legal analysis. This program shows students how lawyers use doctrine and basic legal skills in helping clients in the everyday practice of law.
- **Balance:** Students supplement their classroom experience with activities ordinarily not part of the first-year curriculum, including deriving facts from a client interview, brainstorming strategies with law firm colleagues, explaining options to clients and engaging clients in decision-making.
- **Context:** The program integrates transactional lawyering and litigation, and helps students to better understand the relationship between legal theory and practice.
- **Group work and collaboration:** Students work in teams to strategize and solve problems.
- **Immediate preparation:** The program helps students prepare for summer employment and gives them a start in developing networking skills.

2L Business Concepts Bootcamp

All full-time, second-year students are required to participate in a day-and-a-half program to kick off the fall semester in August. Part-time, second-year students are encouraged but not required to attend the program. They will be required to watch related video material and attend a Saturday Business Concepts Bootcamp in September.

The goal of the program is to expose students to basic financial and business concepts, many of which will arise in upper-level courses, both within the core curriculum and in other elective courses. The program

should be helpful not only to students who intend to practice business law, but also to those who will practice in a host of other specialties, such as litigation or family law. The program includes both panel presentations and interactive, hands-on workshops. Students select two practice area workshops in which a lawyer specializing in the field will discuss the types of clients served in the practice, the types of problems presented, and the skills and substantive legal expertise needed to work in the area. The practitioner leads the students in solving a typical client problem using the business and financial concepts the students learned in earlier sessions of the Bootcamp.

The program is intended to provide several benefits:

- Provide business context for doctrinal principles in upper-level courses.
- Address employers' concerns that the lack of business and financial literacy represents a major gap in new lawyers' knowledge.
- Demonstrate that an understanding of business concepts is critical in all areas of practice: private, government, public interest and nonprofit.
- Help students to better understand public policy debates.

Transition to Practice Workshop

The Transition to Practice workshop is an optional, one-day program offered on a Saturday in the spring semester to all students. While the 1L and 2L segments of the Bridge to Practice trilogy have focused on the business of clients as the context for lawyers' work, this workshop emphasizes the business aspects of the lawyer's own work. Although students have learned the law, they also need to understand the *business and organizational aspects of legal practice* to be ready for work. Legal employers of all types – private firms, in-house counsel, government and public interest – have to deal with the economics of serving clients. Panels of practitioners and recent graduates explain the business aspects of the practice of law whether in private practice, government or public interest. Topics include: the economics of practice, timekeeping, billing, marketing, project management, innovation and work-life balance. Students also choose workshops with practitioners related to the practice environment they hope to join upon graduation: small firm and solo, large firm and government/public interest.

Full-Time Juris Doctor Program of Study

Course	Title	Credits
First Year		
Fall Semester		
LAWS 101	Civil Procedure I	3
LAWS 103	Contracts I	3
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
LAWS 113	Criminal Law	3
Credits		15
Spring Semester		
LAWS 102	Civil Procedure II	2
LAWS 104	Contracts II	3
LAWS 105	Property	4
LAWS 110	Constitutional Law	4
LAWS 112	Legal Skills II	2
Credits		15

Second Year	
Fall Semester	
Core Elective ¹	4
Core Elective ¹	3
General Electives	7
Credits	14
Spring Semester	
Core Elective ¹	4
Core Elective ¹	3
Experiential Course ²	2
General Electives	5
Credits	14
Third Year	
Fall Semester	
LAWS 321 Lawyers' Professional Responsibility	3
Experiential Course ²	2
Core Elective ¹	4
General Electives	5
Credits	14
Spring Semester	
Core Elective ¹	3
Experiential Course ²	2
General Electives	9
Credits	14
Total Credits	86

¹ Full-time students **must** take 3 core electives in the second year. Core electives are:
 LAWS*114 - Administrative Law - 3 credits. Offered fall and spring
 LAWS*205 - Business Organizations - 4 credits. Offered spring only.
 LAWS*305 - Federal Income Tax - 4 credits. Offered fall only.
 LAWS*307 - Trusts & Estates - 3 credits. Offered fall and spring.
 LAWS*311 - Evidence - 3 credits. Offered fall only.
 LAWS*323 - Commercial Law - 4 credits. Offered spring only.
Students must take a total of four core electives. One of the four must be Federal Income Tax or Commercial Law.

² **Experiential Learning Requirement** (applicable to students matriculating Fall 2016 or later): Each student must also satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential

Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

I. Introduction

The School of Law has organized its institutional learning outcomes into two general categories: "first tier" learning outcomes and "second tier" learning outcomes.

- **First Tier Learning Outcomes** are outcomes that *all* students should achieve by graduation, regardless of the practice area(s) in which they expect to focus in post-law school employment.
- **Second Tier Learning Outcomes** are tailored to particular areas of the law in which students plan to focus in post-law school employment. For that reason, the law school does not expect that *all* students will achieve *all* of these second tier outcomes.

Students who have not yet settled upon a particular focus for post-law school employment should achieve *at least* the first tier learning outcomes, and they should also aspire to achieve those second tier learning outcomes that relate to their likely future practice focuses.

II. First Tier Learning Outcomes

Outcome 1: Graduates are expected to demonstrate competency in legal analysis and reasoning and legal problem solving.

Specific Criteria

Graduates are expected to demonstrate competency in the following:

- Reading cases, statutes and regulations effectively to glean rules and –if in play–the developmental history and policies underlying the rules.
- Recognizing issues and possible rules implicated in new and unfamiliar factual situations.
- Applying applicable rules effectively to understand potential arguments and counter-arguments in new and unfamiliar factual situations.
- Assessing what additional facts may need to be gathered for appropriate analysis of a legal issue.
- Assessing the relative strength of arguments and predicting likely outcomes effectively for legal issues.
- Analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems.

Outcome 2: Graduates are expected to demonstrate knowledge and understanding of legal theory, systems and doctrine, including core areas of substantive and procedural law and alternative methods for resolving disputes.

Specific Criteria

Graduates are expected to demonstrate knowledge and understanding of the following:

- The American federal and state legal systems, including their structures of rule-making and governance and their historical background.
- Core doctrine and theory in "foundation" areas, including those that will be tested on the bar examination.
- The range of dispute resolution processes and the ability to advise clients and others on choices of process/forum.

- d. Appellate review standards and practices.
- e. The impact of law and legal rules on society and its various sub-groups.

Outcome 3: Graduates are expected to demonstrate competency in oral and written communication in the legal context.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings and contexts.
- b. Competency in listening effectively to clients and others.
- c. Competency in cogently communicating analysis and advice in writing across a range of types of writings (e.g., memos, briefs and client letters).
- d. At least a basic understanding of principles of logic and rhetoric.
- e. At least novice-level understanding of and competency in a spectrum of advocacy skills.

Outcome 4: Graduates are expected to demonstrate competency in legal research and understanding of the factual research needed to solve legal problems.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research.
- b. Understanding of factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems.

Outcome 5: Graduates are expected to demonstrate knowledge and understanding of the attorney's professional and ethical responsibilities to clients and the legal system.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Knowledge and understanding of the professional rules and the ability to recognize and resolve ethical dilemmas in a range of practice settings.
- b. Knowledge and understanding of the attorney's ethical obligation to represent clients diligently and competently.
- c. Knowledge and understanding of the attorney's ethical obligation to behave professionally and civilly.
- d. Knowledge and understanding of the attorney's ethical obligation to behave in accordance with the rules governing confidentiality and conflicts of interest.
- e. Knowledge and understanding of the attorney's ethical obligation to strive to promote justice (including access to justice) and fairness and to assist the profession in providing legal services to those who cannot afford to pay for them.

Outcome 6: Graduates are expected to demonstrate at least novice-level competency in other professional skills needed for competent, effective and ethical participation as a member of the legal profession.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. At least novice-level understanding of and competency in approaches for managing conflict for effective problem solving.
- b. At least novice-level competency in collaborative work approaches.
- c. At least novice-level understanding of and competency in effective approaches for client interviewing and counseling.
- d. At least novice-level understanding of and competency in effective negotiation practices.
- e. At least novice-level understanding of and competency in "learning how to learn" (techniques for finding guidance for unfamiliar tasks).
- f. Competency in interviewing for employment and planning for long-term career development.

III. Second Tier Learning Outcomes

(Approved December 5, 2018)

FOR ALL GRADUATES EARNING CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CADR Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CADR Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies.
- c. Understanding of the psychology of decision-making.
- d. Understanding of the ethical issues in negotiation.

- e. Competency in planning for and conducting effective negotiation, both with and without an ongoing relationship between the parties.
- f. Competency in conducting negotiation in presence of mediator, by interacting with the mediator effectively.

Second Tier/CADR Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, mediation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of mediation theory and terminology, including the fundamental principles of mediation and the range of possible mediator approaches.
- b. Understanding of the Standards of Conduct for Mediators.
- c. Understanding of the current controversies and issues in the use of mediation as a dispute resolution process.
- d. Understanding of effectiveness as a consumer of mediation.
- e. Competency as an advocate in the mediation context.
- f. Competency in participating in a mediation in accordance with the fundamental principles of mediation, including the appropriate use of joint and caucus sessions, and the ability to encourage the creative generation of potential solutions.

Second Tier/CADR Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the nature of arbitration.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the rules and regulation of arbitration.
- b. Understanding of the contractual issues and framework of arbitration.
- c. Understanding of the current controversies and issues in the use of arbitration as a dispute resolution process.
- d. Understanding of, and competence in, advocating for clients in arbitration.

Second Tier/CADR Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and the current issues and controversies in the use of trial as a dispute resolution process.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

FOR ALL GRADUATES EARNING CRIMINAL LAW AND ADVOCACY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CLA Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of criminal law and criminal procedure.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of crimes including the construction of criminal statutes, elements of crimes, and defenses to crimes, as well as the concepts of causation, criminal responsibility and capacity, justification and excuse.
- b. Understanding of the investigative stage of the criminal justice process including the constitutional limitations on law enforcement—and the means of enforcing those limitations—with respect to arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.
- c. Understanding of the adjudicative stage of the criminal justice process including the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, double jeopardy, and the constitutional limitations on the adjudication of criminal matters.
- d. Understanding of the role and impact of the criminal justice system in the United States including current debates and controversies relating to criminal justice policies and practices.

Second Tier/CLA Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, pretrial, trial, and sentencing advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the pretrial, trial, and sentencing phases of criminal cases.
- b. Understanding of the elements of effective advocacy in criminal cases including the pretrial, trial, and sentencing phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

- f. Understanding of, and competency in, developing and using mitigating evidence in sentencing advocacy.

Second Tier/CLA Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CLA Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of the psychology of decision-making.
- c. Understanding of the ethical issues in negotiation and plea bargaining in criminal cases.
- d. Competency in planning for and conducting effective negotiations in criminal cases.

FOR ALL GRADUATES EARNING FAMILY LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/FAMILY Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of doctrine and related topics in family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of topics in family law such as marriage, divorce, jurisdiction, spousal and child support, property division, and custody and parenting issues.
- b. Understanding of the emotional and psychological impact of divorce on family members.

- c. Understanding of child development principles and how parental separation and conflict affects child development.
- d. Understanding of the dynamics of domestic violence, including child abuse, and the array of criminal and civil responses to it.
- e. Understanding of the financial and property aspects of divorce, including the tax implications.

Second Tier/FAMILY Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, working with professionals from other disciplines and navigating the ethical aspects of the practice of family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, working with mental health professionals, as treating professionals, consultants, witnesses, and expert witnesses.
- b. Understanding of, and competency in, working with financial professionals, such as divorce financial planners, business evaluators, and tax advisors.
- c. Understanding of, and competency in, the special ethical challenges of serving as an advocate and an advisor for clients in family law, particularly when there are children in the family.
- d. Understanding of, and competency in, providing for the physical and emotional safety in the lives of clients.
- e. Understanding of, and competency in, educating clients about the need for reducing conflict and enhancing the ability of parents to co-parent children.

Second Tier/FAMILY Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, managing relationships, and on-going self-improvement of dispute resolution skills.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in managing relationships with clients, other parties, and with counterparts.
- b. Understanding of, and competency in, interviewing and counseling family law clients.
- c. Competency in managing conflict for effective problem-solving.
- d. Competency in listening, and in using effective communication skills.
- e. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.

Second Tier/FAMILY Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation and mediation in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation and mediation theory and terminology.
- b. Competency in planning for and conducting effective negotiation, especially cooperative strategies for clients with an ongoing relationship.
- c. Understanding of the ethical and negotiation principles in Collaborative Practice.

- d. Understanding of the psychology of decision-making.
- e. Understanding of the ethical issues in negotiation and mediation.
- f. Understanding of how to conduct negotiation in the presence of mediator, by preparing clients for mediation and interacting with the mediator effectively.

Second Tier/FAMILY Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and current issues and controversies in the use of trial as a dispute resolution process in family law.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony and expert witnesses, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
- f. Understanding of, and competency in, working with child advocates in court.

FOR ALL GRADUATES EARNING HEALTH LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/HEALTH Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, business and financial activities and transactions relating to health care organizations.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in negotiating, drafting, and interpreting contracts related to commercial enterprises in the healthcare industry.
- b. Competency in reading and interpreting financial reports, profit and loss statements, and budget documents.
- c. Understanding of how insurance reimbursement policies affect the health care delivery system.
- d. Understanding of the federal and state tax implications associated with for-profit and not-for-profit corporations.

- e. Competency in demonstrating the necessary personal integrity, sound judgment, and commitment to accountability in negotiating health care-related transactions.

Second Tier/HEALTH Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in, health care regulation including federal, state, and local laws impacting the delivery of health care.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the major health law statutes including, but not limited to:
Medicare
Medicaid
Patient Protection and Affordable Care Act
Health Information and Technology for Economic and Clinical Health Act (HITECH)
Emergency Medical Treatment and Active Labor Act (EMTALA)
Health Insurance Portability and Accountability Act (HIPAA)
The Antitrust Statutes (Sherman Act, Clayton Act, Federal Trade Commission Act, Robinson Patman Act)
Fraud and Abuse Statute
Ethics in Patient Referrals Act (Stark Act)
- b. Understanding of the connection between the legislative process and regulatory agency rule-making.
- c. Competency in conducting research and drafting correspondence that interprets statutory and regulatory requirements related to a client’s particular circumstances.
- d. Understanding of federal and state regulations affecting labor relations, institutional and professional licensing, not-for-profit and for-profit organizations, and patients’ rights.

Second Tier/HEALTH Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level of understanding of the evolving nature of health care policy and competency in health law practices.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in analyzing the financial, antitrust and patient care-related issues associated with hospital acquisition of physicians’ practices.
- b. Understanding of the shift in the focus of patient care from inpatient-centric, sick care to outpatient, technology-centric, preventive well care.
- c. Understanding of the key policy questions relating to public health insurance.
- d. Understanding of the negative impact on patient care caused by lack of coordination within the United States health care system.
- e. Understanding of the statutory and historical basis for the peer review process for disciplining physicians.
- f. Understanding of the policy and political forces driving a shift away from a fee-for-service payment system to a value-based care payment system.

Second Tier/HEALTH Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and

competency in examining, the connection between health, health care, health care inequities and social determinants of health.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in describing and analyzing the connection between the practice of medicine, the practice of health law, and the impact of law on medicine.
- b. Understanding of, and competency in, examining and discussing the question of whether or not there is a “right” to health care for both citizens and immigrants.
- c. Competency in analyzing and discussing the connection between the formation of the doctor-patient relationship and medical malpractice.
- d. Understanding of the tension between the ethical expectations and the legal obligations of physicians.
- e. Competency in analyzing the police powers of the states to restrict private autonomy in the name of public health promotion and protection.
- f. Understanding that shifting legislative priorities in response to political changes have resulted in creation of new health-related rights.

FOR ALL GRADUATES EARNING INTERNATIONAL LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IL Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, using the foundational international law sources.

Specific Criteria

Concentration graduates are expected to demonstrate competency in the following:

- a. Competency in reading and understanding treaties, other dual nation and multilateral accords, international customs, generally recognized principles of international law, and international judicial decisions and juristic writings.
- b. Competency in recognizing issues and possible rules implicated in new and unfamiliar factual situations in the international context.
- c. Competency in applying applicable rules effectively to understand potential arguments and counter arguments in new and unfamiliar factual situations in the international context.
- d. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems in the international context.

Second Tier/IL Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understating of, and

competency in, oral and written communication and advocacy in the international legal context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings in the international context.
- b. Competency in cogently communicating analysis and advice in written form in a range of settings in the international context.
- c. Competency in listening effectively to clients and others in the international context.
- d. Understanding of, and competency in, use of the principles of logic and rhetoric as they apply in the international context.
- e. Understanding of, and competency in, use of a spectrum of advocacy skills as they apply in the international context.

Second Tier/IL Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level competency in legal research and understanding of the factual research needed to solve legal problems in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research, in the international context.
- b. Understanding of, and competency in, factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems in the international context.

Second Tier/IL Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the attorney’s professional and ethical responsibilities to clients and the legal system in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the ethical implications of differing political systems.
- b. Understanding of the ethical implications of differing legal systems.
- c. Understanding of the ethical implications of differing levels of economic development.

FOR ALL GRADUATES EARNING INTELLECTUAL PROPERTY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, the substantive and procedural law of intellectual property, and legal analysis, reasoning and legal problem solving in the context of intellectual property.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the law of patents, trademarks, copyrights, and trade secrets.
- b. Competency in reading cases, statutes, and regulations effectively to glean rules, and understand the developmental history and policies underlying the rules in the context of IP matters.
- c. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to clients' IP problems.
- d. Understanding of the structures of rule-making and governance and their historical background with respect to patents, trademarks, copyrights and trade secrets.

Second Tier/IP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level competency in oral and written communication in the legal context as relates to intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in listening effectively to clients and others in order to understand and address clients' IP matters.
- b. Understanding of, and competency in, a spectrum of oral and written advocacy skills on behalf of IP clients.
- c. Competency in listening and in oral and written communication modes.

Second Tier/IP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, factual and legal research in intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in IP legal research, including effective use of specialized resources for IP matters.
- b. Understanding of, and competency in, effective strategies and practices for gathering the facts needed to evaluate legal issues relating to IP matters.

Second Tier/IP Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management and dispute resolution skills in the context of intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.

c. Competency in advising clients on choices of process/forum in the context of the specific IP problem.

d. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies as a means to resolve IP disputes.

Second Tier/IP Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the intellectual property context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, the litigation process in validity and enforcement proceedings in one or more of trademark, copyright, or patent matters.
- b. Understanding of the current issues and controversies in the use of trial as a dispute resolution process in the context of patent, trademark, and copyright validity and enforceability matters.

FOR ALL GRADUATES EARNING TAX CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/TAX Learning Outcome 1: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, reading and engaging with the sources of tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in reading and comprehending case law related to tax law.
- b. Competency in reading and comprehending the Internal Revenue Code and Regulations.
- c. Competency in reading and comprehending various other sources of tax law, such as Private Letter Rulings and other administrative pronouncements, legislative histories, tax treaties, and major secondary sources/compilations of tax law.
- d. Understanding of the relative importance, and legal weight of authority, of these various sources of tax law.
- e. Understanding of major administrative procedures related to the enactment and enforcement of tax law.

Second Tier/TAX Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, applying tax law to specific problems faced by tax clients.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in identifying relevant facts presented by a client and identifying the tax principles implicated by those facts.
- b. Competency in determining which provisions of the Internal Revenue Code are relevant to a given factual situation.
- c. Competency in assessing the likely tax implications of actions of a client.
- d. Competency in communicating analysis and advice regarding tax matters, both orally and in writing.

Second Tier/TAX Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, engaging in in-depth study of specific issues in tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of tax law, policy, and procedure.
- b. Competency in tax research.
- c. Competency in written analysis of issues in tax law.

FOR ALL GRADUATES EARNING WORKPLACE LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/WP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of the legal theory, systems, and doctrine in the law involving the workplace.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of public and private labor law in union and non-union-settings, employment law, employment discrimination, disability, worker compensation, and benefits.
- b. Understanding of administrative law and procedures, and the role of administrative agencies in the investigative stage of employment discrimination matters.
- c. Understanding of the federal and state laws and regulations governing labor law.
- d. Understanding of the role and impact of employment and labor law in the United States including current debates and controversies relating to workplace policies and practices.

Second Tier/WP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, and managing relationships in the workplace law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in interviewing and counseling clients in workplace cases.
- c. Competency in managing conflict for effective problem-solving.
- d. Competency in listening and in communication modes and skills in different settings in the workplace law context.

Second Tier/WP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation, arbitration, and litigation in the workplace context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of the role and practice of arbitration in the labor and employment context.
- c. Understanding of the ethical issues in employment negotiation, labor bargaining, arbitration, and trial practice.
- d. Competency in planning for and conducting effective negotiations in labor and employment cases, both with and without a mediator.
- e. Understanding of how to plan for and conduct effective arbitrations in labor and employment cases.
- f. Understanding of how to plan for and conduct effective litigation in labor and employment cases.

Concentrations

There are eight optional concentrations offered within the juris doctor degree program.

- Civil Advocacy and Dispute Resolution (p. 604)
- Criminal Law and Advocacy (p. 605)
- Family Law (p. 607)
- Health Law (p. 608)
- Intellectual Property (p. 610)
- International Law and Policy (new Fall 2017) (p. 611)
- Tax Law (p. 612)
- Workplace Law (p. 613)

Part-Time Juris Doctor Part-Time Evening JD Program

This program is designed for those students who are employed or otherwise occupied for most of their time, and who are able to devote only a portion of their time to the study of law. The completion of this program requires four academic years and one or two summer sessions of residence. Part-time students are admitted for evening courses. They may be allowed to enroll in day classes if space is available. All part-time students are required to take the prescribed program of required courses listed below and at least four of the core electives as described below (see Academic Regulations (p. 617), section I.B. and I.C, Requirements

for Graduation). In addition, prior to graduation, students must take the course in Lawyers' Professional Responsibility, satisfy the Professional Skills Requirement (for students matriculating before Fall 2016) or the Experiential Learning Requirement (for students matriculating Fall 2016 or later), and satisfy the Advanced Writing Requirement (p. 617).

Flex-Time Day JD Program

This program is designed for a limited number of students who, because of work or family commitments, cannot attend either the full-time day or part-time evening program. Students admitted to this program must meet with the associate dean for academic affairs to arrange an appropriate schedule.

Summer Session

One seven-week session is offered each summer. Summer courses are taught in the late afternoon or evening and are open to all students. Under some circumstances, a full-time or part-time student may accelerate graduation by attending summer sessions.

Part-Time Juris Doctor Program of Study

Course	Title	Credits
First Year		
Fall Semester		
LAWS 101	Civil Procedure I	2
LAWS 103	Contracts I	2
LAWS 107	Torts	4
LAWS 111	Legal Skills I	2
Credits		10
Spring Semester		
LAWS 102	Civil Procedure II	3
LAWS 104	Contracts II	4
LAWS 112	Legal Skills II	2
Credits		9
Second Year		
Fall Semester		
LAWS 105	Property	4
LAWS 113	Criminal Law	3
Core Elective ¹		4
Credits		11
Spring Semester		
LAWS 110	Constitutional Law	4
Core Elective ¹		4
Experiential Course ²		3
Credits		11
Summer Semester		
Core Elective / General Elective ³		3
Credits		3
Third Year		
Fall Semester		
Core Elective ¹		4
Experiential Course ²		2
General Electives		4
Credits		10

Spring Semester	
Core Elective ¹	4
Experiential Course ²	2
General Electives	4
Credits	
10	
Fourth Year	
Fall Semester	
Core Elective ¹	3
Experiential Course ²	2
General Electives	6
Credits	
11	
Spring Semester	
Core Elective ¹	4
Generals Electives	7
Credits	
11	
Total Credits	
86	

¹ Part-time students must take two core electives by the end of the second year. Fewer core elective credits in the second year can be taken if one or more core electives in the summer between the first and second years have been completed.

Core electives are:

- LAWS 114 - Administrative Law - 3 credits.
- LAWS 205 - Business Organizations - 4 credits.
- LAWS 305 - Federal Income Tax - 4 credits.
- LAWS 307 - Trusts & Estates - 3 credits.
- LAWS 311 - Evidence - 3 credits.
- LAWS 323 - Commercial Law - 4 credits.

Students must take a total of four core electives. One of the four must be Federal Income Tax or Commercial Law.

² **Experiential Learning Requirement** (applicable to students matriculating Fall 2016 or later): Each student also must satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

³ Taking at least one summer course over the course of study will be necessary to reach the required 86 credits needed for graduation by the end of your fourth year.

I. Introduction

The School of Law has organized its institutional learning outcomes into two general categories: “first tier” learning outcomes and “second tier” learning outcomes.

- **First Tier Learning Outcomes** are outcomes that *all* students should achieve by graduation, regardless of the practice area(s) in which they expect to focus in post-law school employment.
- **Second Tier Learning Outcomes** are tailored to particular areas of the law in which students plan to focus in post-law school employment. For that reason, the law school does not expect that *all* students will achieve *all* of these second tier outcomes.

Students who have not yet settled upon a particular focus for post-law school employment should achieve *at least* the first tier learning outcomes, and they should also aspire to achieve those second tier learning outcomes that relate to their likely future practice focuses.

II. First Tier Learning Outcomes

Outcome 1: Graduates are expected to demonstrate competency in legal analysis and reasoning and legal problem solving.

Specific Criteria

Graduates are expected to demonstrate competency in the following:

- a. Reading cases, statutes and regulations effectively to glean rules and –if in play–the developmental history and policies underlying the rules.
- b. Recognizing issues and possible rules implicated in new and unfamiliar factual situations.
- c. Applying applicable rules effectively to understand potential arguments and counter-arguments in new and unfamiliar factual situations.
- d. Assessing what additional facts may need to be gathered for appropriate analysis of a legal issue.
- e. Assessing the relative strength of arguments and predicting likely outcomes effectively for legal issues.
- f. Analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems.

Outcome 2: Graduates are expected to demonstrate knowledge and understanding of legal theory, systems and doctrine, including core areas of substantive and procedural law and alternative methods for resolving disputes.

Specific Criteria

Graduates are expected to demonstrate knowledge and understanding of the following:

- a. The American federal and state legal systems, including their structures of rule-making and governance and their historical background.
- b. Core doctrine and theory in “foundation” areas, including those that will be tested on the bar examination.
- c. The range of dispute resolution processes and the ability to advise clients and others on choices of process/forum.
- d. Appellate review standards and practices.

- e. The impact of law and legal rules on society and its various sub-groups.

Outcome 3: Graduates are expected to demonstrate competency in oral and written communication in the legal context.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in cogently communicating analysis and advice orally in a range of settings and contexts.
- b. Competency in listening effectively to clients and others.
- c. Competency in cogently communicating analysis and advice in writing across a range of types of writings (e.g., memos, briefs and client letters).
- d. At least a basic understanding of principles of logic and rhetoric.
- e. At least novice-level understanding of and competency in a spectrum of advocacy skills.

Outcome 4: Graduates are expected to demonstrate competency in legal research and understanding of the factual research needed to solve legal problems.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Competency in legal research, including effective use of technology for that research.
- b. Understanding of factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems.

Outcome 5: Graduates are expected to demonstrate knowledge and understanding of the attorney’s professional and ethical responsibilities to clients and the legal system.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. Knowledge and understanding of the professional rules and the ability to recognize and resolve ethical dilemmas in a range of practice settings.
- b. Knowledge and understanding of the attorney’s ethical obligation to represent clients diligently and competently.
- c. Knowledge and understanding of the attorney’s ethical obligation to behave professionally and civilly.
- d. Knowledge and understanding of the attorney’s ethical obligation to behave in accordance with the rules governing confidentiality and conflicts of interest.
- e. Knowledge and understanding of the attorney’s ethical obligation to strive to promote justice (including access to justice) and fairness and to assist the profession in providing legal services to those who cannot afford to pay for them.

Outcome 6: Graduates are expected to demonstrate at least novice-level competency in other professional skills needed for competent, effective and ethical participation as a member of the legal profession.

Specific Criteria

Graduates are expected to demonstrate the following:

- a. At least novice-level understanding of and competency in approaches for managing conflict for effective problem solving.
- b. At least novice-level competency in collaborative work approaches.
- c. At least novice-level understanding of and competency in effective approaches for client interviewing and counseling.
- d. At least novice-level understanding of and competency in effective negotiation practices.
- e. At least novice-level understanding of and competency in "learning how to learn" (techniques for finding guidance for unfamiliar tasks).
- f. Competency in interviewing for employment and planning for long-term career development.

III. Second Tier Learning Outcomes

(Approved December 5, 2018)

FOR ALL GRADUATES EARNING CIVIL ADVOCACY AND DISPUTE RESOLUTION CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CADR Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CADR Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies.
- c. Understanding of the psychology of decision-making.
- d. Understanding of the ethical issues in negotiation.

- e. Competency in planning for and conducting effective negotiation, both with and without an ongoing relationship between the parties.
- f. Competency in conducting negotiation in presence of mediator, by interacting with the mediator effectively.

Second Tier/CADR Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, mediation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of mediation theory and terminology, including the fundamental principles of mediation and the range of possible mediator approaches.
- b. Understanding of the Standards of Conduct for Mediators.
- c. Understanding of the current controversies and issues in the use of mediation as a dispute resolution process.
- d. Understanding of effectiveness as a consumer of mediation.
- e. Competency as an advocate in the mediation context.
- f. Competency in participating in a mediation in accordance with the fundamental principles of mediation, including the appropriate use of joint and caucus sessions, and the ability to encourage the creative generation of potential solutions.

Second Tier/CADR Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the nature of arbitration.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the rules and regulation of arbitration.
- b. Understanding of the contractual issues and framework of arbitration.
- c. Understanding of the current controversies and issues in the use of arbitration as a dispute resolution process.
- d. Understanding of, and competence in, advocating for clients in arbitration.

Second Tier/CADR Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and the current issues and controversies in the use of trial as a dispute resolution process.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

FOR ALL GRADUATES EARNING CRIMINAL LAW AND ADVOCACY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/CLA Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of criminal law and criminal procedure.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of crimes including the construction of criminal statutes, elements of crimes, and defenses to crimes, as well as the concepts of causation, criminal responsibility and capacity, justification and excuse.
- b. Understanding of the investigative stage of the criminal justice process including the constitutional limitations on law enforcement—and the means of enforcing those limitations—with respect to arrest, stop and frisk, search and seizure, eavesdropping, wiretapping, identification procedures, and questioning of suspects.
- c. Understanding of the adjudicative stage of the criminal justice process including the initial appearance following arrest, the decision to prosecute, the preliminary hearing, bail, indictment, pleas and plea bargaining, the trial, double jeopardy, and the constitutional limitations on the adjudication of criminal matters.
- d. Understanding of the role and impact of the criminal justice system in the United States including current debates and controversies relating to criminal justice policies and practices.

Second Tier/CLA Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, pretrial, trial, and sentencing advocacy.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the pretrial, trial, and sentencing phases of criminal cases.
- b. Understanding of the elements of effective advocacy in criminal cases including the pretrial, trial, and sentencing phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.

- f. Understanding of, and competency in, developing and using mitigating evidence in sentencing advocacy.

Second Tier/CLA Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- b. Competency in managing conflict for effective problem-solving.
- c. Competency in listening and in communication modes and skills in different settings.
- d. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.
- e. Competency in giving and receiving feedback.

Second Tier/CLA Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation theory and terminology.
- b. Understanding of the psychology of decision-making.
- c. Understanding of the ethical issues in negotiation and plea bargaining in criminal cases.
- d. Competency in planning for and conducting effective negotiations in criminal cases.

FOR ALL GRADUATES EARNING FAMILY LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/FAMILY Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of doctrine and related topics in family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of topics in family law such as marriage, divorce, jurisdiction, spousal and child support, property division, and custody and parenting issues.
- b. Understanding of the emotional and psychological impact of divorce on family members.

- c. Understanding of child development principles and how parental separation and conflict affects child development.
- d. Understanding of the dynamics of domestic violence, including child abuse, and the array of criminal and civil responses to it.
- e. Understanding of the financial and property aspects of divorce, including the tax implications.

Second Tier/FAMILY Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, working with professionals from other disciplines and navigating the ethical aspects of the practice of family law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, working with mental health professionals, as treating professionals, consultants, witnesses, and expert witnesses.
- b. Understanding of, and competency in, working with financial professionals, such as divorce financial planners, business evaluators, and tax advisors.
- c. Understanding of, and competency in, the special ethical challenges of serving as an advocate and an advisor for clients in family law, particularly when there are children in the family.
- d. Understanding of, and competency in, providing for the physical and emotional safety in the lives of clients.
- e. Understanding of, and competency in, educating clients about the need for reducing conflict and enhancing the ability of parents to co-parent children.

Second Tier/FAMILY Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, managing relationships, and on-going self-improvement of dispute resolution skills.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in managing relationships with clients, other parties, and with counterparts.
- b. Understanding of, and competency in, interviewing and counseling family law clients.
- c. Competency in managing conflict for effective problem-solving.
- d. Competency in listening, and in using effective communication skills.
- e. Competency in the ability to self-evaluate, by reflecting on and learning from past performances in order to improve effectiveness.

Second Tier/FAMILY Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation and mediation in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of negotiation and mediation theory and terminology.
- b. Competency in planning for and conducting effective negotiation, especially cooperative strategies for clients with an ongoing relationship.
- c. Understanding of the ethical and negotiation principles in Collaborative Practice.

- d. Understanding of the psychology of decision-making.
- e. Understanding of the ethical issues in negotiation and mediation.
- f. Understanding of how to conduct negotiation in the presence of mediator, by preparing clients for mediation and interacting with the mediator effectively.

Second Tier/FAMILY Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the family law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the litigation process, and current issues and controversies in the use of trial as a dispute resolution process in family law.
- b. Understanding of the elements of effective advocacy in litigation, including pretrial and trial phases.
- c. Understanding of, and competency in, the application of the rules of evidence, including presenting evidence through witness testimony and expert witnesses, introduction of documentary evidence, and the making of and defending objections.
- d. Understanding of, and competency in, direct and cross examination techniques.
- e. Understanding of, and competency in, delivering persuasive argument, including opening and closing arguments.
- f. Understanding of, and competency in, working with child advocates in court.

FOR ALL GRADUATES EARNING HEALTH LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/HEALTH Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, business and financial activities and transactions relating to health care organizations.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in negotiating, drafting, and interpreting contracts related to commercial enterprises in the healthcare industry.
- b. Competency in reading and interpreting financial reports, profit and loss statements, and budget documents.
- c. Understanding of how insurance reimbursement policies affect the health care delivery system.
- d. Understanding of the federal and state tax implications associated with for-profit and not-for-profit corporations.

- e. Competency in demonstrating the necessary personal integrity, sound judgment, and commitment to accountability in negotiating health care-related transactions.

Second Tier/HEALTH Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and competency in, health care regulation including federal, state, and local laws impacting the delivery of health care.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the major health law statutes including, but not limited to:
 - Medicare
 - Medicaid
 - Patient Protection and Affordable Care Act
 - Health Information and Technology for Economic and Clinical Health Act (HITECH)
 - Emergency Medical Treatment and Active Labor Act (EMTALA)
 - Health Insurance Portability and Accountability Act (HIPAA)
 - The Antitrust Statutes (Sherman Act, Clayton Act, Federal Trade Commission Act, Robinson Patman Act)
 - Fraud and Abuse Statute
 - Ethics in Patient Referrals Act (Stark Act)
- b. Understanding of the connection between the legislative process and regulatory agency rule-making.
- c. Competency in conducting research and drafting correspondence that interprets statutory and regulatory requirements related to a client's particular circumstances.
- d. Understanding of federal and state regulations affecting labor relations, institutional and professional licensing, not-for-profit and for-profit organizations, and patients' rights.

Second Tier/HEALTH Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level of understanding of the evolving nature of health care policy and competency in health law practices.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in analyzing the financial, antitrust and patient care-related issues associated with hospital acquisition of physicians' practices.
- b. Understanding of the shift in the focus of patient care from inpatient-centric, sick care to outpatient, technology-centric, preventive well care.
- c. Understanding of the key policy questions relating to public health insurance.
- d. Understanding of the negative impact on patient care caused by lack of coordination within the United States health care system.
- e. Understanding of the statutory and historical basis for the peer review process for disciplining physicians.
- f. Understanding of the policy and political forces driving a shift away from a fee-for-service payment system to a value-based care payment system.

Second Tier/HEALTH Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level of understanding of, and

competency in examining, the connection between health, health care, health care inequities and social determinants of health.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in describing and analyzing the connection between the practice of medicine, the practice of health law, and the impact of law on medicine.
- b. Understanding of, and competency in, examining and discussing the question of whether or not there is a "right" to health care for both citizens and immigrants.
- c. Competency in analyzing and discussing the connection between the formation of the doctor-patient relationship and medical malpractice.
- d. Understanding of the tension between the ethical expectations and the legal obligations of physicians.
- e. Competency in analyzing the police powers of the states to restrict private autonomy in the name of public health promotion and protection.
- f. Understanding that shifting legislative priorities in response to political changes have resulted in creation of new health-related rights.

FOR ALL GRADUATES EARNING INTERNATIONAL LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level" we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IL Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, using the foundational international law sources.

Specific Criteria

Concentration graduates are expected to demonstrate competency in the following:

- a. Competency in reading and understanding treaties, other dual nation and multilateral accords, international customs, generally recognized principles of international law, and international judicial decisions and juristic writings.
- b. Competency in recognizing issues and possible rules implicated in new and unfamiliar factual situations in the international context.
- c. Competency in applying applicable rules effectively to understand potential arguments and counter arguments in new and unfamiliar factual situations in the international context.
- d. Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to legal problems in the international context.

Second Tier/IL Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, oral and written communication and advocacy in the international legal context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Competency in cogently communicating analysis and advice orally in a range of settings in the international context.
- Competency in cogently communicating analysis and advice in written form in a range of settings in the international context.
- Competency in listening effectively to clients and others in the international context.
- Understanding of, and competency in, use of the principles of logic and rhetoric as they apply in the international context.
- Understanding of, and competency in, use of a spectrum of advocacy skills as they apply in the international context.

Second Tier/IL Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level competency in legal research and understanding of the factual research needed to solve legal problems in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Competency in legal research, including effective use of technology for that research, in the international context.
- Understanding of, and competency in, factual investigation, including an understanding of effective strategies and practices for gathering the facts needed to evaluate legal issues or problems in the international context.

Second Tier/IL Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of the attorney's professional and ethical responsibilities to clients and the legal system in the international context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of the ethical implications of differing political systems.
- Understanding of the ethical implications of differing legal systems.
- Understanding of the ethical implications of differing levels of economic development.

FOR ALL GRADUATES EARNING INTELLECTUAL PROPERTY CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term "understanding" to refer to knowledge and the term "competency" to refer to skills. We expect graduates to attain at least a "novice-level" understanding and competence. By "novice-level," we mean a level of

knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/IP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, the substantive and procedural law of intellectual property, and legal analysis, reasoning and legal problem solving in the context of intellectual property.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of the law of patents, trademarks, copyrights, and trade secrets.
- Competency in reading cases, statutes, and regulations effectively to glean rules, and understand the developmental history and policies underlying the rules in the context of IP matters.
- Competency in analyzing applicable rules and facts to formulate and evaluate potential solutions to clients' IP problems.
- Understanding of the structures of rule-making and governance and their historical background with respect to patents, trademarks, copyrights and trade secrets.

Second Tier/IP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level competency in oral and written communication in the legal context as relates to intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Competency in listening effectively to clients and others in order to understand and address clients' IP matters.
- Understanding of, and competency in, a spectrum of oral and written advocacy skills on behalf of IP clients.
- Competency in listening and in oral and written communication modes.

Second Tier/IP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, factual and legal research in intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Competency in IP legal research, including effective use of specialized resources for IP matters.
- Understanding of, and competency in, effective strategies and practices for gathering the facts needed to evaluate legal issues relating to IP matters.

Second Tier/IP Learning Outcome 4: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict and relationship management and dispute resolution skills in the context of intellectual property matters.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.

- b. Competency in managing conflict for effective problem-solving.
- c. Competency in advising clients on choices of process/forum in the context of the specific IP problem.
- d. Understanding of, and competency in, the use of both cooperative and competitive negotiation strategies as a means to resolve IP disputes.

Second Tier/IP Learning Outcome 5: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, trial advocacy in the intellectual property context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of, and competency in, the litigation process in validity and enforcement proceedings in one or more of trademark, copyright, or patent matters.
- b. Understanding of the current issues and controversies in the use of trial as a dispute resolution process in the context of patent, trademark, and copyright validity and enforceability matters.

FOR ALL GRADUATES EARNING TAX CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/TAX Learning Outcome 1: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, reading and engaging with the sources of tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in reading and comprehending case law related to tax law.
- b. Competency in reading and comprehending the Internal Revenue Code and Regulations.
- c. Competency in reading and comprehending various other sources of tax law, such as Private Letter Rulings and other administrative pronouncements, legislative histories, tax treaties, and major secondary sources/compilations of tax law.
- d. Understanding of the relative importance, and legal weight of authority, of these various sources of tax law.
- e. Understanding of major administrative procedures related to the enactment and enforcement of tax law.

Second Tier/TAX Learning Outcome 2: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, applying tax law to specific problems faced by tax clients.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Competency in identifying relevant facts presented by a client and identifying the tax principles implicated by those facts.
- b. Competency in determining which provisions of the Internal Revenue Code are relevant to a given factual situation.
- c. Competency in assessing the likely tax implications of actions of a client.
- d. Competency in communicating analysis and advice regarding tax matters, both orally and in writing.

Second Tier/TAX Learning Outcome 3: Concentration graduates are expected to demonstrate at least novice-level understanding of, and competency in, engaging in in-depth study of specific issues in tax law.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of tax law, policy, and procedure.
- b. Competency in tax research.
- c. Competency in written analysis of issues in tax law.

FOR ALL GRADUATES EARNING WORKPLACE LAW CONCENTRATION

All graduates are expected to achieve all of the First Tier Learning Outcomes. In addition, all students who earn a concentration are expected to achieve additional learning outcomes specific to the particular concentration.

For the outcomes and specific criteria we describe below, we use the term “understanding” to refer to knowledge and the term “competency” to refer to skills. We expect graduates to attain at least a “novice-level” understanding and competence. By “novice-level,” we mean a level of knowledge or skill expected of a very junior lawyer (e.g., a lawyer in the first or second year of practice) in that area of practice.

Second Tier/WP Learning Outcome 1: Concentration graduates are expected to demonstrate at least a novice-level understanding of the legal theory, systems, and doctrine in the law involving the workplace.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- a. Understanding of the substantive law of public and private labor law in union and non-union-settings, employment law, employment discrimination, disability, worker compensation, and benefits.
- b. Understanding of administrative law and procedures, and the role of administrative agencies in the investigative stage of employment discrimination matters.
- c. Understanding of the federal and state laws and regulations governing labor law.
- d. Understanding of the role and impact of employment and labor law in the United States including current debates and controversies relating to workplace policies and practices.

Second Tier/WP Learning Outcome 2: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, conflict management, and managing relationships in the workplace law context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of, and competency in, managing relationships with clients, other parties, and with counterparts.
- Competency in interviewing and counseling clients in workplace cases.
- Competency in managing conflict for effective problem-solving.
- Competency in listening and in communication modes and skills in different settings in the workplace law context.

Second Tier/WP Learning Outcome 3: Concentration graduates are expected to demonstrate at least a novice-level understanding of, and competency in, negotiation, arbitration, and litigation in the workplace context.

Specific Criteria

Concentration graduates are expected to demonstrate the following:

- Understanding of negotiation theory and terminology.
- Understanding of the role and practice of arbitration in the labor and employment context.
- Understanding of the ethical issues in employment negotiation, labor bargaining, arbitration, and trial practice.
- Competency in planning for and conducting effective negotiations in labor and employment cases, both with and without a mediator.
- Understanding of how to plan for and conduct effective arbitrations in labor and employment cases.
- Understanding of how to plan for and conduct effective litigation in labor and employment cases.

Pre-Law

Students or graduates who have an interest in law school should contact the Quinnipiac University pre-law adviser, via email at prelawadvising@qu.edu, for further information and should join the Pre-Law Society to learn more about the LSAT, law school admissions and financial aid.

Law School Qualifications

Students interested in attending law school must have and should work toward success in each of the following during undergraduate study:

- Undergraduate degree:** Student must have earned a bachelor (BA or BS) degree.
- Standardized test:** Completion of the Law School Admission Test (LSAT) is required by most American Bar Association–approved law schools; some others will accept the Graduate Record Examination (GRE) in addition to or in lieu of the LSAT.
- Curriculum:** No single pre-law course of study is required or recommended. Several broad objectives of pre-legal education, however, have been set forth by the Association of American Law Schools:
 - Developing fundamental reading skills;
 - The ability to think and write clearly and succinctly;
 - Logical reasoning and analytical skills; and
 - An appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every pre-law student should carefully choose, with the assistance of their academic adviser and/or the pre-law adviser, courses that will help build these skills and areas of knowledge.

Law School at Quinnipiac

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths:

- Accelerated:** Participate in the Accelerated Dual-Degree Bachelor's/JD (3+3) program (p. 600) which allows students to complete their undergraduate and their law degree in six years, one year less than the traditional path.
- Traditional:** Obtain a BA or BS degree in four years followed by three years of law school. (NOTE: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the Quinnipiac School of Law.)

Dual-Degree JD/MBA

In today's changing and competitive marketplace, there is an increasing need for lawyers who are fully trained in all aspects of business, management and administration. Students who are seeking a comprehensive and sophisticated business education for their legal or business careers will find the Dual-Degree JD/MBA program extremely attractive.

Taken separately, the MBA normally requires 45 credits, and the JD normally requires 86 credits. However, the dual-degree program requires only 33 business credits and 77 law credits, a savings of 20 credits.

Students may apply for acceptance to both the Law School and the MBA program and, upon completion of both programs, receive a business and a law degree. A student in the dual-degree program may not obtain either degree until the requirements for both have been met.

To enroll in the dual-degree program, a student must apply to and be accepted by both of the schools. Students may begin at either school. Each school assists in adapting the program to the needs and interests of the enrolled student by approving schedules and joint credits for courses. Students may apply to both schools before they actually begin classes. Students must file separate applications and take the Law School Admission Test (LSAT). Students who begin a single degree program either in the School of Law or the School of Business may apply to the other school at a later time (prior to the completion of degree requirements) to be considered for the dual-degree program.

Upon admission to the dual-degree program, the enrolled student must meet with the director of the MBA program and the associate dean for academic affairs of the Law School for academic counseling. Students may attend either full-time or part-time.

View the MBA curriculum (p. 705).

View the JD curriculum (p. 583).

Dual-Degree JD/MELP

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Environmental Law and Policy (JD/MELP). Students in the program earn their JD from Quinnipiac and their MELP from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MELP coursework online or on campus during the summer. Students also complete a required MELP externship during the summer, which can be scheduled anywhere in the United States or abroad. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MELP coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MELP courses (14 credits); Vermont Law MELP externship (7 credits); and Quinnipiac Law courses (from approved course list) (up to 9 credits). Students will participate in the externship during the summer of their second year.

Dual-Degree JD/MERL

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Energy Regulation and Law (JD/MERL). Students in the program earn their JD from Quinnipiac and their MERL from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MERL coursework online or on campus during the summer. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MERL coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MERL courses (12 credits); Vermont Law MERL Project/Writing Requirement courses; Energy Electives (6 credits) and Quinnipiac Law courses (from approved course list) (up to 9 credits).

Dual-Degree JD/MFALP

Quinnipiac School of Law has partnered with Vermont Law School to offer students the exciting opportunity to earn a Dual-Degree Juris Doctor/Master of Food and Agriculture Law and Policy (JD/MFALP). Students in the program earn their JD from Quinnipiac and their MFALP from Vermont Law. The program can be completed in three academic years, the same amount of time typically needed to earn the JD degree alone.

This flexible program allows students to pursue their MFALP coursework online or on campus during the summer. A number of Quinnipiac law courses have been approved to satisfy the requirements of both programs. In addition, students will be allowed to transfer 6 credits of their Vermont Law MFALP coursework toward their Quinnipiac JD graduation requirements.

The joint degree requires a 30-credit program (including required courses), comprising: Vermont Law MFALP courses (9 credits); Vermont Law MFALP Food and Agriculture elective courses (9 credits); general elective courses (3 credits); project/writing requirement courses (2 credit minimum); and Quinnipiac law courses (from approved course list) (up to 9 credits).

Dual-Degree JD/MSW

Program Contact: Carol R. Awasu (carol.awasu@qu.edu) 203-582-6433; Carolyn Kaas (carolyn.kaas@qu.edu) 203-582-3234

Students interested in earning both a JD degree and a Master of Social Work degree may earn both degrees on an accelerated basis by enrolling in the Dual-Degree JD/MSW program.

The two degree programs, if completed separately, require 146 credits – 86 for the JD and 60 for the MSW. Students in the dual-degree program are required to complete only 131 total credits. Dual-degree students earn 1) their JD with 77 law credits and 9 social work credits (from courses approved in advance by the law school associate dean for academic affairs); and 2) their MSW with 54 social work credits and 6 law credits (from courses approved by the MSW program director). The two programs, which require five years of study if taken separately, can be completed in 4½ years in the ordinary course, or in 4 calendar years if 11 law credits are earned during summer semesters.

Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program. Upon admission to the dual-degree program, the enrolled student must meet with the MSW program director and the law school associate dean for academic affairs.

Students may begin their study in either program but must complete the first year in each program before any advanced courses can be taken in that program. To obtain either degree, students must complete all graduation requirements for both degrees, including the core upper-level law courses, legal writing requirements, lawyer professional responsibility course, experiential law credits and the social work field work requirements.

For more information on this program, see the Social Work page. (p. 807)

Civil Advocacy and Dispute Resolution

Students who earn the certificate for this concentration develop an understanding of a variety of advocacy methods, dispute resolution tools, and remedies, in an array of civil law contexts. Skill development focuses on litigation, negotiation, mediation and arbitration.

The civil advocacy and dispute resolution concentration lets you explore all the varied ways that lawyers help clients solve problems and resolve conflicts. You will hone your skills as a creative negotiator, as a wise adviser and as an effective courtroom litigator. You'll learn the theory and the practice of the different alternative methods to resolve disputes, make deals and reach settlements outside of court, such as mediation and arbitration. Most important, you can help us achieve our vision: to reimagine the law as a healing profession.

Our dispute resolution program was ranked 14th in the nation by U.S. News & World Report. Our Center on Dispute Resolution – with its Quinnipiac/Yale Workshop Speaker Series, training sessions and student-run Society for Dispute Resolution – are all valuable resources that are at your disposal. The center's programs offer you the opportunity to learn and train with practicing professionals in the field. The highly decorated student competition teams provide you the stage to hone your advocacy

skills through regional and national mock trial, moot court, negotiation, mediation and client counseling competitions.

After two semesters, you'll have the opportunity to practice what you are learning in the classroom in one of our legal clinics and in our diverse externship program. As a certified legal intern, you can counsel actual clients, negotiate, mediate cases and argue in courts.

For specific information on the program offerings, please contact:

Professor Carolyn Wilkes Kaas
 Director of Experiential Education
 Director, CA&DR Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue, Hamden, CT 06518
 Phone: 203-582-3234
 Fax: 203-582-3237
 Email: carolyn.kaas@qu.edu (carolyn.kaas@quinnipiac.edu)

Civil Advocacy and Dispute Resolution Concentration

Prerequisites

To be eligible for the Civil Advocacy and Dispute Resolution concentration, you must take LAWS 311 as one of your core electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement.

Requirements

1. Coursework

To receive the certificate for this concentration, you must earn 21 civil advocacy and dispute resolution specialty credits, divided as follows (not all courses are offered every year):

Required Coursework

In addition to LAWS 311 (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

Code	Title	Credits
LAWS 315	Trial Practice Exp	2-3
LAWS 428	Negotiation	2-3
LAWS 515	Alternative Dispute Resolution Exp. 1	2-3

¹ In lieu of ADR, students may substitute LAWS 374 Introduction to Mediation and either LAWS 356 Arbitration or LAWS 683 Advocacy in Arbitration.

Remaining Credits

The balance of the credits are to be earned from the following advocacy and dispute resolution-related courses. Courses marked with an asterisk (*) are particularly recommended for this concentration. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 114	Administrative Law (*)	3
LAWS 316	Advanced Trial Practice (*)	2
LAWS 338	Visual Persuasion in the Law Exp (*)	3

LAWS 347	Remedies (*)	3-4
LAWS 356	Arbitration (*)	3
LAWS 357	Federal Courts (*)	3
LAWS 372	Representation in Mediation Exp (*)	2
LAWS 374	Introduction to Mediation (*)	2
LAWS 438	Advanced Family Law II (*)	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare (*)	2-3
LAWS 574	Pretrial Litigation in State Courts (*)	2-3
LAWS 599	Intro to Representing Clients (*)	2
LAWS 683	Advocacy in Arbitration Exp (*)	2-3
LAWS 686	Negotiation in Criminal Practice (*)	2

Other related courses:

LAWS 305	Federal Income Tax	4
LAWS 327	Labor Law	3
LAWS 370	Family Law	2-3
LAWS 371	Divorce and the Divorcing Family	2
LAWS 373	Products Liability	3
LAWS 384	Juvenile Law	3
LAWS 393	Business Planning	4
LAWS 431	Criminal Procedure - Adj.	3
LAWS 434	Employment Law	3
LAWS 435	Advanced Family Law I - S	2
LAWS 525	Moot Court I	1
LAWS 526	Moot Court II	1-2
LAWS 528	Moot Court III	1
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2

Substantial-paper courses or independent study where the paper is devoted to an advocacy and/or dispute resolution topic approved by the concentration director.

Additional clinic or externship courses in addition to those required above, as approved by the concentration director.

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

Competitions: The concentration director may deem participation in a noncredit competition in mock trial, negotiation or representing clients in mediation to satisfy the requirement of 1 or 2 credits of coursework in this category.

2. Clinical Requirement

At least 3 credits must be earned in a clinic and/or externship placement approved by the concentration director in consultation with the director of the relevant clinic or externship. Credits for IRC (LAWS 599) do not count toward this clinical requirement.

3. Writing Requirement

A substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to advocacy and/or dispute resolution. (If you write a substantial paper, you may use that paper to satisfy the law school advanced writing requirement, provided that you meet the guidelines for the advanced writing requirement as set forth in the Academic Regulations (p. 617),

section I.E.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA, so long as the course is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waivers

Students who are interested in this concentration but fall short of specific credits or coursework may apply for a waiver of requirements, to be granted at the discretion of the concentration director and the associate dean of academic affairs.

Criminal Law and Advocacy

Students who earn the certificate for this concentration encounter a variety of experiences to help develop an understanding of criminal law and procedure in both a theoretical and practical context. They explore both the substantive criminal law as well as the constitutional overlay of criminal procedure. In addition, they experience aspects of criminal trial and motion work. Development focuses on advocacy skills: litigation, negotiation and other alternate dispute resolution methods that apply in a criminal context.

You'll develop cutting-edge trial skills, such as the innovative use of visual persuasion techniques in the courtroom, and you'll examine ethical issues unique to criminal practice settings. You'll experience the criminal justice system in action in our clinics and externships, which will refine your ability to engage in both prosecution and defense work. You can advocate for real clients at the trial or appellate levels, represent the government, or help judges in criminal cases. You also can work on national criminal justice reform projects, such as advocating for more humane treatment of children charged with crimes, or challenging the death penalty.

Your negotiation and litigation skills will be honed through participation in mock trials and courtroom simulations, and every year we host the Northeast Regional Criminal Justice Trial Advocacy Competition. Our active Criminal Law Society sponsors several networking events and activities focused on helping you connect with legal professionals.

For specific information on the program offerings, please contact:

Professor Sarah French Russell
 Director, Criminal Law and Advocacy Concentration
 275 Mount Carmel Avenue, Hamden, CT 06518
 Phone: 203-582-5258
 Fax: 203-582-3244
 Email: s (Sarah.Russell@quinnipiac.edu)arah.russell@qu.edu
 (Sarah.Russell@quinnipiac.edu)

Criminal Law and Advocacy Concentration Prerequisite

To be eligible for the Criminal Law and Advocacy Concentration, you must take Evidence (LAWS 311) as one of your core electives. Credits for this course do not count toward the 21-credit concentration requirement, but the grade in this prerequisite does count toward the concentration GPA requirement in determining whether or not the certificate is awarded with

honors. All students must also successfully complete the required course of Criminal Law (LAWS 113).

Requirements

1. Coursework

To receive the certificate for this concentration, you must earn 21 Criminal Law and Advocacy specialty credits, divided as follows (not all courses are offered every year):

Clinical Requirement:

You must earn at least 3 credits through participation in the following programs. No more than 6 clinical credits count toward the 21-credit requirement for the concentration, except with the permission of the concentration director. The credit allotted to coursework in conjunction with a clinic counts as a course credit, not as a clinic credit.

Code	Title	Credits
	Defense Appellate Clinic (LAWS 299 & LAWS 300)	6
	Prosecution Appellate Clinic (LAWS 301, LAWS 302, & LAWS 303)	6
	An externship placement at a site dedicated to criminal defense or prosecution	3-6
	A judicial externship placement in a court at which the director can certify has a significant criminal docket	3-6

Required Coursework:

In addition to LAWS 311 (credits for which do not count toward the 21-credit requirement), you must take the following courses. Credits for these courses will count toward your 21-credit concentration requirement.

Code	Title	Credits
LAWS 315	Trial Practice Exp	2-3
LAWS 431	Criminal Procedure - Adj.	3
LAWS 432	Criminal Procedure Inv.	3
	Select one of the following courses:	2-3
LAWS 428	Negotiation	
LAWS 515	Alternative Dispute Resolution Exp.	

The remaining credits needed to satisfy the requirements for this concentration should come from the following designated courses:

Code	Title	Credits
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 315	Trial Practice Exp	2-3
LAWS 316	Advanced Trial Practice	2
LAWS 318	Mock Trial ²	1-2
LAWS 338	Visual Persuasion in the Law Exp	3
LAWS 360	International Criminal Law	3
LAWS 367	Counterterrorism Law	2
LAWS 384	Juvenile Law	3
LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 387	Advanced Juvenile Law: Delinquency Proceedings	2
LAWS 410	Theories of Punishment S,W	2
LAWS 412	Habeas Corpus	2

LAWS 423	State Constitutional Law	2-3
LAWS 429	International Human Rights	2
LAWS 515	Alternative Dispute Resolution Exp. 1	2-3
LAWS 525	Moot Court I ³	1
LAWS 551	Federal Criminal Law	2
LAWS 599	Intro to Representing Clients	2
LAWS 602	Law and Forensic Science	2
LAWS 615	Conn. Adjudicative Criminal Procedure	2
LAWS 636	Sentencing, Prisons, and Reentry	2

¹ Alternate Dispute Resolution interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as advocate, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)

² Mock trial interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, and schedulers, while extremely important, are not eligible for credit. Participation in the legal aspects – i.e., litigator, problem drafter – of the Quinnipiac University School of Law Criminal Trial Advocacy Competition will count. (1, 2, or 3 credits)

³ Moot Court interscholastic competitions (but not intramural) may count if the concentration director finds there is a substantial criminal law and/or criminal procedure component. The participation must be connected to the legal questions in roles such as litigator, problem drafter, etc. The efforts of organizers, coaches, schedulers, while extremely important, are not eligible for credit. (1, 2, or 3 credits)

2. Writing Requirement

You must write a substantial paper (or a series of shorter writings that, taken together, comprise a substantial amount of written work) on a topic or topics related to Criminal Law or Procedure. (If you write a substantial paper, you may use that paper to satisfy the law school's Advanced Writing Requirement, as set forth in the Academic Regulations (p. 617), section I.E., as well as the Criminal Law and Advocacy certification program.) A paper written for a journal may qualify if the concentration director approves the topic. A brief written for a moot court competition or within an externship position may qualify if the student can attest that the work was his or her own. The concentration director must approve the topic and the format for the written work used to satisfy this requirement. Note: It is possible for completed work to count for more than one concentration if there is sufficient coverage of both subject matters.

3. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive certificate for the concentration with honors.

4. Options

If you have excess credits, you may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration, and you meet the concentration requirements with another course. If you have more than 21 credits, the concentration director will

count the courses with the highest grades in determining whether or not to bestow the honors designation. Note that the GPA calculation includes all courses required for the concentration, including LAWS 311 – Evidence.

5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirement for the concentration (other than the GPA requirement), if both agree to do so. Any waiver requests must be submitted in writing with the application for the concentration.

Family Law

The Family Law concentration uses an innovative, interprofessional approach that gives you an opportunity to collaborate with other professionals – such as social workers – to develop creative solutions to potentially volatile cases. Because litigation is rarely the most appropriate course of action for families, you'll learn alternative methods of dispute resolution, including mediation and other negotiation and collaborative approaches that promote the abilities of families to thrive and communicate peacefully, well after the legal case has ended.

Quinnipiac's extensive clinic and externship courses let you go out in the field and serve family law clients while honing your skills. Our Family and Juvenile Law Society is a valuable resource for career development events and networking opportunities with lawyers in the field. And our nationally recognized Center on Dispute Resolution hosts a variety of symposia, professional workshops and special training sessions aimed at building sophisticated problem-solving skills that are particularly key in the practice of family law.

For specific information on the program offerings, please contact:

Professor Carolyn Wilkes Kaas
 Director of Experiential Education
 Director, Family Law Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue, Hamden, CT 06518
 Phone: 203-582-3234
 Fax: 203-582-3237
 Email: carolyn.kaas@qu.edu (carolyn.kaas@quinnipiac.edu)

Family Law Concentration

Prerequisites

To be eligible for the Family Law concentration, a student must take both LAWS 311 and LAWS 305 as two of the core electives. Credits for these courses do not count toward the 18-credit concentration requirement, but grades in these prerequisites do count toward the concentration GPA requirement.

Requirements

To receive the certificate for this concentration, a student must earn 18 family law credits, divided as follows (not all courses are offered every year):

1. Coursework

Required Coursework

In addition to LAWS 311 and LAWS 305 (credits for which do not count toward the 18-credit concentration requirement) a student must take the following courses. Credits for these courses will count toward the 18-credit concentration requirement:

Code	Title	Credits
LAWS 370	Family Law	2-3
LAWS 435	Advanced Family Law I - S	2-3
LAWS 438	Advanced Family Law II	2-3
LAWS 371	Divorce and the Divorcing Family	1-3
Select one of the following courses:		2-3
LAWS 372	Representation in Mediation Exp	
LAWS 374	Introduction to Mediation	
LAWS 428	Negotiation	
LAWS 515	Alternative Dispute Resolution Exp.	

Recommended Core Courses

(Not all of these are offered every year.)

Code	Title	Credits
LAWS 307	Trusts and Estates	3
LAWS 384	Juvenile Law	3
LAWS 385	Advanced Juvenile Law - Child Protection Practices	2
LAWS 386	Domestic Violence: Law, Practice and Pol	2
LAWS 387	Advanced Juvenile Law: Delinquency Proceedings	2
LAWS 388	Elder Law	2-3
LAWS 600	Law and Gender	2
LAWS 644	Elder Law Lab Exp	1-2
LAWS 646	Children, Social Science, and the Law	3
LAWS 684	Race, Child Welfare, and Juven	3
Other courses as approved by the concentration director in consultation with the course instructor.		

Remaining Credits

The balance of the credits, if any, are to be earned from the following family law–related courses, or from other core courses listed above. (Not all of these are offered every year.)

Code	Title	Credits
LAWS 114	Administrative Law	3
LAWS 205	Business Organizations	4
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 313	Advanced Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 315	Trial Practice Exp	2-3
LAWS 369	Real Estate Transactions	3
LAWS 396	Bankruptcy and Creditors' Rights	3
LAWS 471	Education Law	2
LAWS 549	Bioethics	3
LAWS 564	Poverty Law	2
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 599	Intro to Representing Clients	2
Substantial paper courses where the paper is devoted to a family or juvenile law topic approved by the concentration director.		
LAWS 525	Moot Court I ¹	1

LAWS 526	Moot Court II ¹	1-2
LAWS 528	Moot Court III ¹	1

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

¹ Moot Court credits, if the student participates in the Family Law Moot Court Competition (1, 2, or 3)

2. Clinical Requirement

At least 3, but no more than 3, of the 18 family law credits must be earned in the Civil Justice Clinic and/or in a family and/or juvenile law–related externship placement. Credits for IRC (LAWS 599) do not count toward the clinical requirement. (A student may exceed 3 credits for the clinical course but may only count 3 credits toward the clinical requirement of this concentration.)

- The concentration director will determine the family-law status of any given clinic or externship.
- The clinical requirement may be waived if the student has substantial family or juvenile law work experience. The concentration director will make this determination.
- If the clinical requirement is waived, the student must still earn 18 credits elsewhere within the concentration to receive the concentration.

3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to family or juvenile law. (If a student writes a substantial paper, it may be used to satisfy the Advanced Writing Requirement, provided that the guidelines are met as set forth in the Academic Regulations (p. 617), section I.E.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify, if the concentration director approves the topic.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

5. Options

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

6. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Health Law

This concentration offers a comprehensive foundation in the areas in which health law intersects with business, public policy and a variety of federal regulations concerning the pharmaceutical and biomedical industries.

You'll examine key topics such as bioethics, public health law, health care fraud and disability law, and you'll explore methods of dispute resolution used specifically in health care. We also give you the flexibility to chart your own path through the program and select courses that most interest you and that provide the skills to assist the type of clientele you plan to represent.

Because the School of Law shares a campus with our medical, nursing and health sciences schools, you'll also have opportunities for interprofessional collaboration and access to a wide range of research materials related to the health care industry. Starting in your second year, you can participate in our diverse clinic and externship courses, and be part of our medical-legal partnership, or our Health Law Externship, where you may be placed with the Department of Public Health, a hospital or pharmaceutical legal department, or a law firm practicing health law. And you may apply to write for Quinnipiac's Health Law Journal, join the Health Law Society and attend our speaker series that invites prominent figures from the health law field to campus.

For specific information on the concentration offerings, please contact:

Professor Leonard Dwarica
 Quinnipiac University School of Law
 275 Mount Carmel Avenue
 Hamden, CT 06518
 Telephone: 203-582-3879
 Fax: 203-582-3244
 Email: leonard.dwarica@qu.edu (leonard.dwarica@quinnipiac.edu)

Health Law Concentration Requirements

(effective for students entering their second year in Fall 2018 or later):

To be eligible for the Health Law Concentration Certificate, a student must complete 21 credits as described below.

- Students must take Administrative Law (LAWS 114) (3 credits) and either Business Planning (LAWS 393) (4 credits) or Business Organizations (LAWS 205) (4 credits). Credits for these courses will not count toward the 21-credit concentration requirement, but grades will count toward the GPA honors requirement. If a student elects to take both Business Organizations and Business Planning, the higher grade will count towards the GPA honors requirement, but the credits will not.
- In addition, students must take Health Law LAWS 345) (3 credits). Credits for Health Law will count toward the 21-credit concentration requirement and grades will count toward the GPA honors requirement.
- These three courses do not have to be taken prior to taking other courses in the concentration, but it is strongly recommended that Administrative Law and Health Law be taken in a full-time student's second year, if possible. Part-time students should try to take them in the second semester of their second year or the first semester of their third year.

1. Coursework

In addition to the above requirements, in order to receive the Certificate for this Concentration, a student must earn an additional eighteen (18) health law specialty credits, divided as follows:

Core Health Law Courses:

At least 12 credits must be earned from the Core Health Law courses. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 320	Public Health Law	3
LAWS 350	Health Care Antitrust	3-4
LAWS 352	Health Care Business Transactions	3
LAWS 409	Drug and Device Law	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 545	Healthcare and Hospital Administration	2
LAWS 549	Bioethics	3
LAWS 601	Managed Health Care	2
LAWS 625	Health Information Privacy and Security	2-3
LAWS 633	Intellectual Property in Health Care	2
LAWS 685	Health Policy	3

Non-Core Health Law Courses:

The balance of the credits (to 18), if any, may be earned from the Core Health Law courses above or from the following Non-Core Health Law courses. (Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 340	Corporate Compliance in Health Care Industry ¹	3
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 370	Family Law	3
LAWS 373	Products Liability	3
LAWS 379	Environmental Law	3
LAWS 384	Juvenile Law	3
LAWS 388	Elder Law	2-3
LAWS 414	Food Law	2-3
LAWS 450	Nonprofit Organizations	2
LAWS 457	Health Care Compliance Law ¹	3
LAWS 587	Disability Law	2
LAWS 588 & LAWS 589	Health Law Journal I and Health Law Journal II	3
LAWS 564	Poverty Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

¹ Online course.

2. Recommended Client-Based Courses

Students should consider what group(s) of clients they plan to represent in their practice of health law. The following recommendations are intended to assist the students in determining which courses are best suited toward different types of clients. These are only recommendations. Students are free to choose any courses they wish, as long as they take the required concentration courses and achieve the required 21 credits, as described above.

Code	Title	Credits
Providers (e.g., hospitals, physician groups, nursing homes)		
LAWS 549	Bioethics	3
LAWS 350	Health Care Antitrust	3-4
LAWS 625	Health Information Privacy and Security	2-3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 320	Public Health Law	3
LAWS 545	Healthcare and Hospital Administration	2
LAWS 676	Anatomy for Lawyers	2
LAWS 604	Medical Malpractice	2
LAWS 601	Managed Health Care	2
LAWS 352	Health Care Business Transactions	3
LAWS 450	Nonprofit Organizations	2
LAWS 457	Health Care Compliance Law	3
LAWS 340	Corporate Compliance in Health Care Industry	3

Code	Title	Credits
Business & Governmental Entities (e.g., insurance carriers, pharmaceutical and device manufacturers, biotechnology research/manufacturing entities, regulatory agencies)		
LAWS 340	Corporate Compliance in Health Care Industry	3
LAWS 344	Law, Science and Technology	3
LAWS 350	Health Care Antitrust	3-4
LAWS 352	Health Care Business Transactions	3
LAWS 373	Products Liability	3
LAWS 409	Drug and Device Law	2-3
LAWS 414	Food Law	2-3
LAWS 457	Health Care Compliance Law	3
LAWS 539	Intro. to Dispute Res. in Healthcare	2-3
LAWS 601	Managed Health Care	2
LAWS 625	Health Information Privacy and Security	2-3
LAWS 633	Intellectual Property in Health Care	2

Code	Title	Credits
Private Parties (e.g., patients, LLCs, individual practitioners)		
LAWS 350	Health Care Antitrust	3-4
LAWS 370	Family Law	3
LAWS 373	Products Liability	3
LAWS 384	Juvenile Law	3
LAWS 388	Elder Law	2-3
LAWS 549	Bioethics	3
LAWS 587	Disability Law	2
LAWS 604	Medical Malpractice	2
LAWS 676	Anatomy for Lawyers	2

3. Clinical Requirement

Students must earn at least 3 credits (not including IRC) in a Clinic (i.e., Civil Justice Clinic, Tax Clinic, Prosecution Appellate Clinic, Defense Appellate Clinic) and/or in a health law externship. These credits are in addition to the basic 21-credit concentration requirement.

- Determination of the "health law" status of any given externship will be made by the concentration director and the director of field placement programs.
- The clinic/externship requirement will be waived only in rare circumstances, and only if the student has substantial health law-related work experience or substantial experience in the health care field. This determination will be made by the concentration director. *A full-time student seeking a waiver from the clinic/externship requirement must apply for the waiver no later than the beginning of the first semester of their third year.*
- If the clinical requirement is waived, the student must earn the 3 credits by taking an additional course(s) in the concentration.

4. Writing Requirement

The substantial paper written to fulfill the Advanced Writing Requirement (p. 617) must be on an approved health law topic. The topic must be approved, in advance, by the concentration director unless the paper is written in connection with one of the listed "core" courses or for the Quinnipiac Health Law Journal. A paper written for another journal may qualify, if the topic is approved, in advance, by the concentration director.

5. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

6. Waiver of Requirements

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Intellectual Property

Students in our intellectual property concentration investigate key issues related to patents, trademarks, copyrighting and trade secrets.

These students develop a firm grounding in a variety of fields that intellectual property law affects by exploring topics such as computer and internet law, patent litigation, sports law and cybersecurity law. They also can participate in an externship within a law firm or corporate legal department to gain practical experience regarding the types of intellectual property work that lawyers do, and to gain insight in regard to protecting the creativity of artists, musicians and inventors.

Students in the IP concentration also can utilize externships to gain exposure to Connecticut's extensive base of biomedical, aerospace and entertainment industries, which are fertile sectors for lawyers who specialize in IP law. Through such an externship opportunity, the student can learn IP law in a hands-on manner, while contributing to social needs at the intersection of law, the arts and technology.

For specific information on the program offerings, please contact:

Professor Dale Carlson
Director, Intellectual Property Concentration
Quinnipiac University School of Law

275 Mount Carmel Avenue
Hamden, CT 06518
Phone: 203-582-3225
Fax: 203-582-3255
Email: dale.carlson@qu.edu

Intellectual Property Concentration

Prerequisite

To be eligible for the intellectual property concentration, a student must take Administrative Law (LAWS 114) as one of the core electives. Credit for that course does not count toward the 18-credit concentration requirement.

Requirements:

1. Coursework

To receive the certificate for this concentration, a student must earn 18 intellectual property specialty credits, divided as follows (not all courses are offered every year):

Required Coursework

At least 15 of the 18 credits must be earned from the following list of basic intellectual property courses:

Code	Title	Credits
Required Course		
LAWS 331	Intellectual Property	3-4
Choose from the following basic intellectual property courses:		
LAWS 116	Unfair and Deceptive Trade Practices	3
LAWS 117	Trademarks and Copyright in the Digital Age	2
LAWS 292	Independent Research Project W	2
LAWS 293	Independent Research Project W	3
LAWS 329	Communications Laws	3
LAWS 332	Patent Law	2
LAWS 333	Advanced Patents	2-3
LAWS 335	Patent Litigation	2
LAWS 417	Intellectual Property Externship ¹	2-5
LAWS 437	Computer and Internet Law	2
LAWS 506	Entertainment Law	2
LAWS 509	Sports Law	2
LAWS 596	Franchise Law	3

¹ Externship with intellectual property emphasis – up to 6 credits with written approval by the concentration director. Independent research credit with an intellectual property emphasis is also available with written approval by the concentration director and the supervising professor.

Remaining Credits

Code	Title	Credits
Choose from the following courses related to intellectual property:		
LAWS 344	Law, Science and Technology	3
LAWS 349	Antitrust	3
LAWS 350	Health Care Antitrust	3-4

LAWS 409	Drug and Device Law	2-3
LAWS 430	International Trade	3
LAWS 516	International Business Trans.	3
LAWS 633	Intellectual Property in Health Care	2
LAWS 650	Information Privacy Law	2-3

Other coursework or journal work as approved by the concentration director

IP-related courses taken at other law schools or in summer programs (with approval of the concentration director) up to 5

2. Writing Requirement

Students must write a substantial paper—or a series of shorter writings that together comprise the equivalent of a substantial paper—on a topic or topics related to intellectual property. (If a student writes a substantial paper, a student may use that paper to satisfy the Advanced Writing Requirement, provided that the paper meets the guidelines set forth in the Academic Regulations (p. 617), section I.E.) The concentration director must approve the topic or topics for the written work used to satisfy this requirement. A paper written for a journal may qualify if the concentration director approves the topic and the paper as written.

3. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

4. Opt-Out Option

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement for honors), if they both agree to do so.

International Law and Policy

Students who earn the certificate for this concentration not only develop an understanding of one or more of the major areas of International Law and Policy, such as International Human Rights, Dispute Resolution, Environmental, Health, Tax and Criminal Law, but also get the opportunity to develop a literacy in the language of international relations, which can prepare them to advocate, negotiate, mediate and litigate globally as well as locally. Skill development focuses on cross-cultural understanding, negotiation and a general proficiency in law on an international stage. As outlined below, the requisites for the International Law and Policy concentration include coursework, an international experience and a writing component.

For specific information on the program offerings, please contact:

Professor John Thomas

Professor Charles Pillsbury

Co-Directors, International Law and Policy Concentration

Quinnipiac University School of Law

275 Mount Carmel Avenue, Hamden, CT 06518

Phone: 203-582-3264 (Prof. Thomas); 203-582-8145 (Prof. Pillsbury)

Fax: 203-582-3244

Email: john.thomas@qu.edu or charles.pillsbury@qu.edu
(charles.pillsbury@quinnipiac.edu)

International Law and Policy Concentration

Requirements

1. Coursework

Certificate recipients must earn 18 international law credits from the following categories of courses (not all courses are offered every year), including at least 11 credits from the following required and core courses.

Code	Title	Credits
Required courses		
LAWS 361	International Law	3
LAWS 516	International Business Trans.	3
Core courses		
LAWS 360	International Criminal Law	3
LAWS 363	International Comparative Health Law	2
LAWS 429	International Human Rights	2
LAWS 430	International Trade	3
LAWS 477	International Tax	2
LAWS 517	Int'l Humanitarian Law of Armed Conflict	2
LAWS 634	Int'l Human Rights Law & Trans. Justice	1-2

Elective courses

Certificate recipients must earn the balance of their 18 credits from the following courses (not all of these courses are offered every year). In addition, a concentration co-director may approve, on an ad hoc basis, courses that, in a particular semester, have a significant international content.

LAWS 362	National Security Law	2-3
LAWS 367	Counterterrorism Law	2
LAWS 374	Introduction to Mediation	2
LAWS 379	Environmental Law	3
LAWS 428	Negotiation	2-3
LAWS 437	Computer and Internet Law	2
LAWS 515	Alternative Dispute Resolution Exp.	2-3
LAWS 572	Immigrat'n & Natural'n Law	3

Other university courses

You may apply toward the 18 credits you need to earn for the International Law and Policy concentration up to 6 credits earned in other Quinnipiac University departments. You must obtain the permission of the professor teaching the course, a concentration co-director, and the law school's associate dean for academic affairs before enrolling in these courses.

EC 350	International Economics	3
IB 201	Globalization and International Business	3
IB 311	International Marketing	3
IB 324	Negotiating Internationally	3

PL 337	Human Rights: Theory and Practice (PO 337)	3
PO 211	Introduction to International Relations	3
PO 311	Topics in International Relations	3
PO 331	Topics in Comparative Government	3
PO 321	Comparative Government	3

Modern Languages

You may apply up to 6 credits of modern language study toward your concentration requirements.

2. International Experience Requirement

Concentration earners must also complete one of these international experiences:

- Participation in the World Summit of Nobel Peace Laureates, in conjunction with the International Human Rights Law and Transitional Justice course
- Participation in the Law School's delegation to the Oxford University Human Rights and Humanitarian Action Seminar
- Participation in the Law School's delegation to the annual Human Rights and Humanitarian Action Seminar at Yale, Quinnipiac, and the United Nations
- Participation in the Law School/International Human Rights Law Society Nicaragua experience
- Participation in the Law School's summer program at Trinity College in Dublin, Ireland (the 6 credits from this program apply toward the concentration requirements)
- Domestic or international externship or other experiences approved by both a concentration co-director and the associate dean for academic affairs; if an externship, the placement must also be approved by the externship professor

3. Writing Requirement

Students must complete a paper of a quality that would satisfy the Advanced Writing Requirement (p. 617) and that addresses an international law topic approved by a concentration co-director. A concentration co-director must approve the topic in advance, unless the paper is written in connection with one of the listed required or core courses. A paper written for a journal may qualify if a concentration co-director approves the topic in advance.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors.

5. Options

A student may designate any course or paper as not counting toward the concentration, so long as it is not required for the concentration and the student meets the concentration requirements with another course or paper.

6. Waiver

A concentration co-director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Tax Law

Tax attorneys work to ensure that clients understand the tax implications of business and personal transactions, maximizing tax savings in a

manner that is ethical and complies with the tax laws. The knowledge you'll gain and skill sets you'll develop in our program will make you an invaluable resource, not only to law firms but to government agencies, accounting firms and businesses of all types. You'll study the structure of the current income tax system and become familiar with statutes, regulations, case law and legislative history, and apply them to tax planning and tax controversies. You'll also consider the importance of tax policy and ethics.

While studying the nuances of tax law, you can put your skills into practice in our Tax Clinic – the oldest continuously operating clinic of its kind in the country – or through an externship with a judge, tax attorney or the Internal Revenue Service, or by assisting community residents with income tax preparation through our Tax Law Society's Volunteer Income Tax Assistance program.

For specific information on the program offerings, please contact:

Professor Jeffrey A. Cooper
Associate Dean for Faculty Research and Development
Director, Tax Concentration
Quinnipiac University School of Law
275 Mount Carmel Avenue, Hamden, CT 06518
Phone: 203-582-3731
Fax: 203-582-3244
Email: jeffrey.cooper@qu.edu

Tax Law Concentration

(Updated effective September 1, 2020)

Requirements

To receive the certificate for this concentration, you must earn 20 tax credits (consisting of 17 credits in tax and related coursework and 3 credits of clinical/externship work) and meet all of the other concentration requirements. In addition, you must take Federal Income Tax (LAWS 305) as one of your core electives. Credits for LAWS 305 do not count toward the 20-credit concentration requirement, but the grade in this prerequisite does count toward the GPA requirement for honors.

1. Required Coursework

In addition to Federal Income Tax (LAWS 305) (credits for which do not count toward the 20-credit requirement), you must take at least 17 credits from the following lists of courses, all of which count toward the 20-credit requirement for the concentration.

Tax Courses

At least 11 of the credits used for the concentration must come from the following list of tax courses. (Note: Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 292	Independent Research Project W ¹	2
LAWS 293	Independent Research Project W ¹	3
LAWS 309	Estate and Gift Taxation	2
LAWS 312	Partnership Tax	2-3
LAWS 313	Advanced Individual Income Tax	3
LAWS 314	Employee Benefits	2
LAWS 393	Business Planning	4
LAWS 395	Corporate Tax	2
LAWS 450	Nonprofit Organizations	2
LAWS 454	Advanced Corp. Tax	2

LAWS 475	Tax Procedure - Civil	2
LAWS 477	International Tax	2
LAWS 504	Tax Policy- S, W	2
LAWS 519	State & Local Tax	2
LAWS 580	Taxation of Bus. Enterprises	4
LAWS 581	Tax Research - S,W ¹	2
LAWS 631	Financial Planning: Principles and Taxat	2-3
LAWS 670	Tax Deals Workshop	2

¹ Independent research with tax emphasis (with written approval of concentration director and supervising professor).

Related Courses

Up to 6 credits used for the concentration may come from the following list of "Related Courses." (Note: Not all of these courses are offered every year.)

Code	Title	Credits
LAWS 205	Business Organizations	4
LAWS 307	Trusts and Estates	3
LAWS 355	Corporate Finance	3
LAWS 369	Real Estate Transactions	3
LAWS 370	Family Law	2-3
LAWS 435	Advanced Family Law I - S	2
LAWS 505	Mergers & Acquisitions	2
LAWS 516	International Business Trans.	3
LAWS 628	Estate Planning & Drafting	2

2. Clinical Requirement

At least 3 credits must be earned through participation in the Tax Clinic and/or externship placement approved by the concentration director. No more than 3 credits count toward the 20-credit requirement for the concentration, except with permission of the concentration director in consultation with the director of the clinic or externship. The director of the clinic may waive IRC as a requirement for the Tax Clinic. If a student does enroll in IRC, credits for it will not count toward the clinical requirement.

If a student meets this requirement through an externship placement, the seminar portion of the externship DOES NOT count toward the 3 required clinical credits. If a student meets this requirement through the Tax Clinic, ONE CREDIT of the seminar portion of the externship counts toward the 3 required clinical credits.

The concentration director may waive the clinical requirement if the student has substantial tax law work experience. If the concentration director waives the clinical requirement, the student must earn additional credits in tax courses (or any related courses specifically allowed by the concentration director) to qualify for the concentration.

3. Writing Requirement

A student must write a substantial paper – or a series of shorter writings that together comprise a substantial amount of written work – on a topic or topics related to tax. (If a student writes a substantial paper, the student may use that paper to satisfy the School of Law's advanced writing requirement, provided that the work meets the guidelines for the advanced writing requirement as set forth in the academic catalog Academic Regulations (p. 617), section I.D.) The topic or topics for the written work used to satisfy this requirement must be approved by

the concentration director. A paper written for a journal may qualify, if the topic is approved by the concentration director.

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used for the concentration will receive the certificate for the concentration with honors. A student may designate any course or paper as not counting toward the concentration, so long as it is not specifically required for the concentration, and the student meets the concentration requirements with another course or paper.

5. Waiver

The concentration director and the associate dean for academic affairs may waive any requirements for the concentration (other than the GPA requirement), if they both agree to do so.

Workplace Law

Students who earn the certificate for this concentration develop an understanding of a variety of workplace law principles and remedies, in an array of civil law contexts involving employment law, employment discrimination law, labor law, arbitration, mediation, negotiation and administrative law.

Workplace law is a dynamic and challenging field that affects about 140 million civilian workers and their employers. Specializing in this field opens the door to working with large government agencies such as the U.S. Department of Labor, the Commission on Human Rights and the National Labor Relations Board. You'll also build the legal foundation you need to represent unions or corporations, or to start a private practice.

A substantial component of workplace law involves settling disputes, and Quinnipiac is uniquely positioned to ensure that you have a competitive advantage in that area. Our Center on Dispute Resolution's training and its Quinnipiac/Yale Workshop on Dispute Resolution are both valuable assets for our law students. The center holds workshops, sponsors prominent speaking events on campus and offers opportunities to train with lawyers in the field. You can also gain practical experience participating in national and regional mock trial and dispute resolution competitions.

In our Civil Justice Clinic, you'll have opportunities to represent real clients with cases relating to unemployment and unpaid wages. And in our employment and labor externship program, you'll perform the work that workplace lawyers do, whether you choose a law firm, a government agency, or work in-house at a corporation. Because this concentration offers a wide variety of courses, you can individualize your experience and focus on a specific area in workplace law that interests you, such as mediation and arbitration, discrimination law or workers' compensation.

For specific information on the program offerings, please contact:

Professor Brad Saxton
 Director, Workplace Law Concentration
 Quinnipiac University School of Law
 275 Mount Carmel Avenue
 Hamden, CT 06518
 Phone: 203-582-3642
 Email: brad.saxton@qu.edu

Workplace Law Concentration Requirements

1. Coursework

To receive the certificate for this concentration, you must take Evidence (LAWS 311) and Administrative Law (LAWS 114) as two of your four required core electives, plus 21 credits of workplace law courses as specified below. Credits for Evidence and Administrative Law do not count toward the 21-credit concentration requirement, but the grades in these courses do count toward the concentration GPA requirement. (Note: Not all courses are offered every year).

Required Courses

In addition to Evidence (LAWS 311) and Administrative Law (LAWS 114), you must take the following courses, which will count toward the 21 required credits:

Code	Title	Credits
LAWS 434	Employment Law	3
LAWS 426	Employment Discrimination Law	3
LAWS 327	Labor Law	3
LAWS 515	Alternative Dispute Resolution Exp. or LAWS 42 Negotiation	2-3

Core Courses

In addition to the required courses, you must also take at least two of the following core workplace law courses:

Code	Title	Credits
LAWS 314	Employee Benefits	2
LAWS 356	Arbitration	2-3
LAWS 372	Representation in Mediation Exp	2
LAWS 428	Negotiation	2-3
LAWS 508	Worker's Compensation	2
LAWS 587	Disability Law	2

Remaining Credits

The balance of the credits is to be earned from the following courses, if you have not already fulfilled the 21-credit requirement from the courses listed above:

Code	Title	Credits
LAWS 205	Business Organizations	4
LAWS 315	Trial Practice Exp	2-3
LAWS 338	Visual Persuasion in the Law Exp	3
LAWS 347	Remedies	3-4
LAWS 357	Federal Courts	3
LAWS 572	Immigrat'n & Natural'n Law	3
LAWS 574	Pretrial Litigation in State Courts	2-3

Independent Research Project, where the paper is devoted to a workplace law topic approved by the concentration director.

Clinical or externship courses in addition to those required below, as approved by the concentration director.

Other courses or journal work as approved by the concentration director in consultation with the course instructor.

2. Clinical Requirement

At least 3 credits counting toward the 21-credit requirement must be earned in one or more clinic and/or externship placements approved by the concentration director in consultation with the director of the relevant clinic or externship.

3. Writing Requirement

You must complete a substantial paper or a series of shorter writings that together comprise a substantial amount of written work on a topic or topics related to Workplace Law. If you write a substantial paper, you may also use that paper toward your Advanced Writing Requirement. The concentration director must approve the topic or topics for any written work used to satisfy this requirement. A paper written for a journal may qualify if the concentration director approves the topic and the paper meets the guidelines for satisfying the substantial paper portion of the Advanced Writing Requirement (see Academic Regulations (p. 617)).

4. Honors

Students who achieve a GPA of 3.2 or better in the coursework used to satisfy the concentration requirements will receive the concentration with honors. A student may designate the grade in any course or paper as not counting toward the concentration GPA if the course is not required for the concentration and the student meets the concentration requirements with another course or paper.

5. Waiver

Students who fall short of specific credits or coursework needed to satisfy the concentration requirements (other than the GPA requirement) may apply for a waiver of requirements, to be granted at the discretion of the concentration director and the associate dean for academic affairs.

Clinics and Externship Courses

Beginning in the second year, students may further their individual learning and career goals by enrolling in one or more of the many clinics and externship (field placement) courses that are part of the Law School's upper-level curriculum. These courses help students to develop as lawyers by providing them with opportunities to gain practical lawyering experience in real-life settings and encouraging them to reflect on the role of lawyers, as they learn from their work as lawyers-in-training. The ability to enroll in a clinic or externship is guaranteed for every student, although not necessarily in the student's first choice of course or semester. Students must apply and be accepted before registering for a clinic or externship.

To be eligible for these courses, students must have completed 30 credits (including LAWS 111 and LAWS 112, Legal Skills I & II). They also must take any pre- or corequisite courses. Each course has a seminar component (with the exception of some of the advanced clinical courses). Some seminars meet twice weekly, some once weekly, and others once every two weeks. Students earn both in-class (seminar) and out-of-class (casework/fieldwork) credits. Some courses also satisfy part of the Advanced Writing Requirement.

LAWS 599, Introduction to Representing Clients (IRC), a 2-credit simulation course, is a pre- or corequisite for some clinic and externship courses (except for the Appellate Clinic and the Judicial, Legislative and Mediation Externships). IRC is suggested but not required for Civil Justice Clinic and Tax Clinic. IRC is designed to prepare students for individual client representation and work in other practice settings. Students explore the lawyer's role and develop interviewing, counseling and negotiation skills by representing each other in mock cases.

Law Clinics

The Legal Clinic is an in-house law firm run by the School of Law, offering free legal services in a variety of practice areas to low-income people living in the neighboring communities. The law clinic courses that comprise the Legal Clinic (Civil Justice Clinic and Tax Clinic) are one-semester courses that students may take for 4 to 6 credits and are taught by full-time faculty members. Faculty members may invite a small number of Civil Justice Clinic and Tax Clinic students to take a second-semester course called Advanced Clinic. Other law clinics that are not part of the Legal Clinic offer students alternative scheduling and are taught by experienced practitioners serving as clinical faculty. The Defense Appellate Clinic is a year-long course, for a total of 6 credits, in which students brief and argue appeals in criminal cases. Evening Clinic Projects are one-semester courses for 3 or 4 credits and are designed to permit part-time students to perform casework in the evening, although full-time students may enroll as well. In all in-house clinics, students perform most of their work at the law school, under the direct supervision of a member of the clinical faculty, who is the attorney of record for the client(s).

Defense Appellate Clinic

(LAWS 299 & LAWS 300)

Civil Justice Clinic

(LAWS 294)

Evening Clinic: Legal Ethics Project

(LAWS 626)

Evening Clinic: Veterans Law Project

(LAWS 627)

Tax Clinic

(LAWS 295 & LAWS 301)

Advanced Clinic

(LAWS 611)

Externship Courses

In the externship (or field placement) courses, students work off campus under the supervision of experienced lawyers, judges, legislators, policymakers and mediators at established placements in law offices, legal services organizations, public interest advocacy organizations, state agencies, corporate legal departments and courthouses throughout the state. Faculty members select or approve the sites, place the individual students, oversee the on-site supervision process and teach the seminar components of the programs, but do not serve as attorneys for placement-site clients. Externships are usually taken for one semester. Some students spend an additional semester in a similar or different placement, in a 1- to 6-credit externship course (Field Placement II).

All first-time externs come together in a joint, mandatory 1-credit graded seminar, which meets approximately every other week for two hours. Legislative Externship is the only course with a separate class.

In addition to the prerequisites listed, students may be required or encouraged to complete additional courses prior to placement. Placement options may depend upon the number of credits the student elects. Judicial externs earn automatic short paper credit; other externs may earn short paper credit with faculty approval.

All fieldwork programs require hours at the placement according to the following schedule:

3 credits (2 out-of-class field credits): 10 hours/week; 150 hours/semester

4 credits (3 out-of-class field credits): 14 hours/week; 200 hours/semester

5 credits (4 out-of-class field credits): 18 hours/week; 250 hours/semester

6 credits (5 out-of-class field credits): 22 hours/week; 300 hours/semester

Note: Students may not drop an externship after the placement process has begun without written permission of the instructor (see Academic Regulations (p. 617), section V.B., Withdrawal from a Course). Once placement has been arranged, students may drop an externship only for good cause.

Externship courses are divided into two categories: those courses organized by type of placement setting and those categorized by type of law practices at the setting.

Externship Courses Based on Type of Placement Setting

Corporate Counsel Externship

(LAWS 527)

Judicial Externship

(LAWS 296)

Legal Services Externship

(LAWS 607)

Legislative Externship

(LAWS 464)

Mediation Externship

(LAWS 523)

Public Interest Externship

(LAWS 520)

Semester in Practice Externship

Externship placements are also available in remote locations, approved by the externship professor and associate dean for academic affairs, as a "Semester in Practice." Students may earn up to 10 fieldwork credits for the time spent at the placement and must be enrolled in either Externship Seminar or Advanced Externship Seminar, in which the student will participate online (either synchronously or asynchronously) for an additional credit. Students may enroll in the university's "QU in LA Law" program or may arrange for their own placement in any national or international location (for instance, recent placements have been approved in Cape Town, South Africa), in any subject area or type of placement, with the approval of the externship professor. Semester in Practice externships are most feasible in the third year. Note: Participation in this externship does not change or waive any other graduation requirements, nor does it extend the cap of 10 fieldwork

credits that may count toward graduation. Interested students should plan ahead and contact the externship professor far in advance to apply.

Externship Courses Based on Subject Matter

Business Law Externship

(LAWS 415)

Criminal Justice Externship

(LAWS 404)

Employment Law Externship

(LAWS 444)

Environmental Law Externship

(LAWS 446)

Family and Juvenile Law Externship

(LAWS 521)

Health Law Externship

(LAWS 416)

Intellectual Property Externship

(LAWS 417)

Sports and Entertainment Law Externship

(LAWS 442)

Tax Law Externship

(LAWS 443)

Field Placement II

(LAWS 200)

Advanced Externship Seminar

(LAWS 579)

LLM in Health Law

Admission is limited to graduates of ABA-accredited law schools who possess a strong record of academic achievement and/or of achievement in practice.

LLM candidates are required to complete 24 credits, at least 18 of which are earned in designated health law courses. Of those 18 credits, 3 are in a required advanced research/thesis course that culminates in the writing of a master's thesis of length and quality suitable for law review publication.

Six of the 24 credits may be earned in non-health law courses, subject to the approval of the program director. Students in the LLM program may not take courses that substantially duplicate those completed in their JD program studies. LLM candidates must maintain a 2.80 GPA.

Summer Program Abroad

Trinity College

Dublin, Ireland

Quinnipiac University School of Law offers an ABA-approved summer program at Trinity College Dublin, one of Ireland's premier institutions of higher education. This program provides an introduction to the Irish legal system and Irish constitutional law as well as a variety of classes in Irish, comparative and international law.

Located in the heart of Dublin, Trinity is the constituent college of the University of Dublin, one of Europe's oldest universities, steeped in history and tradition. Trinity College Law Library, which has holdings in Irish, British and European law, has recently expanded its holding to include North American law. The college's historic Old Library contains not only the Book of Kells, a world-famous volume of ninth-century illuminated manuscripts of the gospels, but an unparalleled collection of books, art and artifacts relating to Irish history.

Enrollment in the program is limited and is open to students who have satisfactorily completed one year of full-time or part-time study at an ABA-approved or state-accredited law school and are in good academic standing. Students are responsible for securing approval, in advance, from their own law school to transfer credit and are encouraged to check with the registrar at their home institution to determine whether residency requirements are satisfied. Early application is strongly encouraged.

It is the applicants' responsibility to check with their financial aid office regarding filing requirements and processing deadlines if they are participating in the Ireland program. Generally, students must take at least 6 credits (three courses) in the summer to qualify for federal financial aid; no student is permitted to register for more than 6 credits.

Students are encouraged to live on campus during the program. Those who choose to stay off campus will be responsible for their own accommodations. Housing information is mailed to applicants upon acceptance into the program. All travel arrangements are the responsibility of the student.

Specific questions regarding the program can be directed to:

Professor William Dunlap
 Director of the Trinity Summer Program
 Quinnipiac University School of Law
 Phone: 203-582-3265
 Email: william.dunlap@qu.edu

Academic Regulations

Academic rules and regulations are subject to change by decision of the faculty at any time. Please also refer to the Student Conduct Code (p. 631) and the Honor Code (p. 625).

Academic Regulations

I. Requirements for Graduation

A. In General

To receive the JD degree, a student must meet all of the following requirements:

- Successfully complete all required courses, the core elective requirement, the Professional Skills Requirement (for students matriculating before Fall 2016 or the Experiential Learning Requirement (for students matriculating Fall 2016 or later).
- Receive credit for 86 credits.
- Achieve a cumulative grade point average of 2.0.

- Complete all requirements no sooner than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at this law school or a law school from which this school accepted transfer credit.
- Satisfactorily complete the Advanced Writing Requirement (p. 619).
- Complete all work for the above requirements no later than the last day of examinations of the student's final semester.

B. Required Courses

1. Policy

Because it is important for all lawyers to share a core of common knowledge and skills, the faculty has prescribed a set of required courses (listed elsewhere in this catalog).

2. Course Sequences, Variances

Required courses must be successfully completed. They must be taken in the prescribed sequence (set forth elsewhere in this catalog) unless the student has petitioned for and been granted a variance prior to registration or prior to a change in registration. A student may, however, take a required course earlier than the prescribed semester without petitioning to do so. Authority to grant or deny such variances rests in the associate dean. Variances are granted in only the most extraordinary of circumstances. A student who has been given permission to postpone an exam in a required course must take the exam the next time the course is offered (excluding the summer term).

3. Successful Completion

A student who has received a failing grade in a required course must retake the course. Upon successful completion of this course, the student will receive a grade of "Pass," but will retain the previous grade of F as well. The "Pass" will have no numerical value and will not affect the CQPA (Cumulative Quality Point Average). The F will be included in the CQPA. The purpose of the rule is to insure at least minimal competency in all required courses but not to provide opportunities to improve a grade. The writing of a paper for a course in which the student failed an examination is prohibited.

C. Core Electives

In addition to Lawyers' Professional Responsibility, which remains required for all students, the upper-class curriculum consists of core electives and general electives. The core electives are: LAWS 114 Administrative Law, LAWS 205 Business Organizations, LAWS 323 Commercial Law, LAWS 311 Evidence, LAWS 305 Federal Income Tax, and LAWS 307 Trusts and Estates. General electives are all electives other than core electives.

1. Core Elective Requirement

Every student must take at least four of the core electives. One of the four must be either LAWS 323 Commercial Law or LAWS 305 Federal Income Tax. Students who take both Commercial Law and Federal Income Tax will be able to use both in satisfying the requirement of four.

2. Sequencing and Registration Priorities

Full-Time-Students

Full-time students must complete at least three of the core electives by the end of their second year. Moreover, students who are registering for their second year have priority with respect to all of the core electives. Thus, a student who takes fewer than six of the core electives in their second year will be able to register to take the remaining core elective(s) as a third-year student only after the

completion of registration by students who are registering to take core electives in their second year.

Part-time Students

Part-time students must complete at least two of the core electives by the end of their second year, and the rest of their core electives in the third and/or fourth years.

After registration in the fall, the associate dean for academic affairs will determine if there are any students who have not registered for enough core electives to complete at least three (for full-time students) or two (for part-time students) by the end of their second academic year. The associate dean will send a warning letter to such students, stating they have one week to register for sufficient core electives in the spring to total the required number for the year. If they have not done so by the deadline, the associate dean will register them for the number of core electives needed to fulfill the core elective requirement. Courses will be assigned solely in the discretion of the associate dean.

The associate dean's office is available to answer questions about the requirements and registration priorities.

3. Advice on Course Selection

Although only four of the core electives are required, the faculty recommends that students seriously consider taking all six, for the following reasons.

First, the faculty believes that these six courses are among the most important in the upper-class curriculum. Taking all six gives students exposure to a wide variety of legal areas and disciplines. In the past, students who have had summer jobs after their second years have often found that they were better prepared for their assignments than students from law schools with less extensive requirements.

Second, with the exception of LAWS 305 Federal Income Tax, the six courses cover some, though by no means all, of the most difficult material tested on most bar examinations. Taking all five of the other courses does not, of course, guarantee success on any bar examination, nor does taking all six guarantee success in practice. Moreover, different instructors may stress different aspects of the material and even different material in different sections of the courses. Yet students who take all six will thereby enhance their chances of passing a bar examination and will become sensitized to potential tax consequences of transactions and other activities in a wide variety of legal practice areas.

Third, all of the six courses provide foundations for other courses in the curriculum. In combination with the required first-year curriculum, they develop students' skills in statutory, administrative, and common-law reasoning. They also introduce students to many of the concepts that clients expect lawyers to understand.

Fourth, students' notions of where their interests lie often change with exposure to new material. In the past, many students who have entered the law school without definite career plans have discovered interests in areas covered in one or more of the six courses. Even students whose plans were definite at the outset have sometimes changed their minds and pursued careers in areas they discovered only when they took one of the six.

D. Experiential Learning Requirement

Each student must also satisfactorily complete "one or more experiential course(s) totaling at least 6 credits," as provided by current ABA Standard 303(a)(3) and related provisions. Certain courses are always designated as "experiential courses" that will satisfy the requirement. They are: all law clinics except Advanced Clinic; all externships including Field Placement II; Introduction to Representing Clients; Negotiation; Trial Practice and Advanced Trial Practice. Other courses that may satisfy this requirement, depending on the design choices that the particular professor makes, include: Advanced Family Law II: Courtroom Advocacy, Advanced Juvenile Law: Delinquency Proceedings, Alternative Dispute Resolution, Bankruptcy Lab, Commercial Transactions Workshop, Estate Planning and Drafting, Financial Planning: Principles and Taxation, Judicial Clerkship Seminar, Land Use Practicum, Representation in Mediation, and Visual Persuasion in the Law. (This list is subject to revision; each semester the registrar will designate which courses taught the following semester will satisfy the requirement.) Any paper(s) written in connection with a course or courses used to satisfy the Experiential Learning Requirement may be used to satisfy no more than three of the four papers required to satisfy the Advanced Writing Requirement.

E. Advanced Writing Requirement

1. The Requirement

To ensure continued development of those research and writing skills stressed in the first-year Legal Skills Program, each student must write at least four papers after the first year, preferably one each semester. At least one, the "substantial paper," must be at least 10-15 pages in length with a non-trivial research component. The three others constitute the "short paper" requirement. A student may not begin the advanced writing requirement before completing LAWS 111 Legal Skills I and LAWS 112 Legal Skills II.

2. Modes of Satisfaction

A student will ordinarily submit a paper as part of the work for a substantive or clinical course. The class schedule published each semester will indicate which courses automatically satisfy either a short paper or substantial paper requirement. Most elective courses that do not automatically satisfy a paper requirement will have a limited number of places for students who wish to write a paper for that course. Procedures for signing up for a paper are published each semester after the close of the add/drop period. The paper must count for at least 25 percent of the final grade for the course.

Ordinarily a student may not satisfy two paper requirements in the same semester. An exception will be made if a student takes more than one course that automatically satisfies a paper requirement. The associate dean may waive the one-paper limitation for good cause.

A member of the Law Review, the Probate Law Journal, or the Health Law Journal may satisfy the substantial paper requirement by preparing a long note or comment that the editorial board determines is of publishable quality. A student may satisfy the substantial paper requirement by submitting an appellate brief prepared for the intramural competition used to select members for the Moot Court Society. To satisfy the paper requirement, the brief must be critiqued and approved by a faculty member, who may require additional work on the paper. The faculty member must transmit the approval to the registrar. The student does not need

to be selected to the Moot Court Society in order for their brief to satisfy the requirement.

3. Full-Time Faculty

The courses designated as satisfying the advanced writing requirement shall ordinarily be limited to those taught by full-time faculty. In exceptional circumstances, the associate dean may approve the designation of a course taught by a part-time member of the faculty.

4. Duplicative Use

The principal part of any work prepared in satisfaction of any part of the writing requirement will be completed after the date that the topic is approved by the faculty supervisor. Any prior work on the topic, either research or writing, must be fully disclosed to the faculty supervisor prior to the approval of the topic.

Any paper written in connection with a course or courses used to satisfy the 6-credit Experiential Education Requirement may be used to satisfy a short paper requirement but not the substantial paper requirement.

F. Limit on Out-of-Class Credits

A law student may elect a maximum of 20 out-of-class credits toward the satisfaction of the 86 semester hours required to receive the JD, consisting of up to 10 fieldwork credits and up to 10 non-classroom credits, as follows:

1. Fieldwork Credits

A law student shall be permitted to elect a maximum of 10 fieldwork credits during the student's residency at the school. Fieldwork hours, as currently in the curriculum, include the following:

- a. all but 4 of the credits elected by a student taking for the first time an in-house clinic taught by a full-time faculty member (Civil Justice Clinic and Tax Clinic),
- b. all but 2 of the credits elected by a student taking Civil Justice Clinic (LAWS 294) after taking Tax Clinic (LAWS 295) or vice versa, and
- c. all but 2 of the credits elected by a student taking Appellate Clinic I - Defense (LAWS 299) or other clinic that is not taught by a full-time faculty member, and
- d. all but 1 of the credits for Advanced Clinic (LAWS 611), and
- e. all but 1 of the credits for an externship.

The rules of the various state bar examiners vary in respect to the number of fieldwork credits an applicant may present. Each student is responsible for making certain that their curriculum conforms to the requirements of the state or states to which the student may apply.

2. Non-Classroom Credits

In addition to any fieldwork credits under the preceding section, a law student shall be permitted to elect a maximum of 10 non-classroom credits during the student's residency at the school. Non-classroom credits, as currently in the curriculum, include the following: a. all credits elected for Moot Court, and b. all credits elected for Health Law Journal, Law Review or Probate Law Journal, and c. all credits elected for an Independent Research Project. The rules of the various state bar examiners vary in respect to the number of non-classroom credits an applicant may present. Each

student is responsible for making certain that their curriculum conforms to the requirements of the state or states to which the student may apply.

3. The following summarizes the limits on out-of-class credits:

Fieldwork Credits: 10 credits maximum

Externship (non-seminar work)

Advanced Clinic (non-seminar work)

All but 4 Civil Justice/Tax Clinic credits (if a student takes Civil Justice Clinic and then Tax Clinic (or vice versa), then all but 2 credits of the second clinic would be fieldwork credits)

Other clinics (non-seminar work)

Non-Classroom Credits: 10 credits maximum

Moot Court (3-credit limit)

Independent Research Project (6-credit limit)

Journal (4-credit limit)

Credits from other parts of university

G. Independent Research Project

The Independent Research Project permits a student to conduct a major research and writing project under the supervision of a full-time member of the Law School faculty. The paper must be at least 20 pages in length, exclusive of footnotes, per credit assigned.

A student who wishes to write an independent research paper must submit to the supervising faculty member a written proposal that demonstrates that he or she has a viable topic for research. The student must register for the course, with the approval of the faculty member, no later than the beginning of the student's next to last semester of school. Prior to registration, the student must present to the registrar a contract signed by the supervising faculty member. Contracts are available in the associate dean's office.

An Independent Research Project may satisfy the substantial paper component of the Advanced Writing Requirement (p. 619) if the project is for either 2 or 3 credits.

The Advanced Writing Requirement provision on Duplicative Use applies to the Independent Research Project.

No student shall register for more than one Independent Research Project in any semester or session, nor more than two Independent Research Projects for all semesters or sessions at the School. No student may complete more than one Independent Research Project with any individual faculty member. A student may enroll in an Independent Research Project during the same semester or session in which the student is enrolled in a clinical program, subject to the rules regarding Limit on Non-Classroom Credits, and provided that the student is enrolled in at least one other school course with regular class meetings. Only full-time law school faculty members may supervise an Independent Research Project. The associate dean may waive any of these requirements under exceptional circumstances.

H. Visitor and Credit-Transfer Policy

1. Visitor Policy

Students may by permission of the associate dean visit at another law school at any time after completing their second semester, provided that they complete at least two-thirds of their credits toward their degree at the Quinnipiac University School of Law. Such visiting status may be granted when it is determined that an exceptional change in the student's personal circumstances requires the student to relocate for the period of visiting status, or when some exceptional educational opportunity arises. Credits will be accepted for transfer only if the visiting student earns at least a C or its equivalent.

2. Transfer of Credits

This school will grant no more transfer credits for a course taken at another school than the number of credits granted for the course by that school. For students who transfer to this school, no credits are transferred in courses in which the student has earned a grade below C (2.0). The maximum number of credits a student can transfer from another law school is 30. For Quinnipiac students who visit at another law school, see paragraph 1 above. Credits accepted from other schools are transferred with the grade of "Pass."

3. Required Courses and Core Electives

Except with express written permission of the associate dean for reasons of hardship, students may not receive credit for required courses or core electives taken at other law schools. Written permission must be obtained before taking the course elsewhere.

4. Summer Sessions

Except with express written permission of the associate dean for reasons of hardship or sound academic reasons, students may count toward graduation no more than six credits earned in summer programs of other law schools. Written permission must be obtained before taking the course elsewhere.

I. Courses Taken at Another University School or College

For good cause shown, the associate dean may allow a student to register and earn credit toward the JD for courses taken in another school or college of the university. Law school credit will be pass/fail only, and given only for courses in which the student earns a grade of C (2.0) or better.

II. Grades, Grading and Examinations

A. Grades

The School records letter grades and attributes to those grades a quality point equivalent based upon a four-point system, as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.0 and no credit

The school awards honors to graduates according to the following standards:

3.00 to 3.29 - cum laude

3.30 to 3.59 - magna cum laude

3.60 to 4.00 - summa cum laude

Several courses—including Civil Justice Clinic, Tax Clinic, Appellate Clinic and Externships—may be graded (at least in part) as Honors, High Pass, Pass, Low Pass, and Fail. Except for Fail, none of these grades has a numerical equivalent; hence they do not affect the student's Cumulative Quality Point Average. A Fail, however, counts as a 0.0 in calculating the CQPA. Grades for courses taken at other institutions for which credit is given shall be recorded as Pass, subject to the Transfer of Credits policy described in section I.G.2 above.

B. Grading

1. Anonymous Examinations

Except as specified hereunder, grades are based solely on written examinations that are graded anonymously. Approximately one week before examinations each semester, students must obtain from the registrar their examination number. That number must be used on all examinations in lieu of the student's name.

2. Extensive Written Work

Some courses involve extensive written work. Such work and such courses need not be graded anonymously. However, written final examinations in such courses are graded anonymously.

3. Clinical Courses

Clinical Courses and other courses involving extensive non-written performance need not be graded on the basis of anonymous examinations.

4. Classroom Performance

The faculty believes that student performance in the classroom is an essential part of the educational process. Faculty members have the authority to evaluate such performance and to raise or lower a student's final grade by one-third of a letter grade, based on such performance. A faculty member who implements this policy must announce it to their class beforehand. Failure to adopt such a policy at the beginning of a semester shall not stop the faculty member from doing so thereafter, provided the required notice is given.

5. Attendance and Class Preparation

Excessive student absences in a required course will lead to an administrative withdrawal from the course with a grade of F. (See section VI.A, Attendance Policy (p. 623), below.)

6. Grade Changes

After submitting grades in a course to the Registrar's Office, a faculty member has no authority to change a grade except upon satisfying the associate dean that the change is due to mathematical or other clerical error or egregious substantive error. No change requested by a student shall be approved unless the student has sought review from the instructor within three weeks after the posting of the grade, or within three weeks of the beginning of the semester immediately following, whichever is later. In no event shall a grade change be made after the last day of the semester next following the semester or session in which the examination was administered.

7. Grades of Incomplete

A student who is given a grade of Incomplete in a course, and has not completed all course requirements by the end of the

semester following that in which the Incomplete was given, shall automatically have the Incomplete converted to an F. Exceptions to this rule will be made only in cases of extreme hardship (such as extended illness), on proof of same satisfactory to the associate dean.

8. Grading Guidelines

The recommended median grade in required courses (Contracts, Torts, Civil Procedure, Criminal Law, Constitutional Law, Property, and Legal Skills I & II) is C+ or B-. The recommended median grade in core electives (Tax, Business Organizations, Evidence, Administrative Law, Commercial Law, and Trusts and Estates) and in Lawyers' Professional Responsibility is B- or B. Faculty may deviate from these recommended medians after consulting with the associate dean. There are no recommended medians for other courses.

C. Examinations

1. Honor Code

The following honor code pledge will be attached to every examination, take-home and in-class. Students must sign the pledge prior to taking the examination.

HONOR CODE PLEDGE

"On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code."

Signature (please use examination number, not your name):

Date:

Course:

Professor:

2. When Taken; Excuses

(a) Examinations must be taken at the time and place specified unless the student is excused by the associate dean on account of illness or for other sufficient reason. Where possible, the student shall secure the associate dean's written permission prior to the date of the examination. **To preserve anonymity, the student must not notify the instructor.** In the event of an emergency that makes prior written approval impractical, the student shall notify the associate dean as soon as possible of their inability to take the examination at the scheduled time.

(b) A student who becomes ill during an examination and is unable to complete the examination may, in the discretion of the associate dean, be permitted to take the examination in the same course the next time it is offered, provided the student has notified the associate dean or delegate before the end of the examination.

(c) A student who has three or more examinations within a 24-hour period may, with the permission of the associate dean, postpone one of the exams until later in the examination period.

3. Rescheduling of Examinations

If the associate dean has excused a student from taking an examination at the scheduled time, the associate dean may, with the concurrence of the instructor, allow the student to take the

same examination at a later time. In no event may a student take an examination prior to the scheduled time.

4. Deferred Examinations

If the associate dean has excused a student from taking an examination, but the student has not been permitted to take the same examination at a later time under the preceding section, the student will be permitted to take a different examination at a time and place to be determined by the instructor, but in no event later than the end of the examination period in the semester in which the course is next offered.

5. Reexaminations

The school does not permit reexaminations.

D. Class Ranking Policy

1. In general

- 1L Students: Students who attempted the full-time course load of 30 credits during the academic year are ranked together as full-time students. Students who attempted fewer than 30 credits are ranked together as part-time students.
- 2L Students: Full-time and part-time are ranked together in one 2L ranking.
- 3L and 4L Students: Full-time and part-time are ranked together in one 3L/4L ranking.

2. For determining eligibility for law journals

- Selection of candidates for the Law Review, Probate, and Health Law Journals will take place twice a year, after the fall and the spring semesters. The eligible pool of students shall include those students who at the selection point have attained at least 23 credits as of the conclusion of the immediately preceding semester.
- At each selection point:
- Students in the top 7% of the eligible pool of students will be invited to walk on to the journal of their choice.
- Students in the next 8% of the eligible pool of students will be invited to walk on to their choice of either the Health Law Journal or the Probate Law Journal.
- Students in the top 50% of the eligible pool of students will be eligible to be selected to join the Law Review through the write-on competition.
- Any student in the eligible pool of students who has attained a cumulative GPA of 2.0 or higher at the selection point will be eligible to be selected to join the Health Law Journal or the Probate Law Journal through the write-on competition. However, to be selected to join either of these journals, a student who is not in the top 50% of the eligible pool of students shall be required to meet a heightened standard in the write-on competition.

III. Course Loads

A. Full-Time Distinguished from Part-Time

1. Fall and Spring Semesters

A full-time student for American Bar Association purposes is one who enrolls in at least 13 credits per semester. The normal course load for full-time students, however, is 13-15 credits. A part-time student is one who enrolls in 8-12 credits per semester. Written permission of the associate dean is required to deviate from these norms.

2. Summer Session

No student may register for more than eight credits in a Quinnipiac summer session. A part-time student (one who is employed for

more than 20 hours per week) may not register for more than 6 credits in a summer session. (See sections I.G.3 and I.G.4 above regarding summer credits taken at other institutions.)

B. Transfer Between Day and Evening Programs

Evening students may take day courses, and full-time day students may take evening courses only on a space-available basis.

C. Outside Employment

Full-time students must devote substantially all of their working hours to the study of law. For purposes of this rule, a full-time student is one who is enrolled for 13 or more credits. A student may not work in excess of 20 hours per week while attending school on a full-time basis. This restriction applies during the summer in the same manner as during the normal year if the student is enrolled for a summer session.

D. Maximum Number of Credits per Semester

Pursuant to ABA requirements, a student may enroll for no more than 17 credits in a semester and no more than 8 credits in a summer session. The law school has no authority to waive this rule.

IV. Continuance in Residence; Review for Academic Deficiency

A. Academic Deficiency; Minimum CQPA

1. Generally

Each student will be reviewed for academic deficiency at the end of every academic year. A student must maintain a minimum overall Cumulative Quality Point Average (CQPA) of 1.80 at the end of a year in which the student has attempted 17 or more credits, 1.90 at the end of a year in which the student has attempted 36 or more credits, and 2.00 at the end of a year and every year thereafter in which the student has attempted 54 or more credits.

2. Transfer Students

A student who transfers here from another law school must maintain a 1.9 CQPA in all courses taken here by the end of their second semester here (excluding summer school), and a 2.0 by the end of the second year and every year thereafter.

3. Discounting of Course with Most Detrimental Grade

If a student has not maintained the appropriate minimum CQPA, a second calculation will be performed. Removing from consideration the student's most detrimental grade, the student must have attained a 2.2 average in all remaining courses. The most detrimental grade is the one that most adversely affects the student's CQPA. This procedure of discounting the most detrimental grade will be repeated each semester, if necessary, so long as the student maintains a 2.2 CQPA in all other courses from the time he or she entered law school.

B. Dismissal

Any student falling below the required minimum CQPA will be dismissed automatically.

1. If the student has completed only two part-time or full-time semesters, the dismissal is final and there is no right of petition or appeal.
2. If the student has completed three or more semesters, the dismissal is final, with no right of petition or appeal, unless the student is within .05 of the minimum CQPA required to remain in residence. A student who is within .05 of the minimum CQPA may appeal the dismissal to the Academic Status Committee. The

appeal should be addressed to the chair of the Academic Status Committee, in care of the associate dean, and must be postmarked no later than 14 days after receipt of a letter from the associate dean notifying the student of their dismissal. If the student files an appeal, the dismissal will not become final until the committee has reviewed the case and denied the appeal. A student may apply for a leave of absence during the semester in which an appeal is pending before the committee. (See IV.C.) A student is allowed only one such appeal during the student's entire time at the school. If the committee grants the appeal and allows the student to remain in residence, the student will be reviewed at the end of the academic year and must have brought the CQPA up to the minimum required to remain in residence as of the later semester.

3. A student who has been academically dismissed after the second year or later may petition the Academic Status Committee for reinstatement. The committee may reinstate a student upon an affirmative showing that the student possesses the requisite ability, that there is a high probability that the student will successfully complete the course of study, and that the prior disqualification does not indicate a lack of capacity to complete the course of study. A student reinstated under this rule will lose all credit for the academic year in which the CQPA fell below the required level. The committee may impose such conditions as it deems appropriate. The decisions of the committee are final and not subject to appeal to the faculty as a whole.

4. No course, including summer courses, taken after a semester in which a student was dismissed automatically may count toward the student's CQPA. Even if the later course were to bring the CQPA above the average required to remain in residence, the student will be dismissed from the school and withdrawn from the later course(s) with a 100% tuition refund.

C. Leaves of Absence

Leaves of absence will be granted liberally by the associate dean to students who believe that they have problems that might interfere with academic performance.

V. Withdrawal from a Course

A. Written Permission of Associate Dean; When Required

A student may withdraw from a course only with the prior written permission of the associate dean in the following circumstances:

1. Withdrawal is from a required course, or
2. Withdrawal from the course would reduce the student's course load below the minimum required (see section III, Course Loads, above), or
3. Withdrawal is from a course in which the student missed more than 20% of the class hours scheduled in the course.

B. Instructor's Permission; When Required

A student may withdraw from a course only with the permission of the instructor in the following circumstances:

1. In a course in which students are assigned substantial presentations, a student may withdraw within two weeks of their assigned presentation only with the written permission of both the instructor and the associate dean.

2. In a clinical course, after the third week of the course a student may withdraw only with the permission of the instructor.

3. Externships

C. Withdrawal as of Right

In all other circumstances a student is entitled to withdraw from a course at any time during the first week of classes by using Student Planning. After the first week, a student must email the registrar. A student who has not followed this procedure has not withdrawn from a course.

VI. Attendance, Preparation, and Participation Policy

A. Statement of Law School Policy

The faculty believes that class attendance, preparation, and participation are critical elements of the educational process.

B. General Attendance Requirement

An instructor may withdraw a student who misses 20% of the class hours in any course. A student so withdrawn from a required course will also receive a grade of F in that course. For purposes of this rule, the term "required course" does not include the courses listed as core electives in Rule I.C. In making the decision to withdraw a student, the instructor may consider such factors as the number of absences and the legitimacy of the reasons for them. In calculating the number of absences, an instructor may not take into account absences from classes held at times other than in the published course schedule. The instructor may deem the failure to sign an attendance sheet as conclusive evidence of a student's absence if the instructor has notified students of this policy in writing no later than the first class.

C. Additional Rules for Clinical Courses

Students who are enrolled in clinics must appear personally on the first day of the semester or as may be required by the clinic faculty. Absences from clinic courses will be permitted only for illness and pressing personal matters (bereavement, illness in the family, placement interviews, legal matters, inter-law school competitions), and such absences must be made up. The faculty member supervising the clinic shall have the discretion to decide whether the circumstances justify an absence and when the absence shall be made up.

D. Notice

An instructor who withdraws a student shall notify the associate dean of the withdrawal no later than one week after the last class. The associate dean shall notify the student.

E. Constructive Absences

An instructor may mark absent a student who is inadequately prepared for class or refuses to participate when required to do so, whether or not the instructor requires the student to leave the classroom. The instructor must immediately advise the student that he or she has been marked absent.

F. Petitions

1. A student withdrawn from a course may petition the Academic Status Committee for reinstatement. If a student files such a petition, the withdrawal will not become final until the committee has reviewed the case and denied the petition. Attendance, preparation and participation requirements will remain in effect during the pendency of the petition. The committee may reinstate a student in the course if, after giving appropriate deference to the instructor's determination, the committee finds that the instructor's decision was not reasonable. In making its determination, the committee may consider any additional failures by the student in complying with the attendance, preparation, and participation

requirements that occur after the initial withdrawal and while the appeal is pending. In the event that the committee decides to grant the petition, it may impose such conditions upon reinstatement as it deems appropriate.

Upon request by the losing party, the committee shall issue a written statement explaining the basis for its ruling.

2. The committee's decision is final. Neither party may appeal the decision to the faculty. The committee may refer any matter to the faculty for review.

G. General Preparation Requirement

For each course, a student is expected to spend an amount of time on out-of-class work that satisfies the Law School's ABA Standard 310 Policy, attached as Appendix B to these regulations.

VII. Good Standing

To be in good standing, a student must have the minimum CQPA required under section IV.A.1 above and be current in their financial obligations to the law school.

Refund Policy

Refund Policy

A student may withdraw from one or more courses during the add/drop period by doing so on Student Planning. After the add/drop period, a student must contact the associate dean or registrar. A student who wishes to withdraw completely from the School of Law must submit a statement to that effect to the associate dean.

Refunds are based on Quinnipiac University Policy and the return of unearned Title IV funds as required by the U.S. Department of Education.

For purposes of clarification and for reference, the policies described below have been categorized into two groups:

- a. Quinnipiac University Policy
- b. Return of Unearned Title IV Funds – Federal Policy

Federal guidelines require that any unearned Title IV funds be returned to the program(s) that provided the aid. The required order of returning refunds is as follows: Title IV, HEA programs, other federal and state programs, university grants, private or institutional financial assistance and finally to the student. Examples of refund calculations are available upon request.

Quinnipiac University School of Law Refund Policy

The policy described below gives consideration to two groups:

- a. prior to the start of classes and
- b. after the start of classes

Refund Policies, Prior to the Start of Classes

A new incoming student who has rendered either of the \$400 or \$600 tuition deposits and then withdraws from the university will forfeit the deposits. In all instances noted above, any balance on the account, less financial aid, will be refunded.

Refund Policies, After the Start of Classes

Law students who withdraw from any of their classes after the published "Last Day for Late Registration/Schedule Changes" will not be entitled to any adjustment of their charges for tuition and fees.

Students who affect a complete withdrawal or leave of absence from the university, regardless of the reason, including medical, will be granted a pro-rata refund of tuition and fees, less an administrative fee of \$100. Late fees are non-refundable either in total or pro-rata. The prorata refunds will be computed on the following basis:

Fall and Spring Terms:

Withdrawal first week 80%
 Withdrawal second week 60%
 Withdrawal third week 40%
 Withdrawal fourth week 20%
 Withdrawal after fourth week 0%

Summer Term:

Withdrawal first week 80%
 Withdrawal second week 50%
 Withdrawal third week 30%
 Withdrawal fourth week 0%

The date of withdrawal for purposes of calculating the refund is the date on which the student makes written notice to the associate dean's office for withdrawal. No retroactive withdrawals are permitted for refund purposes. The refund schedule listed above is applied regardless of the reason for withdrawal, including medical reasons.

Dismissals and Suspensions

A student who is either dismissed or suspended by the university for any reason during either academic semester will receive a refund based on the applicable refund percentage in effect at the time of the student's dismissal or suspension (first four weeks). After the fourth academic week, the refund policy as stated above will be applied. In addition, a student who is dismissed or suspended will be charged all administrative fees and board fees as prescribed.

Payment Plan

Students using the university's payment plan who withdraw during the refund period (first four weeks) should note that their forfeiture will be computed on the full amount charged regarding tuition and fees, and not on the amount remitted via the payment plan. In addition, the \$75 service charge for using the payment plan will also be included in the list of charges. After the fourth week, the balance due under the payment plan will be due and payable on the date of withdrawal.

Return of Title IV Funds

In addition to the university's refund policy that prorates tuition charges during the first four weeks of the semester, the university is obliged to return to the federal government that portion of federal aid that is unearned. An award of Title IV funds is based on a payment period or term.

Please note: It is important to understand that if your withdrawal date is on or before the completion of 60 percent of the semester, "unearned aid" will result. If you have received a refund as a result of aid applied to your account prior to your withdrawal date, you will have a balance due the university on your student account.

A withdrawal requires the university to calculate the unearned portion of aid awarded as of the student's official withdrawal date.

The university must determine the following:

- The official date of withdrawal. A student must formally withdraw or request a leave of absence, in writing, to the associate dean of the law school. The date of withdrawal must be documented.
- The payment period, term identified.
- The aid that has been disbursed or could have been disbursed.
- The percentage of federal aid earned by the student as of the withdrawal date.
- The percentage of Title IV aid that has not been earned by the student.

The percentage of a payment period completed is determined by dividing the number of calendar days in the payment period into the number of calendar days completed as of the withdrawal date.

The university will notify the student if the student is eligible for a post withdrawal disbursement.

- The offer, (if eligible) of post withdrawal disbursement, will be made in writing within 30 days of the withdrawal date.
- The student must respond within 14 days of the notification.
- The university will disburse funds within 90 days of the date of withdrawal.
- If the student does not respond, no portion of the late disbursement that is not credited to the student's account will be disbursed.
- The student will be notified electronically or in writing of the outcome of the late disbursement.

The total amount of unearned assistance to be returned is the lesser of (a) the total amount disbursed minus the total amount earned or (b) the institutional charges time the percentage of aid unearned. The student is responsible for returning the remainder of unearned aid that is calculated by taking the total of unearned aid and subtracting the amount the university is required to return.

The student retains Title IV eligibility for 45 days during which the student must:

- Repay in full.
- Make satisfactory arrangements to repay the university.
- Make satisfactory arrangements to repay the U.S. Department of Education.

The university is required to report all overpayments to NSLDS and must report within 30 days after:

- The student takes timely action on the options offered.
- The student fails to repay the overpayment or sign an agreement with the university within a 45-day period.
- The student fails to meet the terms of the agreement signed with the school.

Title IV funds must be returned in the following order:

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal Direct Plus Loans
- Other Title IV assistance

Quinnipiac School of Law Honor Code

I. Statement of Purpose

Quinnipiac University School of Law operates under an Honor Code.¹ The legal profession is responsible for enforcing its own standards of conduct, and the School of Law operates accordingly. Law students are preparing for entry into a profession that requires ethical conduct and integrity of its members. In order for graduates to enter the profession, the school must certify that they are of good moral character. Accordingly, students at the School of Law are expected to abide by the standards of conduct contained in this Honor Code in their dealings with members of the School of Law community and in their personal affairs.

Each law student shall be responsible for the Honor Code's implementation. Students are therefore obligated not only to follow these standards of conduct, but also to take an active role in encouraging other students to respect them. As with the American Bar Association's *Model Rules of Professional Conduct*, the keystone of our Honor Code is self-regulation.

The Honor Code Committee will be responsible for administration of the Code. If in doubt as to whether past conduct triggers a duty to report under this code, students are encouraged to make appropriate inquiries of either the committee or a faculty member designated as a "confidential adviser" for purposes of this code and obligated to keep all information pertaining to an alleged violation confidential, except as otherwise provided in subsection IV.E(3). If in doubt as to whether future conduct would constitute a violation of this code, students are encouraged to make appropriate inquiries of their professors or, if necessary, the committee. This responsibility to inquire is analogous to the one that students will have in the future, as members of the bar, to make inquiries of the appropriate bar officials if in doubt as to whether particular conduct violates applicable rules of professional conduct.

The Honor Code is based on a common law approach rather than a statutory one. That is, behavior that is impermissible is not defined in exhaustive detail. Instead, broad categories are stated, followed by examples. The broad categories of acceptable behavior refer to standards of the academic world as well as to rules and regulations of the profession and of everyday life.

II. Jurisdiction

A. Persons Subject to this Code

This Honor Code applies to every student enrolled or matriculated in the School of Law, except as provided in subsection IV.AA of this Code ("Administration of Code After Graduation or Other Separation").

B. Matters Subject to this Code

(1) This Honor Code applies to *all academic matters*, including, but not limited to:

- (a) Any work performed for a course, writing program, or seminar, such as an examination, research, or other assignment;
- (b) Any work performed in connection with participation in an activity for which credit may be given, such as law review, moot court, or clinics and externships;
- (c) Any work performed in connection with participation in law-related competitions; and

(d) Any written or oral representation made with respect to academic achievement, such as a transcript, resume, educational record, or statement about grade point average or academic honors.

(2) This Honor Code applies to *non-academic matters* to the extent that they fall within the scope of Rule 8.4 of the ABA Model Rules of Professional Conduct.

C. Broad Construction; Overlapping Jurisdiction

This Honor Code shall be construed broadly in accordance with its Statement of Purpose. Any acts, whether undertaken within the School of Law, on university property, or elsewhere, are subject to all other applicable policies, procedures, rules, sanctions, and conditions of the School of Law and university. Thus, the institution of proceedings and results reached under this Honor Code shall not limit the authority of the School of Law or university, or its faculty or administrators, from enforcing all other applicable policies, procedures, rules, sanctions, and conditions. For example, nothing in this Honor Code shall limit the authority of: (a) the School of Law or university from acting administratively to protect public safety and the educational mission of the School of Law or university; (b) the School of Law from enforcing the Student Conduct Code; (c) the School of Law Admissions Committee from acting on any misrepresentation made in a student's application for admission; (d) School of Law faculty from lowering a student's grade or requiring the student to retake an examination; or (e) School of Law and University administrators from enforcing the law school's Sexual Harassment Policy. Likewise, enforcement of applicable policies, procedures, rules, sanctions, and conditions by the School of Law or university, or its faculty or administrators, shall not preclude the institution of proceedings or limit the results reached under this Honor Code.

D. Relationship to Rules of Bar Examining Committees and Similar Organizations.

The disclosures and reporting obligations required by this Code (for example, the "Duty to Disclose" and the "Duty to Report" under subsections III.C and IV.E(1) of this Code, respectively) are independent of the disclosures required of students, staff, and faculty by any bar examining committee or similar organization. Nothing in this Code shall expand, limit, or otherwise control the disclosures and reporting obligations required by any bar examining committee or similar organization. For example, a student's disclosure of a criminal conviction to the dean of the School of Law ("dean") pursuant to this code does not obviate the need for the student to disclose that conviction to a bar examining committee requesting such information. Similarly, nothing in this code shall prevent the dean from making any disclosures that may be required by a bar examining committee or similar organization.

III. Standards of Conduct

A. Honesty in Use of Ideas and Information

(1) *Inappropriate use of others' work.* In contexts in which citation is expected, a student may not use the words, thoughts, or ideas of another without attribution consistent with standard legal citation manuals (e.g., *ALWD Citation Manual* or *Bluebook*), so that they seem as if they are the student's own. This type of misconduct can take many forms. The most flagrant forms include a student's copying someone else's work word-for-word or turning in a paper written by another with the student's name as the author. Other examples include, but are not limited to, rewriting someone else's work with only minor changes, summarizing another's

work, or taking another person's ideas without acknowledging the source through proper attribution and citation.

Evidence that a student has inappropriately used the work of others includes, but is not limited to:

- (a) when significant sections of the paper match other sources and no attribution is given to those sources;
- (b) when any portion of the paper borrows heavily from a particular source, including the Internet — whether verbatim or paraphrased — and the source is not acknowledged; and
- (c) when a student fails to follow conventions for indicating direct quotations (e.g., when a paraphrase is too close to the original or when an actual direct quotation is not indicated). Failure to identify direct quotations is evidence of inappropriate usage regardless of whether the source is actually cited.

Students sometimes make minor mistakes in completing academic assignments. While one missing citation in a paper will, in most instances, be considered a careless mistake rather than inappropriate use of another's work, multiple instances of failing to provide proper attribution through quotation marks or citations are evidence that a student has inappropriately used the work of others. If in doubt as to whether citation is expected or what constitutes inappropriate use of others' work, a student should consult with the professor.

(2) *Cheating.* A student may not use or attempt to use prohibited materials or sources in connection with any academic matter. If in doubt as to what materials or sources are prohibited, a student should consult with the professor.

(3) *Prohibited assistance or collaboration.* A student may not give or receive prohibited aid on any academic matter. If in doubt as to what aid is prohibited, a student should consult with the professor.

(4) *Multiple submissions.* Except as provided below, a student may not submit work that the student has done in connection with any previous academic matter as if it were new and original work, nor may a student submit the same work in contemporaneous academic matters. Although professors occasionally may be willing to let students use previous work as the basis for new work, professors expect students to do new work for each class. A student seeking to submit a piece of work for more than one class must have the express prior approval of both professors. If in doubt as to what may constitute a multiple submission, a student should consult with both professors.

B. Honesty with Respect to Academic Achievement

A student may not lie about or misrepresent the student's work, academic records, credentials, or other academic matters or information. Examples of deception and misrepresentation include, but are not limited to, forging signatures, forging letters of recommendation, forging a transcript, falsifying internship or clinic documentation, falsifying pro bono records, and falsifying information in an application or on a resume.

C. Duty to Disclose

(1) *Failing to make timely disclosure of factual irregularities, discrepancies, and material omissions in admissions application.* A student has a continuing responsibility to ensure the completeness and correctness of the student's admissions application to the School of Law by disclosing to the associate dean for academic affairs any factual irregularities, discrepancies, or material omissions in the student's application from the time the student submits the application to the School of Law until the

time the student graduates. Disclosure must be made within thirty (30) business days of when the student actually or constructively knows of the irregularity, discrepancy, or omission.

(2) *Failure to make timely disclosure of charges, arrests, convictions, and formal accusations.* A student has an obligation to disclose any conviction on the student's admissions application to the School of Law. Furthermore, from the time the student submits an admissions application to the School of Law until the time the student graduates, a student has a continuing obligation to disclose to the associate dean for academic affairs any charge, arrest, or conviction, and any formal accusation that the student engaged in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation. When events requiring disclosure occur after submission of an admissions application, disclosure must be made within thirty (30) business days of such charge, arrest, conviction, or formal accusation.

D. Respect for Standards of Conduct

(1) *Failure to cooperate with administration of code.* Failure to cooperate with the administration of this code as set forth in Section IV ("Administration of Honor Code") is, itself, a violation of this code. Failure to cooperate with the administration of this code includes, but is not limited to, failing to report conduct that a student knows is a violation of this code or making an accusation with no reasonable grounds for believing that the accused student has violated this code.

(2) *Attempting to violate or facilitating a violation of code.* A student may not attempt to violate, or knowingly help someone else violate or attempt to violate, this Honor Code. Facilitating a violation includes, but is not limited to, giving someone work product to submit as his or her own or allowing someone to cheat from one's examination, research, or assignment.

E. Fair and Equal Access to the Education Process

(1) *Misappropriation of and damage to academic materials.* A student may not damage, misappropriate, or disable academic resources so that others cannot use them. This includes, but is not limited to, removing pages from books, stealing books or articles, and deleting or damaging computer files intended for others' use.

(2) *Inappropriate use of technology.* A student may not use network or computer access inappropriately. Examples include, but are not limited to: tampering with another student's account so that the student cannot complete or submit an assignment; stealing a student's work through electronic means; knowingly spreading a computer virus; or misusing a Westlaw or Lexis account.

(3) *Compromising examination security.* A student may not invade the security maintained for the preparation or storage of examinations, tamper with exam-making or exam-taking software, identify oneself on an exam without the express prior approval of the professor, or discuss any part of an examination with a student who has not yet taken that examination but is scheduled to do so.

(4) *Unfair Advantage.* A student may not commit any act that the student knows may give the student or another student an unfair advantage or may interfere with the education process. Examples of violations of this subsection include, but are not limited to: (a) falsification of hours on a project where the number of hours is a requisite for credit; (b) use of materials in a research project which are prohibited by the written assignment instructions; (c) use of unauthorized materials in the course of preparing for or taking an exam; (d) intentional dishonesty in oral arguments for Moot Court, Trial Practice courses, or other

scholastic competitions; (e) obtaining an unauthorized copy of or unauthorized information about an examination or other assignment prior to its distribution or facilitating another's attempt to do so; (f) continuing to write, edit, or otherwise work on an examination or other assignment when the time allotted has elapsed; and (g) misappropriating examinations or other assignments for any purpose after they are completed. If in doubt as to what may constitute an unfair advantage, a student should consult with the professor.

F. Compliance with Model Rules of Professional Conduct

As a prospective lawyer, a student must comply with Rule 8.4 of the ABA Model Rules of Professional Conduct. Any conduct that would bring sanctions under Rule 8.4 of the Model Rules violates the Honor Code. This includes, but is not limited to, engaging in conduct involving dishonesty, fraud, deceit, harassment, or misrepresentation; or committing a criminal act that reflects adversely on the lawyer's honesty, trustworthiness, or fitness as a lawyer in other respects. Relationship to fitness shall be construed in accordance with the Model Rules and relevant case law. Generally speaking, offenses involving violence, dishonesty, breach of trust, or serious interference with the administration of justice reflect adversely on one's fitness as a lawyer. A pattern of repeated offenses, even ones of minor significance when considered separately, can also reflect adversely on one's fitness as a lawyer.

IV. Administration of Honor Code

A. Notice of Honor Code; Honor Code Affirmation

Notice of this Honor Code shall be provided to each student upon his or her acceptance to the School of Law. Each student who enrolls at the School of Law must affirm as follows, both verbally and in a signed writing, and before beginning classes:

"I [state name], as a student entering Quinnipiac University School of Law, understand that I am joining an academic community and am embarking on a professional career. The School of Law and the legal profession share important values that are reflected in the School of Law's Honor Code. I have read this Code and will conduct my academic, professional, and personal life to honor the values reflected therein."

B. The Honor Code Pledge

Although the Honor Code applies generally to all students' actions, the submission of examinations presents a unique opportunity to reinforce its importance. Therefore, all students shall sign the following Honor Code Pledge, using their examination number.

"On my honor, I pledge that I will follow the Honor Code regarding this examination. Specifically, I pledge that I have not given or received, and will not give or receive, prohibited assistance on this examination, and that I will neither work on nor retain this examination after the time allotted has elapsed. I understand that it is my duty to report any conduct that I know constitutes a violation of the Honor Code."

C. Honor Code Committee

The Honor Code Committee shall consist of four (4) faculty members appointed by the dean at the beginning of each academic year, and eight (8) students chosen by the Student Bar Association ("SBA"), in any manner the SBA deems suitable, at the beginning of each academic year. The dean shall designate one faculty member as committee chair.

At the beginning of the semester, the dean shall designate one (1) additional faculty member as an alternate faculty member. The alternate

faculty member will serve on the committee if a faculty member on the committee becomes unable to serve for any reason. The SBA shall likewise designate one (1) alternate student to serve on the committee if a student on the committee becomes unable to serve for any reason.

D. Questions Regarding Future Conduct

If in doubt as to whether future conduct would constitute a violation of this code (e.g., whether a proposed act would constitute an unfair advantage), a student is encouraged to make appropriate inquiries of their professors or, if necessary, the committee.

E. Reporting Violations

(1) *Duty to Report.* A person who knows that a student has violated the Honor Code must report the alleged violation within a reasonable time to the associate dean for academic affairs or to any member of the Honor Code Committee. Any person who does not know – but has reasonable grounds for believing – that a student has violated the Honor Code may report the possible violation within a reasonable time to the associate dean for academic affairs or to any member of the Honor Code Committee. The associate dean or committee member (other than the Honor Code committee chair) shall not conduct an inquiry into the alleged violation but shall instead notify the Honor Code committee chair.

(2) *Inquiries of Suspected Violator Encouraged.* A student who observes or learns of an apparent violation is encouraged to make inquiries of the suspected violator. If an explanation is given that clears up the matter, i.e., the witnessing student believes there was no violation, this should end the matter.

(3) *Inquiries of "Confidential Adviser" or Honor Code Committee Members Encouraged.* A student who is uncertain whether past conduct triggers a duty to report under this code is encouraged to make appropriate inquiries of a faculty member who is designated as a "confidential adviser" for purposes of this code. A confidential adviser is obligated to keep all information pertaining to an alleged violation confidential, except that confidentiality is waived if: (a) an accused student invokes the confidential adviser's advice as a defense to an alleged violation; or (b) the alleged violation constitutes criminal conduct or a threat to public safety. At the beginning of each academic year, the dean shall designate two (2) faculty members who are not Honor Code committee members as "confidential advisers."

A student who is uncertain whether past conduct triggers a duty to report under this code may also make appropriate inquiries of the committee. Members of the committee are not confidential advisers; they have a duty under this code to report conduct they know constitutes a violation of the code.

F. Preliminary Inquiry/Reasonable Grounds Determination

Upon receipt pursuant to Section IV.E(1) of a report of an alleged Honor Code violation, the Honor Code committee chair shall conduct a preliminary inquiry to determine whether reasonable grounds exist to support the conclusion that the alleged or possible violation occurred. If the committee chair so concludes, the committee chair shall refer the matter as soon as possible to an Advocate Team, pursuant to Section IV.G. If the committee chair concludes that there are not reasonable grounds for concluding that the alleged violation occurred, the committee chair shall deem the matter concluded.

In conducting the preliminary inquiry required by this subsection IV.F, the Honor Code committee chair shall consult with the associate dean of academic affairs.

On a periodic basis, the Honor Code committee chair shall report to the Honor Code Committee on any recent matters that the chair deemed concluded after the chair's preliminary inquiry revealed no reasonable grounds for concluding that an alleged Honor Code violation had occurred.

G. Advocate Team and Faculty Adviser

The Advocate Team shall consist of two (2) students from the Honor Code Committee, both appointed by the committee chair in rotation. The Team shall be responsible for investigating alleged violations of the Honor Code; deciding whether to bring charges against the accused student; preparing and presenting the case against the accused student before a Hearing Panel; and structuring and conducting negotiations with the accused student, or with the student, private attorney, or other person assisting the accused student, after charges have been brought.

The committee chair shall also appoint a faculty member on the committee to serve as a faculty adviser to the Advocate Team. Under no circumstances shall the faculty adviser present the case against the accused student – that responsibility belongs to the Advocate Team alone.

H. Investigation and Charging Decision

The Advocate Team may investigate in any reasonable manner, including meeting with the accused student.

(1) *Request for Meeting and Advisement of Rights.* Before meeting with the accused student, the Advocate Team shall give him or her the following Request for Meeting and Advisement of Rights, in writing:

QUINNIPIAC UNIVERSITY SCHOOL OF LAW

HONOR CODE ADVOCATE TEAM

REQUEST FOR MEETING AND ADVISEMENT OF RIGHTS

As members of the Quinnipiac School of Law Honor Code Advocate Team, we are conducting an investigation into allegations that you violated the Honor Code. This is an investigation only, and no charges have been brought against you. As part of our investigation, we would like to speak with you about the alleged violations of the Honor Code.

You have the right to choose not to meet with us. If you choose not to meet with us, or if you choose to meet with us but refuse to answer questions, a Hearing Panel may treat your failure to cooperate as a basis for drawing adverse inferences.

You also have the right to have someone present at the meeting to assist you. In accordance with the Honor Code, you may secure assistance from any student, private attorney, or other individual you choose, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter.

If we decide to bring charges against you, anything you say at such a meeting may be used against you at an Honor Code Hearing. For the sake of convenience, we will record our meeting (if you agree to such a meeting), on a laptop.

Please complete the following and return to us no later than *[date]*. The failure to respond to this Request for Meeting in the time allotted

constitutes a failure to cooperate with administration of the Honor Code and is therefore, itself, a violation of the Code. If you have any questions about this Request, please contact us immediately.

I, *[name]*, have read and understand the QUSL Honor Code Advocate Team Request for Meeting and Advisement of Rights.

Check the appropriate box(es):

I do not wish to meet with the Honor Code Advocate Team.

I wish to meet with the Honor Code Advocate Team, and

I do not wish to be represented at the meeting; or

I wish to have the following person represent me at the meeting: *[name and contact information]*.

[sign name][date]

(2) *Consultation with faculty adviser.* Before bringing or declining to bring charges against the accused student, the Advocate Team shall consult with the faculty adviser. In the event that the faculty adviser and Advocate Team cannot agree on a course of conduct, the Advocate Team shall consult with the Honor Code committee chair, whose decision shall govern. If the chair determines that charges should be brought, the chair shall not serve on the Hearing Panel.

(3) *Decision to Bring Charges.* When the investigation discloses insufficient evidence of a violation, the Advocate Team shall promptly inform the Honor Code committee chair, in which case no charges shall be brought.

The Advocate Team may, in some circumstances and for good cause consistent with the interest of the School of Law community, decline to bring charges notwithstanding sufficient evidence of a violation. In such circumstances, the student's record shall reflect that disposition, including the Advocate Team's reasons for exercising its discretion to decline to bring charges. Factors that the Advocate Team may consider in exercising its discretion include, but are not limited to:

(a) the severity of the violation and extent of the harm caused by the violation;

(b) possible improper motives of the person who reported the alleged violation;

(c) reluctance of the person who reported the alleged violation to testify;

(d) self-reporting by the accused student;

(e) remedial action taken by or negotiated with the accused student;

(f) availability and likelihood of: (1) the institution of criminal proceedings against the accused student under state or federal law; or (2) the enforcement of other applicable policies, procedures, rules, sanctions, and conditions against the accused student by the School of Law or University, or its faculty or administrators; and

(g) the likelihood that the Hearing Panel will not find that the accused student violated the Honor Code.

(4) *Advocate Team's Disclosure Materials.* As soon as possible after deciding to bring charges, the Advocate Team shall prepare and give to the chair of the Honor Code Committee its disclosure materials. These materials shall consist of: a list of the witnesses who will be called

to testify against the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; and copies of any documents to be offered in evidence against the accused student. The Advocate Team's disclosure materials shall also include a memo listing and offering to make available for examination by the accused student at a time and location to be agreed on by the parties any tangible objects to be offered in evidence, as well as any evidence known to the Advocate Team that tends to exonerate the accused student or mitigate the degree of culpability.

I. Honor Code Hearing Panel

If the Advocate Team decides to bring charges, the team shall promptly inform the Honor Code committee chair, who shall appoint an Honor Code Hearing Panel to hear and determine the matter. A Hearing Panel shall consist of one (1) faculty member from the committee and four (4) students from the committee, each appointed by the committee chair in rotation.

J. Assistance with Defense

Any student, private attorney, or other individual may – at the request of the accused student – assist the student in defense of the charges, provided that the person has familiarized himself or herself with the Honor Code. A law school faculty member, however, may not represent a student in an Honor Code matter. Moreover, any student who is not yet licensed to practice law cannot serve as the accused student's "attorney" in connection with an Honor Code matter. Any assisting student provides such assistance as part of the educational mission of the law school and not as the practice of law. All conversations between the accused student and the person assisting the accused are confidential.

K. Information Furnished to Accused Student

As soon as possible after receiving the Advocate Team's disclosure materials and notice that the Advocate Team has chosen to charge the accused student, the Honor Code committee chair shall give the accused student:

- (1) a Written Notice of Charges, setting forth the name of the accused student, the name of the accuser or accusers, the Honor Code provision(s) allegedly violated, and the nature of the charges with sufficient particularity to enable the accused student to answer them;
- (2) the Advocate Team's disclosure materials; and
- (3) a copy of the Honor Code.

The committee chair shall give these materials to the accused student in the manner most likely to provide the student with prompt notice.

L. Information Furnished to Advocate Team

The Written Notice of Charges shall require the accused student to file with the committee chair:

- (1) A written Answer admitting, denying, or admitting in part and denying in part the charges. An Answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials;
- (2) Disclosure materials similar to that given to the accused student – i.e., a list of the witnesses who will be called to testify on behalf of the accused student; brief (one- or two-sentence) summaries of the substance of their expected testimony; copies of any documents to be offered in evidence in support of the accused student; and a memo listing and offering to make available for examination by the Advocate Team at

a time and location to be agreed on by the parties any tangible objects to be offered in evidence; and

- (3) A Written Statement of Accused responding to every allegation of fact in the charge that the accused student has denied in the Answer, and about which he or she has any information.

The Advocate Team may enter the answer, the accused student's disclosure materials, and, if applicable, the Written Statement of Accused into evidence at an Honor Code Hearing. The chair shall specify in the Written Notice of Charges a date on which these documents shall be due, but in no event shall the due date be less than ten (10) business days from the issuance of the Written Notice of Charges. The chair, upon request of the accused student and for good cause shown, may extend the time for filing these documents.

M. Continuing Duty to Disclose

If either the Advocate Team or the accused student intends to call a witness not already disclosed or offer into evidence documents or tangible objects not already disclosed, the Advocate Team or accused student will promptly make such disclosure to the other party consistent with subsections IV.H(4) ("Advocate Team's Disclosure Materials") and IV.L(2) ("Information Furnished to Advocate Team") of this Code. Likewise, the accused student and the Advocate Team shall correct or supplement any disclosure that either side learns to be false or incomplete.

There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

N. Hearing

As soon as possible following the issuance of the Written Notice of Charges, but no earlier than ten (10) business days thereafter, the Honor Code Committee Chair shall schedule a hearing date. The chair shall provide the accused with notice of the date, place, and time of the Hearing. A record of the Hearing shall be made by audio or videotape recording, or stenographic means, as determined by the chair. The Hearing shall be completed no later than the end of the semester after the one in which the violation was reported, unless the chair, upon request of the accused student or Advocate Team and for good cause shown, grants a continuance. The hearing shall be open or closed at the election of the accused student, subject to the School of Law's need to maintain order. An accused student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two (2) business days prior to the hearing date.

O. Rights of Accused Student

At the hearing, the accused student shall have the following rights:

- (1) To be assisted by a student, a private attorney retained by the accused, or other individual; provided, however, that a law school faculty member may not represent an accused student in an Honor Code matter.
- (2) In person or through his or her representative, to summon and present witnesses and other evidence on his or her behalf;
- (3) In person or through his or her representative, to confront and cross-examine the accuser and all other witnesses;

(4) To refuse to testify on his or her own behalf. If an accused student refuses to testify, or chooses to testify but refuses to answer questions, the Hearing Panel may draw a negative inference from the refusal.

(5) To bring to the attention of the Hearing Panel any facts or circumstances that would or would appear to compromise the impartiality of a member of the Panel. Any member of the panel who knows of such circumstances, whether or not presented by the student, shall recuse himself or herself. If a panel member declines to recuse himself or herself upon request by the accused or another panel member, the dean shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.

P. Evidence

Formal rules of evidence shall not apply to the Honor Code Hearing. Any oral or documentary evidence may be received, but irrelevant, immaterial, or unduly repetitious evidence may be excluded. The Hearing Panel will designate one member of the panel to rule on evidentiary matters at the Hearing. When a hearing will be expedited and the interests of the School of Law or the student will not be prejudiced substantially, evidence may be received in the form of copies and excerpts if the original is not readily available. The Hearing Panel may take notice of the records and written policies of the School of Law and of the university. The parties shall be informed of the materials the panel notices, and shall have an opportunity to contest those materials.

Q. Negotiated Settlement

After bringing charges, the Advocate Team may enter into a settlement with the accused student. Any negotiated settlement between the Advocate Team and the accused shall be subject to approval by the Hearing Panel. In the absence of an admission of an Honor Code violation by the accused, the panel may impose *conditions* pursuant to a negotiated settlement, but not *sanctions*.

R. Burden of Proof; Panel Decision

After a contested hearing, the Hearing Panel shall reach a decision regarding the existence of an Honor Code violation and the appropriate sanction or condition for any violation. The decision shall be upon a majority vote of the panel, based upon clear and convincing evidence, and communicated in writing to the student within ten (10) business days after the decision is made.

S. Summary of Adverse Decision

If the decision is adverse to the student, the panel shall, within twenty (20) business days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary and a record of the hearing shall be mailed to the student and given to the dean. If no appeal is taken by the student within the time limit prescribed below, the dean shall implement the sanction or condition imposed by the Hearing Panel.

T. Appeal

(1) *Timing and Content of Appeal.* The student may, within ten (10) business days after receipt of the written Summary of Adverse Decision, appeal to the dean who may affirm, reverse or remand the decision, or reduce the sanction or condition. The student must specify in writing the basis of the appeal. The dean may request a response in writing from the Hearing Panel. No new evidence shall be presented by either the student or the Hearing Panel.

(2) *Standard of Review on Appeal.* Appeals alleging factual errors shall be governed by a clearly-erroneous standard. Appeals alleging procedural

errors or erroneous interpretation of the code shall be reviewed for prejudicial error.

(3) *Final Disposition.* The dean shall specify in writing the reason for any reversal, remand, or reduction. The dean's disposition of the appeal shall be final and no further appeal of the Hearing Panel's decision may be taken. This subsection represents the extent of appeal rights under this Code – there are no additional School of Law or university appeal rights under this code.

U. Petition for Rehearing

A student who has received a sanction or condition may petition the Honor Code Committee for a rehearing on the grounds of newly discovered evidence. Upon receipt of the petition, the Honor Code committee chair shall appoint an Advocate Team to consider whether the petition has merit and whether justice requires a rehearing. If the petition has merit and justice so requires, the Advocate Team shall promptly inform the Honor Code committee chair, who shall appoint an Honor Code Hearing Panel. The panel shall convene a hearing to consider the new evidence and reconsider the findings in light of the new evidence. Following such a hearing, the Hearing Panel shall enter an order affirming, modifying, or reversing its original decision and shall notify the petitioner and dean of its decision.

V. Student Witnesses

A student's refusal to give a statement or attend and testify truthfully at any Hearing upon summons by either the Advocate Team or the accused student shall constitute a violation of this code.

W. Confidentiality

(1) *General Rule.* Except as provided below, all Honor Code proceedings and accompanying information, including Advocate Team investigations, shall remain confidential to the maximum extent possible.

(2) *Exceptions to General Rule.*

(a) Confidentiality is waived if the accused student elects a public hearing or breaches this code's confidentiality provision.

(b) The Honor Code Committee shall issue Public Reports as described in subsection IV.X of this Code ("Public Reports"). Under no circumstances shall the names of any students appear in the Public Reports mandated by this code, except that the accused student may elect to have his or her own name appear in such reports.

(3) *Breach of Confidentiality.* Any breach of this confidentiality provision by any student shall be a violation of this code.

X. Public Reports

The Honor Code Committee shall issue periodic Public Reports, to be posted in the School of Law, summarizing the matters resolved by the committee in the reported period. Such Public Reports shall omit the names of all students except as provided in subsection IV.W(2)(b) ("Exceptions to General Rule" of Confidentiality). The Public Reports shall also – to the greatest extent possible – omit details about the reported matters that would risk revealing the identity of the student(s) involved.

Copies of all Public Reports shall be kept on file with the associate dean for academic affairs.

Y. Sanctions and Conditions

Sanctions and conditions that may be imposed by the Hearing Panel or dean include, but are not limited to, one or more of the following:

- (1) Expulsion from the School of Law or revocation of School of Law diploma, as the case may be;
- (2) Suspension from the School of Law, or any course or other School of Law-related activity, for one or more semesters, or for the balance of any semester;
- (3) Withdrawal of credit in a course;
- (4) Academic probation;
- (5) A written reprimand;
- (6) An oral admonition;
- (7) Restitution;
- (8) Conditions, such as mediation, referral of the accused student to the University Counseling Center, or a letter of apology or explanation of conduct.

Z. Record-Keeping

The following dispositions shall be noted in an accused student's permanent file:

- (1) The Advocate Team's decision not to bring charges despite the presence of sufficient evidence of a violation and the reason for that decision, as set forth in subsection IV.H(3) ("Decision to Bring Charges");
- (2) An approval of settlement by the Hearing Panel as set forth in subsection IV.Q ("Negotiated Settlement"), including any admission of an Honor Code violation by the accused student and any sanction or condition imposed;
- (3) The Hearing Panel's dismissal of charges against an accused student;
- (4) After the expiration of the appeal period, the Hearing Panel's determination of an Honor Code violation, and the sanction or condition imposed; and
- (5) The Dean's affirmance, reversal, or remand of the Hearing Panel's determination of an Honor Code violation on appeal, and any sanction or condition imposed.

AA. Administration of Code After Graduation or Other Separation

Proceedings may be initiated or continued after the student has graduated or otherwise separated from the School of Law, provided that the alleged violation occurred while the student was enrolled or matriculated in the School of Law. If an Honor Code matter is pending when a student is scheduled to graduate from the School of Law, the student's degree may be withheld at least until the matter is resolved.

V. Periodic Review; Effective Date; No Retroactivity

The Honor Code Committee shall review this code periodically and recommend any amendments it deems necessary to ensure that this code remains consistent with the Statement of Purpose set forth in Section I of this code.

This code shall become effective on the date specified by the faculty at the time of adoption. This code, and any amendment to this code from time to time, shall be deemed to apply only to conduct occurring on or after the effective date of this code or such amendment, as the case may be.

- ¹ Initial version adopted by the faculty on May 2, 2012, with an effective date of September 1, 2012. Revised version adopted by the faculty with an effective date of February 14, 2018.

Policies and Procedures COVID-19 Assumption of Risk

Students:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the student agrees to abide by all university policies and procedures related to COVID-19. The student voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The student also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the student, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Vendors:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the vendor agrees to abide by all university policies and procedures related to COVID-19. The vendor voluntarily and knowingly assumes the risk of exposure to or infection of COVID-19 by using the services or premises, and that such exposure or infection may result in personal injury or illness. The vendor also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the vendor, university faculty and staff and other students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Faculty and Staff:

The university has taken steps to implement substantial precautions to prevent the spread of COVID-19. By entering onto the Quinnipiac University campus, the employee agrees to abide by all university policies and procedures related to COVID-19. The employee also acknowledges that it is impossible to fully mitigate the risk of becoming exposed to or infected by COVID-19 and that such exposure or infection may result from the actions, omissions, or negligence of the employee, university faculty and staff, students or visitors to campus. The university will follow all state guidelines and provide guidance on proper protection to alleviate and/or decrease the spread of viruses.

Alcoholic Beverages Policy

The following Alcoholic Beverages Policy is in effect with respect to all Quinnipiac School of Law student-sponsored functions:

On-Campus Events

Except where permission has been granted by the associate dean of students, alcohol may **not** be served at student organization-sponsored events at the School of Law. Student organizations seeking to serve beer and/or wine must request permission from the associate dean of students at least two weeks in advance of the event, outlining the specifics of the event. If the associate dean of students grants permission for beer and wine to be served, special conditions may be imposed that the student organization must follow (such as a two-drink ticket system). The event is also subject to the Quinnipiac University Alcohol and Drug Policy (<http://catalog.qu.edu/handbooks/graduate/university-policies/policy-statement-prevention-alcohol-abuse-drug-use-abuse/>) and the Student Code of Conduct. (<http://catalog.qu.edu/handbooks/graduate/student-code-conduct-process/>)

Set forth below are the procedures that must be followed if/when the associate dean of students grants permission for alcohol to be served at student organization-sponsored events:

When alcohol is served at an *on-campus* School of Law event:

- a. The associate dean of students must approve the amount of alcohol purchased for each event.
- b. Alcohol may never be consumed or served in classrooms, the library, the student meeting room, student organization offices, or the Courtroom. Non-alcoholic beverages must also be available.
- c. Substantial food must be available, such as sandwiches, wraps, etc. Pretzels, potato chips and similar snack foods do not constitute a substantial food for this purpose. When the food is gone, the serving of alcohol must cease.
- d. Beer and wine are the only alcoholic beverages that may be served. Mixed drinks are not permitted. If approved for use, kegs must be closed or capped at the end of the event and removed from campus as soon as possible.
- e. **Two non-drinking representatives of the sponsoring student organization must be present where alcohol is being served.** The president of the sponsoring organization must notify the associate dean of students *prior to the event* who these two representatives will be. These students are responsible for reporting violations of the alcohol policy to the associate dean of students.
- f. The sponsoring organization **must** hire a bartender from the university's catering department (Chartwells). The bartender must be on duty for the entire length of time alcohol is dispensed.
- g. Attendance at alcohol-related events is limited to **law school students, faculty, staff and their escorted guests**. NO undergraduates are permitted at any time.
- h. The faculty adviser for the sponsoring organization or a member of the administration (dean, associate dean) must attend the event.
- i. Immediately after the event has concluded, all open bottles of alcohol must be disposed of. Unopened bottles must be placed in a locked and secure location within the law school, such as the associate dean of students office.

When alcohol is served at an *off-campus* School of Law event:

- a. Events held at off-campus establishments require the purchase of any alcohol to be made directly from the off-campus establishment. The associate dean of students may still require a two-drink ticket system be used to ensure that such purchases be limited to no more than two drinks per student.

- b. Attendance at alcohol-related events is limited to law school students, faculty, staff and their escorted guests. NO undergraduates are permitted at any time.
- c. It is the student organization's responsibility to ensure that off-campus establishments hold the appropriate municipal and state liquor licenses, as well as the required insurance. All distribution of alcohol must comply with the restrictions indicated in Connecticut law.

The sale of alcoholic beverages: No alcohol shall be sold at on-campus School of Law events.

Legal drinking age: Beer and wine may be dispensed only to individuals who are 21 and older. In accordance with Connecticut state law, alcoholic beverages shall not be dispensed to any intoxicated person.

Damages: Any damage to property incurred at events at which alcohol is served is the responsibility of the sponsoring organization.

Transportation of alcohol: The event-sponsoring organization is responsible for preventing attendees from bringing personal alcoholic beverages into the event and for preventing attendees from taking alcohol out of the event. The only exception is where alcohol is being transported by a representative of the sponsoring organization from a retail outlet to the event.

Policy violations: Violation of any of the aforementioned alcoholic beverage policies may result in the loss of privileges to the sponsoring group or organization and the disciplinary sanctions set forth in the University Alcohol and Drug Policy and Student Code of Conduct.

COMPLAINT PROCEDURE

- a. **In general.** There are two types of complaints: those that implicate the ABA Standards for Approval of Law Schools (https://www.americanbar.org/groups/legal_education/resources/standards/) and those that do not. To determine if the substance of a complaint implicates the Standards, a student should read the Standards.
- b. **Submitting a formal complaint that implicates the Standards.** Any student at the law school who wishes to bring a formal complaint to the administration of the law school concerning a significant problem that directly implicates the school's program of legal education and its compliance with the ABA Standards should do the following:
 - A. If the complaint concerns an academic matter, submit it in writing, via Quinnipiac University email, to the associate dean for academic affairs. If the complaint concerns a nonacademic matter, submit it in writing, via Quinnipiac University email to the associate dean of students.
 - B. The writing should describe in detail the behavior, program, process or other matter that is the subject of the complaint. It should explain how the matter implicates the law school's program of legal education and its compliance with one or more specific, identified ABA Standard(s).
 - C. The writing must provide the name, official law school email address, and a street address of the complaining student, for further communication about the complaint.
 - D. The administrator to whom the complaint is submitted will acknowledge the complaint within three business days of receipt of it. Acknowledgment will be made by email.
 - E. Within 10 business days of acknowledgment of the complaint, the administrator, or the administrator's designee, shall either meet with the complaining student, or respond to the substance

of the complaint in writing. In this meeting or in this writing, the student will either receive a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint or to further investigate the complaint. If further investigation is needed, when the investigation is completed, the student shall be provided either a substantive response to the complaint or information about what steps are being taken by the law school to address the complaint. The response shall be provided to the student via email within 10 business days after completion of the investigation.

F. Appeals regarding decisions on complaints may be taken to the dean of the law school. The student may further appeal to the university's senior vice president for academic affairs. Any decision on appeal to the academic vice president shall be final.

G. A copy of the complaint and a summary of the process and resolution of the complaint shall be kept in the office of the dean where it was originally filed.

c. **Submitting a complaint that does not implicate the Standards.**

A. If the complaint concerns an academic matter, the student should make an appointment to meet with the associate dean for academic affairs or submit the complaint via QU email.

B. If the complaint concerns a nonacademic matter, the student should make an appointment to meet with the associate dean of students or submit the complaint via QU email.

C. If the complaint is submitted at a meeting, the student may present the complaint either orally or in writing.

D. The dean to whom the complaint has been submitted shall respond to the complaint in writing to the student's QU email address within 10 business days.

E. Appeals regarding decisions on complaints may be taken to the dean of the law school. The student may further appeal to the university's senior vice president for academic affairs. Any decision on appeal to the academic vice president shall be final.

Bias, Harassment and Discrimination Policy

Quinnipiac University values diversity, multiculturalism and respect for others in an environment free from bias. The university is committed to providing a safe and respectful educational and work environment that prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, gender, (including identity and expression), sexual orientation, age or disability. Such behaviors or attitudes undermine the environment of equity and mutual respect that is essential to fulfill the university's mission.

Discriminatory or bias-related acts by students, faculty or staff will be addressed through the appropriate disciplinary processes. Any act of reprisal, interference, restraint, penalty discrimination, coercion or harassment against the university community for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against those who report incidents to the university, are involved as witnesses or otherwise try to responsibly use this policy. This policy will help to create an atmosphere in which allegations of discrimination or harassment are dealt with in a timely, private, fair and effective manner.

Title IX Policy Against Gender-Based Discrimination and Sexual Misconduct

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. Quinnipiac University is committed to complying with Title IX and providing an educational, working and living environment free from gender or sex discrimination and sexual misconduct. Quinnipiac seeks to ensure that no student, faculty or staff member is excluded from participation in or denied the benefits of any university program or activity on the basis of sex.

Quinnipiac University School of Law affirms its commitment to an environment that is fair, humane and respectful for all members of the law school community. Behaviors at the School of Law that inappropriately assert sexuality are unacceptable and will not be condoned. Behaviors that constitute sexual harassment include unsolicited verbal, nonverbal and/or physical conduct of a sexual nature that creates an intimidating, hostile or offensive environment.

The School of Law has identified associate dean for academic affairs, Robert Farrell, and associate dean of students, Kathy Kuhar, as administrators to whom law students who believe themselves to have been subjected to harassment or discrimination as defined above may report their complaints. Where appropriate, the School of Law will first try to resolve problems without formal hearings. When such efforts are not successful, individuals have available to them a formal process, outlined further in the University's Student Handbook (<http://catalog.qu.edu/handbooks/graduate/student-code-conduct-process/>) and in the University's Title IX Policy (p. 121). In all cases, the School of Law will protect the confidentiality of both the complainant and respondent so far as the described process permits.

Policies and Procedures for Students with Disabilities

Quinnipiac University is committed to providing equal educational opportunities and full participation for students with disabilities. Consistent with its responsibilities to comply with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Quinnipiac University provides reasonable accommodations to promote equal educational opportunity. Documentation from a licensed evaluator is required to substantiate the presence of a disability, defined by the ADA as "a physical or mental impairment that substantially limits one or more major life activities," and to establish the need for reasonable accommodations at Quinnipiac University.

Responsibilities of the student:

- Contact the associate dean of students at the time of enrollment so that appropriate accommodations can be made in a timely manner. The student is also responsible for reviewing the need for accommodation on a semester-by-semester basis with the associate dean of students.
- Provide to the associate dean of students appropriate medical, psychological, psychoeducational or neuropsychological documentation indicating the student's disability and suggested reasonable accommodations.
- Provide signed consent authorizing the associate dean of students or designee to discuss the student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional(s) providing the documentation.

- d. Meet the timelines and procedural requirements established by the School of Law for scheduling exams and requesting assistance. If the student with a disability fails to provide adequate notice of the need for space and/or assistance, the associate dean of students will attempt to provide the accommodation to the extent possible under the circumstances.

Student Conduct Code

(Revised to June 2001)

Quinnipiac University's Basic Policy and Student Code of Conduct are hereinafter incorporated by reference.

a. Student Discipline Committee

A standing committee shall be appointed by the dean at the beginning of each academic year. The membership of this committee shall be at least six faculty members and four students, the latter to be chosen by the Student Bar Association in any manner it deems suitable.

The committee chairperson shall appoint one or more members of the faculty, from the committee if possible, to serve as law school advocates and one or more faculty members to serve as defense counsel. For each complaint of a possible violation of this Student Conduct Code, the committee chairperson shall assign one faculty law school advocate and one student to serve as an advocate team. All student committee members are eligible to serve as members of an advocate team. The advocate team shall be responsible for investigating alleged offenses, for preparing and presenting the case against the accused at disciplinary hearings, and for conducting negotiations with the accused or accused's counsel, and shall have sole discretion to decide whether or not to bring charges and whether or not to enter into negotiations. In the event that the faculty and student members of the advocate team cannot agree on a course of conduct, the faculty member's decision shall govern.

Hearing panels consisting of one student and two faculty members selected by the chairperson shall hear and determine all cases. The committee chairperson shall select faculty members to serve on the hearing panel from the faculty in rotation, and shall select student members from the committee.

Any faculty member may serve as defense counsel, at the request of the accused student. Alternatively, the accused student may elect to be represented by a faculty member who serves as appointed defense counsel. Any faculty member representing an accused student, whether appointed or selected by the accused student, shall represent the accused student without fee and shall cooperate with retained outside defense counsel if the latter so requests.

b. Student Conduct Code: General Statement of Purpose

This code shall be construed liberally in accordance with its purpose, which is to promote the highest ethical standards.

Acts of a non-academic nature, whether undertaken within the law school, on university property or elsewhere may be subject to all applicable law school and university rules and sanctions. Thus, the institution of proceedings under this code shall not preclude the institution of proceedings by the university, and the institution of proceedings by the university shall not preclude the institution of proceedings under this code. When proceedings are instituted by both the law school and the university, neither shall be ousted from jurisdiction by either the institution of proceedings or by the result reached by the other.

Nothing in these rules or procedures shall limit the authority of the School of Law or Quinnipiac University to act administratively to

protect public safety and the educational mission of the School of Law or Quinnipiac University.

c. Violations

The following acts are prohibited. Any student found guilty of one or more such acts shall be subject to the sanctions authorized by this code.

A. Cheating on any examination or other law school assignment, as illustrated by, but not limited to:

1. The unauthorized giving or receiving of aid or assistance;
2. The unauthorized use of information;
3. The unauthorized submission of work which has already been submitted in satisfaction of other coursework;
4. The giving or obtaining of any unfair advantage.

B. Plagiarism on papers or other law school assignments, as illustrated by, but not limited to:

1. The knowing or reckless copying or paraphrasing without proper attribution of any material written by another;
2. The knowing or reckless submission as one's own of research assignment or papers, class work, or other projects which have been prepared in any part by another;
3. The knowing or reckless use of the exact language of another without identification as a direct quotation, by quotation marks or otherwise, even though the source is cited in the student's work;
4. Knowledge or recklessness may be inferred from the circumstances.

C. Any act which reflects adversely upon fitness to practice law. Relationship to fitness shall be construed in accordance with the American Bar Association Rules of Professional Conduct, and relevant case law.

D. Any attempt to commit any act prohibited by this code.

d. Procedures

A. When an alleged offense is brought to the attention of the committee, or any member thereof, neither the committee nor any of its members shall conduct any inquiry, but shall instead refer the matter to the advocate team for investigation, as soon as is feasible. The team members may investigate in any reasonable manner. When the investigation discloses insufficient evidence of a violation, the case shall be dismissed at this stage with no notation in the student's record.

B. As soon as is practical after receiving notice that the advocate team has chosen to charge the accused student, the chairperson of the committee shall advise the student in writing of the name of the accuser or accusers, and of the nature of the charges with sufficient particularity to enable the student to answer them. The chairperson shall give notice in the manner most likely to provide the student with prompt notice.

The notice shall require the student to file a written answer to the charges with the committee chairperson, admitting, denying, or admitting in part and denying in part the

charges. An answer should contain specific admissions or denials for each allegation of fact in the charge, and shall not contain only general denials. The chairperson shall specify in the notice a date on which the answer shall be due. An accused student shall have at least seven days from the issuance of the notice of charge in which to file an answer. The chairperson, upon request, may extend the time for filing an answer.

C. After the filing of the answer, the accused must prepare a written statement responding to every allegation which he or she has denied in the answer, and about which the accused has any information. The advocate team may enter this statement into evidence at a hearing. As soon as is practical after the filing of the statement, the advocate team and the accused shall each prepare and provide to each other a summary of the testimony of each witness, and copies or descriptions of any physical evidence. The accused and the advocate team shall correct or supplement any disclosure that either side learns to be false or incomplete. There shall be no process prior to the hearing for ruling on disputes relating to this disclosure process. The Hearing Panel may, however, treat a failure to disclose or to cooperate as a basis for excluding testimony or evidence, or for drawing adverse inferences.

D. As soon as is practical following the giving of notice of a pending charge, but no earlier than ten days thereafter, the committee chairperson shall schedule a hearing date. The chairperson shall provide the accused with notice of the date, place and time of the hearing. The hearing shall be completed no later than the end of the semester after the one in which the committee chairperson first receives the complaint, unless the accused student, or his or her representative, requests a continuance. The hearing shall be open or closed at the election of the accused student, subject to the need to maintain order. A student wishing a continuance, an open hearing, or both shall notify the committee in writing at least two days prior to the hearing date.

E. At the hearing the student shall have the following rights:

1. To be advised and represented by the appointed defense counsel, any other faculty member, or by any attorney or representative retained by the accused, including another student;
2. To confront and cross-examine, in person or through their representative, the accuser and all other witnesses;
3. To testify;
4. To summon and present witnesses and other evidence in their behalf;
5. The student whose case is to be heard by the hearing panel may bring to its attention any facts or circumstances that would or would appear to compromise the impartiality of a member of the panel. Any member of the panel who knows of such

circumstances, whether or not presented by the student, shall recuse himself. If a panel member declines to recuse himself upon request by the accused or another panel member, the dean of the law school shall make the final decision. Any recused member shall be replaced in the same manner as the member was originally appointed.

6. The accused student has no right to refuse to testify or give a statement pursuant to Section 4.C. unless the testimony or statement would incriminate him or her under state or federal law. If the accused refuses to testify or give a statement under this provision, the Hearing Panel may draw a negative inference from the refusal.

F. Any oral or documentary evidence may be received, but irrelevant, immaterial or unduly repetitious evidence may be excluded. The Hearing Panel will rule on evidentiary matters at the hearing. The panel shall give effect to privileges recognized by Connecticut law that do not conflict with the express provisions of this code. When a hearing will be expedited and the interests of the law school or of the student will not be prejudiced substantially, evidence may be received in written form of copies and excerpts if the original is not readily available. The panel may take notice of the records and written policies of the law school and of the university. The parties shall be informed of the matter the panel notices, and shall have an opportunity to contest the material so noticed.

G. Any negotiated settlement between the advocate team and the accused or accused's counsel shall be subject to approval by the Hearing Panel. The panel may not impose sanctions pursuant to an agreement of the parties in the absence of an admission of guilt by the accused.

H. After a contested hearing, the panel shall reach a decision regarding guilt or innocence, and sanction. The decision shall be upon a majority vote, based upon clear and convincing evidence, and communicated in writing to the student within 10 days after the decision is made.

I. If the decision is adverse to the student, the panel shall, within 20 days of mailing the decision, prepare a written summary of the evidence and its findings. A copy of the summary shall be mailed to the student.

J. The student may, within 10 days after receipt of the written summary, appeal to the dean who may affirm, reverse or remand the decision, or reduce the sanctions. The student must specify the basis of the appeal. No new evidence shall be presented on appeal. The dean shall specify in writing the reason for any reversal or reduction.

K. Any student who refuses to attend and testify at any hearing upon summons by either the panel or the student accused, shall be guilty of a violation of this code. No witness has a right to refuse to testify or give a statement unless the testimony or statement would incriminate him or her under state or federal law.

L. Prior to a finding or admission of guilt by a panel, all proceedings and accompanying information shall be confidential, except insofar as the student may elect a public hearing. Any breach of confidentiality shall be a violation of the code, and if by the accused, shall also operate as a waiver of any obligation of confidentiality on the part of others. After a finding or admission of guilt and the expiration of the appeal period, or of the affirmance of the decision by the dean, the disciplinary matter may become public information. In the event the panel finds that the student is not guilty, the panel and/or the committee chairperson may inform the complainant and any witnesses who testified at the hearing of the outcome of the matter.

M. If the case is dismissed at any stage prior to the imposition of a sanction, or the accused is found innocent, no record of the matter shall be placed in the student's file.

N. The committee may post a public notice of its disposition of any matter, so long as the information does not violate the confidentiality provision of Section 4.L.

e. Sanctions and Their Imposition

Sanctions which may be imposed by the Hearing Panel include, but are not limited to, one or more of the following which are set forth in descending order of severity:

A. Expulsion from the law school;

B. Suspension from the law school, or any course or courses, for one or more semesters, or for the balance of any semester.

C. A grade of "F" in any course to which the offense pertains;

D. Withdrawal of credit in a course;

E. Lowering of grade in any course to which the offense pertains;

F. A retake of an examination in a course, or the doing or repetition of any work less than the entire course in such a manner and subject to such conditions as the panel shall recommend;

G. Academic probation;

H. A written reprimand;

I. An oral admonition.

J. The committee may direct restitution in addition to or as an alternative to any of the foregoing.

K. In any matter when there is a conviction or an admission of guilt and the panel has imposed a sanction, such action shall be noted in the student's permanent file. After the imposition of a sanction, the notation thereof shall not be erased from the file as a result of the student's later successful completion of certain conditions.

L. In any matter where the dean reverses a conviction, the dean shall state whether or not the reversal has the effect

of a dismissal and results in the erasure of the matter from the student's permanent file.

f. Exclusions

Nothing in this code shall preclude:

A. The establishment and enforcement by the Law faculty, administration, librarian or individual instructor, of rules pertaining to the administration of exams, papers, or assignments, or the maintenance of classroom or library decorum;

B. The use of authority on the part of the instructor to do those things believed necessary to fulfill responsibilities in the classroom, including devices to promote effective class participation, to prevent disturbance of the classroom situation, and ensure punctual and regular class attendance.

STUDENT DISCIPLINE COMMITTEE

Under the Student Conduct Code, alleged violations are investigated by a team consisting of one faculty member and one student. If the team decides to bring charges, the matter is heard by a panel of two faculty members and one student, who are appointed in a rotation.

Each year, the dean appoints a committee of several faculty members, and the SBA designates at least four students to serve on the committee. Anyone having reason to believe that a student has violated the Student Conduct Code may bring the matter to the attention of the committee chair, who will assign the team to investigate the matter.

Appendix A

Complying with the New York State Bar's Heightened Experiential Requirement

The School of Law will certify that students taking the New York Bar Exam have satisfied Pathway 1 of 22 NYCRR Part 520.18(a), if they meet the following requirements:

- Completed and passed all required courses, including the four upper-level core courses; *and*
- Completed and received at least a C in LPR; *and*
- Received at least a C in each course in *one* of the following arrays of experiential courses:
 - Option A: [Total of 6 or 7 credits]
 - Introduction to Representing Clients; and
 - Either Negotiation or ADR; and
 - One of the following litigation-based simulation courses:
 - Trial Practice
 - Visual Persuasion and the Law; or
 - One of the following transactional simulation courses:
 - Commercial Transactions Workshop
 - Estate Planning and Drafting.
 - Option B: [Total 6 credits]
 - Civil Justice Clinic, for at least 4 credits; and
 - Either Negotiation or ADR.
 - Option C: [Total 7 or 8 credits]

- Any law clinic other than Civil Justice Clinic, or any externship for at least 3 credits; and
- Introduction to Representing Clients; and
- Either Negotiation or ADR.

- d. 120–180 minutes (2-3 hours) per credit
- e. More than 180 minutes (>3 hours) per credit

Appendix B

Compliance with ABA Standard 310

A. Classroom Courses

1. Notification in Syllabus

Every faculty member shall include in the syllabus, or other document distributed at the beginning of the course, for each classroom course taught the following language:

Standard 310 of the American Bar Association's Accreditation Standards requires that for each credit hour earned, a student must do an amount of work that reasonably approximates at least 50 minutes of classroom instruction per week and at least an average of 120 minutes of out-of-class work per week for 15 weeks. Out-of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation. The 15-week period includes one week for examinations.

In my judgment, based on the average length and difficulty of the reading assignments and the number and average difficulty of other course exercises and assignments, at least [credit hours x 2] or more hours of out-of-class work will be required on average per week to prepare adequately for class, complete all assignments, master the course material, and perform satisfactorily on all course assessments.

At the end of the course, students will be asked to indicate approximately how much out-of-class time they have spent per week per credit hour in this course, so please be mindful of this requirement as the course progresses.

2. Course Evaluation Form

The course evaluation form for every class will include the following question:

On average, how much out-of-class time did you spend per credit hour working on this course each week? Out of-class work includes class preparation, post-class review, outlining, time spent on written and other class assignments, meeting with study groups, meeting or otherwise communicating with the professor to discuss course-related topics, and exam preparation.

The question asks how much time you spent outside of class on this course each week, on average, **per credit hour**. So, for a **3-credit** course (e.g.), you should answer "1" if you spent **less than 3 hours per week**, on average, working on the course outside of class; "2" if you spent **3-6 hours per week**; "3" if you spent **about 6 hours per week**; "4" if you spent **6-9 hours per week**; or "5" if you spent **more than 9 hours per week**.

- a. Less than 60 minutes (<1 hour) per credit
- b. 60–120 minutes (1-2 hours) per credit
- c. About 120 minutes (2 hours) per credit

B. Clinical and Externship Courses

Credit for clinics and externships includes classroom and out-of-class work, with the exception of some advanced clinical courses. Hours will be computed for all classroom and out-of-class credits together, and will require an aggregate of not fewer than 45 hours per credit per semester. Classroom time for clinical courses will be determined as follows: For clinical courses with a one-credit seminar, not fewer than 12.5 hours will be scheduled as classroom seminar time for the semester, held on a periodic schedule; for clinical courses with a two-credit seminar, not less than 25 hours will be scheduled as classroom seminar time per semester, held on a weekly schedule. For any advanced clinical course without a seminar credit, students may be required to meet together with the faculty member periodically in a classroom setting, but there is no minimum classroom time.

The balance of the required hours will include the aggregate of all other obligations: case work, field work, supervision, preparation for class including reading assignments, written assignments, skill-building exercises, and administrative obligations. For all clinical courses, students will be required to perform case work and field work pursuant to a weekly schedule and to keep contemporaneous records of time spent on all tasks.

C. Journal Credits

Members of each law journal typically earn four credits for the substantive work they perform as members on the journal. The credits are earned over two years but are ordinarily awarded in the member's second year on the journal. The editors of the law journals and the law faculty have determined that the amount of time devoted to substantive journal work that is required to earn the journal credits is not less than 45 hours per credit, for a total of not less than 180 hours. Students can elect whether or not they wish to take some or all of the credits they have earned, but shall complete journal work of not less than 180 hours in order to satisfy their membership requirements.

The tasks performed by journal members include some or all of the following:

- a. **Cite-checking;**
- b. **Writing a student note**, intended to produce a final paper of publishable quality. In the process of writing a note, each student must identify an original topic, conduct research, write multiple drafts, and coordinate with the Journals Committee and student note editors;
- c. **Issue editing:** confirming student cite-check work, performing more substantial above-the-line edits, and working with authors to finalize papers; and
- d. **Student note editing.** These duties in the aggregate require not less than 180 hours of substantive work over the course of four semesters.

With the permission of the associate dean, who shall consult with the relevant editor-in-chief, students who have completed at least 45 hours of work in their first year of membership may elect to earn one of their journal credits in the spring semester of their first year of journal membership. Students are eligible to earn the balance of the journal credits in the second year of membership. Certification of hours of work:

Each academic year, the Editorial Board of each journal shall prepare a detailed estimate of the number of hours they reasonably believe that members and editors will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit. The Editorial Board of each journal may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a journal member wishes to elect to earn journal credits, the editor-in-chief shall certify to the registrar and to the Journals Committee that the student has performed journal work equal to at least 45 hours per credit. For the editor-in-chief of each journal, the Journals Committee shall certify to the registrar that the editor-in-chief has performed journal work equal to at least 45 hours per credit.

D. Moot Court Credits

Students typically earn three credits for their work with the Moot Court Society. The credits may be earned over two years but are ordinarily awarded in the second year in the Society. The officers of the Moot Court Society and the law faculty have determined that the amount of time devoted to substantive work that is required to earn the Moot Court credits is not less than 45 hours per credit.

Credit 1: Intramural Credit

Students earn one credit by participating in the Quinnipiac School of Law Terrence H. Benbow Moot Court intramural competition. This requires the student to submit a 12-18 page brief and to prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the first Moot Court credit.

Credit 2: External Competition Credit

Students earn one credit by participating in external competitions. Each participant must submit a 25- to 40 page brief and prepare and argue both sides of the case in front of a panel of judges. At least 45 hours of work are required to earn the second Moot Court credit.

Credit 3: Coaching Credit

Students earn one credit by coaching an extramural team. This work includes the following:

- a. learning the fact pattern and legal issues and precedents;
- b. preparing participants for oral argument;
- c. supervising competition preparation with outside judges; and
- d. attending at least two oral arguments at the competition. At least 45 hours of work are required to earn the third Moot Court credit.

Certification of hours of work:

Each academic year, the Moot Court Board shall prepare a detailed estimate of the number of hours they reasonably believe that society members will have to perform in order to complete assignments, for the purpose of assuring that all students will be required to perform at least 45 hours of substantive work per credit earned. The board may require members to track their time spent in whatever way deemed appropriate, such as by time sheets or other means.

For any semester in which a society member wishes to elect to earn Moot Court credits, the president shall certify to the registrar and to the faculty adviser of the society that the student has performed substantive moot court work equal to at least 45 hours per credit. For the Moot Court Society president, the faculty adviser shall certify to the registrar that the

president has performed substantive society work equal to at least 45 hours per credit.

E. Independent Research

To earn credit for Independent Research, a student must write a paper that is 20 or more pages in length, exclusive of footnotes, per credit earned. In order to produce a final work product that satisfies this requirement, a student must consult with a faculty member on the choice of topic, research the appropriateness of the topic, prepare an initial outline, complete research for the paper, write drafts of the paper, and edit the writing in consultation with the faculty supervisor. It is the judgment of the faculty that this process will require at least 45 hours per credit earned.

FRANK H. NETTER MD SCHOOL OF MEDICINE

The Frank H. Netter MD School of Medicine has been designed to be a model for educating diverse, patient-centered physicians who are partners and leaders in an interprofessional workforce responsive to healthcare needs in the communities they serve. Students from diverse backgrounds attain their highest personal and professional potential in a collaborative student-centered environment that fosters the university's commitment to academic excellence, scholarship, lifelong learning, respect and inclusivity. Accordingly, the school values:

- excellence in education that places the student at the center of the learning experience, and nurtures the student's independence as a lifelong learner
- diversity and inclusiveness in all students, faculty and staff
- a learning environment that promotes the provision of holistic, patient-centered care
- interprofessional education and service-learning experiences to promote teamwork in the care of patients
- clinical partners who support and promote the school's vision, mission and values
- social justice and the education of physicians to address healthcare inequalities
- partnerships within our community that provide students with learning and service opportunities to improve the health of the community
- advancement and support of primary care education and health services research through the school's Institute for Primary Care
- advancement of global health through the school's Institute for Global Public Health by promoting community medicine, public health and international partnerships
- advancement of rehabilitation medicine, through the school's Institute for Rehabilitation Medicine by promoting interprofessional care, services and research programs especially for wounded military personnel

Right to Modify

This Catalog is intended to serve as a convenient reference source for students. It is not guaranteed to be free from errors. Moreover, the programs, policies and courses described here are subject to continual review and reevaluation and may be changed at any time without prior notice. The School of Medicine reserves the right to modify the academic requirements, admission requirements and program of study; to change the arrangement and content of courses, the instructional material and the tuition and fees; to alter any regulation affecting students; to refuse readmission at any time; or to dismiss any student at any time, should it appear to be in the best interest of the school or student to do so. The School of Medicine also reserves the right to change the semester schedule and examination times and locations. Nothing in this Catalog should be regarded as setting terms of a contract between a student or prospective student and Quinnipiac University or its School of Medicine.

Educational Program Objectives

Care of Individual Patients (CIP)

CIP 1. Gather accurate comprehensive and focused medical histories from patients and families using patient-centered interviewing skills.

CIP 2. Correctly perform comprehensive and focused physical examinations relevant to common chief concerns.

CIP 3. Interpret common laboratory data, imaging studies and other tests in the course of routine practice.

CIP 4. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, using up-to-date scientific information, evidence-based reasoning, and clinical judgment.

CIP 5. Develop a differential diagnosis, a problem list, and carry out a patient management plan using problem-solving and critical-thinking skills.

CIP 6. Review, interpret and create electronic health records for optimal patient care.

CIP 7. Demonstrate proficiency with common medical, diagnostic and surgical procedures.

CIP 8. Educate patients and their families on health promotion, disease prevention and management strategies to empower them to participate in their care and enable shared decision-making.

CIP 9. Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.

CIP 10. Adapt patient care approaches to remote forms of care provision through telemedicine and telehealth.

Knowledge for Practice (KP)

KP 1. Apply established and emerging anatomical, biological, pathological and pathophysiological scientific concepts fundamental to health care for patients and populations.

KP 2. Discuss the fundamentals of human development and behavior throughout the lifespan, including embryology and end-of-life.

KP 3. Recognize the biological, cultural, societal and economic aspects of human nutrition in health and disease.

KP 4. Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care at the global, national, community, family and individual levels.

KP 5. Apply established and emerging principles of diagnostic imaging and laboratory testing to clinical problem-solving and evidence-based patient care.

KP 6. Develop a clinical question so as to effectively and efficiently gather, appraise and interpret medical evidence to apply new knowledge at the point of care.

KP 7. Apply biostatistical and critical analytical skills to interpret relevant literature.

KP 8. Explain the principles and comparative benefits of pharmacological and non-pharmacological therapeutics.

KP 9. Apply principles of epidemiological sciences and public health to the identification of health problems, risk factors, treatment strategies, resources and disease prevention/health promotion efforts for patients and populations.

KP 10. Explain and apply the principles of infection control, including but not limited to: transmission-based precautions, screening and appropriate use of personal protective equipment (PPE).

Interpersonal and Communication Skills (ICS)

ICS 1. Communicate effectively and respectfully with patients, families and the public across a broad range of socioeconomic and cultural backgrounds.

ICS 2. Communicate effectively and respectfully with colleagues within one's profession or specialty, other health professionals and health related agencies.

ICS 3. Accurately communicate patient data with other health professionals through complete, timely and organized medical records and presentations.

ICS 4. Demonstrate sensitivity, honesty and compassion in communicating medical information to patients including diagnosis, prognosis, diagnostic and therapeutic plans, ambiguity and uncertainty, and cost of care, adapting delivery to individual patients needs and literacy level.

ICS 5. Demonstrate sensitivity, honesty and compassion in difficult conversations, including those about adverse events, bad news, end of life, death, disclosure of errors and other sensitive topics, adapting delivery to individual patients needs and literacy level.

Professionalism (PROF)

PROF 1. Demonstrate compassion, honesty, integrity and respect in all interactions with patients.

PROF 2. Apply ethical principles with reference to end-of-life care, confidentiality, informed consent, conflicts of interest, disclosure of errors – in compliance with relevant laws, policies and regulations.

PROF 3. Identify patient-specific contexts and preferences including but not limited to diversity in gender, race, culture, language, age, sexual orientation, religious beliefs or ability – to implement equitable care for all patients.

PROF 4. Represent the ideals of altruism, justice and patient advocacy.

PROF 5. Demonstrate accountability to society and the profession.

Interprofessional Collaboration (IPC)

IPC 1. Identify the roles, responsibilities, training and skills of other health professionals relative to the health care needs of patients and populations.

IPC 2. Work with other health professionals, establishing and maintaining a climate of mutual respect, dignity, diversity, ethical integrity and trust to learn and take care of patients.

IPC 3. Communicate and collaborate with other health professionals in a responsive and responsible manner within a team-based care model.

Adaptive Learning and Scholarship (ALS)

ALS 1. Identify strengths, deficiencies and limits in one's knowledge, skills and/or attitudes.

ALS 2. Set specific, measurable, attainable, realistic and timely goals to plan for learning.

ALS 3. Select, engage in, and complete learning activities that address one's limits in knowledge, skills and/or attitudes.

ALS 4. Reflect upon learning progress using informed self-assessment and external feedback, and appropriately adjust learning strategies.

ALS 5. Design, implement and complete a scholarly project that is framed by and fulfills Glassick's six criteria for scholarship: clear goals, adequate preparation, appropriate methods, meaningful results, effective presentation and reflective critique.

Personal and Professional Development (PPD)

PPD 1. Use and cultivate self-awareness of knowledge, skills and emotional limitations to engage in appropriate and timely development-seeking behaviors.

PPD 2. Engage and build rapport with fellow learners, teachers and patients in physical and online learning contexts and settings.

PPD 3. Identify and maintain balance between personal and professional responsibilities.

PPD 4. Develop and demonstrate healthy coping mechanisms to respond to short-term and long-term forms of stress.

PPD 5. Practice flexibility and maturity in adjusting to change, ambiguity and uncertainty with the capacity to alter one's behavior.

PPD 6. Recognize, acknowledge and reach out if experiencing symptoms of burnout in one's self or colleagues, and demonstrate healthy coping mechanisms related to personal and patient care responsibilities.

PPD 7. Demonstrate self-confidence and ownership, in the context of ongoing responsibility, that puts patients, families and members of the healthcare team at ease.

Practice-Based Learning and Improvement (PBLI)

PBLI 1. Set learning and improvement goals.

PBLI 2. Implement continuous quality improvement practices at the individual and system level.

PBLI 3. Locate, appraise and assimilate current best evidence from scientific studies related to patients' health problems.

PBLI 4. Employ practice guidelines, clinical pathways information and value-based care principles to improve the care of individual patients and populations.

Systems-Based Practice (SBP)

SBP 1. Apply health system science to practice decisions, including political, economic, technological, value-based perspectives.

SBP 2. Incorporate cost awareness and risk-benefit analysis in decision-making about patient and/or population-based care.

SBP 3. Incorporate transferable skills and work effectively in various health care delivery settings and systems.

SBP 4. Perform administrative and practice management responsibilities to ensure ongoing quality control of practice.

SBP 5. Advocate for quality patient care, health equality and optimal patient care systems, and engage in efforts to reduce health disparities and address social determinants of health.

SBP 6. Participate in identifying system errors and consider potential systems solutions.

Community Partnership and Civic Responsibility (CPCR)

CPCR 1. Identify the resources and barriers to health of the local and regional community, and advocate for all vulnerable and marginalized populations within those communities.

CPCR 2. Apply principles of strategic partnership development from a stance of intellectual and cultural humility to understand the local and regional community.

CPCR 3. Actively engage the local and regional community by meeting (and ideally exceeding) formal graduation requirements for community service.

Candidates must have a bachelor's degree from a regionally accredited college or university, or an international equivalent degree. Permanent residents or Green Card applicants may apply. Deferred Action for Childhood Arrivals (DACA) students should contact the Admissions Office directly. We do not accept transfer students for entrance into any year.

Upper-level courses and AP credit may be used to satisfy basic requirements when applicable. Online courses of prerequisites will be considered on a case-by-case basis.

Applicants must complete a minimum equivalent of 32 semester/trimester/quarter hours of the prerequisites in biology, chemistry and physics from an accredited college or university in the United States or Canada. Coursework recommended, but not required, includes natural sciences, human physiology, genetics and cell biology, psychology, sociology, ethics, health policy, foreign language, humanities, communications or computer literacy.

- General Biology - 2 semesters/trimesters/quarters (with labs)
- General Chemistry - 2 semesters/trimesters/quarters (with labs)
- Organic Chemistry - 1 semester/trimester/quarter (with lab)
- Biochemistry - 1 semester/trimester/quarter
- General Physics - 2 semesters/trimesters/quarters
- College English/Writing Intensive - 2 semesters/trimesters/quarters
- College Math or Statistics - 2 semesters/trimesters/quarters (college algebra or above)

View detailed information about the Frank H. Netter MD School of Medicine Admission Policy (p. 652).

Vision

The Frank H. Netter MD School of Medicine will be a vibrant healthcare community that educates and nurtures diverse, compassionate physicians who promote wellness and patient-centered care for all members of society.

Mission

The Frank H. Netter MD School of Medicine is dedicated to educating current and future physicians to serve our community, as well as our profession. We accomplish this goal in a student-centered, collaborative environment that values compassionate care, integrity and inclusivity, academic excellence and scholarship, adaptability and social responsibility.

Values

- a. **Primary Care Education:** providing education focused on partnering with patients to promote health as well as first-line care and chronic disease management.
- b. **Personal and Professional Integrity:** achieving our highest potential as humans and healers by consistently acting with honesty and in accordance with strong moral values.
- c. **Academic Excellence:** creating a stimulating, student-centered environment that supports both learners and faculty to excel in their scholastic activities.
- d. **Inclusiveness and Diversity:** reflected in our students, faculty and staff and their respect of all people.
- e. **Compassion and Patient-Centeredness:** putting the patient at the center of the healthcare experience.
- f. **Social Justice:** seeking to address healthcare inequalities both locally and globally and provide all patients with equal access to care.
- g. **Scholarship:** advancing the field of medicine by promoting discovery, application, integration and dissemination of knowledge throughout one's career.
- h. **Interprofessional Collaboration:** promoting teamwork between disciplines and across institutions to deliver high-quality care.
 - i. **Community Partnership:** developing learning and service opportunities that improve the health of our community.
 - j. **Social Responsibility:** advocating to improve the broader determinants of health in the setting of finite resources.

Commitment to Diversity

The Frank H. Netter MD School of Medicine at Quinnipiac University is committed to providing an academic and work environment that respects the contributions, talent, and diverse experiences of all of our students, faculty, and staff. Our mission and core values include a commitment to diversity, collaboration, inclusivity, and mutual respect. We understand that excellence in medical education, scholarship, and the provision of clinical care is best achieved through promoting diversity in its broadest definition and maintaining an academic and work environment free of discrimination. We pledge to build and sustain a learning community where diversity is celebrated, and to foster access to medical education for learners from all segments of society. We consider inclusivity to be a responsibility of everyone in our learning environment.

Academic Calendar

Frank H. Netter MD School of Medicine Class of 2026 Y1 Calendar Academic Year 2022–23*

August 1–5	Monday– Friday	Orientation
August 8	Monday	Classes Begin
September 5	Monday	Labor Day – University closed
October 5	Wednesday	Yom Kippur – University closed

November 21–25	Saturday– Sunday	Thanksgiving Break
November 28	Monday	Classes Resume
December 17–January 2	Saturday– Monday	Winter Break
January 3	Tuesday	Classes Resume
January 16	Monday	Martin Luther King Jr. Day – University closed
March 13–17	Monday– Friday	Spring Break
April 7	Friday	Good Friday – University closed
May 27	Saturday	Break Begins

Class of 2025 Y2 Calendar Academic Year 2022–23*

August 8	Monday	Classes Begin
September 5	Monday	Labor Day – University closed
October 5	Wednesday	Yom Kippur – University closed
November 21–25	Saturday– Sunday	Thanksgiving Break
November 28	Monday	Classes Resume
December 17–January 2	Saturday– Monday	Winter Break
January 3	Tuesday	Classes Resume
January 16	Monday	Martin Luther King Jr. Day – University closed
March 31	Friday	Final Block Exam

Class of 2024 Year 3 Academic Year 2022–23*

April 25–June 3	Monday– Friday	Step 1
June 6–June 10	Monday– Friday	Orientation
June 13–July 17	Monday– Sunday	Block 1
July 18– August 21	Monday– Sunday	Block 2
August 22– September 25	Monday– Sunday	Block 3
September 26–October 28	Monday– Friday	Block 4
October 31– November 11	Monday– Friday	Exam Block LMC I
November 14– December 23	Monday– Friday	Block 5 (Thanksgiving, November 21–27)
December 24–January 2	Saturday– Monday	Break
January 3– February 5	Tuesday– Sunday	Block 6
February 6– March 12	Monday– Sunday	Block 7
March 13– April 14	Monday– Friday	Block 8

April 17–April 28	Monday– Friday	LMC II Exam Period
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Class of 2023 Y4 Academic Year 2022–23*

May 9–May 13	Monday– Friday	M4 Orientation
May 15– June 10	Monday– Sunday	Block 1
June 13–July 8	Monday– Sunday	Block 2
July 11– August 5	Monday– Sunday	Block 3
August 8– September 2	Monday– Sunday	Block 4
September 5– September 30	Monday– Sunday	Block 5 (Block begins on September 6 due to Labor Day)
October 3– October 28	Monday– Sunday	Block 6
October 31– November 25	Monday– Sunday	Block 7
November 28– December 23	Monday– Sunday	Block 8
December 26– January 20	Monday– Sunday	Block 9
January 23– February 17	Monday– Sunday	Block 10
February 20– March 17	Tuesday– Sunday	Block 11
March 20– April 14	Monday– Sunday	Block 12
April 17–May 12	Monday– Sunday	Block 13
May 12	Friday	Commencement

*Calendars are subject to change

Master of Medical Sciences

The Master of Medical Sciences degree acknowledges the accomplishments of students who have successfully completed the first two years of the MD program, but are unable to complete the full program. Students are eligible to apply after withdrawing from the MD program and may do so within 3 years of successful completion of the first two years of the MD program. Students are not eligible to apply directly into the Master of Medical Sciences program.

Medical Doctor

The curriculum at the Frank H. Netter MD School of Medicine prepares students to become highly qualified, compassionate and culturally sensitive doctors. No matter which medical specialty is chosen, our students learn to view your patients through the lens of a holistic physician—always with an emphasis on patient-centered care.

Throughout their four years of medical school, students work closely with faculty mentors, career advisers and clinical faculty physicians in

various medical settings. They offer assistance when choosing courses, help plan the required and elective fourth-year clerkships, and identify residency programs that align to your interests and career goals. You will learn evidence-based medicine through the integration of basic science concepts in Foundations of Medicine (FOM) and rigorous clinical training through Clinical Arts and Sciences (CAS). To reinforce critical thinking skills and self-directed learning, you will also complete a project under the guidance of a mentor in the Scholarly Reflection and Concentration/Capstone course (SRCC).

For your clinical experiences during the third and fourth year, the school has affiliations with several community hospitals in urban, suburban and rural settings. Our principal hospital affiliates are St. Vincent's Medical Center in Bridgeport, Connecticut, and St. Francis Hospital in Hartford, Connecticut. You will experience a variety of clinical work placements that help you decide on your future specialty and practice setting.

The medical school is located on the interprofessional North Haven Campus with the schools of health sciences, nursing and law. This creates a collaborative learning environment for students pursuing degrees in a multitude of healthcare professions, including physical therapy, occupational therapy and physician assistant. Our state-of-the-art facilities include an operating suite with high-fidelity simulation rooms that function as patient simulators and labs with the latest imaging equipment. Our facility includes 16 patient rooms where students practice examining simulated patients.

Medical Doctor Program of Study

The four years of the medical curriculum comprise two years of pre-clerkship foundational instruction and two years of clinical clerkships. Our curriculum is linked to our Netter Educational Program Objectives, which fit into nine categories: Care of Individual Patients, Knowledge and Scholarship, Inter-professional Collaboration, Interpersonal and Communication Skills, Professionalism, Practice-Based Learning and Improvement, Systems-Based Practice, Citizenship and Service, and Concentrated and Independent Learning.

During the first two years, the curriculum consists of three integrated courses: Foundations of Medicine (FOM), Clinical Arts and Sciences (CAS) and the Scholarly Reflection and Concentration/Capstone course (SRCC). During the clerkship years, students clinical learning is organized around the six ACGME Competencies: Medical Knowledge, Patient Care, Interpersonal and Communication Skills, Professionalism, Practice Based Learning and Improvement and Systems Based Practice.

For a visual depiction of the curriculum, see this Curriculum Map (<https://www.qu.edu/4a0fb2/globalassets/global/media/qu/documents/academics/school-of-medicine/netter-curriculum-map.pdf>).

Pre-Clerkship Years

Year 1

MED 811 - Foundations of Medicine I

Course Goal: The goal of Foundations of Medicine (FOM) I is for medical students to achieve foundational knowledge in the basic medical sciences, with an emphasis on gaining a detailed understanding of common and representative illnesses. By the end of year one, students are knowledgeable in human biology and the impact that psychological, social, cultural and economic forces have on human health. They are able to discuss the epidemiology and prevention of major medical conditions. Knowledge gained in FOM I will be revisited and expanded the following year in FOM II.

The course is divided into foundational and organ system blocks with horizontal and vertical integration across the blocks and with the other courses. The School of Medicine's longitudinal themes of pharmacology, nutrition, behavioral and social sciences, biomedical ethics and epidemiology also are integrated throughout the curriculum as they relate to specific organs and diseases throughout each block.

The course is taught through a variety of teaching methods including lectures and small group events that employ case-based learning activities. Dissection-based anatomy is integrated across all of the organ system blocks in the first year.

MED 812 - Clinical Arts and Science I

Clinical Arts and Sciences (CAS) I is an innovative introduction to clinical medicine course that aims to teach foundational clinical skills in a safe, collaborative environment incorporating experiential learning in both simulated and real clinical settings. CAS has two sections providing up to 6-8 hours of curricular activity each week.

Foundations of Clinical Care (FCC): This section is dedicated to teaching clinical skills, predominantly in a small group setting of eight students and two experienced physicians. Students learn patient-centered interviewing, history taking, communication and physical examination. Medical documentation and oral presentations are emphasized throughout the academic year. Clinical reasoning and advanced communication skills are introduced in semester two. Basic procedural skills training, telemedicine training, and interprofessional activities centered around ultrasound training also provide significant experiential learning opportunities.

Simulated practice with standardized patients (SPs) is one of the predominant features of this section of the course. Student knowledge of clinical skills is assessed via formative objective structured clinical examinations (OSCEs) on a monthly basis and with a summative OSCE at the end of the academic year. Faculty complete a summative evaluation of student performance each semester. The course also encourages learners' understanding of professionalism and professional identity formation with self-assessments such as video review and goal setting opportunities, in addition to peer feedback and feedback from the SPs and faculty.

Medical Student Home (MeSH): This section pairs a medical student with a practicing community physician with the purpose of providing each medical student with a supervised environment to practice the foundational clinical skills learned in FCC. Students spend one afternoon a week, 4 hours at a time, in the physician's office-based practice. Physicians directly observe students interview and examine patients. Physicians provide formative feedback through a workplace-based assessment program. A summative faculty evaluation of students is also completed.

MED 813 - Scholarly Reflection & Concentration Capstone I

Course Goal: Scholarly Reflection and Concentration/Capstone (SRCC) is a four-year course focused on seven core domains: Evaluating Information Sources, Critical Appraisal of Literature, Interacting with and Interpreting Data, Self-Reflection, Personalized Curriculum, Responsible Research Practice, and Scholarship.

SRCC allows learners to personalize their curriculum and prepare for scholarly endeavors during residency and future practice. They self-design and execute a capstone project in an area they are passionate about. Learners use narrative medicine and mentoring to develop

personally and professionally. They gain both conceptual understanding and practical skills in research methods, epidemiology, medical informatics, biostatistics, evaluating information sources, and critical appraisal of medical literature. The information presented in this course is integrated whenever possible with material in the Foundations of Medicine and the Clinical Arts and Sciences courses, to enable learners to apply biostatistics, epidemiology, and medical informatics to community and public health, medical literature interpretation, and clinical decision-making.

Year 2

MED 821 - Foundations of Medicine II

Course Goal: Building on the foundation provided by the FOM I curriculum, the goal of FOM II is for medical students to attain essential knowledge and skills related to the pathophysiology and epidemiology of diseases. In addition, students develop a broad understanding of treatment paradigms for common medical disorders. The longitudinal themes of behavioral and social sciences, biomedical ethics, epidemiology, pharmacology and nutrition are interwoven into curricular content in FOM II.

Problem Based Learning (PBL) is a major instructional component in FOM II and integrates active and self-directed learning with the development of clinical reasoning skills in the assessment of patient symptoms, signs and laboratory findings. Collaborative and professional participation in this activity are essential components of PBL.

MED 822 - Clinical Arts and Science II

Clinical Arts and Sciences (CAS) II is an innovative introduction to clinical medicine course that aims to teach foundational clinical skills in a safe, collaborative environment incorporating experiential learning in both simulated and real clinical settings. CAS has two sections providing up to 6-8 hours of curricular activity each week.

Foundations of Clinical Care (FCC): This section is dedicated to teaching clinical skills, predominantly in a small group setting of eight students and two experienced physicians. Students build upon the skills they learned in CAS I. Clinical reasoning becomes a central component of the course in year two, with monthly instructional sessions that are well integrated with the foundational topics being covered in the FOM course. Sessions are also dedicated to advanced physical examination techniques as well as advanced communication skills such as delivering unwelcome news and sharing medical information. Medical documentation and oral presentations continue to be emphasized throughout the academic year with a focus on assessment and plan in CAS II. Basic procedural skills training, telemedicine and interprofessional activities centered around ultrasound training also provide significant experiential learning opportunities.

Simulated practice with standardized patients (SPs) is one of the predominant features of this section of the course. Student knowledge of clinical skills is assessed via formative objective structured clinical examinations (OSCEs) on a monthly basis and with a summative OSCE at the end of the academic year. Faculty complete a summative evaluation of student performance each semester. The course also encourages learners' understanding of professionalism and professional identity formation with self-assessments such as video review and goal setting opportunities, in addition to peer feedback and feedback from the SPs and faculty.

Medical Student Home (MeSH): This section pairs a medical student with a practicing community physician with the purpose of providing each medical student with a supervised environment to practice the foundational clinical skills learned in FCC. Students spend one afternoon a week, 4 hours at a time, in the physician's office-based practice. Physicians directly observe students interview and examine patients. Physicians provide formative feedback through a workplace-based assessment program. A summative faculty evaluation of students is also completed.

MED 823 - Scholarly Reflection & Concentration Capstone II

Course Goal: Scholarly Reflection and Concentration/Capstone (SRCC) is a four-year course focused on seven core domains: Evaluating Information Sources, Critical Appraisal of Literature, Interacting with and Interpreting Data, Self-Reflection, Personalized Curriculum, Responsible Research Practice, and Scholarship.

SRCC allows learners to personalize their curriculum and prepare for scholarly endeavors during residency and future practice. They self-design and execute a capstone project in an area they are passionate about. Learners use narrative medicine and mentoring to develop personally and professionally. They gain both conceptual understanding and practical skills in research methods, epidemiology, medical informatics, biostatistics, evaluating information sources, and critical appraisal of medical literature. The information presented in this course is integrated whenever possible with material in the Foundations of Medicine and the Clinical Arts and Sciences courses, to enable learners to apply biostatistics, epidemiology, and medical informatics to community and public health, medical literature interpretation, and clinical decision-making

Clerkship Years

Year 3

In July 2020, the Netter School changed its clerkship model for third-year students to a LMC. Most of the student will participate in this model; a select group of students will have the option to participate in a longitudinal integrated clerkship in Maine (see MED 837).

MED 839 - Longitudinal Multi-specialty Clerkship (LMC)

The LMC is designed to ensure a robust, flexible learning experience by combining core specialties into "clinical clusters" with shared academic half days. There is also an integrated block, where students get additional clinical experiences in each core specialty as well as exposure to areas such as radiology, anesthesiology, neurology, outpatient medicine and other subspecialty electives. Students also have dedicated time for their Capstone scholarly project in this block. The LMC model includes a longitudinal curriculum of didactics that covers the core content for each specialty along with cross-cutting curricula in narrative medicine, clinical reasoning and health systems science, including health equity.

The third year comprises in-depth clinical experiences in six core specialties: primary care, internal medicine, pediatrics, psychiatry, obstetrics and gynecology, and general surgery. Students receive training in both ambulatory and inpatient settings where they learn through direct patient care as well as teaching attending rounds, lectures and case discussions. Our principal hospital affiliates are St. Vincent's Medical Center in Bridgeport, Connecticut, Waterbury Hospital and Connecticut Children's and St. Francis Hospital in Hartford, Connecticut. We also have affiliations with several community hospitals and numerous outpatient practices in urban, suburban and rural settings. The variety of clinical settings enables students to see a broad range of patient presentations

and determine where they envision practicing in their residency and beyond.

Assessment of students includes clinical evaluations, direct observation with feedback, teaching attending evaluations, national board exams, self-assessments, Objective Structured Clinical Exams, and additional specialty-specific assessments. Students receive regular feedback throughout each clinical cluster and take practice board exams. Students receive two weeks of dedicated study time at the end of each cluster to prepare for the specialty specific national exams. All students will take USMLE® Step 1 before starting their fourth year clinical rotations.

Cluster A

Internal Medicine/Primary Care/Surgery/Integrated Block

5 weeks each

Cluster B

Ob-Gyn/Pediatrics/Psychiatry/Integrated Block

5 weeks each

MED 837 - Longitudinal Integrated Clerkship

The Maine Longitudinal Integrated Clerkship is designed for students who are committed to the care of rural communities. A select group of third-year medical students complete an innovative curriculum of integrated clinical experiences that are designed to treat the whole patient and family across a continuum of care. They work at Northern Maine Medical Center, a modern, fully accredited, 49-bed hospital offering complete obstetric, surgical, pediatric and general medical services. It also provides a state-of-the-art, six-bed intensive care unit for critically ill patients and offers the only child, adolescent and adult inpatient psychiatric units in northern Maine. The center belongs to the 15,000 people in the hospital's service area, the Upper St. John Valley and neighboring communities.

The flexibility and personalized nature of the Maine rural program enables students to tailor their learning. Building on a strong, mentoring foundation of faculty-to-student relationships makes it possible to create a customized patient care experience. Each week, the students have four days of structured and comprehensive educational content in various clinical formats that will address each of the six core clerkships: primary care, inpatient medicine, pediatrics, psychiatry, obstetrics and gynecology, and general surgery. They will also have a half day of didactics and a half day of open space for scholarship or personal needs, and regular clinical exposure in the emergency room setting.

Year 4

Students will complete a four-week required selective in emergency medicine or critical care, a sub-internship and electives. Students will also complete and present their Capstone project and take the USMLE® Step 2 Clinical Knowledge examination. There is ample time to meet with career advisers and work on residency applications and interviews during this year. At the end of the year, there is an optional residency prep course to ensure readiness for intern year.

MED 841 - Emergency Medicine

By the end of the four-week Emergency Medicine clerkship, students should be able to gather information, formulate differential diagnoses, and propose evidence-based management for patients with common presentations in an Emergency Room setting. They will learn to recognize emergent medical conditions and initiate stabilization plan as

well as demonstrate proficiency with basic procedural skills. Students will demonstrate knowledge in managing the following conditions: chest pain, shortness of breath/respiratory distress, abdominal/GI emergencies, fever/infections/sepsis, endocrine/electrolyte emergencies, altered mental status, trauma, intoxication, psychosis/agitation, stroke/TIA, critical patients requiring ACLS, and pediatric acute concerns.

MED 842 - Critical Care

By the end of the four-week Critical Care clerkship, student should be able to gather information, formulate differential diagnoses, and propose evidence-based management for patients with common presentations in an intensive care setting. Students will learn to provide direct care to patients with critical illness and injury, including life threatening multi-system organ failure. By the end of this rotation, students should demonstrate knowledge in managing the following conditions: shock, acute respiratory failure, acute renal failure, acute GI hemorrhage, diabetic ketoacidosis/hyperosmolar hyperglycemic state, strokes/seizures, sepsis, healthcare associated infections, and end of life care/delirium. They will also learn the skills of resuscitation, laryngoscopy and intubation techniques, ventilator management and basic bedside procedures.

MED 844 - Internal Medicine Sub I

In the four-week Internal Medicine Sub-Internship, students will provide autonomous patient care to hospitalized patients to develop competence and readiness for clinical practice as an intern. Students will be an integral part of the team and will actively participate in care transitions for patients including admission, transfer between services, sign-outs between various teams, and discharge from the hospital, as well as cross-coverage roles. At the end of the Internal Medicine Sub-Internship clerkship, each student should be able to gather information, formulate differential diagnoses, and propose evidence-based management for patients with common conditions in an inpatient care setting, including but not limited to the following: atrial fibrillation, COPD/asthma exacerbation, acute/chronic/end stage renal disease, electrolyte disorders, community acquired pneumonia, GI bleed, stroke, and alcohol withdrawal.

MED 845 - Pediatric Sub I

The Pediatric Sub-Internship is a four-week inpatient experience that serves as a bridge between the Pediatric Clerkship and Pediatric Residency. During this rotation, students will learn to take a history in a more targeted manner than in third year, organize their work, formulate a differential diagnosis and a therapeutic plan and implement it while engaging in self-directed learning. By the end of the sub-internship, students should be able to describe the epidemiology, pathophysiology, clinical findings, diagnostic evaluation and management of common pediatric conditions that require hospitalization including but not limited to: surgery-requiring conditions, respiratory distress, gastrointestinal illnesses, dermatological disease, endocrinological emergencies, electrolyte imbalance, sepsis/fever, and central nervous system disorders.

MED 846 - Surgery Sub I

The Surgery Sub-Internship is a four-week inpatient based experience to develop the skills required to diagnose and begin to manage surgical conditions as a surgical intern. The primary focus of the Surgery Sub-I is to foster student development through direct patient care, on the fly learning, exposure to increased complexity of patient conditions, and independent study. Students will formulate comprehensive assessments,

diagnostic and therapeutic plans for common acute and chronic surgical conditions, demonstrate the ability to perform common and necessary surgical skills and work collaboratively to coordinate surgical patient care in a variety of health care delivery settings. The final grade for the rotation will be assigned by the clerkship director using the clinical assessment summary provided by the site director and in consultation with the supervising attending physicians.

MED 847 - Family Medicine Sub I

The Family Medicine Sub-Internship is a four-week long primarily in-patient experience, blended with a few half days of out-patient experience, to develop competence and readiness for clinical practice as a family medicine resident. Students actively participate in care transitions for hospitalized patients including admission, transfer between services, sign-outs between various teams, and discharge from the hospital, as well as cross-coverage roles. Students are expected to provide high-value, evidence-based care for patients with common family medicine conditions including but not limited to: abdominal pain, acute kidney injury, chest pain, congestive heart failure, diabetes mellitus, electrolyte imbalance, hypertension, sepsis, shortness of breath and urinary tract infections.

MED 861 - OB-GYN Sub I

The Obstetrics & Gynecology Sub-Internship is a four-week experience either on the Maternal Fetal Medicine (MFM) or the Gynecology Oncology service. Students will work in both inpatient and outpatient settings and participate as an integral member of the team. Students on the MFM service will learn about the care of high-risk ob-gyn patient conditions including but not limited to: gestational diabetes mellitus, fetal macrosomia, premature rupture of membranes, critical care in pregnancy, multifetal gestation, fetal aneuploidy and prenatal diagnosis of genetic disorders as well as learn ultrasound in pregnancy. Students on the Gynecology Oncology rotation will learn about the care of patients with gynecology malignancies including symptoms, presentation, and diagnosis; treatment and outcomes, including pelvic surgery, radiation and chemotherapy; and post-operative, inpatient, and outpatient management. Students will improve their basic procedural and surgical skills during this rotation to prepare them for internship.

MED 862 - Psychiatry Sub I

The Psychiatry Sub-Internship is a four-week experience designed to give medical students an opportunity to integrate their academic knowledge and clinical experience into practice on both the adult and child/adolescent inpatient units. The goal is to provide future physicians the opportunity to treat a variety of patients with a diverse range of mental illness to develop competence in diagnosing and treating mental illness across the spectrum. By the end of this sub-internship, students will be able to develop an empathic doctor-patient relationship, conduct a clinical interview and perform a complete mental status exam, apply basic science knowledge of neurobiology and psychosocial experiences in the pathogenesis and treatment of psychiatric illnesses, formulate a diagnosis based on DSM-V, understand the different treatment approaches of major psychiatric syndromes, and practice as an effective team member in a multi-disciplinary team.

Electives

Students take a minimum of 28 weeks of electives of their choice. Electives can be taken at the Netter School of Medicine or students can participate in away rotations—internationally or domestically as available and meeting criteria. Electives encompass diverse patient care experiences as well as skills development in areas such as teaching or

leadership. Custom electives are also an option, subject to approval. Elective choices vary depending on site availability.

Accreditation

The medical school is accredited by the Liaison Committee on Medical Education. The LCME is jointly sponsored by the Association of American Medical Colleges (AAMC) and the American Medical Association (AMA).

Technical Standards

Quinnipiac University is committed to admitting qualified applicants without regard to race, ethnicity, age, national or ethnic origin, disability, gender identity, sexual orientation, marital status or religion. Qualified applicants to the Frank H. Netter MD School of Medicine are individuals who demonstrate the cognitive and physical abilities, and behavioral and communication skills required to complete a rigorous curriculum and meet certain technical standards for medical students and physicians. The MD degree signifies the acquisition of general knowledge in the fields necessary for the practice of medicine. A graduate of the Frank H. Netter MD School of Medicine of Quinnipiac University must have the knowledge and skills to function in various clinical settings and to provide a wide spectrum of care.

In order to acquire the requisite knowledge and skills, students must possess both sensory and motor abilities that permit them to accomplish the activities described in these standards, with or without reasonable accommodations. A student must be able to effectively process information through their sensory functions, with or without a reasonable accommodation, and do so consistently, rapidly and accurately. Students must be able to learn, integrate, analyze and synthesize data.

Providing care for patients' needs is essential to the role of a physician and comprises a significant component of training. A student must be able to tolerate physically challenging workloads and function under stress. The responsibilities of medical students may require their presence and attention during daytime and nighttime hours.

A student in the School of Medicine must be able to meet the following standards, with or without a reasonable accommodation:

1. Observation

Students must have sufficient visual ability to be able to observe patients accurately from a distance and close at hand. They must be able to observe and participate in laboratory exercises and demonstrations. They must be capable of viewing and developing the skills needed to interpret diagnostic modalities. Students must be able to obtain a medical history and perform a complete physical exam, including detecting and interpreting non-verbal communication such as change in posture, body language, mood and facial expressions demonstrated by patients.

2. Communication

Students must be able to communicate effectively, in both written and oral English, and must be able to speak with and comprehend patients, their families, and other members of the healthcare team. Students must be capable of establishing rapport with patients and families. Students must be able to compose and record information accurately and clearly.

3. Motor and Sensory Function

Students must have sufficient motor and sensory function necessary to conduct a routine history and physical examination, differentiate normal from abnormal findings, and document their findings. Students must have sufficient motor function in order to conduct movements required

to provide general care and emergency treatment to patients according to acceptable medical practices. Students must have sufficient motor ability to access and perform at clinical sites required for mandatory experiences.

4. Intellectual, Conceptual, Integrative and Quantitative Ability

Students must have sufficient cognitive abilities to master the body of knowledge comprising the curriculum of the School of Medicine. They must be able to recall large amounts of information, perform scientific measurements and calculations, and understand and learn through a variety of instructional modalities including but not limited to: classroom instruction, small group discussion, individual and self-directed study of materials, preparation and presentation of written and oral reports, peer review and assessment, as well as use of computer-based technologies. Students must demonstrate reasoning abilities necessary to gather, analyze, synthesize and integrate information from varying sources efficiently and effectively. They must be able to measure and calculate accurately and be able to perceive 3D relationships and understand the spatial relationships of systems.

5. Attitudinal, Behavioral, Interpersonal and Emotional Characteristics

Students must have the capacity to learn and understand ethical principles, professional standards for physicians, and state and federal laws governing the practice of medicine. Students must demonstrate the maturity, emotional stability and sensitivity required to form effective relationships with patients, faculty, staff, colleagues and all members of the healthcare team. They must exhibit honesty, integrity, self-sacrifice and dedication.

Students must have the capacity to effectively communicate with and provide care, in a non-judgmental manner, for individuals whose culture, spiritual beliefs, physical or mental abilities, sexual orientation or gender expression differ from their own. They must be able to examine the entire patient, male and female, regardless of their social, cultural or religious beliefs. Students must have the capacity to develop the requisite skills needed to identify personal biases, reactions and responses as well as recognize differing points of view, and not allow personal attitudes, perceptions or stereotypes to compromise patient care.

Students must be of sufficient emotional and mental health to utilize fully their abilities, exercise sound judgment and complete educational and patient care responsibilities safely, effectively, and with courtesy, compassion, and respect. They must be capable of modifying their behavior in response to feedback and evaluation. Students must exhibit adaptability and be able to work effectively under stress and tolerate an often physically taxing workload. Individuals whose performance is impaired by abuse of substances, including alcohol, are not suitable candidates for admission, promotion or graduation.

6. Ethical and Legal Considerations

Candidates for admission must meet the legal standards to practice medicine in the State of Connecticut. Candidates must therefore provide written explanation of any felony offenses or disciplinary actions taken against them prior to matriculation, and commit to notifying the associate dean for student affairs immediately in the event of conviction of any felony offense while a student of the School of Medicine. Serious instances of unethical conduct or conviction of a felony offense, or the failure to disclose such conduct or felony offense, may lead to disciplinary action by the School of Medicine, including dismissal.

The Frank H. Netter MD School of Medicine will consider any candidate who demonstrates the ability to perform the skills specified in these technical standards, with or without reasonable accommodation. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 address the provision of services and accommodations for qualified individuals with disabilities. Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs and activities in the most integrated setting possible. In the consideration of students for admission and in the training of students for the MD degree, it is essential that the integrity of the curriculum be maintained, that elements of the curriculum considered necessary for the education of a physician be preserved and that the health and safety of patients be considered vital. The use of a trained intermediary is not acceptable in clinical situations as judgment is mediated by someone else's power of selection, observation and interpretation. As such, students must be able to perform in an independent manner with or without such accommodations.

Students who are interested in requesting accommodations are instructed to take the following steps:

- Submit a completed Accommodation Request Form for Students with Disabilities (found on the university website) to the university Office of Student Accessibility
- Provide current, supporting documentation from a licensed physician, psychologist, or other appropriately credentialed evaluator.
- Candidates for the MD degree will be assessed on a regular basis by the Office of Accessibility according to the academic and Technical Standards of the School of Medicine on their abilities to meet the curricular requirements.
- The Office of Accessibility will work with the School of Medicine associate dean for student affairs who, in concert with course and clerkship directors, will ensure that reasonable accommodations are in place.

Students must complete the following requirements to be eligible for graduation from the School of Medicine:

- Obtain a satisfactory grade in each course
- Successfully complete Scholarly Reflection & Concentration Capstone course including the concentration/capstone project
- Successfully complete the Year 3 and Year 4 clerkships and electives
- Pass USMLE® Steps 1 and 2 CK
- Complete the Frank H. Netter MD School of Medicine's interprofessional education, community service and service learning requirements
- Demonstrate the personal, professional and ethical attitudes and behaviors expected of a physician graduate of the Frank H. Netter MD School of Medicine

Students must complete the requirements of each academic year within a two-year period, but must complete the curriculum and meet all graduation requirements within a six-year period. Additional time to complete the curricular requirements may be stipulated as part of an accommodation made under the provisions of the Americans with Disabilities Act. Approved leaves of absence (refer to section XIX. Leaves of Absence) do not count toward time needed to complete curricular requirements. The Promotions and Performance Standards Committee

has the discretion to determine whether portions, or all, of an academic year are counted toward this requirement.

Netter School Code of Conduct On Professionalism

In order to uphold the mission and aims of the Frank H. Netter MD School of Medicine at Quinnipiac University, students, faculty and staff are given the responsibility of conducting themselves in a manner that positively reflects the School of Medicine and the interests of patients. As such, the standard of professionalism is defined by our interactions with colleagues, commitment to excellence in theory and in practice, courteous behavior between colleagues, faculty, administration, patients, and community partners, and maintenance of accountability, effective communication, presentation to others, consistency in work, and commitment to adhering to the standards and guidelines enumerated in the Netter School of Medicine Code of Conduct.

The Code of Conduct for the Frank H. Netter MD School of Medicine is based on the following principles.

- Compassion
- Duty
- Honesty
- Integrity
- Respect
- Professionalism

All members of the School of Medicine, including faculty, students and staff are expected to abide by the standards articulated in this Code of Conduct as well as current university policies and procedures. Faculty, administration, students and staff are expected to recognize and address violations of the Code of Conduct. Violations of the Code of Conduct may result in submission of Reports of Concern and/or lead to review by the Professionalism Board and/or other disciplinary actions.

I. GENERAL STANDARDS

Conduct of Faculty, Administrators and Staff

- Members of the School of Medicine shall perform their duties in a fair and ethical manner in accordance with established policies, procedures and regulations.
- Members of the School of Medicine shall carry out their duties with professionalism, and in accordance with the guiding principles of this Code of Conduct.
- Supervisors and administrators shall provide equal opportunity and access to the school's programs, benefits and services.
- Supervisors and administrators shall demonstrate compliance with the Code of Conduct within their unit.
- Inappropriate personal relationships between supervisors and those they supervise are prohibited.

Civility

- Members of the School of Medicine shall promote a spirit of civility and collegiality that allows open and constructive intellectual debate.
- Members of the School of Medicine have a responsibility to treat each other with consideration and respect. Administrators and supervisors have an elevated responsibility to demonstrate these behaviors and to promote their expression in the workplace.
- Engaging in behaviors that harass, intimidate, bully, threaten or harm another member of the School of Medicine, or other members of

the community with whom we learn and/or provide patient care, undermine a respectful and civil work environment, and are expressly forbidden.

Non-Discrimination

- Members of the School of Medicine are dedicated to fostering a safe working and learning environment for all; all forms of discrimination and acts of intolerance including, but not limited to, sexual harassment, intimidation and retaliation, are condemned.

Harassment

- Members of the School of Medicine are dedicated to fostering a safe working and learning environment for all, and condemns all forms of discrimination and acts of intolerance including, but not limited to, sexual harassment, intimidation and retaliation.

Confidentiality

- Members of the School Medicine respect and maintain the confidentiality of faculty, staff, patient, student and research records in accordance with university and clinical site policies and procedures, state regulations and federal laws.

Attire

- All students shall familiarize themselves with the Dress Code policy set forth in Section XVII of the Academic Policies ("the Dress Code Policy"). Students should remain cognizant that the Dress Code Policy is in place to ensure (i) patient and student safety; (ii) patient comfort; and (iii) general standards of professionalism. The Dress Code Policy applies to clinical sites, CAS events where standardized patients are present or any other event where faculty explicitly advises students that students shall dress in accordance with the Dress Code Policy. If a student violates the Dress Code Policy, such student shall be informed of such violation by a faculty member. Additionally, students may inform their fellow students of their concerns regarding violations of the Dress Code Policy by either speaking directly with the student or by submitting a Report of Concern.

Timeliness/Punctuality

- Students should be prepared and ready to participate at the start time of all events. Accordingly, students should strive to arrive at least five minutes prior to the stated session start time to ensure that they have had time to unpack and are ready to actively participate when the event begins. This punctuality will add to the respectful, professional and cooperative learning environment one's peers and faculty deserve. Arriving late to a required event is both disruptive and disrespectful to fellow learners. As such, arriving after the start time of a required event would be considered a violation of the student Code of Conduct.
- Similarly, faculty should begin educational events on time. Unless otherwise noted, educational events in the pre-clerkship curriculum conclude 10 minutes prior to the hour.
- Students will complete educational tasks/assignments by the prescribed deadline.

Computer/Telecommunications Use

- Employees, students and volunteers are provided with access to the university's computer and telecommunication networks to allow them to carry out the functions of the institution, and are responsible for the appropriate use of these resources.
- The members of the School of Medicine understand, support and abide by the policies concerning the ethical and responsible use of computers and electronic information at Quinnipiac University.

- Students at clinical sites abide by the site policies concerning the ethical and responsible use of computers and electronic information.

Regulatory Compliance

- Members of the School of Medicine strive to ensure that they meet the highest possible standards wherever relevant federal, state and local regulations, laws and guidelines apply.

Health and Safety

- Members of the School of Medicine are responsible for complying with all workplace safety and health regulations and will report unsafe conditions, equipment or practices to appropriate School of Medicine, university or clinical site officials.
- Members of the School of Medicine should not participate in academic activities, including patient care (simulated or real), under the adverse influence of psychotropic substances (including alcohol), whether prescribed or non-prescribed; or if they are otherwise impaired such that it would affect the safety of patients or others.

Conflict of Interest

- Medical professionals on occasion engage in activities where there may be a real or perceived conflict of interest. A conflict of interest is defined as a situation when a reasonable observer may perceive that a member of the School of Medicine, or a family member, is acting based on personal interests or gain rather than their obligations to the School of Medicine and/or university. Members of the School of Medicine, and their immediate family, should avoid or minimize real and perceived conflicts of interest whenever possible. If faced with a potential conflict of interest, members of the School of Medicine will disclose the nature of the conflict to the appropriate administrator or supervisor, and a plan for managing the conflict of interest must be developed.
- Members of the School of Medicine will not accept gifts from any person or entity that is seeking to do business with the School of Medicine, the university, or clinical site when such gifts are intended or may be perceived to secure or influence a business relationship.
- Members of the School of Medicine should not accept gifts from any person or entity that may be viewed as seeking preferential treatment; that may cross professional boundaries; or that is of excessive value. Likewise, they should not proffer gifts in order to seek preferential treatment or cross professional boundaries.
- Members of the School of Medicine will not engage in secondary employment or activity that impairs their independence or judgment in their official duties or that will require them to disclose confidential School of Medicine or university information, unless authorized by the School of Medicine.
- Members of the School of Medicine will not use their positions for personal financial gain beyond official compensation, or for the financial benefit of their family members or domestic partners, unless authorized by the School of Medicine.
- Members of the School of Medicine will not use School of Medicine or university resources for purposes unrelated to their School of Medicine responsibilities.

II. EDUCATIONAL STANDARDS

The most important mission of the School of Medicine is the education of medical students and other learners. To ensure the highest standards of conduct in all interactions between faculty and learners, members of the School of Medicine shall abide by the following compact.

Compact Between Faculty and Learners

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that embody the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

The teacher-learner relationship between faculty and medical learners—students, residents and fellows—should demonstrate the highest standards of ethical conduct in all educational settings and be conducted without abuse, humiliation, harassment and exploitation of relationships for personal gain or advantage.

Guiding Principles

Duty: Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to instill the values and attitudes required for preserving the medical profession's social contract across generations.

Integrity: The learning environments conducive to conveying professional values must be suffused with integrity. Medical learners gain enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

Respect: Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students are always treated respectfully.

Communication among Faculty, Staff and Students: The School of Medicine values an environment of civility that promotes open and constructive intellectual debate. The School of Medicine expects that faculty, staff and students will:

- Treat all students, administrators, staff, peers and patients (real or simulated) with respect and dignity both in their presence and in discussions with others.
- Engage in professional and respectful discourse, manifest by the language used and the timeliness of responses, whether verbal, in writing or via digital platforms.
- Promptly report experiences of mistreatment or instances of witnessed unprofessional behavior to appropriate faculty or staff. All such reports are treated as confidential and reprisals or retaliations of any kind will not be tolerated. Any documented unprofessional behavior will be referred to the appropriate department chair/or Dean's office staff for further action.

Commitments of Faculty: Members of the faculty agree to do our utmost to ensure that all components of the educational program for medical learners are of high quality. As mentors for learner colleagues, faculty will:

- Maintain high professional standards in all interactions with patients, colleagues and staff.
- Recognize the importance of personal wellness and, as such, support learners' needs to have sufficient time to fulfill personal and family obligations, enjoy recreational activities, and obtain adequate rest.

- Nurture both the intellectual and the personal development of learners. Abuse or exploitation of medical learners will not be tolerated.

Commitments of Students, Residents and Fellows: Learners agree to do their best to acquire the knowledge, skills, attitudes and behaviors required to fulfill all educational objectives established by the faculty. Trainees will:

- Cherish the professional virtues of honesty, compassion, integrity, fidelity and dependability.
- Treat all faculty members, administrators, staff, peers and patients (real or simulated) with respect and dignity both in their presence and in discussions with others, and without regard to gender, race, national origin, religion or sexual orientation.
- Embrace the highest standards of the medical profession and conduct themselves accordingly in all of interactions with patients, colleagues, faculty and staff.
- Work collaboratively in interprofessional teams to enhance patient safety and quality of care.
- Assist fellow students and residents in meeting their professional obligations while fulfilling their own obligations as professionals.

III. SCHOLARSHIP STANDARDS

The School of Medicine is committed to the highest standards of professional conduct and integrity in scholarship. These standards include honesty, trustworthiness, objectivity, accountability, openness, respect and fairness when dealing with other people, and a sense of responsibility toward others.

We understand that academic freedom is essential to creating an atmosphere in which scholarship flourishes. Promotion of intellectual freedom is consistent with assuring a climate of integrity and the School of Medicine has the right and the obligation to inquire into all instances of alleged or apparent misconduct in scholarly activities. All scholarly activity at the School of Medicine will be conducted according to the following standards:

Scholarly Integrity

All members of the School of Medicine will:

- Properly collect, record and maintain data related to scholarly activity.
- Take responsibility for all publications and presentations of which we are author or co-author.
- Appropriately acknowledge, in publications and presentations, those who have contributed to our scholarly activity.
- Grant access to data related to scholarly activity to co-investigators involved in generating the data.
- Grant reasonable access to our resources to other university members involved in scholarly activity.
- Not interfere with the scholarly activity conducted by students or faculty.
- Neither commit nor tolerate plagiarism, falsification or fabrication of data, or other misconduct related to scholarly activity.

Human Research

All members of the School of Medicine will:

- Abide by all federal and state laws and regulations, in addition to the university's policies and procedures, when performing studies involving human subjects.
- Respect human research participants and be committed to their safety.
- Protect subjects by securing institutional review and approval for any human research.
- Adhere to approved protocols and obtain prospective institutional approval of any changes in those protocols.
- Engage all human subjects, or their appropriate representatives in a meaningful informed consent process, including explanations of possible risks and benefits before initiating a research protocol.
- Allow potential or current participants to withdraw from a study at any time without prejudice.
- Notify human subjects in a timely fashion of any serious adverse events associated with a human-subjects study.
- Conduct appropriate education and training before initiating a human subjects study.

Animal Research

All members of the School of Medicine will:

- Abide by all federal and state laws and regulations, in addition to the university's policies and procedures, regarding the care, transport, maintenance and use of research animals.
- Be committed to the humane treatment of animals in research in accordance with state and federal laws and guidelines.
- Protect research animals by securing appropriate institutional review and approval prior to initiation of any research involving vertebrate animals.
- Adhere to approved protocols and obtain prospective institutional approval of any changes in those protocols.
- Conduct appropriate education and training of all involved individuals before initiating animal research.

Laboratory Safety

All members of the School of Medicine will:

- Abide by all federal and state laws and regulations, in addition to the university's policies and procedures, concerning laboratory safety.
- Seek prior approval of appropriate university committees when research involves hazardous chemical substances, biohazardous materials or radioactive materials.
- Properly document, store, handle, transport and dispose of radioactive, biohazardous, and hazardous chemical materials, pharmaceuticals and investigative drugs.
- Participate in appropriate education and training before initiating studies involving such materials.

- Comply with all workplace safety and health regulations and report unsafe conditions, equipment or practices to supervisors or other appropriate university officials.
- Complete required instructional and training sessions when dictated by funding or oversight agencies.

Research Support

All members of the School of Medicine will:

- Use research funds only for their designated purposes.
- Accurately account for time and effort related to research funding.
- Disclose financial conflicts of interest to university administrators and, as appropriate, manage such conflicts in accordance with existing policies and procedures.
- Properly acknowledge sponsorship of research in our publications and presentations.
- Disclose inventions produced from our research to the university, in accordance with the university's policy, so that consideration is given to the protection of intellectual property.

IV. SERVICE STANDARDS

Members of the School of Medicine are expected to engage in service, and in so doing be good citizens within the School of Medicine, and across the university. Importantly, members of the School of Medicine should engage in service and learning activities within the communities in which we work and learn. Because service within the community reflects on the School of Medicine and the university, its members abide by the following public engagement standards and:

- Believe the reputation of the School of Medicine and university is tied to its responsiveness to the needs of the citizens and communities in which we work and learn.
- Reach out to and engage with communities in reciprocal partnerships.
- Respect community members, demonstrate cultural competence in their interactions with them, and comply with School of Medicine and university policies, as well as the policies of the community entity.
- Strive for responsible, engaged scholarship and community-based programs to the benefit of communities by involving our partners in the planning, execution and dissemination of the knowledge gained by such programs.
- Recognize and respect the knowledge and behaviors of partners and the value of fostering a collaborative environment.
- Encourage students to engage in community-based service learning experiences.

V. PATIENT CARE STANDARDS

As a school dedicated to training health professionals, we are committed to modeling and providing care that is of the highest quality, compassionate and patient-centered. To meet this commitment, we abide by the following standards related to patient care and interactions. All members of the School of Medicine involved in patient care activities will:

- Understand and support the applicable Patient's Bill of Rights and Responsibilities.
- Strive to deliver health care that is based on contemporary scientific knowledge and technology.
- Provide educational resources and opportunity for consultations with other healthcare programs and professionals to assist our patients in the planning of their treatment.
- Strive to consider the physical, emotional and spiritual needs of our patients in making our treatment recommendations.
- Not extend or receive payments or benefits in exchange for referrals, and base our health care and referrals solely on the well-being of and best treatment for our patients.
- Recognize that patients have a right to ask members of their healthcare team about the role of students and residents in their care, and explain to our patients the importance of our educational mission as relates to their treatment.
- Provide our patients with information necessary to make informed healthcare decisions.
- Prepare clear, honest and accurate patient medical documentation in a timely manner.
- Maintain the confidentiality of patient information in accordance with existing policies and procedures, federal laws and state regulations, including but not limited to the Health Information Portability and Accountability Act (HIPAA).
- Not engage in romantic, sexual or other non-professional relationships with a patient (simulated or real) currently under the care of the trainee.
- Not misrepresent themselves as a licensed or certified health care provider.

VI. BUSINESS AND OTHER STANDARDS

All members of the School of Medicine will:

- Utilize such School of Medicine and university resources properly and protect them against loss, theft, misuse and waste.
- Use any form of intellectual property covered by copyright and license agreements in compliance with copyright law and the terms of the license agreement under which it was obtained.
- Accurately account for time and provide proper documentation when seeking reimbursement for work-related expenses.
- Not make representations on behalf of the School of Medicine or university without official authorization.

VII. VIOLATIONS OF THE CODE OF CONDUCT

All members of the School of Medicine have a duty and responsibility to report violations of the Code of Conduct to an appropriate administrator or supervisor. Faculty members particularly have a crucial responsibility to report student unprofessionalism to maintain a professional and positive educational learning environment. Recurrent or egregious tardiness may result in submission of Reports of Concern and/or lead to review by the Professionalism Board.

VIII. PRACTICAL CONSIDERATIONS

The following examples are intended to illustrate application of the Code of Conduct, and is not intended to encompass all circumstances.

Members of the Netter community will:

- Respond within an appropriate timeframe to official communications from the school. This ideally means within 24-hours, not to exceed 48 hours unless extenuating circumstances such as travel and/or limited means of communication prevents a response within 48 hours.
- Attend all required sessions unless an excused absence is granted by the appropriate school representative.
- Avoid tardiness as outlined in section VIIA above.
- Meet all deadlines for course and clerkship assignments and evaluations unless officially excused by the appropriate school representative.
- Maintain the integrity of examinations if granted the privilege of an 'early take' or 'late take' of an examination by not revealing or discussing examination content with peers. Students granted a 'no take' may not be present during the examination. Students may only take an examination in the location(s) designated by the school. Cheating will not be tolerated.
- Offer original work for each assignment or learning task, and properly cite the work of others. Violations and plagiarism will not be tolerated.
- Admit errors and not knowingly mislead others in the classroom and clinical setting (real or simulated).
- Recognize the limitations of their knowledge, skills, or physical or emotional state, and seek supervision, advice or appropriate help before acting.
- Learn to recognize when their ability to function effectively is compromised, ask for relief or help, and notify the responsible person if something interferes with the ability to perform course work, clinical or research tasks, safely and effectively.
- Accept constructive feedback from faculty, peers and other health professional team members and student colleagues, asking clarifying questions when needed, and implement steps to improve performance based on feedback provided. Maintain a respectful and professional environment throughout feedback sessions.
- Strive to apply principles of team dynamics and strategies to prevent and resolve conflict.
- Not alter or falsify academic, patient or simulated patient documents (both paper and electronic).
- Not gain or provide unauthorized access to academic or administrative files, patient medical records, or research documents, via computer or other means or method. Protect patient and standardized patient privacy to full ability.

- Admission (p. 652)
- Animals on Campus
- Background Checks (p. 78)
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School of Medicine Admission Policy

Frank H. Netter MD School of Medicine Admission Policies 2021-2022

Admissions Committee Summary

The Admissions Committee is responsible for performing the essential function of evaluating candidates for admission to the Frank H. Netter MD School of Medicine at Quinnipiac University. The role of the Admissions Committee is to ensure that the quality and diversity of the class match the mission of the school to train highly qualified, culturally sensitive, patient-centered physicians. The committee strives to select students who represent a range of values and beliefs, interests and experiences, as well as intellectual and cultural viewpoints.

Each applicant will be evaluated on their capability to become a competent physician, as well as, on their potential to contribute to the educational experience of their fellow students at Quinnipiac University. It is the responsibility of the Admissions Committee to ensure that the Netter School selects students with academic promise and personal attributes that will allow for success in their medical studies, and also develop into skilled and empathetic physicians with a high degree of professionalism and strong communication skills.

As a model for selecting students, the admission process looks at each candidate's application holistically – taking into account their *Experiences, Attributes and Metrics*.

Admissions Committee Membership

The Admissions Committee will consist of the associate dean for admissions (*ex-officio member*), a chair (non-voting; note also that the associate dean for admissions can be appointed as the Admissions Committee chair), one other non-voting *ex-officio member*, and 22 voting members. The voting members of the Admissions Committee include medical sciences faculty, clinical faculty, and medical students.

The voting committee members determine admissions policy. For decisions on individual medical school candidates, the committee is divided into two equivalent subcommittees; each subcommittee reviews

University Policies

The following general university policies are followed by the School of Medicine:

applications and makes decisions on individual candidates by their voting (“Accept,” “Wait List,” or “Deny”). The roles of each voting member are to review the applications of candidates they will be interviewing and voting on during committee meetings, conduct interviews, and attend Admissions Committee meetings on a regular basis during the interview cycle.

The voting members for each subcommittee can include up to:

Seven Department of Medical Sciences faculty members appointed by the chair of the medical sciences department. They are appointed to three-year renewable terms.

Two Clinical faculty members appointed by the chairs of clinical departments. They are appointed to three-year renewable terms.

Four (two active per meeting; two alternate) Second-year medical students are appointed by the associate dean for students in consultation with the associate dean for admissions. They are appointed for a one-year term.

The associate dean for admissions and the chair of the admissions committee do not vote. The assistant dean for health career pathways serves as an *ex-officio*, non-voting member of the Admissions Committee.

At the beginning of each admissions cycle, committee members are required to sign a Conflict of Interest form.

Interviewer Pool Membership

Members of the interviewer pool make an important contribution to selecting our medical students by performing interviews. The pool is composed of medical students, faculty and staff.

Admissions Training

Each year, the Office of Admissions will provide interview training, a copy of the Netter SOM Admissions Policies document, the Netter SOM Interview Handbook, and other AAMC literature pertaining to medical school admissions and holistic review of medical school applicants. All new interviewers will also review an asynchronous Implicit Bias training module.

Application Screening and Interview Procedures

Overview

Applicants to the Netter School of Medicine are required to apply through the American Medical Colleges Admissions Service (AMCAS). Verified AMCAS applications are screened by the Office of Admissions staff to determine eligibility for receiving an invitation to submit a secondary application. Candidates who submit a secondary application are screened by trained admissions staff and select faculty. The screened applications are then reviewed by the associate dean for admissions and the chair of admissions, who decide on who is invited for an interview. Candidates who choose to be interviewed are evaluated by the Admissions Committee.

Preliminary Selection Process

The Office of Admissions will invite qualified applicants the opportunity to submit a secondary application. Applicants invited to submit a secondary application must attest to reading our Technical Standards before they are able to submit the secondary application. Applicants who do not meet the criteria established by the Admissions Committee are notified via email of the decision not to move forward with their application.

Selection to Interview

Members of the Office of Admissions and select faculty review all completed AMCAS and secondary applications. Applicants are reviewed holistically (i.e., their experiences, attributes and metrics) using the applicant’s portfolio (AMCAS Application and Secondary Application). These reviews are guided by the *Guidelines and Rules for Offering an Interview*, written and approved by the Admissions Committee.

Guidelines and Rules for Offering an Interview

The Admissions Committee is charged with selecting students who fit the mission and vision of the Netter School of Medicine. The ultimate goal of our institution is to train highly qualified, culturally competent physicians. In addition to being academically strong, we place great emphasis on selecting candidates for attributes and experience that align with our mission and also enhance the inclusive and diverse culture that we hope to establish and maintain. In selecting applicants for an interview, and ultimately for matriculation, we consider the following attributes to be important:

Diversity: race, ethnicity, gender, gender identity, sexual orientation, upbringing (e.g., urban, rural), socioeconomic status, and whether they are the first generation of their family to attend college.

Maturity and Character: empathy, integrity, resilience (i.e., “grit”), adaptability, persistence, and cross-cultural awareness.

Skills and Abilities: motivation, aptitude, interpersonal communication, curiosity and critical thinking.

In addition to being mindful of the attributes listed above, we request that application screeners, appointed by the associate dean for admissions, consider the following characteristics when deciding to recommend an applicant for an interview:

Necessary

- Evidence of exposure to medical practice (e.g., physician shadowing, clinical volunteering, etc.).
- Evidence of community engagement/citizenship.
- Evidence of the capacity to handle the academic rigor of medical school.
- Strong letters of recommendation from referees with in-depth knowledge of the applicant.

Desirable

- Evidence of exposure to medical practice (e.g., physician shadowing, clinical volunteering, etc.).
- Work, volunteer and/or shadowing experience in clinical setting(s) that are substantively related to primary care, rehabilitative medicine, and/or global health.
- Explicit statement of interest in primary care, rehabilitative medicine, and/or global health made in AMCAS and/or secondary application essays.
- Substantive evidence of distance traveled.
- Substantive evidence of tenacity/overcoming personal obstacles.
- Work, scholastic or volunteer experience that has positively impacted medically underserved or vulnerable populations.
- Work experience that demonstrates personal growth and maturity.

- Research experience that has culminated in a favorable letter of recommendation from mentor(s) with or without related publications in the peer-reviewed literature.
- Evidence of a well-rounded education, including classes in the humanities.

The following cohorts shall be prioritized to receive early interview scheduling, if possible:

- Individuals from SES disadvantaged backgrounds.
- Underrepresented in medicine applicants.
- Military veterans.
- Fluent or advanced Spanish language speakers.
- Those with truly exceptional academic credentials (GPA and MCAT).

In addition to these guidelines, screeners are also instructed to consider the following criteria:

- Netter-Identified Diversity Categories: socioeconomically disadvantaged, African American and Hispanic/Latino, Spanish language proficient, and Armed Service Veterans.
- Educational Diversity: applicants from challenging socioeconomic backgrounds; applicants graduating from a Historically Black College or University, a Hispanic Serving Institution, Tribal College/University, or from a Minority Serving Institution; age; language; geography; gender; military service; self-disclosed disability; LGBTQ+ (gender identity/orientation).
- Experiences (medical/clinical): EMT; hospital; hospice; nursing home; clinic; doctor's office; shadowing; or medical service trips.
- Community Service: social service; educational; public health; environmental; mental health; or faith-based.
- Extracurricular Activities: student clubs/organizations; art; music; theatre; athletics; Greek life; or part-time employment.
- Leadership (appointed/elected): student government; club/organization; athletics (e.g., captain); or activity officer.
- Intellectual Curiosity: academic research; clinical research; membership in academic associations; entrepreneurship; innovation of any kind; participation in college level academic enrichment programs; fellowships; publications/professional meetings.
- Full-Time Work Experience
 - Secondary Application Personal Statement: motivation for career in medicine; interest in a primary care specialty, evidence of compassion, empathy and self-awareness; evidence of collaboration/teamwork, adaptability and growth.

The screeners complete an evaluation form that includes a summary recommendation on how well the applicant might "fit" the Netter SOM (e.g., "Poor Fit," "Questionable Fit," "Acceptable Fit," "Strong Fit," "Ideal Fit"). The associate dean for admissions and the chair of admissions review their evaluations and decide whether or not to invite the applicant for an interview.

The Interview

The interview day and interviews are conducted virtually with the Zoom platform. Interview days are on Mondays, Fridays and some Wednesdays. Invitations to interview are sent via email by the Office of Admissions. Applicants are asked to choose from several available interview dates. Once the applicant selects an interview date, the Office of Admissions sends a confirmation email with the interview day itinerary.

Admissions Committee Decision

Overview

After each interview, the two assigned interviewers complete an electronic rating form; interviewers can view the evaluation of the other interviewer. Prior to each Admissions subcommittee meeting, the chair of the Admissions Committee sets the agenda. After discussion of a candidate's application and their interview performance, the committee votes on whether to Accept, Deny, or Wait List an applicant. Votes are confidential and cast electronically. The outcome of votes can only be seen by the associate dean for admissions, the chair and the admissions staff members who are assisting with the voting process. As voted by the Admissions Committee, members may take notes during candidate deliberations, but those notes are to be destroyed at the conclusion of the meeting.

Because applicants are admitted on a rolling basis, the Admissions Office and the Admissions Committee will do everything within their power to ensure that desired candidates who interview late in the admissions cycle have the opportunity to attend the Netter SOM.

Decision Procedures

- No vote can be held unless a quorum is present. A quorum is defined as a 2/3 majority of the *active* voting membership of a subcommittee. The associate dean for admissions, the chair of the Admissions Committee, and the assistant dean for health careers pathways do not vote and do not count toward a quorum. Student votes can never represent the majority of the vote.
- A simple majority of the total subcommittee voting membership is required for any final action on a candidate ("Accept," "Deny," "Wait List"). If consensus is not reached, the candidate's application is brought back before the committee at a future meeting.
- If the Admissions Committee votes to wait list an applicant, the committee then ranks the applicant by assigning a score of 1-10, with 1 being a low score. The dean or his/her designated staff member, throws out the low and high score, computes the average score and standard deviation. If Wait List applicants have the same average score, the lower standard deviation acts to break the tie. Wait List applicants are offered admission based on their ranking.

Offer of Admission

Within a week of the Admissions Committee's decision, applicants are sent an email with the committee's decision on their candidacy. Accepted applicants intending to enroll must submit a deposit of \$100 (refundable until April 30). Candidates are strongly encouraged to follow all current AAMC Traffic Rules related to medical school admissions. Accepted applicants are also sent information about financial aid, an invitation to Second Look Weekend, information about immunizations, housing information, and the Technical Standards document.

Matriculation will become official after the student has satisfied all admissions requirements, met the technical standards, and successfully passed the criminal background check.

Final Authority of Admissions Committee

The final authority for admissions decisions rests solely with the voting membership of the Admissions Committee. No individual or other constituted body can exert influence over an Admissions Committee decision or reverse an Admissions Committee decision.

School of Medicine Satisfactory Academic Progress Policy

Standards for Satisfactory Academic Progress for Financial Aid Recipients and Applicants

Medical students who wish to receive assistance through any federal, state or institutionally supported scholarships, grants or loans must comply with the following Satisfactory Academic Progress standards. Satisfactory Academic Progress measures the quality of the academic work, and the rate of progress toward the Doctor of Medicine (MD) degree. Students who fail to comply are not eligible for financial aid.

I. Qualitative Measurement – The quality of a student’s academic work and professionalism.

All medical students must maintain professionalism as defined (by the promotions committee) as well as passing grade(s) at the end of each academic year.

II. Quantitative Measurement – The rate of a student’s progress toward a degree. Students must complete a minimum of two-thirds (.067) of the blocks for which they are enrolled and be making progress to complete their degree within the 6-year rule.

Satisfactory Academic Progress is measured once per year at the end of the second semester. To be considered satisfactory, students must successfully complete or remediate all of the academic work toward their medical degree during a period of consecutive and required blocks and semesters.

Students may not receive financial aid for more than 150% of the published program length (maximum time to complete program is 6 years).

Please note that both the qualitative and quantitative measurements indicate the passing grade(s) as well as the number of completed blocks needed to meet satisfactory academic progress requirements for financial aid and do not reflect the medical school’s recommended requirements.

Implementation of the Satisfactory Academic Progress Policy

Satisfactory Academic Progress is reviewed once per year, at the conclusion of the second semester after final grades have been posted.

Students whose performance or progress does not meet the required standards will be notified by the director of financial aid and will be considered ineligible for aid, including federal, state, institutional and most private loans. Students with financial aid applications on file for the upcoming year will receive a communication indicating the loss of aid after final grades are posted. Students who are not making satisfactory progress and have not filed an application for financial aid will not receive this correspondence until the financial aid application has been filed.

Students may appeal their loss of aid based on extenuating circumstances. Appeals must be submitted in writing to the director of financial aid and will be reviewed for decision by the Financial Aid Appeals Committee. Students who do not appeal, or whose appeal is denied, will not regain financial aid eligibility until all academic standards are met. Remediation courses may be considered in repairing deficiencies.

If an appeal is granted, the student will be placed on financial aid probation for one semester or year and an academic plan will be prescribed for the student to follow. The student’s academic progress will be reviewed at the end of the probationary term and they must have met the conditions of the academic plan to receive financial aid. A student who fails to meet these conditions will lose eligibility for financial aid. Additional appeals will not be considered.

reviewed 9/22

School of Nursing

Center for Medicine, Nursing and Health Sciences

North Haven Campus

Administrative Officers

Title	Name	Phone	Email
Dean	Lisa O'Connor	203-582-8549	lisa.oconnor@qu.edu (lisa.oconnor@qu.edu)
Associate Dean	Lisa Rebesch	203-582-8444	lisa.rebesch@qu.edu
Assistant Dean, Clinical Education for Faculty and Students	Wendy Savarese	203-582-7341	wendy.savarese@qu.edu
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Director, Business Operations and Administration	Patricia Gettings	203-582-6497	patricia.gettings@qu.edu

Programs

Program	Name	Phone	Email
Chair, Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director, Primary Care Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	susan.dagostino@qu.edu (susan.dagostino@qu.edu)
Director, Adult-Gerontology Acute Care Nurse Practitioner Program	Philip Martinez	203-582-7687	philip.martinez@qu.edu
Director, Nurse Anesthesia Programs	Karita Kack	203-582-7969	karita.kack@qu.edu
Assistant Director, Nurse Anesthesia Programs	Karen Hurd	203-582-8875	karen.hurd@qu.edu
Director, Online Nursing Programs	Peter Longley	203-582-7676	peter.longley@qu.edu
Director of Simulation	Liana Kappus	203-582-7924	liana.kappus@qu.edu

Nursing is a profession based on science, a culture of compassion, commitment to best practices, and connection to individuals. The practice of nursing is research-based, goal-directed, creative and concerned with the health and dignity of the whole person. The art of

delivering quality nursing care depends upon the successful mastery and application of intellectually rigorous nursing knowledge.

Mission Statement

To provide leadership in nursing and healthcare through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

Vision

To prepare transformational leaders in healthcare.

Values

School of Nursing values include:

- diversity of ideas, persons and cultures
- supportive learning environments
- scholarly undertakings to advance education and practice
- ethical conduct in personal and professional arenas
- holistic nursing across the spectrum of healthcare
- interprofessional education and collaboration
- innovative learning methodologies
- systematic assessment and evaluation
- lifelong learning

Transforming healthcare . . . one student at a time.

- Master of Science in Nursing (p. 911)
 - Post-bachelor's study
 - Adult-Gerontology Acute Care Nurse Practitioner (p. 912)
 - Adult-Gerontology Primary Care Nurse Practitioner (p. 916)
 - Family Nurse Practitioner (p. 918)
 - Operational Leadership (p. 921)
 - RN to MSN Program (p. 924)
- Post-Master's Certificate (p. 927)
 - Adult-Gerontology Acute Care Nurse Practitioner (p. 927)
- Doctor of Nursing Practice (p. 898)
 - Post-bachelor's study
 - Nurse Anesthesia (p. 899)
 - Post-master's study
 - Doctor of Nursing Practice Care of Populations (p. 906)
 - Doctor of Nursing Practice Nursing Leadership (p. 909)
 - Nurse Practitioner (p. 904) (only for QU MSN NP graduates)

Doctor of Nursing Practice (DNP)

Program Contact: Laima Karosas (Laima.Karosas@quinnipiac.edu)
203-582-5366

The DNP program aims to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings.

Post-Bachelor's Program

****Please note: We are no longer admitting new students to the Nurse Anesthesia program.****

Students who are registered nurses and have a bachelor's degree may pursue doctoral training in nurse anesthesia. All students in the Post-Bachelor's Nurse Anesthesia program are full time and complete the

degree in three years. Clinical experience is graduated throughout the program, beginning with part-time hours and ending with full-time hours plus a call rotation.

- a. Nurse Anesthesia (p. 901)

Post-Master's Program

For students with a master's degree in nursing or a related field, the post-master's doctoral option offers an opportunity to advance career goals in one of three online programs:

- a. Doctor of Nursing Practice Care of Populations (p. 906)
- b. Doctor of Nursing Practice Nursing Leadership (p. 909)
- c. Nurse Practitioner (p. 904) (for QU MSN NP graduates)

Students in the Doctor of Nursing Practice program are able to choose from two concentrations: Care of Populations and Nursing Leadership. The Care of Populations concentration focuses on public health and healthcare system analysis, which is useful for systematic chronic disease management and healthcare services design. Students in the Nursing Leadership concentration may come with or without past experiences in management. The courses prepare students for leadership responsibilities and roles across the healthcare field. The nurse practitioner program is open only to graduates of the MSN within two years of graduation. This program enhances a novice nurse practitioner's knowledge and leadership skills.

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

- a. **Demonstrate** clinical reasoning through an understanding of science and evidence-based practice.
- b. **Design, implement and evaluate** quality improvement initiatives across the systems in which health care is delivered.
- c. **Analyze and critique** the available evidence for best practices in healthcare.
- d. **Apply** technology and information fluency to conduct practice inquiry.
- e. **Advocate** for rational health policies to improve patient care and enhance effective use of resources.
- f. **Demonstrate** leadership through inter-professional collaboration to improve patient and population health outcomes.
- g. **Direct** health promotion and disease prevention efforts to improve patient and population health outcomes.
- h. **Provide** competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Doctor of Nursing Practice programs

Post-bachelor's study

****Please note: We are no longer admitting new students to the Nurse Anesthesia program.****

- Nurse Anesthesia (p. 899)

Post-master's study

- Doctor of Nursing Practice Care of Populations (p. 906)
- Doctor of Nursing Practice Nursing Leadership (p. 909)
- Nurse Practitioner (p. 904) (for QU MSN NP graduates)

Admission Requirements

Note: For QU MSN NP graduates, no new admission application is required within a two-year period from MSN graduation. Contact the graduate program chair to continue into the Post-Master's DNP.

Applicants to the Nurse Anesthesia program must be registered nurses with two years of recent (within the past five years) critical care experience. An undergraduate cumulative GPA of 3.2 or better is required. Additionally applicants to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations;
 - a nursing experience that has influenced or shaped your practice;
 - a health care problem that interests you for potential doctoral study.
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
- Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program (for post-master's DNP applicants only).

Candidates applying for full-time admission for the fall term must submit a completed application by July 1 for the Post-MSN programs or September 1 for the Post-Bachelor's Nurse Anesthesia program. Candidates may be on a wait list for the fall in the event a space becomes available. However, acceptances are not deferred to the following fall and wait listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/mailed to the chair of the graduate nursing programs.

The Nurse Anesthetist program may accept transfer credit only for these graduate nursing core courses: NUR 514, NUR 516 and NUR 602.

When all application materials are received, an interview with the graduate nursing program director and/or member of the faculty will be arranged for eligible candidates.

DNP Project

Upon admission, students are assigned an adviser, who meets with them for academic and scholarly advising over the course of the program. All students in the DNP program engage in scholarly inquiry through a variety of projects in core and specialty courses and in the DNP Project. The DNP Project is conducted in NUR 610/NUR 610PBL, NUR 612/NUR 612PBL and NUR 614PBL, and based on the AACN's "Doctor of Nursing Practice: Current Issues and Clarifying Recommendations," it:

- focuses on a change that impacts health care outcomes either through direct or indirect care
- has a systems or population/aggregate focus
- demonstrates implementation in the appropriate arena or area of practice
- includes a plan for sustainability
- includes an evaluation of processes and/or outcomes
- provides a foundation for future practice scholarship

The DNP project is evaluated by the DNP project team, which consists of the faculty members who are teaching in the two courses as well as the student's liaison at the practice site and a subject matter expert. For example, all nurse anesthesia students have a nurse anesthesia faculty member on their DNP project team. In addition, students maintain an electronic portfolio where they place their final papers from NUR 610PBL and NUR 612PBL/NUR 614PBL and a crosswalk table. The crosswalk table summarizes key assignments that demonstrate how each student achieved the program outcomes. The electronic portfolio is discussed at advisement meetings and the crosswalk table is graded pass/fail by the student's adviser.

Post-Bachelor's DNP: Nurse Anesthesia

Please note: Quinnipiac University is no longer accepting applications for its DNP Nurse Anesthesia program.

Program Contact: Karita Kack (Karita.Kack@qu.edu) 203-582-7969

The curriculum of the Nurse Anesthesia program offers entry-level post-bachelor's to a Doctor of Nursing Practice (DNP). The curricula and policies were developed in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice (AACN) and the Standards for Accreditation of Nurse Anesthesia Educational Programs (COA). Core DNP courses taught by experienced nursing faculty and members of the Department of Biomedical Sciences and Health Sciences will be shared collaboratively with the other advanced practice DNP candidates. Nurse anesthesia students receive a strong science foundation as well as course content including patient safety and human factors as outlined in the standards.

The program's goal—to develop knowledgeable, caring and compassionate nurse anesthetists who are committed to excellence in healthcare, preserving the dignity and rights of patients and advancing

the profession—is congruent with the Quinnipiac University mission statement. The nurse anesthesia specialty is organized within the context of the DNP program in the School of Nursing. The DNP program builds on the generalist preparation of the bachelor's-prepared nurse in the entrance-level DNP. The DNP prepares leaders in advanced practice roles who can synthesize knowledge from nursing and relevant fields of study as a basis for practice. The graduate curriculum provides both didactic and clinical experiences that facilitate critical thinking skills so that graduates are able to provide quality, cost-effective health services to individual clients, families and communities.

Post-Bachelor's to DNP: Nurse Anesthesia Program

Please note: Quinnipiac University is no longer accepting applications for its DNP Nurse Anesthesia program.

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 517	Anatomy for the Nurse Anesthetist	2
NUR 517L	Anatomy for the Nurse Anesthetist Lab	1
NUR 518	Pathophysiology for the Nurse Anesthetist	3
NUR 520	Advanced Health Assessment	3
NUR 520L	Advanced Health Assessment Lab	2
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 670	Basic Principles of Anesthesia II	3
NUR 670L	Basic Principles of Anesthesia II Lab	2
NUR 671	Clinical Practicum I	2
NUR 672	Advanced Pharmacology II	3
NUR 673	Clinical Practicum II	2
NUR 674	Professional Aspects of Nurse Anesthesia Practice I	1
NUR 675	Clinical Practicum III	2
NUR 676	Professional Aspects of Nurse Anesthesia Practice II	1
NUR 677	Clinical Practicum IV	2
NUR 678	Professional Aspects of Nurse Anesthesia Practice III	1
NUR 679	Clinical Practicum V	2
NUR 680	Physics, Chemistry, Equipment and Technology for Nurse Anesthetists	4

NUR 681	Clinical Practicum VI	2
NUR 682	Advanced Principles of Anesthesia I	3
NUR 684	Advanced Principles of Anesthesia II	3
NUR 686	Advanced Principles of Anesthesia III	3
NUR 688	Human Factors and Patient Safety	3
NUR 690	Advanced Principles of Anesthesia IV	2
NUR 695	Anesthesia Seminar I	2
NUR 696	Advanced Pharmacology and Basic Principles of Anesthesia I	4
NUR 697	Anesthesia Seminar II	2
NUR 698	Human Physiology Seminar	1
PY 501	Human Physiology	4
Total Credits		80

Prerequisites for entrance: undergraduate anatomy and physiology with labs (8 credits); chemistry: inorganic and organic (8 credits); microbiology (3–4 credits); pharmacology (3–4 credits); and statistics (3 credits).

Clinical practicum—6 semesters—approximate hours: 2,500.

Curriculum Note:

NUR 614PBL (DNP Project II) is repeated for 1 credit each semester until the DNP project is complete.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

- Demonstrate** clinical reasoning through an understanding of science and evidence-based practice.
- Design, implement and evaluate** quality improvement initiatives across the systems in which health care is delivered.
- Analyze and critique** the available evidence for best practices in healthcare.
- Apply** technology and information fluency to conduct practice inquiry.
- Advocate** for rational health policies to improve patient care and enhance effective use of resources.
- Demonstrate** leadership through interprofessional collaboration to improve patient and population health outcomes.
- Direct** health promotion and disease prevention efforts to improve patient and population health outcomes.
- Provide** competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Please note: Quinnipiac University is no longer accepting applications for its DNP Nurse Anesthesia program.

Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. Applicants to the Nurse Anesthesia program must be registered nurses with two years of recent (within the past five years) critical care experience.

An undergraduate cumulative GPA of 3.2 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

- a. A completed admissions application including a resume and a personal statement addressing the following:
 - i. professional goals and motivations
 - ii. a nursing experience that has influenced or shaped your practice
 - iii. a healthcare problem that interests you for potential doctoral study
- b. Official transcripts from all schools previously attended.
- c. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
- d. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website (<http://www.quinnipiac.edu/CRNA/>).
- e. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
- f. Core sciences courses required: Anatomy, Physiology, Chemistry (two semesters total, of which one should be a general/inorganic chemistry), Statistics, Microbiology and Pharmacology. Core science courses must have been completed within the past 10 years. Refresher courses in Anatomy and Physiology (one semester) and Chemistry (one semester) must be taken for coursework greater than 10 years old in these subjects.

Candidates applying for full-time admission must submit a completed application by September 1 for the Post-Bachelor's Nurse Anesthesia program. Candidates may be placed on a wait list in the event a space becomes available. However, acceptances are not deferred and wait-listed candidates need to reapply for the following year. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Nurse Anesthesia Progression Requirements

Please note: Quinnipiac University is no longer accepting applications for its DNP Nurse Anesthesia program.

In all of the **nurse anesthesia courses** (NUR 518, PY 501, NUR 517/NUR 517L, NUR 670, NUR 672, NUR 674, NUR 676, NUR 678, NUR 680, NUR 682, NUR 684, NUR 686, NUR 688, NUR 690, NUR 696, NUR 698) a minimum grade of B (83) in *each nurse anesthesia course independent of cumulative GPA* is required to progress in the program. If a student earns a grade below a B (83) in *one nurse anesthesia course*,

but has a semester GPA of at least 3.0, the student will be placed on academic probation and will be required to retake the course when it is offered again at Quinnipiac University. Any grade below a C (73-76) in a nurse anesthesia course will result in dismissal from the nurse anesthesia program without probation and without the opportunity to repeat the deficient course.

Since nurse anesthesia courses are in sequence and no course may be taken ahead of any of its prerequisites, a student with a grade below a B (83) in an anesthesia course will not be allowed to 1) take any nurse anesthesia courses for which the deficient course is a prerequisite and 2) participate in the clinical practicum until the deficient course is successfully completed with a minimum grade of B (83). Any clinical practicum course not fully completed due to dismissal from any other course will need to be repeated when the student again reenters the program. Thus the student will be placed in another student cohort and the student's program completion date will be delayed.

Only one period of probation is permitted. The student must achieve a minimum grade of B (83) in all subsequent courses, health assessments, and practicums. Failure to meet this requirement will result in dismissal from the program without option to repeat or continue.

A student who earns unsatisfactory grades (grade of less than B) in two or more nursing courses in any semester is not eligible for probation and will be dismissed from the program. Any student who does not earn the required minimum 3.0 semester GPA will be dismissed from the program.

If a student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, the student may appeal the sanction of probation or dismissal by following the procedure to appeal a final grade that is stated in the Quinnipiac University Catalog. Only final grades can be appealed. If the grade appeal process results in a recalculated grade of B (83) or higher and the student does not have any other academic deficiencies, then the sanction of probation or dismissal is removed and the student may continue to progress in the program in the semester following the conclusion of the grade appeal process.

If a dismissed student believes there are errors in the facts considered by the nurse anesthesia program or extenuating circumstances, the student may appeal the progression decision according to policies in the School of Nursing Graduate Student Manual.

Appeal Process

- a. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- b. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- c. A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

Please note: Quinnipiac University is no longer accepting applications for its DNP Nurse Anesthesia program.

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

- NUR 516. Health Policy and Organizational Systems. 2 Credits.**
This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.
Offered: Every year, Fall and Summer Online
- NUR 517. Anatomy for the Nurse Anesthetist. 2 Credits.**
This course emphasizes the fundamentals of anatomy for the cardiac, respiratory and nervous system. Anatomy as it pertains to regional and neuraxial administration is emphasized. Throughout this course, students utilize dissections of specific organs and the use of computer and anatomic models. Airway anatomy is covered extensively through multiple modalities. Renal and hepatic anatomy are reviewed. This course must be taken together with NUR 517L.
Prerequisites: Take NUR 517L.
Offered: Every year, Summer
- NUR 517L. Anatomy for the Nurse Anesthetist Lab. 1 Credit.**
Lab to accompany NUR 517.
Offered: Every year, Summer
- NUR 518. Pathophysiology for the Nurse Anesthetist. 3 Credits.**
Essential concepts of pathophysiology are emphasized. Normal function of major systems and selected disorders are studied especially as they relate to care of the patient undergoing anesthesia. The course focuses on disease processes related to major organ systems; neurologic, cardiac, respiratory, renal, hepatic and endocrine. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.
Prerequisites: Take PY 501, NUR 517, NUR 517L, NUR 698.
Offered: Every year, Fall
- NUR 520. Advanced Health Assessment. 3 Credits.**
This course presents the principles of performing a comprehensive health assessment and reporting the findings in a professional format. Attention is given to assessment and physical examination across the lifespan within diverse communities. The processes underlying diagnostic decision making are introduced. A laboratory component enables the student to master the techniques of performing a holistic health assessment.
Corequisites: Take NUR 520L.
Offered: Every year, Fall
- NUR 520L. Advanced Health Assessment Lab. 2 Credits.**
This lab must be taken with NUR 520. (2 lab hrs.)
Corequisites: Take NUR 520.
Offered: Every year, Fall
- NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice. 2 Credits.**
Students review selected processes to identify current best scientific evidence including formulation of asking an answerable question. Students also conduct a review of the literature, critically appraise individual studies, and synthesize the evidence collected. Various methods to evaluate statistical analyses and scientific rigor are emphasized. Discussions focus on strengths and limitations of existing evidence, and application to direct and indirect practice. Iterative writing is a major component of this course.
Offered: Every year, Fall Online
- NUR 602. Principles of Ethical Theory in Nursing. 1 Credit.**
This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.
Offered: Every year, Fall and Summer Online
- NUR 610. Clinical Scholarship and Inquiry in Nursing. 2 Credits.**
This course focuses on improvement methods used to identify organizational systems' process problems affecting practice (direct and indirect care). Building on prior knowledge of evidence-based practice, students learn how to critically appraise scientific evidence, evaluate additional relevant information, and consider cost implications to create sustainable innovations intended to improve systems.
Prerequisites: Take NUR 600.
Offered: Every year, Spring Online
- NUR 610PBL. DNP Project I. 2 Credits.**
This seminar provides an opportunity for students to identify a health organization or system's opportunity for process improvement based on available aggregate data. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. There is a minimum of 120 fieldwork hours associated with this course. The course is graded on a pass/fail basis.
Corequisites: Take NUR 610.
Offered: Every year, Summer Online
- NUR 612. Leadership and Collaboration for Change in Health Care. 2 Credits.**
This course focuses on developing advanced practice nursing leaders who are able to generate pragmatic responses to health care policy, systems and practice inquiry problems through a collaborative approach.
Prerequisites: Take NUR 610.
Offered: Every year, Fall Online
- NUR 612PBL. DNP Project II. 2 Credits.**
Students continue experiential learning to create and sustain change through implementation of the approved, scholarly DNP Project Proposal using appropriate leadership concepts, interdisciplinary team collaboration, and change theory. Post-implementation and evaluation of Project outcomes are disseminated to applicable fieldwork site stakeholders, peers in a professional forum, and in a digital repository. There are 120 fieldwork hours associated with this course. This course is graded on a pass/fail basis.
Prerequisites: Take NUR 610, NUR 610PBL.
Offered: Every year, Fall Online
- NUR 670. Basic Principles of Anesthesia II. 3 Credits.**
This course continues the basic principles of anesthesia and covers a variety of basic concepts including pre-operative assessment, basic airway management, the function and operation of the anesthesia ventilator and introduction to intra-operative anesthetic care. Concepts related to pain management including opioid sparing techniques are introduced. Simulation lab practices are included.
Prerequisites: Take NUR 696.
Offered: Every year, Spring

- NUR 670L. Basic Principles of Anesthesia II Lab. 2 Credits.**
This course introduces the student to the administration of neuraxial regional anesthesia and peripheral nerve blocks using ultrasound, simulation and cadaver models. Simulation lab practice related to anesthesia set up and simple inductions of anesthesia are included.
Prerequisites: Take NUR 696.
Corequisites: Take NUR 670.
Offered: Every year, Spring
- NUR 671. Clinical Practicum I. 2 Credits.**
Individual clinical practice arranged with approved clinical sites. All-day clinical practice, 3 days per week. The student follows the hours of CRNA practice at each clinical site. A clinical conference is held once per week.
Prerequisites: Take NUR 696, NUR 670, NUR 670L, NUR 672.
Offered: Every year, Summer
- NUR 672. Advanced Pharmacology II. 3 Credits.**
This course is a continuation of Advanced Pharmacology and Basic Principles of Anesthesia I (NUR 696) and expands on the administration of drugs used in the practice of anesthesia. Drugs used in the treatment of comorbid conditions and their effects on anesthesia are covered.
Prerequisites: Take NUR 696.
Corequisites: Take NUR 670, NUR 670L.
Offered: Every year, Spring
- NUR 673. Clinical Practicum II. 2 Credits.**
Individual clinical practice is arranged with approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A clinical conference is held once per week.
Prerequisites: Take NUR 671.
Offered: Every year, Fall
- NUR 674. Professional Aspects of Nurse Anesthesia Practice I. 1 Credit.**
This course discusses the history of the profession and practice issues that pertain to the nurse anesthesia practice. Topics include legal aspects, scope of practice, the national association and the structure, quality assurance and the business of anesthesia. Students explore their role in the political arena through attendance at the AANA Midyear Assembly in Washington, D.C.
Offered: Every year, Spring
- NUR 675. Clinical Practicum III. 2 Credits.**
Individual clinical practice is arranged with approved clinical sites four days per week. Students participate in full-day clinical practice, and follow the hours of CRNA practice at each clinical site. A call component may be included in the semester. A clinical conference is held once per week.
Prerequisites: Take NUR 673.
Offered: Every year, Fall
- NUR 676. Professional Aspects of Nurse Anesthesia Practice II. 1 Credit.**
The class covers the importance of personal wellness and stress management for the nurse anesthesia student and the practicing CRNA. Students become familiar with integrated therapies and behaviors used to create wellness and balance. Multiple factors related to chemical dependence and substance abuse are studied. Participants also discuss the importance of cultural sensitivity and diversity in health care.
Offered: Every year, Fall
- NUR 677. Clinical Practicum IV. 2 Credits.**
Individual clinical practice is arranged with the approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component may be included in the semester. A clinical conference is held once a week.
Prerequisites: Take NUR 675.
Offered: Every year, Spring
- NUR 678. Professional Aspects of Nurse Anesthesia Practice III. 1 Credit.**
This course discusses educational leadership as it pertains to clinical preceptors and educators. Topics include the writing of objectives, evaluations and rubrics and the role of the clinical educator. Additionally, students teach assigned topics to underclass students.
Prerequisites: Take NUR 674, NUR 676.
Offered: Every year, Spring
- NUR 679. Clinical Practicum V. 2 Credits.**
Individual clinical practice is arranged with approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component may be included in the semester. A clinical conference is held once a week.
Prerequisites: Take NUR 677.
Offered: Every year, Fall
- NUR 680. Physics, Chemistry, Equipment and Technology for Nurse Anesthetists. 4 Credits.**
This course includes an extensive study of key concepts pertaining to organic, biochemistry and physics as they relate to anesthesia. Topics include medical mathematics and conversion factors, the gas laws, biochemistry of fluids and electrolytes, acid-base and buffers systems, electrical circuits, reviews of organic chemistry including the functional groups and physical principles that are relevant. Equipment and technology used in anesthetic practice also are studied in this course.
Prerequisites: Take NUR 696, NUR 670, NUR 672.
Offered: Every year, Summer
- NUR 681. Clinical Practicum VI. 2 Credits.**
Individual clinical practice is arranged with approved clinical sites. All-day clinical practice continues four days per week. The student follows the hours of CRNA practice at each clinical site. A call component may be included in the semester. A clinical conference is held once a week.
Prerequisites: Take NUR 679.
Offered: Every year, Fall
- NUR 682. Advanced Principles of Anesthesia I. 3 Credits.**
This course covers the administration and management of anesthesia to patients undergoing procedures in a variety of specialties such as ENT, orthopedics, neurosurgery and trauma. Advanced anesthetic management of common/uncommon conditions are included.
Prerequisites: Take NUR 696, NUR 670, NUR 670L, NUR 672.
Offered: Every year, Summer
- NUR 684. Advanced Principles of Anesthesia II. 3 Credits.**
This course covers the fundamental concepts essential to clinical anesthesia practice pertaining to obstetrics and pediatrics.
Prerequisites: Take NUR 682.
Offered: Every year, Fall

NUR 686. Advanced Principles of Anesthesia III. 3 Credits.

The anesthetic assessment and management of patients with vascular and cardiac disease are covered in this course. Open and closed thoracic and cardiac surgery is studied along with the anesthetic implications and considerations. Students explore the perfusionist role during cardiac procedures. Cardiac implants and internal defibrillators are discussed.

Prerequisites: Take NUR 682, NUR 684.

Offered: Every year, Spring

NUR 688. Human Factors and Patient Safety. 3 Credits.

This course examines issues related to human error and patient safety with an emphasis on crisis management. Students explore the theoretical basis of human error, patient safety and quality assurance in health care. This course introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in medical practice.

Offered: Every year

NUR 690. Advanced Principles of Anesthesia IV. 2 Credits.

This course contains an extensive study of the anesthetic management for patients with respiratory, renal, hepatic and endocrine disease.

Prerequisites: Take NUR 686.

Offered: Every year, Summer

NUR 695. Anesthesia Seminar I. 2 Credits.

This course prepares the student to take the Self-Evaluation Exam (SEE) in preparation for the National Certification Exam (NCE). The Seminar course contain an extensive review of Basic Principles, Equipment and Technology, Basic and Advanced Principles, Pharmacology and Physiology. Practice exams are administered periodically and clinical scenarios are used to assess and challenge student knowledge and critical thinking. Students take the SEE (Self Evaluation Examination) exam at the end of this semester.

Prerequisites: Completion of all anesthesia core courses.

Offered: Every year, Fall

NUR 696. Advanced Pharmacology and Basic Principles of Anesthesia I. 4 Credits.

This course contains essential pharmacology for the anesthesia provider along with a variety of basic concepts such as surgical positioning, monitoring of patients undergoing anesthesia, the anesthesia machine and basic airway management. Lectures are held in the classroom and in the Skills and Simulation lab.

Prerequisites: Completion of NUR 517 PY 501.

Offered: Every year, Fall

NUR 697. Anesthesia Seminar II. 2 Credits.

This course is the second Anesthesia Seminar which prepares the student to take the National Certification Exam (NCE). Students continue to take the SEE (Self Evaluation Examination) until a benchmark score is obtained. Organized and systematic review of materials from key anesthesia courses is continued. Students formulate a written plan of study for use during this semester. Each student reviews and implements the individualized plan with input from the adviser.

Prerequisites: Completion of all anesthesia core courses and NUR 695.

Offered: Every year, Spring

NUR 698. Human Physiology Seminar. 1 Credit.

Students are provided with a topic in human physiology for presentation to the group. The topic is selected from one of the systems studied in the Human Physiology course. This provides the student with an opportunity to work in a small group, improve their public speaking skills and gather valuable material from other presenters.

Corequisites: Take PY 501.

Offered: Every year, Summer

PY 501. Human Physiology. 4 Credits.

This course takes a system approach to the physiologic and biochemical functions of the human body, including relevant anatomical correlations. Laboratory sessions emphasize clinical application to systemic function.

Offered: Every year, Summer

Post-Master's DNP: Nurse Practitioner

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

The Post-Master's Nurse Practitioner DNP program is open only to graduates of the Quinnipiac University School of Nursing Adult-Gerontology (AGNP) or Family Nurse Practitioner (FNP) Master of Science in Nursing (MSN) programs. Students who have completed the AGNP or FNP MSN program may continue seamlessly into the DNP within two years of MSN graduation. Newly graduated nurse practitioners may begin to practice and continue on for their DNP without having to reapply. The curriculum is online and follows the standards set by the American Nurses Association and the American Association of Colleges of Nursing. It provides 480 hours of fieldwork, which includes the DNP project and either a leadership or care of populations focus. This program is geared toward enhancing the practice of novice nurse practitioners and, therefore, students work closely with their advisers to choose courses supportive of their practice needs.

Post-Master's DNP: Nurse Practitioner

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 613	Nursing Leadership Seminar: Applying Data to Practice	2
NUR 614PBL	DNP Project Continuation Course	1
NUR 615	Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care	3
NUR 617	Nursing Leadership Fellowship: Relationship Management and Strategic Leadership	3

Total Credits 24

Curriculum Note:

Sample curriculum, 30 credits required.

Students take electives to complete 30 credits required for the degree.

Choose between a population focus (NUR 620, NUR 622 and NUR 623 required) or leadership (NUR 613, NUR 615 and NUR 617 required).

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

- a. **Demonstrate** clinical reasoning through an understanding of science and evidence-based practice.
- b. **Design, implement and evaluate** quality improvement initiatives across the systems in which health care is delivered.
- c. **Analyze and critique** the available evidence for best practices in healthcare.
- d. **Apply** technology and information fluency to conduct practice inquiry.
- e. **Advocate** for rational health policies to improve patient care and enhance effective use of resources.
- f. **Demonstrate** leadership through interprofessional collaboration to improve patient and population health outcomes.
- g. **Direct** health promotion and disease prevention efforts to improve patient and population health outcomes.
- h. **Provide** competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Download the form (https://quonline.quinnipiac.edu/documents/DNP_Practice_Verification.pdf) (PDF)

Applicants should submit the following to the Office of Graduate Admissions:

- a. A completed admissions application including a resume and a personal statement addressing the following:
 - i. professional goals and motivations
 - ii. a nursing experience that has influenced or shaped your practice
 - iii. a healthcare problem that interests you for potential doctoral study
- b. Official transcripts from all schools previously attended
- c. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants
- d. Two letters of recommendation from persons with authority to evaluate your professional ability

- e. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut
- f. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B- grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B- or better. The student must achieve a minimum grade of a B- in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B-) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student, in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice. 2 Credits.

Students review selected processes to identify current best scientific evidence including formulation of asking an answerable question. Students also conduct a review of the literature, critically appraise individual studies, and synthesize the evidence collected. Various methods to evaluate statistical analyses and scientific rigor are emphasized. Discussions focus on strengths and limitations of existing evidence, and application to direct and indirect practice. Iterative writing is a major component of this course.

Offered: Every year, Fall Online

NUR 602. Principles of Ethical Theory in Nursing. 1 Credit.

This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.

Offered: Every year, Fall and Summer Online

NUR 610. Clinical Scholarship and Inquiry in Nursing. 2 Credits.

This course focuses on improvement methods used to identify organizational systems' process problems affecting practice (direct and indirect care). Building on prior knowledge of evidence-based practice, students learn how to critically appraise scientific evidence, evaluate additional relevant information, and consider cost implications to create sustainable innovations intended to improve systems.

Prerequisites: Take NUR 600.

Offered: Every year, Spring Online

NUR 610PBL. DNP Project I. 2 Credits.

This seminar provides an opportunity for students to identify a health organization or system's opportunity for process improvement based on available aggregate data. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. There is a minimum of 120 fieldwork hours associated with this course. The course is graded on a pass/fail basis.

Corequisites: Take NUR 610.

Offered: Every year, Summer Online

NUR 612. Leadership and Collaboration for Change in Health Care. 2 Credits.

This course focuses on developing advanced practice nursing leaders who are able to generate pragmatic responses to health care policy, systems and practice inquiry problems through a collaborative approach.

Prerequisites: Take NUR 610.

Offered: Every year, Fall Online

NUR 612PBL. DNP Project II. 2 Credits.

Students continue experiential learning to create and sustain change through implementation of the approved, scholarly DNP Project Proposal using appropriate leadership concepts, interdisciplinary team collaboration, and change theory. Post-implementation and evaluation of Project outcomes are disseminated to applicable fieldwork site stakeholders, peers in a professional forum, and in a digital repository. There are 120 fieldwork hours associated with this course. This course is graded on a pass/fail basis.

Prerequisites: Take NUR 610, NUR 610PBL.

Offered: Every year, Fall Online

NUR 613. Nursing Leadership Seminar: Applying Data to Practice. 2 Credits.

This online seminar develops students' skills in identifying, critiquing and applying data in health care. Students investigate evidence-based research and how that data is used to improve health system outcomes.

In addition, they examine electronic data transfer methods and displays that illustrate performance. Finally, students debate the ethical aspects of data access, security and use.

Offered: Every year, Spring Online

NUR 614PBL. DNP Project Continuation Course. 1 Credit.

This course is for those students who continue to work on their DNP Project in the semester(s) after the conclusion of NUR 612 PBL. Students register for this one credit course every semester until their DNP Projects are completed.

Prerequisites: Take NUR 612PBL.

Offered: Every year, All Online

NUR 615. Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care. 3 Credits.

This two-hour clinical seminar accompanies 120 hours of experiential learning in the field, with an emphasis on safety and legal concepts in health care. Human factors analysis and systemic quality improvement for increased patient and provider safety are discussed.

Prerequisites: Take NUR 613.

Offered: Every year, Fall Online

NUR 617. Nursing Leadership Fellowship: Relationship Management and Strategic Leadership. 3 Credits.

This online course focuses on developing nursing leaders who are able to generate pragmatic responses to health care demands that address the collaborative relationships critical to clinical, educational and organizational success. This course includes 120 hours (1 credit) of experiential learning in the field, with a two-hour online seminar to discuss student experiences and synthesize leadership concepts and skills.

Prerequisites: Take NUR 615.

Offered: Every year, Spring Online

Post-Master's Doctor of Nursing Practice Care of Populations

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

The Post-Master's Doctor of Nursing Practice (DNP) program is for master's prepared nurses who want to further their skills in using evidence to change practice. In addition to the DNP core classes, students take select classes in a population health specialty as well as electives supporting their career goals. To enhance learning, students participate in 480 hours of field experience related to their interest in population health.

The Post-Master's Doctor of Nursing Practice program is for master's prepared nurses who want to further their skills in using evidence to change practice. In addition to the DNP core classes students select classes in a leadership or population health specialty as well as electives supporting their career goals. 480 hours of field experience related to the student's interest enhance learning.

Post-Master's Doctor of Nursing Practice Care of Populations Program

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 614PBL	DNP Project Continuation Course	1
Care of Populations courses:		
NUR 620	Principles of Population-Based Health Care	2
NUR 622	Population Health: Factors Affecting Specific Populations	3
NUR 623	Global Population Health	3
Total Credits		24

Curriculum Note:

Sample curriculum, 30 credits required.

Students take electives to complete 30 credits required for the degree.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic

health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

- Demonstrate** clinical reasoning through an understanding of science and evidence-based practice.
- Design, implement and evaluate** quality improvement initiatives across the systems in which health care is delivered.
- Analyze and critique** the available evidence for best practices in healthcare.
- Apply** technology and information fluency to conduct practice inquiry.
- Advocate** for rational health policies to improve patient care and enhance effective use of resources.
- Demonstrate** leadership through interprofessional collaboration to improve patient and population health outcomes.
- Direct** health promotion and disease prevention efforts to improve patient and population health outcomes.
- Provide** competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Download the form (https://quonline.quinnipiac.edu/documents/DNP_Practice_Verification.pdf) (PDF) Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you for potential doctoral study
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
- Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 514. Epidemiology and Population Health. 2 Credits.
This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.
Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.
This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.
Offered: Every year, Fall and Summer Online

NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice. 2 Credits.
Students review selected processes to identify current best scientific evidence including formulation of asking an answerable question. Students also conduct a review of the literature, critically appraise individual studies, and synthesize the evidence collected. Various methods to evaluate statistical analyses and scientific rigor are emphasized. Discussions focus on strengths and limitations of existing evidence, and application to direct and indirect practice. Iterative writing is a major component of this course.
Offered: Every year, Fall Online

NUR 602. Principles of Ethical Theory in Nursing. 1 Credit.
This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.
Offered: Every year, Fall and Summer Online

NUR 610. Clinical Scholarship and Inquiry in Nursing. 2 Credits.
This course focuses on improvement methods used to identify organizational systems' process problems affecting practice (direct and indirect care). Building on prior knowledge of evidence-based practice, students learn how to critically appraise scientific evidence, evaluate additional relevant information, and consider cost implications to create sustainable innovations intended to improve systems.
Prerequisites: Take NUR 600.
Offered: Every year, Spring Online

NUR 610PBL. DNP Project I. 2 Credits.
This seminar provides an opportunity for students to identify a health organization or system's opportunity for process improvement based on available aggregate data. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. There is a minimum of 120 fieldwork hours associated with this course. The course is graded on a pass/fail basis.
Corequisites: Take NUR 610.
Offered: Every year, Summer Online

NUR 614PBL. DNP Project Continuation Course. 1 Credit.
This course is for those students who continue to work on their DNP Project in the semester(s) after the conclusion of NUR 612 PBL. Students register for this one credit course every semester until their DNP Projects are completed.
Prerequisites: Take NUR 612PBL.
Offered: Every year, All Online

NUR 612. Leadership and Collaboration for Change in Health Care. 2 Credits.
This course focuses on developing advanced practice nursing leaders who are able to generate pragmatic responses to health care policy, systems and practice inquiry problems through a collaborative approach.
Prerequisites: Take NUR 610.
Offered: Every year, Fall Online

NUR 612PBL. DNP Project II. 2 Credits.

Students continue experiential learning to create and sustain change through implementation of the approved, scholarly DNP Project Proposal using appropriate leadership concepts, interdisciplinary team collaboration, and change theory. Post-implementation and evaluation of Project outcomes are disseminated to applicable fieldwork site stakeholders, peers in a professional forum, and in a digital repository. There are 120 fieldwork hours associated with this course. This course is graded on a pass/fail basis.

Prerequisites: Take NUR 610, NUR 610PBL.

Offered: Every year, Fall Online

NUR 620. Principles of Population-Based Health Care. 2 Credits.

This course examines policies impacting health across a broad spectrum of health care conditions and settings. Students discuss the contributions of nursing to population health.

Offered: Every year, Spring Online

NUR 622. Population Health: Factors Affecting Specific Populations. 3 Credits.

This seminar allows each student to examine contemporary issues surrounding advanced nursing practice and population health within the context of the individual student's population health focus. There are 120 fieldwork hours associated with this course.

Prerequisites: Take NUR 620.

Offered: Every year, Fall Online

NUR 623. Global Population Health. 3 Credits.

This seminar allows each student to examine population health in the context of a global community. The role of the World Health Organization and the Social Determinants of Health are analyzed. The individual student's population health focus is considered in the context of broader global population issues. There are 120 fieldwork hours associated with this course.

Prerequisites: Take NUR 620, NUR 622.

Offered: Every year, Spring Online

Post-Master's Doctor of Nursing Practice Nursing Leadership

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

The Post-Master's Doctor of Nursing Practice (DNP) program is for master's prepared nurses who want to further their skills in using evidence to change practice. In addition to the DNP core classes, students take select classes in a leadership specialty as well as electives supporting their career goals. To enhance learning, students participate in 480 hours of field experience related to their interest in nursing leadership.

The Post-Master's Doctor of Nursing Practice program is for master's prepared nurses who want to further their skills in using evidence to change practice. In addition to the DNP core classes students select classes in a leadership or population health specialty as well as electives supporting their career goals. 480 hours of field experience related to the student's interest enhance learning.

Post-Master's Doctor of Nursing Practice Nursing Leadership Program

Code	Title	Credits
Course Listing		
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 600	Evaluation and Synthesis of Scientific Evidence for Practice	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 614PBL	DNP Project Continuation Course	1
Leadership courses:		
NUR 613	Nursing Leadership Seminar: Applying Data to Practice	2
NUR 615	Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care	3
NUR 617	Nursing Leadership Fellowship: Relationship Management and Strategic Leadership	3
Total Credits		24

Curriculum Note:

Sample curriculum, 30 credits required.

Students take electives to complete 30 credits required for the degree.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

- Demonstrate** clinical reasoning through an understanding of science and evidence-based practice.
- Design, implement and evaluate** quality improvement initiatives across the systems in which health care is delivered.
- Analyze and critique** the available evidence for best practices in healthcare.
- Apply** technology and information fluency to conduct practice inquiry.

- e. **Advocate** for rational health policies to improve patient care and enhance effective use of resources.
- f. **Demonstrate** leadership through interprofessional collaboration to improve patient and population health outcomes.
- g. **Direct** health promotion and disease prevention efforts to improve patient and population health outcomes.
- h. **Provide** competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Download the form (https://quonline.quinnipiac.edu/documents/DNP_Practice_Verification.pdf) (PDF) Applicants should submit the following to the Office of Graduate Admissions:

- a. A completed admissions application including a resume and a personal statement addressing the following:
 - i. professional goals and motivations
 - ii. a nursing experience that has influenced or shaped your practice
 - iii. a healthcare problem that interests you for potential doctoral study
- b. Official transcripts from all schools previously attended.
- c. Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- d. Two letters of recommendation from persons with authority to evaluate your professional ability.
- e. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
- f. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and

the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- a. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- b. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- c. A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice. 2 Credits.

Students review selected processes to identify current best scientific evidence including formulation of asking an answerable question. Students also conduct a review of the literature, critically appraise individual studies, and synthesize the evidence collected. Various methods to evaluate statistical analyses and scientific rigor are emphasized. Discussions focus on strengths and limitations of existing evidence, and application to direct and indirect practice. Iterative writing is a major component of this course.

Offered: Every year, Fall Online

NUR 602. Principles of Ethical Theory in Nursing. 1 Credit.

This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.

Offered: Every year, Fall and Summer Online

NUR 610. Clinical Scholarship and Inquiry in Nursing. 2 Credits.

This course focuses on improvement methods used to identify organizational systems' process problems affecting practice (direct and indirect care). Building on prior knowledge of evidence-based practice, students learn how to critically appraise scientific evidence, evaluate additional relevant information, and consider cost implications to create sustainable innovations intended to improve systems.

Prerequisites: Take NUR 600.

Offered: Every year, Spring Online

NUR 610PBL. DNP Project I. 2 Credits.

This seminar provides an opportunity for students to identify a health organization or system's opportunity for process improvement based on available aggregate data. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. There is a minimum of 120 fieldwork hours associated with this course. The course is graded on a pass/fail basis.

Corequisites: Take NUR 610.

Offered: Every year, Summer Online

NUR 612. Leadership and Collaboration for Change in Health Care. 2 Credits.

This course focuses on developing advanced practice nursing leaders who are able to generate pragmatic responses to health care policy, systems and practice inquiry problems through a collaborative approach.

Prerequisites: Take NUR 610.

Offered: Every year, Fall Online

NUR 612PBL. DNP Project II. 2 Credits.

Students continue experiential learning to create and sustain change through implementation of the approved, scholarly DNP Project Proposal using appropriate leadership concepts, interdisciplinary team collaboration, and change theory. Post-implementation and evaluation of Project outcomes are disseminated to applicable fieldwork site stakeholders, peers in a professional forum, and in a digital repository. There are 120 fieldwork hours associated with this course. This course is graded on a pass/fail basis.

Prerequisites: Take NUR 610, NUR 610PBL.

Offered: Every year, Fall Online

NUR 613. Nursing Leadership Seminar: Applying Data to Practice. 2 Credits.

This online seminar develops students' skills in identifying, critiquing and applying data in health care. Students investigate evidence-based research and how that data is used to improve health system outcomes. In addition, they examine electronic data transfer methods and displays that illustrate performance. Finally, students debate the ethical aspects of data access, security and use.

Offered: Every year, Spring Online

NUR 614PBL. DNP Project Continuation Course. 1 Credit.

This course is for those students who continue to work on their DNP Project in the semester(s) after the conclusion of NUR 612 PBL. Students register for this one credit course every semester until their DNP Projects are completed.

Prerequisites: Take NUR 612PBL.

Offered: Every year, All Online

NUR 615. Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care. 3 Credits.

This two-hour clinical seminar accompanies 120 hours of experiential learning in the field, with an emphasis on safety and legal concepts in health care. Human factors analysis and systemic quality improvement for increased patient and provider safety are discussed.

Prerequisites: Take NUR 613.

Offered: Every year, Fall Online

NUR 617. Nursing Leadership Fellowship: Relationship Management and Strategic Leadership. 3 Credits.

This online course focuses on developing nursing leaders who are able to generate pragmatic responses to health care demands that address the collaborative relationships critical to clinical, educational and organizational success. This course includes 120 hours (1 credit) of experiential learning in the field, with a two-hour online seminar to discuss student experiences and synthesize leadership concepts and skills.

Prerequisites: Take NUR 615.

Offered: Every year, Spring Online

Master of Science in Nursing

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

Students who are registered nurses and have a bachelor's degree may pursue master's degree training. Five programs are available: Adult-Gerontology Acute Care Nurse Practitioner (p. 912), Adult-Gerontology Primary Care Nurse Practitioner (p. 916), Family Nurse Practitioner (p. 918), Operational Leadership (p. 921) and RN to MSN (p. 924).

For nurses who would like to become nurse practitioners, the Master of Science in Nursing (MSN) degree program is designed for working nurses who want to further their education and expand their credentials without sacrificing hands-on experience through clinical practice. This innovative program accommodates your schedule as well as your specific academic and career goals. Depending on your area of interest, you can choose between adult-gerontology acute care nurse practitioner, adult-gerontology primary care nurse practitioner or family nurse practitioner. Within two years of completing your MSN, you have the option of seamlessly transitioning into the online Doctor of Nursing Practice (DNP) program, without losing any credits or duplicating any coursework.

The Operational Leadership program prepares nurses for operational leadership roles in health care institutions and settings. The program offers courses in health policy, organizational leadership, adult learning

strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice, human factor analysis, and informational technology project management. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 360 hours of practicum experience. Graduates who wish to continue their education are placed to pursue a clinical doctorate in nursing. The program was designed to provide some of the content required to sit for board certification in Nursing Professional Development or informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of middle management, informatics and leadership in a variety of health care settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of healthcare across diverse settings.
- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
- Apply** appropriate measurement and analysis methods related to organizational quality and safety.
- Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- Use** informatics and healthcare technology to integrate and coordinate care.
- Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
- Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
- Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Master of Science in Nursing Programs

- Adult-Gerontology Acute Care Nurse Practitioner (p. 912)
- Adult-Gerontology Primary Care Nurse Practitioner (p. 916)
- Family Nurse Practitioner (p. 918)
- Operational Leadership (p. 921)
- RN to MSN (p. 924)

Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you

- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program director and/or member of the faculty will be arranged for eligible candidates.

All accepted students also are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs.

Master of Science in Nursing: Adult-Gerontology Acute Care Nurse Practitioner

Contact: Philip Martinez (Philip.Martinez@qu.edu) 203-582-7687

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) MSN prepares nurses to further their careers in acute care settings as providers. You will gain the theory and skills to effectively provide care and prescribe for patients with acute health issues. In addition to learning to assess acute care problems, you will learn the pharmacological, non-pharmacological and interventional skills required in acute care settings. This program is online with three distinct, focused immersions on campus. Completion of this program makes you eligible to take a national certification exam for adult-gerontology acute care nurse practitioners.

MSN: Adult-Gerontology Acute Care Nurse Practitioner

Code	Title	Credits
NUR 500	Biostatistics	1

NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 520	Advanced Health Assessment	3
NUR 520L	Advanced Health Assessment Lab	2
NUR 522	Advanced Pathophysiology	3
NUR 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 632	Health Promotion and Advocacy	3
NUR 660	Advanced Specialty Diagnostics & Assessment I	2
NUR 661	Introduction to Acute Care Clinical Practicum and Seminar	2
NUR 662	Advanced AGACNP Pharmacology	2
NUR 663	Acute Care Practicum & Seminar I	3
NUR 664	Common Problems in Acute Care	3
NUR 665	Acute Care Practicum & Seminar II	3
NUR 666	Common Problems in Acute Care II	3
NUR 667	Acute Care Practicum & Seminar III	3
NUR 668	Common Problems in Acute Care III	3
NUR 669	Advanced Specialty Diagnostics & Assessment II	2

Total Credits 46

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of health care across diverse settings.
 - Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
 - Apply** appropriate measurement and analysis methods related to organizational quality and safety.
 - Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
 - Use** informatics and healthcare technology to integrate and coordinate care.
 - Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
 - Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
 - Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Admission Requirements

An applicant to the MSN program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you for potential doctoral study.
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a waitlist for the fall in the event a space becomes available. However, acceptances are not deferred and wait-listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of B minus in all subsequent nursing courses. Failure to meet this requirement will

result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student, in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 500. Biostatistics. 1 Credit.

This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.

Offered: Every year, All Online

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 520. Advanced Health Assessment. 3 Credits.

This course presents the principles of performing a comprehensive health assessment and reporting the findings in a professional format. Attention is given to assessment and physical examination across the lifespan within diverse communities. The processes underlying diagnostic decision making are introduced. A laboratory component enables the student to master the techniques of performing a holistic health assessment.

Corequisites: Take NUR 520L.

Offered: Every year, Fall

NUR 520L. Advanced Health Assessment Lab. 2 Credits.

This lab must be taken with NUR 520. (2 lab hrs.)

Corequisites: Take NUR 520.

Offered: Every year, Fall

NUR 522. Advanced Pathophysiology. 3 Credits.

Essential concepts of pathophysiology are emphasized. Selected disorders are studied especially as they relate to homeostatic and defense/repair mechanisms. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

Offered: Every year, Fall and Summer Online

NUR 530. Advanced Pharmacology. 3 Credits.

Students are introduced to pharmacological management across the lifespan and provided with advanced knowledge of pharmacokinetics. Selected categories of drugs commonly prescribed for management of health care problems and health promotion within diverse communities are presented. Controlled substances and the potential for abuse are discussed. The responsibilities and legalities of prescriptive authority in advanced practice are defined.

Offered: Every year, Spring Online

NUR 602. Principles of Ethical Theory in Nursing. 1 Credit.

This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.

Offered: Every year, Fall and Summer Online

- NUR 632. Health Promotion and Advocacy. 3 Credits.**
Health promotion, advocacy and mental health problems encountered in primary care settings are considered. A holistic approach to clients from adolescence to senescence is emphasized. Evidence-based guidelines and research are integrated to develop nursing strategies for health promotion and prevention.
Offered: Every year, Fall and Summer Online
- NUR 660. Advanced Specialty Diagnostics & Assessment I. 2 Credits.**
This course provides an overview of diagnostic tools, procedures, and exams in the assessment, diagnosing, and treating of individuals with acute/critical illness. This course will be delivered in a hybrid format, with students completing online content including topics such as ECG interpretation, diagnostic exam evaluation and interpretation as well as an on-ground clinical residency where the emphasis will be on competence in a variety of procedures specific to the acute care nurse practitioner. The emphasis is not only on learning skills, but also on the appropriate use of these skills in a healing context.
Prerequisites: Take NUR 520, NUR 520L, NUR 530 and NUR 522
Offered: As needed
- NUR 661. Introduction to Acute Care Clinical Practicum and Seminar. 2 Credits.**
This course provides a theoretical and practical framework for the practice of an acute care nurse practitioner caring for the adult and geriatric populations with acute and chronic complex problems. Students learn to apply diagnostic reasoning skills and critical thinking. Students complete 120 clinical hours in acute care settings where they demonstrate the ability to provide evidence-based care. An accompanying online clinical conference allows students to discuss the scope of an acute care nurse practitioner as well as management of acute care illnesses.
Prerequisites: Take NUR 520, NUR 520L, NUR 530 and NUR 522
Offered: As needed
- NUR 662. Advanced AGACNP Pharmacology. 2 Credits.**
This course builds upon the previous advanced pharmacology course and specifically discusses medications used in the inpatient setting. Students learn the use of medications, their interactions and polypharmacy issues that are specific to the acute care setting.
Offered: As needed
- NUR 663. Acute Care Practicum & Seminar I. 3 Credits.**
Emphasis in this first of three clinical courses is to use diagnostic reasoning, critical thinking, and patient analysis to focus on assessment, identifying differential diagnoses, and managing acutely or critically ill individuals using clinical practice guidelines. Students complete 240 direct care clinical hours in the inpatient acute or critical care setting. In addition to clinical hours, students engage in a one hour weekly clinical conference to present patient problems including a holistic approach to patient needs, differential diagnoses and specific clinical issues.
Prerequisites: Take NUR 660 NUR 661 NUR 661 and NUR 662
Corequisites: Take NUR 664
Offered: As needed
- NUR 664. Common Problems in Acute Care. 3 Credits.**
The first of three courses regarding common problems in acute care will focus on the pathophysiology and management of common acute and critical illnesses in individuals. Evidence-based, multidisciplinary management approaches to selected health problems are discussed. The course is grounded by a holistic approach to care; case studies are used to promote clinical reasoning. Topics include acid/base balance and fluid/electrolyte issues, cardiovascular, respiratory, and renal disease.
Prerequisites: Take NUR 660 NUR 661 and NUR 662
Offered: As needed
- NUR 665. Acute Care Practicum & Seminar II. 3 Credits.**
In the second of three clinical courses, students will continue to progress using the knowledge learned in previous courses to begin building safe and effective evidence-based plans of care. They 240 direct care clinical hours in the inpatient acute or critical care setting. Emphasis in this course is not only on refining assessment, differential diagnoses and management, but also building case load. Weekly one hour clinical conferences focus on presenting cases, discussing holistic approaches to critical care and refining differential diagnoses and treatment plans.
Prerequisites: Take NUR 663
Corequisites: Take NUR 666
Offered: As needed
- NUR 666. Common Problems in Acute Care II. 3 Credits.**
The second of three courses regarding common problems in acute care will focus on the pathophysiology and management of common acute and critical illnesses in individuals. An opportunity to refine differential diagnosis and management of challenging health concerns in diverse populations is provided by the use of case studies. Topics include trauma, shock, endocrine, GI, Infectious disease, and musculoskeletal issues. The course is grounded by a holistic approach to care.
Prerequisites: Take NUR 664
Offered: As needed
- NUR 667. Acute Care Practicum & Seminar III. 3 Credits.**
The final of three clinical courses requires students to use all of the foundational skills learned in previous courses to provide evidence-based care to promote healing in an increasing and varied case load of acute or critically ill patients. Students will build complete plans of care using the theoretical and clinical knowledge from other courses. Weekly clinical conferences serve to provide students opportunities to discuss challenging acute and critical care issues as well as provide opportunities to present data in a team like setting.
Prerequisites: Take NUR 665 and NUR 668
Corequisites: Take NUR 668
Offered: As needed
- NUR 668. Common Problems in Acute Care III. 3 Credits.**
The third and final of three courses regarding common problems in acute care will focus on more complex illnesses, their pathophysiology and management. Topics include neurology, oncology, integumentary, hepatic, hematology, psychological and cognitive health disorders, and multi-system disorders. Learning is enhanced using case studies. The course is grounded by a holistic approach to care.
Prerequisites: Take NUR 666
Offered: As needed
- NUR 669. Advanced Specialty Diagnostics & Assessment II. 2 Credits.**
This course provides an overview of advanced diagnostic tools, procedures, and exams in the assessment, diagnosing, and treating of individuals with acute/critical illness. This course will be delivered in a hybrid format, with students completing online content as well as an on-ground clinical residency where the emphasis will be on competence in more advanced procedures specific to the acute care nurse practitioner. . The emphasis is not only on learning skills, but also on the appropriate use of these skills in a healing context.
Prerequisites: Take NUR 663 NUR 664
Offered: As needed

Master of Science in Nursing: Adult-Gerontology Primary Care Nurse Practitioner

Program Contact: Susan D'Agostino
(Susan.DAgostino@qu.edu) 203-582-8882

In the Adult-Gerontology Primary Care Nurse Practitioner program, you'll develop the necessary skills to provide high-quality, cost-effective primary care across the lifespan from adolescence to geriatrics. This program can be completed either as a full-time or part-time program, requiring a two or three year commitment, respectively. Completion of this program makes you eligible to take a national certification exam for adult-gerontology primary care nurse practitioners.

MSN: Adult-Gerontology Primary Care Nurse Practitioner

Code	Title	Credits
Course Listing		
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 520	Advanced Health Assessment	3
NUR 520L	Advanced Health Assessment Lab	2
NUR 522	Advanced Pathophysiology	3
NUR 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 630	Advanced Holistic Assessment	3
NUR 630L	Advanced Holistic Assessment Lab	2
NUR 631	Introduction to Clinical Practicum and Seminar I	2
NUR 632	Health Promotion and Advocacy	3
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 641	Adult Health Practicum and Seminar I	3
NUR 642	Complex Problems in Primary Care	3
NUR 643	Adult Health Practicum and Seminar II	3
NUR 645	Adult Health Practicum and Seminar III	3
Total Credits		45

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most

meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of health care across diverse settings.
- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
- Apply** appropriate measurement and analysis methods related to organizational quality and safety.
- Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- Use** informatics and healthcare technology to integrate and coordinate care.
- Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
- Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
- Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Admission Requirements

An applicant to the MSN program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you for potential doctoral study
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a wait list for the fall in the event a space becomes available. However, acceptances are not deferred and wait listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or

c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 500. Biostatistics. 1 Credit.

This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.

Offered: Every year, All Online

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 520. Advanced Health Assessment. 3 Credits.

This course presents the principles of performing a comprehensive health assessment and reporting the findings in a professional format. Attention is given to assessment and physical examination across the lifespan within diverse communities. The processes underlying diagnostic decision making are introduced. A laboratory component enables the student to master the techniques of performing a holistic health assessment.

Corequisites: Take NUR 520L.

Offered: Every year, Fall

NUR 520L. Advanced Health Assessment Lab. 2 Credits.

This lab must be taken with NUR 520. (2 lab hrs.)

Corequisites: Take NUR 520.

Offered: Every year, Fall

NUR 522. Advanced Pathophysiology. 3 Credits.

Essential concepts of pathophysiology are emphasized. Selected disorders are studied especially as they relate to homeostatic and defense/repair mechanisms. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

Offered: Every year, Fall and Summer Online

NUR 530. Advanced Pharmacology. 3 Credits.

Students are introduced to pharmacological management across the lifespan and provided with advanced knowledge of pharmacokinetics. Selected categories of drugs commonly prescribed for management of health care problems and health promotion within diverse communities are presented. Controlled substances and the potential for abuse are discussed. The responsibilities and legalities of prescriptive authority in advanced practice are defined.

Offered: Every year, Spring Online

NUR 630. Advanced Holistic Assessment. 3 Credits.

This course expands on assessment across the lifespan with attention to complex systems. The processes underlying diagnostic decision making are explored and a variety of simple office procedures such as suturing and splinting are taught.

Prerequisites: Take NUR 520, NUR 520L.

Corequisites: Take NUR 630L.

Offered: Every year, Spring

NUR 630L. Advanced Holistic Assessment Lab. 2 Credits.

This lab must be taken with NUR 630. (2 lab hrs.)

Prerequisites: Take NUR 520, NUR 520L.

Corequisites: Take NUR 630.

Offered: Every year, Spring

NUR 631. Introduction to Clinical Practicum and Seminar I. 2 Credits.

This course introduces students to clinical practice and includes an online seminar. Students apply advanced health assessment skills to assess patients across the adult lifespan. Students are expected to perform focused and full histories and physicals, formulate differential diagnoses, suggest appropriate laboratory testing, and begin to develop treatment plans. Expectations also include demonstration of presenting patient cases, and appropriate clinical documentation. Students complete 120 hours of clinical time with their preceptor.

Prerequisites: Take NUR 630, NUR 630L.

Offered: Every year, Summer Online

NUR 602. Principles of Ethical Theory in Nursing. 1 Credit.

This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.

Offered: Every year, Fall and Summer Online

NUR 632. Health Promotion and Advocacy. 3 Credits.

Health promotion, advocacy and mental health problems encountered in primary care settings are considered. A holistic approach to clients from adolescence to senescence is emphasized. Evidence-based guidelines and research are integrated to develop nursing strategies for health promotion and prevention.

Offered: Every year, Fall and Summer Online

NUR 634. Reproductive Health Problems in Primary Care. 3 Credits.

Gender-related problems in primary care across the lifespan are the focus of this course. Selected alternative and complimentary therapies are included.

Offered: Every year, Summer Online

NUR 636. Common Problems in Primary Care. 3 Credits.

This course considers diagnoses of common problems encountered in primary care settings. Evidence-based, multidisciplinary management approaches to selected health problems also are discussed. Assessment and management of the selected problems include attention to cultural traditions, alternative treatments and socioeconomic policies that affect the delivery of care. The course is grounded by a holistic approach to care; case studies are used to promote clinical reasoning.

Prerequisites: Take NUR 631.

Offered: Every year, Fall

NUR 641. Adult Health Practicum and Seminar I. 3 Credits.

This course integrates the principles of primary care nursing and includes a mentored practicum with a clinical seminar. Students apply advanced practice skills to manage acute and chronic health problems across the adult lifespan. Appropriate clinical documentation, case presentation and use of web-based clinical resources are emphasized.

Prerequisites: Take NUR 631.

Offered: Every year, Fall

NUR 642. Complex Problems in Primary Care. 3 Credits.

This course focuses on selected complex, urgent or less frequently encountered problems of primary care across the lifespan from adolescence to senescence. An opportunity to refine differential diagnosis and management of challenging health concerns in diverse populations is provided by the use of case studies.

Prerequisites: Take NUR 636; and NUR 641 or NUR 651.

Offered: Every year, Spring

NUR 643. Adult Health Practicum and Seminar II. 3 Credits.

This course includes a mentored practicum with clinical seminar and provides further opportunity for advanced nursing practice with diverse adult populations. Students refine primary care skills including appropriate documentation, differential diagnosis, case presentation and technology utilization with attention to cost-effective and evidence-based approaches to care.

Prerequisites: Take NUR 641.

Offered: Every year, Spring

NUR 645. Adult Health Practicum and Seminar III. 3 Credits.

This course includes a mentored practicum experience of 240 hours and an online seminar. It provides continued opportunity for advanced holistic practice with adults. Seminar prepares students for certification and licensure as adult-gerontology nurse practitioners.

Prerequisites: Take NUR 643

Offered: Every year, Summer

Master of Science in Nursing: Family Nurse Practitioner

Program Contact: Susan D'Agostino
(Susan.DAgostino@qu.edu) 203-582-8882

The Family Nurse Practitioner program prepares you to diagnose and manage most common illnesses for patients of all ages and to assume the responsibility inherent in prescribing medications. After graduation, you'll be eligible to sit for the national family nurse practitioner certification exam. This program can be completed either part-time or full-time, and enables graduates to significantly expand their current roles as advanced practice nurse in a multitude of health care settings.

MSN: Family Nurse Practitioner

Code	Title	Credits
Course Listing		
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 520	Advanced Health Assessment	3
NUR 520L	Advanced Health Assessment Lab	2
NUR 522	Advanced Pathophysiology	3
NUR 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 630	Advanced Holistic Assessment	3
NUR 630L	Advanced Holistic Assessment Lab	2
NUR 631	Introduction to Clinical Practicum and Seminar I	2
NUR 632	Health Promotion and Advocacy	3
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 642	Complex Problems in Primary Care	3
NUR 651	Family Health Practicum and Seminar I	3
NUR 652	Primary Care of the Child and Family I	3
NUR 653	Family Health Practicum and Seminar II	3
NUR 654	Primary Care of the Child and Family II	3
NUR 655	Family Health Practicum and Seminar III	3
NUR 656	Pediatric Assessment	1
Total Credits		52

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of health care across diverse settings.
- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.

- Apply** appropriate measurement and analysis methods related to organizational quality and safety.
- Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- Use** informatics and healthcare technology to integrate and coordinate care.
- Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
- Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
- Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Admission Requirements

An applicant to the MSN program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a wait list for the fall in the event a space becomes available. However, acceptances are not deferred and wait listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of

3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- a. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.

- b. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- c. A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 500. Biostatistics. 1 Credit.

This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.

Offered: Every year, All Online

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 520. Advanced Health Assessment. 3 Credits.

This course presents the principles of performing a comprehensive health assessment and reporting the findings in a professional format. Attention is given to assessment and physical examination across the lifespan within diverse communities. The processes underlying diagnostic decision making are introduced. A laboratory component enables the student to master the techniques of performing a holistic health assessment.

Corequisites: Take NUR 520L.

Offered: Every year, Fall

NUR 520L. Advanced Health Assessment Lab. 2 Credits.

This lab must be taken with NUR 520. (2 lab hrs.)

Corequisites: Take NUR 520.

Offered: Every year, Fall

NUR 522. Advanced Pathophysiology. 3 Credits.

Essential concepts of pathophysiology are emphasized. Selected disorders are studied especially as they relate to homeostatic and defense/repair mechanisms. Where appropriate the course includes clinical correlations of disease states with symptoms and physical findings.

Offered: Every year, Fall and Summer Online

NUR 530. Advanced Pharmacology. 3 Credits.

Students are introduced to pharmacological management across the lifespan and provided with advanced knowledge of pharmacokinetics. Selected categories of drugs commonly prescribed for management of health care problems and health promotion within diverse communities are presented. Controlled substances and the potential for abuse are discussed. The responsibilities and legalities of prescriptive authority in advanced practice are defined.

Offered: Every year, Spring Online

- NUR 602. Principles of Ethical Theory in Nursing.** 1 Credit.
This course facilitates the student's formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.
Offered: Every year, Fall and Summer Online
- NUR 630. Advanced Holistic Assessment.** 3 Credits.
This course expands on assessment across the lifespan with attention to complex systems. The processes underlying diagnostic decision making are explored and a variety of simple office procedures such as suturing and splinting are taught.
Prerequisites: Take NUR 520, NUR 520L.
Corequisites: Take NUR 630L.
Offered: Every year, Spring
- NUR 630L. Advanced Holistic Assessment Lab.** 2 Credits.
This lab must be taken with NUR 630. (2 lab hrs.)
Prerequisites: Take NUR 520, NUR 520L.
Corequisites: Take NUR 630.
Offered: Every year, Spring
- NUR 631. Introduction to Clinical Practicum and Seminar I.** 2 Credits.
This course introduces students to clinical practice and includes an online seminar. Students apply advanced health assessment skills to assess patients across the adult lifespan. Students are expected to perform focused and full histories and physicals, formulate differential diagnoses, suggest appropriate laboratory testing, and begin to develop treatment plans. Expectations also include demonstration of presenting patient cases, and appropriate clinical documentation. Students complete 120 hours of clinical time with their preceptor.
Prerequisites: Take NUR 630, NUR 630L.
Offered: Every year, Summer Online
- NUR 632. Health Promotion and Advocacy.** 3 Credits.
Health promotion, advocacy and mental health problems encountered in primary care settings are considered. A holistic approach to clients from adolescence to senescence is emphasized. Evidence-based guidelines and research are integrated to develop nursing strategies for health promotion and prevention.
Offered: Every year, Fall and Summer Online
- NUR 634. Reproductive Health Problems in Primary Care.** 3 Credits.
Gender-related problems in primary care across the lifespan are the focus of this course. Selected alternative and complimentary therapies are included.
Offered: Every year, Summer Online
- NUR 636. Common Problems in Primary Care.** 3 Credits.
This course considers diagnoses of common problems encountered in primary care settings. Evidence-based, multidisciplinary management approaches to selected health problems also are discussed. Assessment and management of the selected problems include attention to cultural traditions, alternative treatments and socioeconomic policies that affect the delivery of care. The course is grounded by a holistic approach to care; case studies are used to promote clinical reasoning.
Prerequisites: Take NUR 631.
Offered: Every year, Fall
- NUR 642. Complex Problems in Primary Care.** 3 Credits.
This course focuses on selected complex, urgent or less frequently encountered problems of primary care across the lifespan from adolescence to senescence. An opportunity to refine differential diagnosis and management of challenging health concerns in diverse populations is provided by the use of case studies.
Prerequisites: Take NUR 636; and NUR 641 or NUR 651.
Offered: Every year, Spring
- NUR 651. Family Health Practicum and Seminar I.** 3 Credits.
This course includes a mentored practicum experience and a clinical seminar. Health promotion and assessment of health problems within family systems are emphasized. Students learn primary care skills including appropriate documentation, differential diagnosis, case presentation and technology utilization with attention to cost-effective and evidence-based approaches to care.
Prerequisites: Take NUR 631.
Offered: Every year, Fall
- NUR 652. Primary Care of the Child and Family I.** 3 Credits.
This course focuses on health care of the child within the family system. Comprehensive assessment and management of common pediatric health problems encountered in primary care settings are addressed.
Prerequisites: Take NUR 631.
Offered: Every year, Fall
- NUR 653. Family Health Practicum and Seminar II.** 3 Credits.
This course includes a mentored practicum experience of 120 hours and a weekly clinical seminar. It provides an opportunity for nursing practice with families at an advanced level. Comprehensive assessment, clinical decision-making and strategies to facilitate health promotion and health restoration of individuals within family systems are emphasized.
Prerequisites: Take NUR 651.
Offered: Every year, Spring
- NUR 654. Primary Care of the Child and Family II.** 3 Credits.
This course continues the focus on health care of the child within the family system. Primary care management is emphasized.
Prerequisites: Take NUR 651, NUR 652.
Offered: Every year, Spring
- NUR 655. Family Health Practicum and Seminar III.** 3 Credits.
This course includes a mentored practicum experience of 240 hours and an online seminar. It provides continued opportunity for advanced holistic practice with families. Seminar prepares students for certification and licensure as family nurse practitioners.
Prerequisites: Take NUR 653.
Offered: Every year, Summer
- NUR 656. Pediatric Assessment.** 1 Credit.
This course discusses holistic health assessment of newborns, infants, children and adolescents. Assessment of normal growth and development is presented, as is assessment of common pediatric primary care problems.
Prerequisites: Take NUR 630, NUR 630L.
Offered: Every year, Summer Online

MSN Operational Leadership (online)

Program Contact: Peter Longley (Peter.Longley@qu.edu) 203-582-7676

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of health care settings, as well as advanced study at the doctoral level.

The Operational Leadership program prepares nurses for operational leadership roles in health care institutions and settings. The program offers courses in health policy, organizational leadership, adult learning strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice and human factor analysis. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 360 hours of practicum experience. Graduates who wish to continue their education are well positioned to pursue a clinical doctorate in nursing. The program provides a portion of the content required for eligibility to sit for board certification in Nursing Professional Development or Informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of management, informatics and leadership in a variety of health care settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

MSN: Operational Leadership (online)

Code	Title	Credits
Course Listing		
HM 600	Foundations of Health Care Management	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 538	Applying Data to Practice	1
NUR 540	Educational Principles for the Health Care Professional	3
NUR 542	Introduction to Health Care Finance	2
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Behavior and Leadership	3
OL 630	Performance Management and HR Analytics	3
Total Credits		29

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of healthcare across diverse settings.

- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
- Apply** appropriate measurement and analysis methods related to organizational quality and safety.
- Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- Use** informatics and healthcare technology to integrate and coordinate care.
- Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
- Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
- Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations,
 - a nursing experience that has influenced or shaped your practice,
 - a healthcare problem that interests you.
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate program director and/or member of the faculty will be arranged for eligible candidates.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an

undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/mailed to the chair of the graduate nursing programs.

Progression Requirements

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their advisor. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving the inability to progress notice.
- Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- A student wishing to appeal a course grade should follow the grade appeal process (p. 110) detailed in the University Catalog.

HM 600. Foundations of Health Care Management. 3 Credits.

This course expands the student's understanding of: 1) the organization and functions of various health services organizations/systems and their interrelationships; 2) basic concepts of management planning, organizing, leading, staffing and controlling as they relate to issues critical to the mission and strategic positioning of the organization/system; and 3) the utilization of scarce resources to deliver optimum health care at reasonable cost.

Offered: Every year, Fall

NUR 500. Biostatistics. 1 Credit.

This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.

Offered: Every year, All Online

NUR 514. Epidemiology and Population Health. 2 Credits.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.

Offered: Every year, Spring and Summer Online

NUR 516. Health Policy and Organizational Systems. 2 Credits.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.

Offered: Every year, Fall and Summer Online

NUR 538. Applying Data to Practice. 1 Credit.

This online seminar introduces students to the uses of data in the health care setting. Students learn to interpret data and how to use it to improve patient care outcomes. In addition, they examine electronic data transfer methods and displays that illustrate performance. Finally, students debate the ethical aspects of data access, security and use.

Offered: Every year, Fall Online

NUR 540. Educational Principles for the Health Care Professional. 3 Credits.

This course examines the theoretical perspectives of education as it relates to educational leadership and professional development for adult learners. Teaching/learning theories, models and principles are examined as preparation for the design, development, evaluation and revision of professional development-related curricula. Instructional strategies and teaching techniques adapted for diverse populations are explored.

Offered: Every year, Fall Online

NUR 542. Introduction to Health Care Finance. 2 Credits.

This 2-credit online graduate course provides an overview of basic budgeting concepts and processes integral to project planning and project management. Students also are introduced to foundational principles of marketing.

Offered: Every year, Summer Online

NUR 543. Capstone. 3 Credits.

This capstone practicum is a culminating experience integrating knowledge and skill learned in other courses into the practice setting. Students complete a synthesis practicum that is an intensive mentored experience in operational leadership in a selected area of interest. (1-credit seminar, 2 credits/240 hours of practicum)

Offered: Every year, Spring Online

NUR 544. Introduction to Informatics.**3 Credits.**

This online course provides essential knowledge and skills in health care informatics to enhance the quality of patient care and outcomes through the assessment, development, implementation, use and evaluation of information technologies. It prepares the nurse to support evidence-based practice and manage patient-care technologies to deliver and enhance interprofessional care and communication for improved coordination of care. The 1-credit practicum provides the opportunity for students to apply essential knowledge and skills in health care informatics. (120 practicum hours)

Offered: Every year, Summer Online

NUR 688. Human Factors and Patient Safety.**3 Credits.**

This course examines issues related to human error and patient safety with an emphasis on crisis management. Students explore the theoretical basis of human error, patient safety and quality assurance in health care. This course introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in medical practice.

Offered: Every year

OL 601. Foundations of Organizational Behavior and Leadership.**3 Credits.**

This course explores foundational concepts of leadership through the exploration of traditional leadership theory cultural, emotional and social intelligence, and power and politics. Contemporary issues in leadership provide opportunity for practical application and personal reflection.

Prerequisites: Can only take 1 from list: OL 601, PMBA 622 or MBA 625.

Offered: Every year, All

OL 630. Performance Management and HR Analytics.**3 Credits.**

This course focuses on the theoretical and practical application of performance management and HRIS. The importance of an effective performance management system is examined. An effective performance management system includes a continuous process of identifying factors and integrated approaches that align individual and team competencies with organizational goals. Students gain a conceptual understanding of key factors involved in assessing performance management systems in small and large organizations.

Offered: Every year

RN to MSN Program (online)

Program Contact: Peter Longley (Peter.Longley@qu.edu) 203-582-7676

The RN to MSN program is designed for individuals who are licensed as registered nurses and interested in pursuing a master's degree in nursing with a focus in operational leadership. At the completion of this program, students will obtain both a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN). This program is taught using a distance education format. The curriculum builds on the individual's prior educational preparation and incorporates the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice as well as the Essentials of Master's Education in Nursing.

The School of Nursing is not accepting applications to the RN to MSN program at this time.

Nursing Major Requirements

Code	Title	Credits
Course Listing		
HM 600	Foundations of Health Care Management	3
NUR 382	Nursing Science and Information Literacy	3
NUR 410	Integrative Health and Healing	3
NUR 412	Health Assessment	3
NUR 478	Evidence-Based Nursing Practice	3
NUR 480	Interprofessional Practice and Quality Improvement	3
NUR 484	Community and Population Health Nursing	3
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology and Population Health	2
NUR 516	Health Policy and Organizational Systems	2
NUR 538	Applying Data to Practice	1
NUR 540	Educational Principles for the Health Care Professional	3
NUR 542	Introduction to Health Care Finance	2
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Behavior and Leadership	3
OL 630	Performance Management and HR Analytics	3
Total Credits		50

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of healthcare across diverse settings.
- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
- Apply** appropriate measurement and analysis methods related to organizational quality and safety.

- d. **Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- e. **Use** informatics and healthcare technology to integrate and coordinate care.
- f. **Participate** in policy development and advocacy strategies at the system level to influence health and healthcare.
- g. **Collaborate** effectively on interprofessional teams to improve health outcomes.
- h. **Integrate** principles of clinical and population health into care delivery and management.
- i. **Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX-eligible nurse. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

- a. A completed admissions application including a resume and a personal statement addressing the following:
 - i. professional goals and motivations,
 - ii. a nursing experience that has influenced or shaped your practice,
 - iii. a healthcare problem that interests you.
- b. Official transcripts from all schools previously attended.
- c. Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- d. Two letters of recommendation from persons with authority to evaluate your professional ability.
- e. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program chair and/or member of the faculty will be arranged for eligible candidates.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance is conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/mailed to the chair of the graduate nursing programs.

Progression Requirements

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the graduate nursing program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

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At the end of each semester, the chair of graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action in order to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- a. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
- b. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- c. A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

HM 600. Foundations of Health Care Management. 3 Credits.

This course expands the student's understanding of: 1) the organization and functions of various health services organizations/systems and their interrelationships; 2) basic concepts of management planning, organizing, leading, staffing and controlling as they relate to issues critical to the mission and strategic positioning of the organization/system; and 3) the utilization of scarce resources to deliver optimum health care at reasonable cost.

Offered: Every year, Fall

- NUR 382. Nursing Science and Information Literacy. 3 Credits.**
This online course examines nursing science and its use in nursing practice. Students are introduced to clinical reasoning and disciplinary and interdisciplinary concepts. This course also focuses on information literacy and information management in the delivery of quality patient care.
Offered: Every year, Fall Online
- NUR 410. Integrative Health and Healing. 3 Credits.**
This course explores the core holistic concepts of nutrition, fresh air, light, quiet, and cleanliness as they relate to contemporary integrative health practices and interventions ranging from nutrition to meditation and their application to whole person health.
Offered: Every year, Spring and Summer Online
- NUR 478. Evidence-Based Nursing Practice. 3 Credits.**
This course focuses on the knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidence-based practice and use evidence to improve practice. The course includes one credit of application in a fieldwork setting.
Offered: Every year, Summer Online
- NUR 480. Interprofessional Practice and Quality Improvement. 3 Credits.**
This course describes and applies quality improvement methods to address problems identified in practice and actions needed to effect a positive change for care. The process and significance of interprofessional practice and collaboration in the delivery of patient care and in engagement with performance improvement are described. Open to RN-BSN students only.
Offered: Every year, Spring Online
- NUR 484. Community and Population Health Nursing. 3 Credits.**
This course investigates concepts of community and public health nursing. Emphasis is on health promotion with a focus on the role of the community and public health nurse for individuals, groups, and populations. The delivery of safe, evidence-based, holistic centered care is demonstrated during fieldwork conducted in a community setting.
Offered: Every year, Fall Online
- NUR 486. Contemporary Issues and Roles in Nursing Practice. 3 Credits.**
This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession, and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments. This course includes 1 credit of clinical practice.
Offered: Every year, Spring Online
- NUR 500. Biostatistics. 1 Credit.**
This biostatistics course is an introduction to probability concepts and statistical tests currently used in the biological and health sciences. The course covers the application of statistics to data analysis. An emphasis is placed on inferential statistics, which includes estimation, confidence intervals, means, variances and proportions.
Offered: Every year, All Online
- NUR 514. Epidemiology and Population Health. 2 Credits.**
This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Data and evidence from research are used to: assess acute and chronic population health problems/topics, provide effective possible interventions; and address and examine outcomes.
Offered: Every year, Spring and Summer Online
- NUR 516. Health Policy and Organizational Systems. 2 Credits.**
This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing's advocacy role in shaping policy in organizational, social and political venues is emphasized.
Offered: Every year, Fall and Summer Online
- NUR 538. Applying Data to Practice. 1 Credit.**
This online seminar introduces students to the uses of data in the health care setting. Students learn to interpret data and how to use it to improve patient care outcomes. In addition, they examine electronic data transfer methods and displays that illustrate performance. Finally, students debate the ethical aspects of data access, security and use.
Offered: Every year, Fall Online
- NUR 540. Educational Principles for the Health Care Professional. 3 Credits.**
This course examines the theoretical perspectives of education as it relates to educational leadership and professional development for adult learners. Teaching/learning theories, models and principles are examined as preparation for the design, development, evaluation and revision of professional development-related curricula. Instructional strategies and teaching techniques adapted for diverse populations are explored.
Offered: Every year, Fall Online
- NUR 542. Introduction to Health Care Finance. 2 Credits.**
This 2-credit online graduate course provides an overview of basic budgeting concepts and processes integral to project planning and project management. Students also are introduced to foundational principles of marketing.
Offered: Every year, Summer Online
- NUR 543. Capstone. 3 Credits.**
This capstone practicum is a culminating experience integrating knowledge and skill learned in other courses into the practice setting. Students complete a synthesis practicum that is an intensive mentored experience in operational leadership in a selected area of interest. (1-credit seminar, 2 credits/240 hours of practicum)
Offered: Every year, Spring Online
- NUR 544. Introduction to Informatics. 3 Credits.**
This online course provides essential knowledge and skills in health care informatics to enhance the quality of patient care and outcomes through the assessment, development, implementation, use and evaluation of information technologies. It prepares the nurse to support evidence-based practice and manage patient-care technologies to deliver and enhance interprofessional care and communication for improved coordination of care. The 1-credit practicum provides the opportunity for students to apply essential knowledge and skills in health care informatics. (120 practicum hours)
Offered: Every year, Summer Online
- OL 601. Foundations of Organizational Behavior and Leadership. 3 Credits.**
This course explores foundational concepts of leadership through the exploration of traditional leadership theory cultural, emotional and social intelligence, and power and politics. Contemporary issues in leadership provide opportunity for practical application and personal reflection.
Prerequisites: Can only take 1 from list: OL 601, PMBA 622 or MBA 625.
Offered: Every year, All

OL 630. Performance Management and HR Analytics. 3 Credits.

This course focuses on the theoretical and practical application of performance management and HRIS. The importance of an effective performance management system is examined. An effective performance management system includes a continuous process of identifying factors and integrated approaches that align individual and team competencies with organizational goals. Students gain a conceptual understanding of key factors involved in assessing performance management systems in small and large organizations.

Offered: Every year

NUR 688. Human Factors and Patient Safety. 3 Credits.

This course examines issues related to human error and patient safety with an emphasis on crisis management. Students explore the theoretical basis of human error, patient safety and quality assurance in health care. This course introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in medical practice.

Offered: Every year

Post-Master's Certificate

The Post-Master's Certificate (PMC) prepares nurse practitioners to broaden their scope of practice to other patient populations as providers. You will gain the theory and skills to effectively provide care and prescribe in another nurse practitioner specialty. In addition to learning to assess healthcare problems, you will learn the pharmacological, non-pharmacological and interventional skills required for the chosen population. The PMC programs are online with two distinct, focused immersions on campus. Completion of a PMC program confers eligibility to take a national certification exam for that nurse practitioner specialty.

Student Learning Outcomes

Graduates of the Post-Master's Certificate program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of health care across diverse settings.
- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
- Apply** appropriate measurement and analysis methods related to organizational quality and safety.
- Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- Use** informatics and healthcare technology to integrate and coordinate care.
- Participate** in policy development and advocacy strategies at the system level to influence health and health care.
- Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
- Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Post-Master's Certificate Programs

- Adult-Gerontology Acute Care Nurse Practitioner (p. 927)

Admission Requirements

An applicant to the Post-Master's Certificate program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you for potential doctoral study.
- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a waitlist for the fall in the event a space becomes available. However, acceptances are not deferred and wait-listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Post-Master's Certificate: Adult-Gerontology Acute Care Nurse Practitioner

Contact: Philip Martinez (Philip.Martinez@qu.edu) 203-582-7687

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Post-Master's Certificate (PMC) prepares nurse practitioners to further their careers in acute care settings as providers. You will gain the theory and skills to effectively provide care and prescribe for patients with acute health issues. In addition to learning to assess acute care problems, you will learn the pharmacological, non-pharmacological and interventional skills required in acute care settings. This program is online with two distinct, focused immersions on campus. Completion of this program makes you eligible to take a national certification exam for adult-gerontology acute care nurse practitioners.

Post-Master's Certificate: Adult-Gerontology Acute Care Nurse Practitioner

Code	Title	Credits
NUR 660	Advanced Specialty Diagnostics & Assessment I	2

NUR 661	Introduction to Acute Care Clinical Practicum and Seminar	2
NUR 662	Advanced AGACNP Pharmacology	2
NUR 663	Acute Care Practicum & Seminar I	3
NUR 664	Common Problems in Acute Care	3
NUR 665	Acute Care Practicum & Seminar II	3
NUR 666	Common Problems in Acute Care II	3
NUR 667	Acute Care Practicum & Seminar III	3
NUR 668	Common Problems in Acute Care III	3
NUR 669	Advanced Specialty Diagnostics & Assessment II	2
Total Credits		26

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

Graduates of the Post-Master's Certificate program are prepared for higher level professional practice and leadership roles in a variety of healthcare settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

- Incorporate** knowledge from the sciences and humanities for improvement of health care across diverse settings.
- Demonstrate** leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
- Apply** appropriate measurement and analysis methods related to organizational quality and safety.
- Apply** evidence-based findings to resolve practice problems, and serve as a catalyst for change.
- Use** informatics and healthcare technology to integrate and coordinate care.
- Participate** in policy development and advocacy strategies at the system level to influence health and health care.
- Collaborate** effectively on interprofessional teams to improve health outcomes.
- Integrate** principles of clinical and population health into care delivery and management.
- Deliver** direct and/or indirect nursing practice interventions at the master's level of practice.

Admission Requirements

An applicant to the Post-Master's Certificate program must be a registered nurse or NCLEX-eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

- A completed admissions application including a resume and a personal statement addressing the following:
 - professional goals and motivations
 - a nursing experience that has influenced or shaped your practice
 - a healthcare problem that interests you for potential doctoral study.

- Official transcripts from all schools previously attended.
- Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
- Two letters of recommendation from persons with authority to evaluate your professional ability.
- Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a waitlist for the fall in the event a space becomes available. However, acceptances are not deferred and wait-listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student, in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

- a. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of their inability to progress.
- b. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
- c. A student wishing to appeal a course grade should follow the grade appeal process (p. 110).

NUR 660. Advanced Specialty Diagnostics & Assessment I. 2 Credits.

This course provides an overview of diagnostic tools, procedures, and exams in the assessment, diagnosing, and treating of individuals with acute/critical illness. This course will be delivered in a hybrid format, with students completing online content including topics such as ECG interpretation, diagnostic exam evaluation and interpretation as well as an on-ground clinical residency where the emphasis will be on competence in a variety of procedures specific to the acute care nurse practitioner. The emphasis is not only on learning skills, but also on the appropriate use of these skills in a healing context.

Prerequisites: Take NUR 520, NUR 520L, NUR 530 and NUR 522
Offered: As needed

NUR 661. Introduction to Acute Care Clinical Practicum and Seminar. 2 Credits.

This course provides a theoretical and practical framework for the practice of an acute care nurse practitioner caring for the adult and geriatric populations with acute and chronic complex problems. Students learn to apply diagnostic reasoning skills and critical thinking. Students complete 120 clinical hours in acute care settings where they demonstrate the ability to provide evidence-based care. An accompanying online clinical conference allows students to discuss the scope of an acute care nurse practitioner as well as management of acute care illnesses.

Prerequisites: Take NUR 520, NUR 520L, NUR 530 and NUR 522
Offered: As needed

NUR 662. Advanced AGACNP Pharmacology. 2 Credits.

This course builds upon the previous advanced pharmacology course and specifically discusses medications used in the inpatient setting. Students learn the use of medications, their interactions and polypharmacy issues that are specific to the acute care setting.

Offered: As needed

NUR 663. Acute Care Practicum & Seminar I. 3 Credits.

Emphasis in this first of three clinical courses is to use diagnostic reasoning, critical thinking, and patient analysis to focus on assessment, identifying differential diagnoses, and managing acutely or critically ill individuals using clinical practice guidelines. Students complete 240 direct care clinical hours in the inpatient acute or critical care setting. In addition to clinical hours, students engage in a one hour weekly clinical conference to present patient problems including a holistic approach to patient needs, differential diagnoses and specific clinical issues.

Prerequisites: Take NUR 660 NUR 661 NUR 661 and NUR 662
Corequisites: Take NUR 664

Offered: As needed

NUR 664. Common Problems in Acute Care. 3 Credits.

The first of three courses regarding common problems in acute care will focus on the pathophysiology and management of common acute and critical illnesses in individuals. Evidence-based, multidisciplinary management approaches to selected health problems are discussed. The course is grounded by a holistic approach to care; case studies are used to promote clinical reasoning. Topics include acid/base balance and fluid/electrolyte issues, cardiovascular, respiratory, and renal disease.

Prerequisites: Take NUR 660 NUR 661 and NUR 662
Offered: As needed

NUR 665. Acute Care Practicum & Seminar II. 3 Credits.

In the second of three clinical courses, students will continue to progress using the knowledge learned in previous courses to begin building safe and effective evidence-based plans of care. They 240 direct care clinical hours in the inpatient acute or critical care setting. Emphasis in this course is not only on refining assessment, differential diagnoses and management, but also building case load. Weekly one hour clinical conferences focus on presenting cases, discussing holistic approaches to critical care and refining differential diagnoses and treatment plans.

Prerequisites: Take NUR 663
Corequisites: Take NUR 666
Offered: As needed

NUR 666. Common Problems in Acute Care II. 3 Credits.

The second of three courses regarding common problems in acute care will focus on the pathophysiology and management of common acute and critical illnesses in individuals. An opportunity to refine differential diagnosis and management of challenging health concerns in diverse populations is provided by the use of case studies. Topics include trauma, shock, endocrine, GI, Infectious disease, and musculoskeletal issues. The course is grounded by a holistic approach to care.

Prerequisites: Take NUR 664

Offered: As needed

NUR 667. Acute Care Practicum & Seminar III. 3 Credits.

The final of three clinical courses requires students to use all of the foundational skills learned in previous courses to provide evidence-based care to promote healing in an increasing and varied case load of acute or critically ill patients. Students will build complete plans of care using the theoretical and clinical knowledge from other courses. Weekly clinical conferences serve to provide students opportunities to discuss challenging acute and critical care issues as well as provide opportunities to present data in a team like setting.

Prerequisites: Take NUR 665 and NUR 668

Corequisites: Take NUR 668

Offered: As needed

NUR 668. Common Problems in Acute Care III. 3 Credits.

The third and final of three courses regarding common problems in acute care will focus on more complex illnesses, their pathophysiology and management. Topics include neurology, oncology, integumentary, hepatic, hematology, psychological and cognitive health disorders, and multi-system disorders. Learning is enhanced using case studies. The course is grounded by a holistic approach to care.

Prerequisites: Take NUR 666

Offered: As needed

NUR 669. Advanced Specialty Diagnostics & Assessment II. 2 Credits.

This course provides an overview of advanced diagnostic tools, procedures, and exams in the assessment, diagnosing, and treating of individuals with acute/critical illness. This course will be delivered in a hybrid format, with students completing online content as well as an on-ground clinical residency where the emphasis will be on competence in more advanced procedures specific to the acute care nurse practitioner. The emphasis is not only on learning skills, but also on the appropriate use of these skills in a healing context.

Prerequisites: Take NUR 663 NUR 664

Offered: As needed

QUINNIPIAC UNIVERSITY ONLINE

Administrative and Program Information

Program Directors

School of Business

Program	Name	Phone	Email
Bachelor of Business Administration	Anthony Asare	203-582-3452	anthony.asare@qu.edu
Professional MBA	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
MS in Business Analytics	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)
MS in Organizational Leadership	D'Lisa McKee	203-582-7913	d'lisa.mckee@qu.edu (dlisa.mckee@qu.edu)

School of Communications

Program	Name	Phone	Email
MS in Interactive Media and Communications	John Powers	203-582-7939	john.powers@qu.edu
MS in Public Relations	Laura Willis	203-582-7805	laura.willis@qu.edu
MA in Cinematic Production Management	Blythe Frank	203-582-7624	blythe.frank@qu.edu

School of Computing and Engineering

Program	Name	Phone	Email
MS in Cybersecurity	Frederick Scholl	203-582-7394	frederick.scholl@qu.edu

School of Education

Program	Name	Phone	Email
MS in Instructional Design and Technology	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
MS in Special Education	Judith Falaro	203-582-8868	judith.falaro@qu.edu
Certificate in Social and Emotional Learning and School Climate	Jennifer Dauphinais	203-582-7668	jennifer.dauphinais@qu.edu
Graduate Certificate in Online Course Design	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
Special Education Certificate of Completion	Judith Falaro	203-582-8868	judith.falaro@qu.edu
Sixth-Year Diploma in Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@qu.edu

School of Health Sciences

Program	Name	Phone	Email
BS in Health Science Studies	Jason Scozzafava	203-582-7663	jason.scozzafava@qu.edu
Occupational Therapy Doctorate	Barbara Nadeau	203-582-8691	barbara.nadeau@qu.edu

School of Nursing

Program	Name	Phone	Email
Bachelor of Science in Nursing	Peter Longley	203-582-7676	peter.longley@qu.edu
RN to MSN in Operational Leadership	Peter Longley	203-582-7676	peter.longley@qu.edu
MS in Nursing in Operational Leadership	Peter Longley	203-582-7676	peter.longley@qu.edu
Post-Master's Doctor of Nursing Practice	Peter Longley	203-582-7676	peter.longley@qu.edu

Mission Statement

The mission of Quinnipiac University's online programs is to partner with all university schools and colleges to deliver high-quality, student-centric academic programs in a virtual, collaborative classroom.

About Online Learning

Quinnipiac University was an early adopter of online learning, having launched its first online programs in 2001. Over the years, Quinnipiac has developed a high level of expertise in the design and delivery of online learning. Online programs allow students to complete their course work weekly without attending class at a scheduled date and time.

In addition to traditional on-campus programs, Quinnipiac University offers online bachelor's degree completion, master's degree, doctoral degree and certificate programs through the university's School of Business, School of Communications, School of Computing and Engineering, School of Education, School of Nursing and School of Health Sciences.

Quinnipiac University also offers undergraduate courses online during the summer. This popular option allows students to advance in their programs, catch up on required or prerequisite courses or expedite their time to degree completion. For information on summer program offerings, visit Quinnipiac's online programs (https://quonline.quinnipiac.edu/online-programs/online-summer-courses/?utm_source=QU&utm_medium=referral&utm_campaign=QU-catalog&utm_content=summer-courses) website.

Quinnipiac University's online programs offer students the best of both worlds by combining convenience and flexibility with an educational community that encourages personal connections, faculty guidance and the opportunity to consult and collaborate with peers.

Requirements for Graduation

Please review the requirements for graduation by clicking on the appropriate program below:

Undergraduate Degree Completion Programs

- Spanish Language Certificate for Medical Professionals (p. 241)
- Bachelor of Business Administration (p. 309)
- Bachelor of Science in Health Science Studies (p. 496)
- Bachelor of Science in Nursing (RN to BSN) (p. 667)
- RN to MSN in Operational Leadership (p. 924)

Graduate Programs

- Spanish Language Certificate for Medical Professionals (p. 241)
- Professional MBA (p. 712)
- Master of Arts in Cinematic Production Management (p. 720)
- Master of Science in Business Analytics (p. 708)
- Master of Science in Cybersecurity (p. 737)
- Master of Science in Instructional Design and Technology (p. 462)
- Master of Science in Interactive Media and Communications (p. 722)
- Master of Science in Nursing in Operational Leadership (p. 921)
- Master of Science in Organizational Leadership (p. 711)
- Master of Science in Public Relations (p. 725)
- Master of Science in Special Education (p. 463)
- Sixth-Year Diploma in Educational Leadership (p.)
- Occupational Therapy Doctorate (p. 553)
- Post-Master's Doctor of Nursing Practice (p. 898)
- Certificate in Social and Emotional Learning and School Climate (p. 454)
- Graduate Certificate in Online Course Design (p. 465)
- Special Education Certificate of Completion (p. 467)

Academic Policies

Undergraduate Academic Policies (p. 60)

Graduate Academic Policies (p. 678)

Online Admissions

For information about online admissions, visit online.qu.edu (<http://quonline.quinnipiac.edu>) or call 203-582-3918. The application, along with the appropriate fee, is to be submitted with official transcripts of all college-level work completed at other institutions. Applicants must also submit a personal statement and resume and supply the names and email addresses of two professional or academic references. Individual graduate programs may have additional application requirements.

International Student Admission

Applications for graduate study from international students are welcomed.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to ets.org (<http://www.ets.org>)). In general, a minimum TOEFL iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to ielts.org (<http://www.ielts.org>)). A minimum score of 6.5 on this exam, "B" or above on the CAE (Certificate of Advanced English), or "C" or above on the CPE (Certificate of Proficiency in English) is required. In lieu of TOEFL or IELTS, applicants may submit PTE-A (Pearson Test of English Academic) scores (available at pearsonPTE.com

(<http://www.pearsonPTE.com>)). A minimum PTE-A score of 61 is required. TOEFL, IELTS and PTE scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their postsecondary records from an academic credential evaluation service.

Admission Standards

Quinnipiac offers a variety of programs online. Please review program specific admission standards by clicking on the appropriate program below:

Undergraduate Degree Completion Programs

- Bachelor of Business Administration (p. 310)
- Bachelor of Science in Health Science Studies (p. 497)
- Bachelor of Science in Nursing (RN to BSN) (p. 668)
- RN to MSN in Operational Leadership (p. 925)

Graduate Programs

- Professional MBA (p. 713)
- Master of Arts in Cinematic Production Management (p. 721)
- Master of Science in Business Analytics (p. 709)
- Master of Science in Cybersecurity (p. 738)
- Master of Science in Instructional Design and Technology (p. 463)
- Master of Science in Interactive Media & Communications (p. 723)
- Master of Science in Nursing in Operational Leadership (p. 922)
- Master of Science in Organizational Leadership (p. 712)
- Master of Science in Public Relations (p. 726)
- Master of Science in Special Education (p. 465)
- Sixth-Year Diploma in Educational Leadership (p. 467)
- Occupational Therapy Doctorate (p. 555)
- Post-Master's Doctor of Nursing Practice (p. 899)
- Certificate in Social and Emotional Learning and School Climate (p. 455)
- Graduate Certificate in Online Course Design (p. 465)
- Special Education Certificate of Completion (p. 467)

Note: Meeting minimum admission standards does not guarantee admission.

If admitted, the successful candidate should plan to consult with his or her academic adviser to review the program requirements for graduation.

Transfer of Credit and Challenge Policy

Undergraduate

For undergraduate transfer of credit policies, click here (p. 20).

Graduate

Graduate course credit completed with a grade of B or better at other regionally accredited institutions may be transferred into a graduate program at Quinnipiac. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content, level of instruction and objectives to courses within a student's graduate curriculum at Quinnipiac.

The Professional MBA program accepts up to 3 credits. The MS in Business Analytics program accepts up to 3 credits.

Graduate-level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree. These courses must be part of the approved curriculum of the second degree. Further, a minimum of 15 credits of additional coursework must be completed before the conferral of a second degree.

Financial Aid

Our goal at Quinnipiac University Online Financial Aid is to provide students with the adequate financial aid resources needed to pursue their educational goals without financial disruption. Our office provides students with courteous and efficient service while complying with all federal, state and university policies and regulations.

Students seeking financial aid must complete the Free Application for Federal Student Aid (FAFSA) (<https://studentaid.gov/h/apply-for-aid/fafsa/>) and use school code 001402.

Students are encouraged to complete their financial aid paperwork as early as possible to ensure timely processing of aid prior to the beginning of their start term. Bills are due approximately one month prior to the start of classes, so it is important to allow adequate processing time to remain in good standing with the university.

To be eligible for financial aid students must:

- a. be a U.S. citizen, permanent resident or eligible non-citizen
- b. satisfy any outstanding requirements that arise from the processing of the FAFSA
- c. register with the Selective Service System at [sss.gov](https://www.sss.gov/) (<https://www.sss.gov/>) (male students)
- d. be accepted by Quinnipiac into a degree program
- e. meet the university's minimum satisfactory academic progress standards for continuation of aid
- f. register at least half-time (5-8 credits for graduate students; 6 credits for undergraduate students)

Upon successful completion of the financial aid process, students receive an offer letter via their Quinnipiac University email account that outlines all of the aid for which they qualify. Students can accept or decline the award and apply for additional resources to cover their balance, if needed. Students also have the option to apply for private loans, outside scholarships, payment plans or veterans' benefits (if applicable).

For complete details on financial aid programs, visit [qu.edu](https://www.qu.edu/paying-for-college/) (<https://www.qu.edu/paying-for-college/>). We would also like to stress that our main mode of communication with our online students is through their Quinnipiac email account, so please remember to check it often!

College of Arts and Sciences

- Spanish Language Certificate for Medical Professionals (p. 241)

School of Business

- Bachelor of Business Administration (Degree Completion) (p. 309)
- Professional MBA (p. 712)
- Master of Science in Business Analytics (p. 708)
- Master of Science in Organizational Leadership (p. 711)

School of Communications

- Master of Arts in Cinematic Production Management (p. 720)
- Master of Science in Interactive Media and Communications (p. 722)
- Master of Science in Public Relations (p. 725)

School of Computing and Engineering

- Master of Science in Cybersecurity (p. 737)

School of Education

- Master of Science in Instructional Design and Technology (p. 462)
- Master of Science in Special Education (p. 463)
- Sixth-Year Diploma in Educational Leadership (p. 465)
- Certificate in Social and Emotional Learning and School Climate (p. 454)
- Graduate Certificate in Online Course Design (p. 465)
- Special Education Certificate of Completion (p. 467)

School of Health Sciences

- Bachelor of Science in Health Science Studies (Degree Completion) (p. 496)
- Occupational Therapy Doctorate (p. 553)

School of Nursing

- Bachelor of Science in Nursing (RN to BSN Degree Completion) (p. 667)
- RN to MSN in Operational Leadership (p. 924)
- Master of Science in Nursing in Operational Leadership (p. 921)
- Post-Master's Doctor of Nursing Practice (p. 898)

TO COMMUNICATE WITH UNIVERSITY OFFICES

Switchboard: 203-582-8200

Mailing address:

275 Mount Carmel Avenue
Hamden, CT 06518-1908

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

To schedule appointments and address inquiries, use the following list. If you need an individual telephone number, call the switchboard and an operator will be happy to connect you directly.

Office	Phone	Email
Academic Innovation and Effectiveness	203-582-8976	
Admissions, Undergraduate	203-582-8600	admissions@qu.edu
Admissions, Graduate	203-582-8672	graduate.admissions@qu.edu
Admissions, Transfer	203-582-8600	transfer@qu.edu
Admissions, Part-Time Students	203-582-8600	transfer@qu.edu
Admissions, School of Law	203-582-3400	ladm@qu.edu
Admissions, School of Medicine	855-582-7766 (toll free) or 203-582-7766	medicine@qu.edu
Alumni Affairs	203-582-8660	alumni@qu.edu
Arts and Sciences, College of	203-582-7360	CASdeans@qu.edu
Athletics and Recreation	203-582-5388	athletics@qu.edu
Business, School of	203-582-8720	SBdeans@qu.edu
Campus Life, Mount Carmel Campus	203-582-8673	student.center@qu.edu
Campus Life, York Hill Campus	203-582-7225	student.center@qu.edu
CARE	203-582-2273	care@qu.edu
Communications, School of	203-582-8492	schoolofcommunications@qu.edu
Computing and Engineering, School of	203-582-7272	engineering@qu.edu
Counseling Services (Health and Wellness)	203-582-8680	counseling.center@qu.edu
Cultural and Global Engagement	203-582-8425	
Dean of Students	203-582-8735	studentaffairs@qu.edu
Development	203-582-8660	alumni@qu.edu
Education, School of	203-582-3354	schoolofeducationinfo@qu.edu
Facilities	203-582-8665	facilities@qu.edu
Financial Aid, Undergraduate	203-582-8750	finaid@qu.edu
Financial Aid, Graduate	203-582-8588	gradfinaid@qu.edu

Financial Aid, School of Law	203-582-3405	lawfinaid@qu.edu
Health Sciences, School of	203-582-8710	SHSdeans@qu.edu
Information Services/Technology Center	203-582-4357	help@qu.edu
Ireland's Great Hunger Institute	203-582-4564	ighi@qu.edu
Law, School of	203-582-3200	law@qu.edu
Learning Commons, Mount Carmel Campus	203-582-8628	learningcommons@qu.edu
Learning Commons, North Haven Campus	203-582-7851	learningcommons@qu.edu
Library, Arnold Bernhard (Circulation Desk)	203-582-8634	ABL.circulation@qu.edu
Frank H. Netter MD School of Medicine	203-582-3797	medicine@qu.edu
Nursing, School of	203-582-8385	snurdeans@qu.edu
Office of Student Accessibility	203-582-7600	access@qu.edu
One Stop Office	203-582-8650	onestop@qu.edu
Public Safety	203-582-6200	public.safety@qu.edu
Registrar	203-582-8695	registrar@qu.edu
Residential Life	203-582-8666	residentiallife@qu.edu
Rocky Top Student Center	203-582-7872	
Albert Schweitzer Institute	203-582-7875	schweitzer@qu.edu
Student Affairs	203-582-8735	studentaffairs@qu.edu
Student Affairs, Graduate	203-582-4723	gradaffairs@qu.edu
Student Conduct	203-582-8753	
Student Health Services (Health and Wellness)	203-582-8742	studenthealthservices@qu.edu
Veteran & Military Affairs	203-582-8867	

QUINNIPIAC ADMINISTRATION

Quinnipiac Administration 2022–23

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President

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- Daryl Richard, BA, *Vice President for Marketing and Communications*
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Dean of the Frank H. Netter MD School of Medicine

Jennifer Gerarda Brown, JD
Dean of the School of Law

Janelle Chiasera, PhD
Dean of the School of Health Sciences

Anne M. Dichele, EdM, PhD
Dean of the School of Education

Taskin Kocak, PhD
Dean of the School of Computing and Engineering

Lisa G. O'Connor, EdD, MSN, RN
Dean of the School of Nursing

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Dean of the School of Business

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Dean of the College of Arts and Sciences

Chris Roush, MS
Dean of the School of Communications

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Vice President and Dean of Students

Salvatore Filardi, MBA
Vice President for Facilities and Capital Planning

TBD
Vice President/Chief Information and Technology Officer

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Chief of Public Safety

Annalisa Zinn, PhD, MBA
Vice President for Academic Innovation/Effectiveness

All the deans and members of the Management Committee serve on the Leadership Council.

Board of Trustees

The Board of Trustees is composed of public members, alumni, faculty and student representatives and emeriti members.

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David Nelson '81
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ACADEMIC AWARDS AND HONOR SOCIETIES

Undergraduate Academic Awards

Academic Affairs

BRAMS Scholar Award

This award is presented annually to a graduating high school senior who is part of the Quinnipiac University/Betsy Ross Arts Magnet School Partnership. Award recipients are selected based on academic achievement.

President's Scholarship Award

This award by the president of Quinnipiac goes to the student who has attained the highest scholastic standing in the graduating class and who has completed at least 90 credits at Quinnipiac.

Student Writing Awards

Quinnipiac University Writing Across the Curriculum recognizes exemplary student writing both in and across the disciplines. Students working in the arts, humanities, social sciences, communications, STEM, business, nursing and health sciences have received cash prizes, gift cards, books and the honor of having their writing published in the Quinnipiac University Casebook, as published by the College of Arts and Sciences and edited by the First-Year Writing Program.

Alumni/Parent Relations

Alumni Association Academic Achievement Awards

At graduation, the Alumni Association presents an award to the honors student from each of the undergraduate schools who has attained the highest scholastic standing and who has completed 90 credits at QU. These awards are made possible by the Alumni Association Board.

Alumni Chair Award

This award honors the graduating senior who has demonstrated outstanding leadership, commitment to creating student awareness of the Alumni Association and facilitating increased interaction between alumni and students.

College of Arts and Sciences

Christopher Becker Memorial Prize in History

The History Department awards the Becker Prize to the graduating senior with the highest overall grade point average.

Beta Beta Beta Award

This award is presented to the graduating senior in the Department of Biological Sciences who is a member of the Beta Beta Beta National Biological Honor Society (Upsilon Chapter) and has attained the highest academic standing.

College of Arts and Sciences Award for Special Achievement

This award is given to the graduating senior in the College of Arts and Sciences who has a record of exceptional achievement in the face of adversity. The award was established in honor of Morris Woskow, former professor of psychology and dean.

James Fickes Award for Excellence in Mathematics

This award is given to the senior mathematics major who has shown the greatest achievement and future promise as a mathematician, and who has demonstrated leadership both in and outside the classroom.

Barry Fritz Award in Psychology

This prize is given each spring to a senior in psychology who has completed an independent study project that is both creative and relevant. These two qualities characterized the research of Professor Barry Fritz, in whose honor the award was established. To be considered, the project must be completed by the fall of senior year, but also could be completed in previous years.

Joan Phillips Gordon Prize in Sociology

This award, in honor of Joan Phillips Gordon, former chair of the sociology department, is presented annually to a senior in sociology, social services, criminal justice or gerontology, who has demonstrated outstanding academic and leadership qualities.

The Lynne Gershenson Hodgson Prize in Gerontology

This award, in honor of Professor Emerita Lynne Gershenson Hodgson, former chair of the Department of Sociology, Criminal Justice and Anthropology, is presented annually to a senior gerontology major or a departmental major who has pursued interests related to the field of gerontology, and who has demonstrated outstanding academic and leadership qualities.

Legal Studies Book Award

This prize is given annually to the senior Law in Society student with the highest grade point average who has demonstrated exceptional ability in the major, and who has contributed to the departmental culture of excellence.

Outstanding Engagement in the Field of Anthropology

The Outstanding Engagement in the Field of Anthropology award is given to a graduating Quinnipiac senior who embodies and exemplifies the core values and ethos of the discipline. The award is given to a student who has sought opportunities to share their knowledge of the field with others, either through outreach, research or other forms of service; has incorporated anthropological lessons and ideas into their overall college experiences; and demonstrates the importance of learning with, and from, others.

Benjamin Page Award in Philosophy

This award, in honor of Professor Benjamin Page, who demonstrated extraordinary commitment to philosophy at Quinnipiac for more than 40 years, is given to the graduating student who has similarly contributed to upholding the value of philosophy at Quinnipiac.

R. Gordon Pauluccy Graduation Prize in Psychology

This award, established by the Pauluccy family, is made annually to the senior major in psychology who has the highest overall grade point average.

Political Science Best Senior Thesis Award

The political science faculty established this award to recognize graduating senior students in political science who have submitted outstanding as well as original theses.

Political Science Outstanding Senior Award

This award recognizes a senior in political science who has shown high academic achievement, made a significant contribution to campus life and/or shown excellent leadership qualities.

Ronald J. Quirk Spanish Writing Contest

The Department of Modern Languages, Literatures and Cultures sponsors an annual Spanish writing contest. Eligible students are junior or senior Spanish majors who write an essay in Spanish, which is judged by departmental professors. The first- and second-place winners

are honored at the College of Arts and Sciences award dinner with a commendation and a monetary prize.

The Matt Rafferty Memorial Economics Department Student Achievement Award

This award is given to the student majoring in economics who has shown outstanding academic achievement and contributed significantly to the department.

Rachel Ranis Prize in Social Justice

This award, conferred in recognition of Professor Ranis, is presented to a senior in sociology, social services, criminal justice or gerontology, who has demonstrated a passion for social justice.

Alice B. Remail Memorial Award

This award is presented to the graduating student majoring in English with the highest academic record and is given in memory of a distinguished member of the department.

Aurea C. Schoonmaker Spanish Award

In honor of Professor Aurea C. Schoonmaker's 43 years of exemplary teaching at Quinnipiac University, this prize is awarded to the senior Spanish major with the highest grade point average.

Senior Service Prize in Criminal Justice

This award is presented to the senior criminal justice major who exhibits extraordinary service to the program, campus life and community.

Alfred P. Stiernotte Memorial Prize

This award is presented to the graduating student who has earned distinction in the study of philosophy.

Orville J. Sweeting Memorial Chemistry Award

This award, in memory of Orville J. Sweeting, former faculty member and Quinnipiac provost, is presented to a graduating senior who has exhibited outstanding achievement in both the academic and senior research setting in chemistry or biochemistry.

School of Business

Award for Academic Excellence - Bachelor of Business Administration

This award is presented to a graduating Bachelor of Business Administration student who has demonstrated outstanding academic achievement in the program.

Bellizzi-McMullen Leadership Award

The Bellizzi-McMullen Leadership Award is named in memory of Professor Emeritus Frank Bellizzi and Professor Emeritus Ron McMullen, who are together recognized for their dedication and passion in cultivating the leadership skills of Quinnipiac students. Well loved by students and faculty, Professors Bellizzi and McMullen embodied the values they taught – emotional intelligence and compassion for others.

This award is given each year to a senior Management student who exhibits the qualities consistent with these values. This award recognizes students who demonstrate emotional intelligence and compassion in leadership roles, on campus or in the community, and superior academic performance.

Biomedical Marketing Department Student Achievement Award

This award is presented to a graduating student exhibiting outstanding scholarship, independent creativity and extracurricular activities directly related to biomedical marketing.

Business Analytics Outstanding Senior Award

This award is presented to an outstanding Business Analytics senior in recognition of academic excellence and student leadership.

Entrepreneurship Student Achievement Award

This award is presented to the senior entrepreneurship major who has demonstrated outstanding achievement in entrepreneurial activities and academic performance.

Finance Department Outstanding Senior Award

This award is presented to a graduating senior for academic achievement in finance.

International Business Award

This award is given to a graduating senior in international business for demonstrating academic excellence and professional qualities within the international business program.

Ronald Marangell Award

This award is presented to an outstanding graduating accounting major in memory of Ronald Marangell, a former Quinnipiac accounting student.

Marketing Department Student Achievement Award

This award is presented to a student possessing expertise in marketing who has made contributions to the field and the marketing department.

Bruce Saulnier Computer Information Systems Outstanding Senior Award

This award is presented to an outstanding Computer Information Systems senior in recognition of academic excellence and student leadership.

Edward J. Scannell Prize

This award, in memory of a former trustee, is given to two graduating business students who have demonstrated outstanding citizenship.

School of Communications

Outstanding Achievement in Advertising and Integrated Communications

This award is presented to a graduating senior from the School of Communications in the advertising and integrated communications program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Film, Television and Media Arts (BA)

This award is presented to a graduating senior from the School of Communications in the film, television and media arts bachelor of arts program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Film, Television and Media Arts (BFA)

This award is presented to a graduating senior from the School of Communications in the film, television and media arts bachelor of fine arts program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Graphic and Interactive Design

This award is presented to a graduating senior from the School of Communications in the graphic and interactive design program, who has shown high academic achievement, made significant contributions to the

program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Journalism

This award is presented to a graduating senior from the School of Communications in the journalism program who has shown high academic achievement, made significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

Outstanding Achievement in Media Studies

This award is presented to a graduating senior from the School of Communications in the media studies program who has shown academic achievement, made significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

Outstanding Achievement in Public Relations

This award is presented to a graduating senior from the School of Communications in the public relations program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Overall Achievement Award

This award is presented to a graduating senior from the School of Communications who has shown high academic achievement, made significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

School of Computing and Engineering

Outstanding Achievement in Civil Engineering

This award is presented to an outstanding civil engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Computer Science (BA)

This award is presented to an outstanding BA in computer science senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Computer Science (BS)

This award is presented to an outstanding BS in computer science senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Industrial Engineering

This award is presented to an outstanding industrial engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Mechanical Engineering

This award is presented to an outstanding mechanical engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Software Engineering

This award is presented to an outstanding software engineering senior in recognition of academic excellence and student leadership.

School of Health Sciences

Biomedical Sciences Achievement Award

This award is given each year to a senior majoring in biomedical sciences who has demonstrated exceptional academic achievement and who has contributed significantly through service to the Quinnipiac community and to the greater community beyond the university.

Diagnostic Medical Sonography Achievement Award

This award is given each year to a senior majoring in diagnostic medical sonography who has shown exceptional academic achievement and who has contributed significantly to the department.

Health Science Studies BS Degree Completion Program Achievement Award

This award recognizes a graduating senior from the part-time, online, Health Science BS-Completion Program who has shown exceptional academic achievement.

Health Science Studies Student Achievement Award

This award is given each year to a senior majoring in health science studies who has shown exceptional academic achievement and has contributed to the program, school or university.

Medical Microbiology and Immunology Student Achievement Award

This award is presented annually to a senior medical microbiology and immunology major who has demonstrated exceptional academic achievement, and who has contributed significantly to the understanding, promotion and advancement of medical microbiology and immunology.

Occupational Therapy Academic Achievement Award

This award recognizes a graduating senior who has demonstrated outstanding academic work in all aspects of the curriculum (didactic, clinical, laboratory) including distinguished contributions to the occupational therapy department.

Occupational Therapy Service Leadership Award

This award recognizes a graduating senior who has demonstrated distinguished service to the university and community at large while exemplifying the values of the occupational therapy profession.

Ryan J. O'Neil Academic Excellence Award

This award is presented to the senior Entry-Level Master's Physician Assistant (ELMPA) student who has most exemplified leadership, academic excellence, a cooperative attitude and the strength of character of a future health care professional. The award is in memory of Ryan J. O'Neil, a former ELMPA student.

Harold Potts Memorial Physical Therapy Award

The award, given in memory of Harold Potts, former chairman, professor and founder of the physical therapy program at Quinnipiac, is presented from the faculty to an undergraduate third- or fourth-year physical therapy student, who will be entering into the graduate program in the coming year, who has demonstrated academic and leadership excellence, as well as exemplary service to the program, community and has the potential for exemplary service to the profession.

Radiologic Sciences Student Achievement Award

This award is given each year to a graduating senior majoring in radiologic sciences who has shown exceptional academic achievement and who has contributed significantly to the department.

Joseph J. Woods, PhD, Athletic Training/Sports Medicine Outstanding Student Award

This award is given to a senior athletic training student in good academic standing that emulates the legacy Joseph J. Woods, PhD, set forth by putting others first. This student has demonstrated leadership qualities, commitment to community service, good mentorship and outstanding character. This student has made a meaningful impact to the Athletic Training and Sports Medicine Program, the School of Health Sciences or the Quinnipiac community at large.

School of Nursing

Holistic Nursing Practice Award

This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care.

Keiser Foundation Student Loan Repayment Award

The Keiser Foundation Award is presented after graduation to two senior or graduate nursing students with preference given to United States veterans. The students are chosen based upon financial need, merit and extracurricular commitment in the healthcare field.

Benjamin T. and Juliette Adelle Trewin Award for Academic Excellence in Nursing

This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student with the highest overall grade point average. The award is supported by the Benjamin T. and Juliette Adelle Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Benjamin T. and Juliette Adelle Trewin Award for Professional Leadership in Nursing

This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has made significant contributions to the nursing program and the greater community of nursing. The award is supported by the Benjamin T. and Juliette Adelle Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Student Affairs

Cardinal Joseph Bernardin Distinguished Service Award

This award recognizes a graduating senior who has contributed significantly to the spiritual, religious and moral welfare of the Catholic community at Quinnipiac.

Outstanding Senior Award

This award is given to a graduating senior who has at least a 3.25 GPA, is in good standing with the university and has sustained engagement in a student organization, program or cause on campus or in the community over their Quinnipiac career; evidenced learning through the achievement of multiple personal or professional goals; developed excellent collaboration skills; and demonstrated dedication and impact in the university and surrounding communities.

Outstanding Student Affairs Leadership Award

This award is given to a graduating undergraduate Quinnipiac student who has achieved at least a 3.25 GPA, is in good standing with the university and has demonstrated outstanding leadership qualities; worked closely with university staff on at least one project, program or initiative; exhibited a cooperative attitude; and measurably improved the student experience at Quinnipiac.

H. Pearce Family Community Leadership Award

This award is given to a graduating undergraduate Quinnipiac student who is in good standing with the university and has best exemplified the spirit of volunteer community service during their years at Quinnipiac University.

Philip Troup Achievement Prize

In honor of the first president of Quinnipiac, this prize is given to a graduating senior who has contributed most to the welfare of Quinnipiac through strength of character and qualities of leadership.

Graduate Academic Awards

Academic Awards

Faculty Award for Academic Excellence

These awards recognize students who have distinguished themselves for both outstanding academic achievement and contributions to the program, as determined by the faculty.

- Master of Arts in Cinematic Production Management
- Master of Business Administration
- Master of Science in Accounting
- Master of Science in Business Analytics
- Master of Science in Cybersecurity
- Master of Science in Interactive Media and Communications
- Master of Science in Journalism
- Master of Science in Organizational Leadership
- Master of Science in Public Relations
- Master of Science in Sports Journalism
- Professional Master of Business Administration

Academic Excellence Awards

These awards recognize the outstanding academic achievement of graduate students who have completed their programs of study. In the opinion of the program directors, these students have excelled in all phases (didactic and/or clinical/laboratory) of their graduate education.

- Doctor of Nursing Practice
- Entry-Level Master of Occupational Therapy
- Entry-Level Professional Doctor of Occupational Therapy
- Master of Health Science/Advanced Medical Imaging and Leadership
- Master of Health Science/Biomedical Sciences
- Master of Health Science/Physician Assistant
- Master of Health Science/Radiologist Assistant
- Master of Science in Molecular and Cell Biology
- Master of Science in Nursing
- Master of Social Work

School of Health Sciences

Gaylord Specialty Healthcare Scholarship Award

This award is given by Gaylord Hospital to two third-year graduate physical therapy students. The award recognizes students who have exemplified Gaylord Hospital's five values: integrity, compassion, accountability, respect and excellence. These values are the foundation in helping Gaylord provide and achieve the dedicated caring service that has become the hallmark of its employee philosophy.

Dr. Kenneth V. Kaloustian Award

This award is given to a second-year graduate student in the pathologists' assistant program. This award recognizes outstanding performance in both academic and clinical areas of study. The individual is chosen based on high moral character, leadership qualities and a significant contribution to both the program and to Quinnipiac University.

Post-Professional Doctor of Occupational Therapy Achievement Award

This award is given each year to a doctoral student who has completed their program of study and who has demonstrated academic and leadership excellence and the potential for exemplary service to the profession.

William B. Shaffer Jr. Award

The cardiovascular perfusion program presents this award to a graduate student who has exhibited outstanding performance in both academic and clinical areas of study. The individual is chosen based on high moral character, leadership qualities and a significant contribution to both the program and to Quinnipiac University.

Mark F. Tantorski Memorial Award

In memory of Mark F. Tantorski, a 1980 graduate of the physical therapy program, an award is made to a third-year graduate student in physical therapy who has exhibited academic excellence, high moral character and leadership qualities and, through co-curricular activities in the area of physical therapy, has added to their professional growth.

School of Nursing

Holistic Nursing Practice Award

This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to nursing students who have demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care.

The Keiser Foundation Student Loan Repayment Award

The Keiser Foundation Award is presented after graduation to two senior or graduate nursing students with preference given to United States veterans. The students are chosen based upon financial need, merit and extracurricular commitment in the healthcare field.

Undergraduate Honor Societies

College of Arts and Sciences

Alpha Kappa Delta

Alpha Kappa Delta is an international sociology honor society designed to stimulate scholarship and promote the scientific study of society.

Alpha Psi Omega

Alpha Psi Omega recognizes excellence in all areas of theater study and production. Membership is based on cumulative grade point average and achievement during the university main stage theater production season in the areas of performance, technical production and theater administration.

Lambda Epsilon Chi

Lambda Epsilon Chi is the national honor society for Law in Society students and recognizes those students who have demonstrated superior academic performance in a legal studies program.

Phi Alpha Theta History Honors Society

The Quinnipiac chapter runs events on campus for students interested in history. The chapter sponsors trips to historical sites and museums as well as regional and national history conferences. Students are eligible to join if they have Quinnipiac credit for at least four college-level history courses. Three of the history courses must be completed at QU. Students need a 3.0 GPA overall and a 3.1 in history courses.

Phi Sigma Biological Honors Society

The Phi Sigma Biological Sciences Honor Society is a national honor society that promotes research and academic excellence in the biological

sciences. Undergraduate students are invited to become members if they have achieved junior status, are in the top 30 percent of their class and are actively engaged in, or have participated in research at Quinnipiac University under the direct supervision of a Quinnipiac faculty member in an area related to the biological sciences.

Phi Sigma Tau

Phi Sigma Tau is the International Honor Society in Philosophy. Students in all schools of the university who have taken two or more philosophy courses and maintained a GPA of 3.33 or higher in both their philosophy courses and their overall GPA are eligible for induction into Phi Sigma Tau.

Pi Sigma Alpha

Pi Sigma Alpha, the National Political Science Honor Society, is the only honor society for college students of political science and government in the U.S. The political science program annually nominates juniors and seniors who have excelled both in political science and their overall coursework. Its purpose is to stimulate scholarship and intelligent interest in political science, and to honor political science majors and minors who display leadership and academic achievement.

Psi Chi

Psi Chi is the international psychology honor society, founded for the purposes of recognizing and promoting excellence in the science and application of psychology.

Sigma Delta Pi

Sigma Delta Pi, the national honor society in Spanish, honors students who attain excellence in the study of the Spanish language and the literatures and cultures of Spanish-speaking people. To be considered for membership in Sigma Delta Pi, a student must: be a junior, have a GPA of 3.2 overall, maintain a GPA of 3.2 in all Spanish courses, and have completed 18 credits in Spanish at the 200 level or above, including two semesters of advanced Spanish language courses as well as an advanced course in Hispanic literature or culture.

Sigma Phi Omega

Sigma Phi Omega, the national academic honor society in gerontology, recognizes the excellence of those who study gerontology/aging. The society seeks to promote scholarship, professionalism, friendship and services to older persons, and to recognize exemplary achievement in gerontology/aging studies and related fields.

Sigma Tau Delta International English Honor Society

Sigma Tau Delta's central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. Our members have the opportunity to be recognized for their outstanding achievements, enrich their education and advance their careers.

School of Business

Beta Alpha Psi

Beta Alpha Psi is an honorary organization for financial information students and professionals. Membership is open to accounting majors and is based on cumulative grade point average and achievement in accounting courses.

Beta Gamma Sigma

Beta Gamma Sigma is the National Business Honor Society. Only schools of business accredited by AACSB International—The Association to Advance Collegiate Schools of Business, may have a chapter of this

society. Membership is by invitation only and invitees must be in the top 10 percent of their class.

Financial Management Association International—National Honor Society

The FMA National Honor Society recognizes scholastic achievement of students who have demonstrated superior scholarship. Individuals accepted for membership have the distinction of belonging to the only honorary society that specifically recognizes the achievement of finance majors who demonstrate expertise in finance and financial decision making.

School of Communications

Lambda Pi Eta

Lambda Pi Eta is the National Communication Association's official honor society. Quinnipiac's Tau Delta chapter seeks to recognize, foster and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development; provide an opportunity to discuss and exchange ideas in the field of communication; promote closer relationships between faculty and students; and explore options for graduate education in communication studies.

School of Computing and Engineering

eta Pi

eta Pi is the School of Computing and Engineering's honor society for engineering majors. Its goal is to recognize those who have conferred honor upon their alma mater by distinguished scholarship and exemplary character as students in engineering or by their attainments as alumni in the field of engineering. Student membership is based on scholastic performance and exemplary character.

School of Health Sciences

Alpha Eta Honor Society

Alpha Eta is the national honor society that recognizes scholarship and academic achievement of health professions students enrolled in undergraduate and graduate programs.

Pi Theta Epsilon

Pi Theta Epsilon is a national honor society that recognizes outstanding scholarship and service to the occupational therapy profession.

School of Nursing

Sigma Theta Tau International Honor Society of Nursing

Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. The mission of this honor society is to advance world health and celebrate nursing excellence in scholarship, leadership and service. Membership is by invitation to undergraduate and graduate students who demonstrate excellence in scholarship and academics.

Graduate Honor Societies

College of Arts and Sciences

Phi Sigma Biological Honors Society

Phi Sigma Biological Sciences Honor Society is a national honor society that promotes research and academic excellence in the biological sciences. Graduate students are invited to become members if they are in the top 30 percent of their class and are actively engaged in, or have participated in research at Quinnipiac University under the direct

supervision of a Quinnipiac faculty member in an area related to the biological sciences.

School of Business

Beta Gamma Sigma

Beta Gamma Sigma is the National Business Honor Society. Only schools of business that are accredited by AACSB International - The Association to Advance Collegiate Schools of Business, may have a chapter of this society. Membership is by invitation only and invitees must be in the top 20 percent of their class.

School of Health Sciences

Alpha Eta Honor Society

Alpha Eta is the national honor society that recognizes scholarship and academic achievement of health professions students enrolled in undergraduate and graduate programs.

School of Nursing

Sigma Theta Tau International Honor Society of Nursing

Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. The mission of this honor society is to advance world health and celebrate nursing excellence in scholarship, leadership and service. Membership is by invitation to undergraduate and graduate students who demonstrate excellence in scholarship and academics.

ARCHIVED CATALOGS

2021–22 University Catalog (<https://catalog.qu.edu/archived-catalogs/2021-2022/>) (.html version)

2021–22 University Catalog (<https://catalog.qu.edu/pdf/2021-2022%20Catalog.pdf>) (PDF)

2020–21 University Catalog (<https://catalog.qu.edu/archived-catalogs/2020-2021/>) (.html version)

2020–21 University Catalog (<https://catalog.qu.edu/archived-catalogs/2020-2021/pdf/2020-2021.pdf>) (PDF)

2019–20 University Catalog (<https://catalog.qu.edu/archived-catalogs/2019-2020/>) (.html version)

2019–20 University Catalog (<https://www.qu.edu/globalassets/global/media/qu/documents/university/catalogs/2019-2020-academic-catalog.pdf>) (PDF)

2018–19 University Catalog (<https://catalog.qu.edu/archived-catalogs/2018-2019/>) (.html version)

2018–19 University Catalog (<https://www.qu.edu/globalassets/global/media/qu/documents/university/catalogs/2018-2019-academic-catalog.pdf>) (PDF)

2017-18 University Catalog (<https://catalog.qu.edu/archived-catalogs/2017-2018/>) (.html version)

2017-18 University Catalog (<https://www.qu.edu/globalassets/global/media/qu/documents/university/catalogs/2017-2018-academic-catalog.pdf>) (PDF)

2016-17 University Catalog (<https://catalog.qu.edu/archived-catalogs/2016-2017/>) (.html version)

2016-17 University Catalog (<https://www.qu.edu/globalassets/global/media/qu/documents/university/catalogs/2016-2017-academic-catalog.pdf>) (PDF)

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