

# CCSU



Central Connecticut  
State University

1996-98 catalog

CENTRAL CONNECTICUT STATE UNIVERSITY

The Graduate School

# CONNECTICUT STATE UNIVERSITY SYSTEM

Central Connecticut State University • New Britain  
Eastern Connecticut State University • Willimantic

Southern Connecticut State University • New Haven  
Western Connecticut State University • Danbury

The Connecticut State University System reaches throughout the state with major campuses in four metropolitan centers: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury. It enrolls more than 33,500 students who are taught by approximately 1,100 full-time faculty members and hundreds of part-time instructors.

Origins of the Connecticut State University System date back to 1849, with the founding of a school for teachers in New Britain. During their distinguished history, the campuses have evolved from normal schools to teachers colleges to multipurpose state colleges and, finally, to universities. Today, after nearly a century and a half of growth and development, the four campuses of the Connecticut State University System are thoroughly diversified institutions. Among their alumni are physicians, teachers, lawyers, dentists, nurses, clergy, business people, journalists, scholars, librarians, artists and a host of other professionals. The graduates of the Connecticut State University System contribute to all aspects of Connecticut's economic, social and cultural life.

The governance of the Connecticut State University System is the responsibility of a 16-member Board of Trustees. Fourteen of the Trustees are appointed by the governor, and two are students elected to the Board by their classmates. The president of the Connecticut State University System is responsible for the administration of the system. Each campus operates with a considerable measure of autonomy and functions under the leadership of a president.

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CONNECTICUT STATE UNIVERSITY SYSTEM • 39 Woodland Street • Hartford, CT 06105-2337



# **THE SCHOOL OF GRADUATE STUDIES 1996–1998 CATALOG**

**CENTRAL CONNECTICUT STATE UNIVERSITY**  
**New Britain, Connecticut 06050-4010**

A campus of the Connecticut State University System  
Board of Governors for Higher Education

**The School of Graduate Studies**  
**Davidson Hall 125**  
**(860) 832-2350**

The content of this catalog is provided for the information of the student. It is accurate at the time of printing but is subject to change as deemed appropriate by Central Connecticut State University in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

Central Connecticut State University is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, marital or veteran status, or physical or mental handicap. This policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff and the community. Central Connecticut's affirmative action policy seeks to include minorities, women, veterans and the handicapped in its educational programs and in all job groups of its workforce. The University Office of Human Relations/Affirmative Action is located in Davidson Hall (832-3025).

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Prevention and Counseling Services	832-1945	University Police	832-2375
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### Accreditation and Memberships

The University is accredited by the New England Association of Schools and Colleges, the Connecticut Department of Higher Education, and the Connecticut Department of Education (certification programs in education). Programs in chemistry are accredited by the American Chemical Society. The honors track of the computer science program is accredited by the Computing Sciences Accreditation Board. The construction engineering technology and the manufacturing engineering technology programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. The industrial technology programs are accredited by the National Association of Industrial Technology, and the Bachelor of Science in Nursing program is accredited by the National League for Nursing. The Council on Social Work Education has accredited the baccalaureate social work program, and the Council on Accreditation of Nurse Anesthesia Programs has accredited the master's degree in biological sciences, nurse anesthesia specialization.

The University is a member of the American Council on Education, the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, the College Board, the Council for Advancement and Support of Education, the National Commission for Cooperative Education, and many other professional organizations related to the activities of individual departments at Central Connecticut State University.

# University Calendar 1996-98

## Summer Session 1996

May 28	First five-week session begins; eight-week session begins
June 27	First five-week session ends
July 1	Second five-week session begins
July 4	Independence Day — Holiday
July 18	Eight-week session ends
August 1	Second five-week session ends

## Fall Semester 1996

August 26	Academic year begins Faculty Meetings, Orientation
August 30	Last day for full-time students to withdraw with 100% refund
September 2	Labor Day — Holiday
September 3	Classes begin 8 a.m.
September 3-6	Add/Drop period
September 9	Last day for part-time students to withdraw with 100% refund
September 15	Final day for graduate students to apply for December 1996 degrees (School of Graduate Studies)
September 16	Last day for full-time students to withdraw with 60% refund
September 23	Last day to declare Pass/Fail or Audit options; last day for part-time students to withdraw with 50% refund
September 26	Last day to drop first eight-week courses
September 30	Last day for full-time students to withdraw with 40% refund
October 18	Reading Day — no day or evening classes
October 22	Midterm: Last day to drop full-semester courses; first eight-week courses end
October 23	Second eight-week courses begin
November 1	Final date for undergraduates to apply for May or August 1997 graduation (Office of Admissions and Records)
November 15	Last day to drop second eight-week courses
November 26	Thanksgiving Recess begins 10 p.m.
December 1	Final day for undergraduates to apply for December 1997 graduation (Office of Admissions and Records)
December 2	Thanksgiving Recess ends 8 a.m.
December 13	Day classes end
December 14	Last class meeting for Saturday classes
December 16-20	Examinations
December 20	Semester ends
December 23	Make-up Day (if needed)

## Winter Session 1997

January 6	Winter Session classes begin
January 20	Martin Luther King Day — Holiday
January 24	Winter Session classes end

## Spring Semester 1997

January 21	Academic semester begins
January 24	Last day for full-time students to withdraw with 100% refund
January 27	Classes begin 8 a.m.
January 27-30	Add/Drop period
February 1	Last day for part-time students to withdraw with 100% refund
February 7	Last day for full-time students to withdraw with 60% refund
February 14	Lincoln's Birthday — Holiday
February 17	Washington's Birthday — Holiday
February 18	Last day to declare Pass/Fail or Audit options; last day for part-time students to withdraw with 50% refund
February 21	Last day to drop first eight-week courses
February 25	Last day for full-time students to withdraw with 40% refund
March 1	Final day for graduate students to apply for May and August 1997 degrees (School of Graduate Studies)
March 18	Midterm: Last day to drop full-semester courses; first eight-week courses end
March 19	Second eight-week courses begin
March 22	Spring Recess begins 1:30 p.m.
March 31	Spring Recess ends 8 a.m.
April 18	Last day to drop second eight-week courses
May 1	Final day for undergraduates to apply for May 1998 graduation (Office of Admissions and Records)
May 13	Day classes end
May 14	Reading Day (make-up day if needed) — no day or evening classes
May 15-21	Examinations
May 17	Last class meeting for Saturday classes
May 21	Semester ends
May 22	Undergraduate and Graduate Commencement

## Summer Session 1997

May 27	First five-week session begins; eight-week session begins
June 27	First five-week session ends

# University Calendar 1996-98

June 30	Second five-week session begins
July 4	Independence Day — Holiday
July 18	Eight-week session ends
July 31	Second five-week session ends

## Fall Semester 1997

August 25	Academic year begins Faculty Meetings, Orientation
August 29	Last day for full-time students to withdraw with 100% refund
September 1	Labor Day — Holiday
September 2	Classes begin 8 a.m.
September 2-5	Add/Drop period
September 8	Last day for part-time students to withdraw with 100% refund
September 15	Last day for full-time students to withdraw with 60% refund; final day for graduate students to apply for December 1997 degrees (School of Graduate Studies)
September 22	Last day to declare Pass/Fail or Audit options; last day for part-time students to withdraw with 50% refund
September 29	Last day to drop first eight-week courses; last day for full-time students to withdraw with 40% refund
October 17	Reading Day — no day or evening classes
October 21	Midterm: Last day to drop full-semester courses; first eight-week courses end
October 22	Second eight-week courses begin
November 3	Final date for undergraduates to apply for May or August 1998 graduation (Office of Admissions and Records)
November 17	Last day to drop second eight-week courses
November 25	Thanksgiving Recess begins 10 p.m.
December 1	Thanksgiving Recess ends 8 a.m.; Final day for undergraduates to apply for December 1998 graduation (Office of Admissions and Records)
December 12	Day classes end
December 20	Last class meeting for Saturday classes
December 15-20	Examinations
December 20	Semester ends
December 22	Make-up Day (if needed)

## Winter Session 1998

January 5	Winter Session classes begin
January 19	Martin Luther King Day — Holiday
January 23	Winter Session classes end

## Spring Semester 1998

January 20	Academic semester begins
January 23	Last day for full-time students to withdraw with 100% refund
January 26	Classes begin 8 a.m.
January 26-29	Add/Drop period
January 31	Last day for part-time students to withdraw with 100% refund
February 6	Last day for full-time students to withdraw with 60% refund
February 13	Lincoln's Birthday — Holiday
February 16	Washington's Birthday — Holiday
February 17	Last day to declare Pass/Fail or Audit options; last day for part-time students to withdraw with 50% refund
February 23	Last day to drop first eight-week courses
February 24	Last day for full-time students to withdraw with 40% refund
March 2	Final day for graduate students to apply for May and August 1998 degrees (School of Graduate Studies)
March 17	Midterm: Last day to drop full-semester courses; first eight-week courses end
March 18	Second eight-week courses begin
March 21	Spring Recess begins 1:30 p.m.
March 30	Spring Recess ends 8 a.m.
April 10	Holiday
April 15	Last day to drop second eight-week courses
May 1	Final day for undergraduates to apply for May 1999 graduation (Office of Admissions and Records)
May 13	Day classes end
May 14	Reading Day (make-up day if needed) — no day or evening classes
May 15-21	Examinations
May 16	Last class meeting for Saturday classes
May 21	End of semester
TBA	Undergraduate and Graduate Commencement

## Summer Session 1998

May 26	First five-week session begins; eight-week session begins
June 26	First five-week session ends
June 29	Second five-week session begins
July 3	Independence Day — Holiday
July 16	Eight-week session ends
July 31	Second five-week session ends

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ORG + MGT  
Educ Tech

MS MFT



# THE UNIVERSITY

Central Connecticut State University (CCSU) is a metropolitan, comprehensive public university dedicated to learning in the liberal arts and sciences and to education for the professions. CCSU offers Connecticut citizens access to academic programs of high quality. The University is also a responsive and creative intellectual resource for the people and institutions of our state's capital region. CCSU's many international programs and contacts uniquely position the University to provide students and business interests with opportunities to grow and prosper in the emerging global community.

Connecticut's oldest publicly-supported institution of higher education was founded in 1849 as the New Britain Normal School, a teacher training facility. The school was moved to the present campus in 1922. It became Teachers College of Connecticut in 1933 when it began offering four-year baccalaureate degrees. After extensive growth and expansion, including the ability to grant degrees in the liberal arts, the school evolved into Central Connecticut State College in 1959. The present name and status — Central Connecticut State University — were conferred in 1983 in recognition of the institution's change in commitment, mission, strategy and aspiration. Now the University offers undergraduate and graduate degrees.

The largest of four comprehensive Universities within the Connecticut State University System, CCSU enrolls approximately 6,000 full-time students and nearly 6,000 part-time students, and offers undergraduate and graduate programs through the Master's and sixth-year levels. The University has a full-time faculty of some 400 members, more than 300 part-time lecturers, and over 450 administrators and staff.

CCSU continues to grow, adding land, buildings and resources that place it among the best state educational institutions in Connecticut. A growing network of overseas study opportunities, educational initiatives and exchange programs have helped make CCSU the state's public international university.

## OUR MISSION

Our University exists to serve students. With learning at the heart of all our activities, our fundamental responsibility is to

empower students to attain the highest standards of academic achievement, public service and personal development.

Preparing students for enlightened and productive participation in a global society is our obligation; it is best fulfilled by blending the traditional liberal arts with dynamic professional education. Effective teaching, our primary function, requires that each member of our faculty have an active scholarly and professional life. And our programs and activities must be infused with a rich multicultural perspective.

Our designation as a state-wide Center for Excellence in international education and in technology makes our University distinctive. We must nurture and develop these programs as a special component of our mission. The partnership we have created with the people and institutions of Connecticut, especially those of the capital region, benefits both the University and the state. This partnership defines us as a metropolitan university, and endows our teaching and scholarship with a special vitality and a distinctive dedication to service.

Most importantly, we value: *quality* in all that we do and a commitment to constant improvement; *intellectual integrity* in the process of teaching, learning and administration; and *openness* to the discussion and debate of all points of view in an atmosphere of civility and a dedication to the traditions of academic freedom.

Equally, we value *participation* by the faculty, students, staff, alumni and friends of the University in the formulation of policy and the making of major decisions about the University's future and *respect* for the dignity, rights and aspirations of each member of our University's community.

Guided by these principles and values, we aspire to become one of the best public metropolitan universities in the nation and the finest in New England.

## AFFIRMATIVE ACTION POLICY

Central Connecticut State University is committed to a policy of non-discrimination and equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, marital or veteran status or disability. This policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff and the community.

The University's affirmative action policy seeks to include minorities, women, veterans and persons with disabilities in its educational programs and in all job groups of its work force. Further information is available from the University Office of Human Relations/Affirmative Action, located in Davidson Hall 124 (832-3025).

## THE SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies, founded in 1955, has as its primary mission the development and administration of graduate degree programs which reflect high academic standards for advanced study.

The University offers graduate programs leading to the degrees Master of Science, Master of Arts, Master of Business Administration, Master of Science in Industrial Technical Management, and to the Sixth Year Certificate in Reading and in Educational Leadership. Non-degree graduate-level planned programs leading to teacher certification and for professional enhancement are also available.

## THE ACADEMIC SCHOOLS

**School of Arts and Sciences.** The School of Arts and Sciences offers a wide range of liberal arts programs at the bachelor's and master's level. Subject-matter majors for students in teacher education programs are provided by the academic departments within the school. Faculty in Arts and Sciences also have the primary responsibility for the University's honors program, for providing developmental course work in basic skills, and for the University's general education program.

Arts and Sciences faculty guide and direct students in laboratory, research and creative projects that extend beyond the formal curriculum to involvement in the region's social, economic, political and scientific communities. Faculty are also involved in research and collaborative endeavors which bring the University's scholarly and cultural resources to the public.

The School's undergraduate programs in chemistry, computer science and social work are accredited by their respective national accrediting agencies: The American Chemical Society, the Computer Sciences Accreditation Board and the Council of Social Work Education. The graduate program in Biological Sciences: Nurse Anesthesia is accredited by the Council on

Accreditation of Nurse Anesthesia Programs.

**School of Business.** The School of Business, the largest of its kind in the state, prepares undergraduates for entry-level positions in business organizations through programs in accounting, international business, finance, management, management information systems and marketing. At the graduate level, students are prepared for leadership positions in international business through the Master of Business Administration. The School also offers an M.S. in General Business Management and the state's only comprehensive graduate programs in business education.

**School of Education and Professional Studies.** Central Connecticut State University, along with the other three universities of the Connecticut State University System, has the special responsibility to prepare teachers and other professionals for the public schools of Connecticut.

Founded as the New Britain Normal School in 1849, Central Connecticut State is a university at which teacher education and professional programs for educators remain a very high priority.

The School of Education and Professional Studies, with the participation of the other academic schools, has the primary responsibility for preparing prospective teachers. In addition, the School provides master's programs, two sixth-year certificate programs and several non-degree programs for the professional development of teachers. The School also offers an undergraduate nursing program which is accredited by the National League for Nursing.

**School of Technology.** Central Connecticut's newest academic school is a public educational resource unique in the state. The School offers programs in technology education (also certification for vocational-technical education teachers), industrial technology and engineering technology, in addition to graduate programs in industrial technical management and technology education. The construction engineering technology and the manufacturing engineering technology programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC-ABET). The industrial technology program is accredited by the National

Association of Industrial Technology (NAIT).

Designated as a Center of Excellence by the state of Connecticut, the School provides state-of-the-art equipment and facilities, with an emphasis on computer-integrated design and manufacturing. The Center for Industrial and Engineering Technology, supported in part by the business community, facilitates outreach and research.

## THE GRADUATE PROGRAMS

Central Connecticut State University offers graduate degree programs in 32 fields of study.

**The Master of Arts (MA) degree** signifies completion of at least 30 credits of advanced study, including research and/or a thesis. Students in an MA program seek to expand their knowledge of a particular subject, and may specialize in an aspect of the subject relevant to their career goals. Students also choose an MA degree program when planning to continue their studies at the doctoral level.

**The Master of Science (MS) degree** is primarily a professional degree for educators and others seeking to enter or advance in public service professions. Degree programs include at least 30 credits of course work; a thesis is optional. Most MS programs at Central Connecticut are designed for certified teachers, although some departments admit students who have not completed certification or who intend to pursue other professions.

**The Master of Science in Industrial Technology Management (MSITM) degree** is a 36 cr. Plan B program which includes a required 15-credit core of courses, and a specialization of 21 credits of restricted and directed electives. The student must pass a comprehensive examination.

**The International Master of Business Administration (IMBA)** is intended for individuals who desire a distinctive, challenging and rewarding graduate-level educational experience related to business. Graduates are prepared for leadership positions in the global marketplace.

**The Sixth Year Certificate (SYC)** provides graduate study beyond the master's degree for teachers and other educa-

tors. Presently offered only in the fields of reading and educational leadership, the sixth-year certificate signifies completion of a program of study designed to prepare the recipient for a high level of professional practice and responsibility in public education.

**Graduate certification programs** are available for initial teacher certification in elementary, secondary and some pre-kindergarten through twelve fields. Certification as school counselor, media specialist, reading consultant, and intermediate administrator/supervisor may be completed through related degree programs. The Office of the Dean, School of Education and Professional Studies provides up-to-date information concerning certification programs and state requirements for certification.

### GRADUATE PROGRAMS IN THE SCHOOL OF ARTS AND SCIENCES

Art	MS, Certification
Biology	MA, MS, MS in Anesthesia, MS in Health Sciences, Certification
Chemistry	Certification
Communication	MS
Criminal Justice	MS
Earth Sciences	Certification
English	MA, MS, Certification
General Science	MS, Certification
Geography	MS
History	MA, MS, Certification
International Studies	MS
Mathematics	MA, MS, Certification
Modern Languages	MA, MS, Certification
Music	MS, Certification
Natural Sciences (Chemistry, Earth Sciences, Physics)	MS
Physics	Certification
Psychology	MA
Social Science	MS, Certification
Spanish	MS, Certification
TESOL	MS

### GRADUATE PROGRAMS IN THE SCHOOL OF BUSINESS

Business Education	MS, Certification
Business Administration	MBA, MSGBM

### GRADUATE PROGRAMS IN THE SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Counseling	MS
Early Childhood Education	MS
Educational Foundations	MS
Educational Leadership	MS, SYC
Educational Technology	MS
Elementary Education	MS, Certification
Physical Education	MS, Certification
Reading	MS, SYC
Secondary Education	MS
Special Education	MS, Certification

Additional **non-degree** 30-credit programs of study beyond the master's degree are available in selected disciplines for certified teachers seeking professional development.

### GRADUATE PROGRAMS IN THE SCHOOL OF TECHNOLOGY

Industrial Technical Management	MSITM
Technology Education	MS, Certification

Further information about each of these programs is found in the program descriptions section of this catalog.

## GRADUATE ADMISSIONS

### APPLYING FOR ADMISSION

The *Application for Admission* is available in the Office of the School of Graduate Studies (Davidson Hall 125) and in other campus offices, including the Enrollment Center/Office of Continuing Education in Willard Hall. This form includes information about the application and admission process, and must be submitted to the School of Graduate Studies accompanied by a non-refundable application fee. Effective for Spring 1997, and thereafter, the graduate application fee will be increased to \$40.

As part of the application and admission process, the applicant must request

that official undergraduate and graduate transcripts be sent to the School of Graduate Studies from every institution attended except Central Connecticut State University. Failure to identify on the application form all institutions attended, or to have transcripts sent from all institutions attended, may be considered sufficient reason for denial of the application or for subsequent dismissal from the graduate program. Applicants who have attended Central Connecticut State University must list all dates of attendance so that their official record can be appropriately evaluated.

In addition to submitting the application form, the fee, and official transcripts, applicants must provide any additional evidence of admissibility (such as test scores, essays, letters of recommendation, etc.) as required by the program to which they are making application. The program descriptions section of this catalog provides information about the specific application requirements of the various graduate programs. All academic credentials submitted by applicants become part of the student's permanent file at the University and cannot be returned.

**Application Deadlines.** Admissions are conducted on a rolling basis for each regular academic semester (fall or spring). The preferred deadline for receipt of the application form is **August 1** for fall semester, and **December 1** for spring semester. Some programs have established earlier deadlines or admit students only once per year. **International applicants** should submit all application materials as soon as possible preceding a semester's beginning date to assure adequate time for processing visa applications and for making other arrangements.

Prospective students may request a meeting with a School of Graduate Studies adviser to discuss the admissions process. A personal interview with the academic department may also be required for entry into some graduate programs.

**International Students.** International applicants must meet all regular requirements for admission (including such tests as the Graduate Record Examination or the Graduate Management Admissions Test when required). In addition, applicants must submit a satisfactory score on the Test of English as a Foreign Language (TOEFL) when required and provide a

Declaration of Finance form which documents financial responsibility. Qualified applicants who cannot demonstrate financial responsibility will not be admitted. There is at present no financial aid available for non-U.S. students, and graduate assistantships, which are very limited in number, are normally available only to students who are available for on-campus interviews and/or who have completed successfully a semester of graduate study at Central Connecticut State University.

International applicants must submit the following in addition to the application form, application fee, *official* transcripts and records of undergraduate and graduate studies, and any program-specific application requirements: (1) two letters of academic and character reference; (2) a Declaration of Finance form which is provided by the School of Graduate Studies and includes provisions for indicating and for verifying financial capability and responsibility; (4) translations of academic records produced and verified by the educational institution in the home country or a U.S. academic credential evaluation agency if such materials are not in English; (5) proof of competency in English as indicated by the Test of English as a Foreign Language (TOEFL) with a score of no less than 550 unless waived by the University.

Information about the TOEFL test is available from the Educational Testing Service, Box 899, Princeton, NJ 08540. An undergraduate academic degree from a U.S. institution of higher education or from an overseas institution where the primary medium of instruction is English may be considered as proof of English competency. Central Connecticut State reserves the right to require additional evidence of competency or to require that students admitted to graduate programs take courses to develop their English-language skills. Decisions regarding the need for such courses will be made by the graduate dean in conjunction with the student's adviser and appropriate faculty from the English Department.

Central Connecticut State is authorized under federal law to enroll non-immigrant resident alien students who will be required to submit proof of immigration status.

### **Re-Admission of Former Students and Admission of Non-Matriculated Students Who Have Been in Attendance.**

Students who wish to be considered for re-admission after being withdrawn from a graduate program must complete a Request for Reactivation form available in the School of Graduate Studies. Only students in good standing (3.00 graduate GPA or higher) may be considered for re-admission. The requirement of a 3.00 or higher GPA earned at Central Connecticut State University also applies to non-matriculated attendees who desire admission to a graduate program upon submission of a graduate school application and fee. Students may request file reactivation when their previous program has not been completed for the same or a new major.

If a former student wishes to enter a program other than the one to which she or he was originally accepted and/or since completed, a new application (including the application fee and official transcripts from any additional institutions) must be filed. Good standing status on the accumulated graduate record also applies to such students.

### **ADMISSION CRITERIA**

Admission to the School of Graduate Studies is based on the applicant's academic record. Prospective students must hold a bachelor's degree from a regionally accredited institution of higher education. The undergraduate record must demonstrate clear evidence of ability to undertake and pursue successfully advanced study in the graduate field.

A minimum undergraduate GPA of 2.70 on a 4.0 point scale (where A is 4.0), or its equivalent, and good standing (3.0 GPA) in all post-baccalaureate course work is required.

Some graduate programs have established additional admissions requirements beyond the minimum requirements of the School of Graduate Studies. Prospective applicants should consult the program descriptions section of this catalog to determine the requirements of the program to which they are applying. Such program-specific admission standards may include a higher minimum cumulative average; an undergraduate major or its equivalent in the program for which admission is sought; scores from the Advanced Test of Graduate School Examination (GRE) or the Graduate Management Admission Test (GMAT); evidence of language profi-

ciency; and such additional evidence of admissibility as letters of reference, statement of goals and objectives, etc.

Applicants to all programs are urged to consult the appropriate program description, the School of Graduate Studies, or the department chair to assure that all special admissions requirements are met. Applicants must meet not only the admissions standards of the School of Graduate Studies but also any additional standards established by the program to which they apply. In addition, some programs can accept only a limited number of qualified applicants and may review admission files only at certain times of the year. Admissions requirements are subject to change without notice.

**Teacher Certification Programs.** Central Connecticut State University offers programs of preparation for teacher certification at both the undergraduate and graduate levels. Consistent with state requirements for the undergraduate academic preparation of teachers, only those applicants who present at least a 2.70 (B-) undergraduate cumulative average may be considered for admission to a certification program at the graduate level.

After admission to the School of Graduate Studies a student seeking acceptance to the professional program in the School of Education and Professional Studies is required to submit an application and accompanying documents for review by the Office of the Dean, School of Education and Professional Studies, and the respective department. The application must be submitted by September 21 or February 21 of the semester in which the student is first eligible. An eligible student is someone who has: been admitted to the School of Graduate Studies and completed or is enrolled in no less than six credits of post-baccalaureate course work at CCSU; met special departmental requirements; and passed the basic skills examination for prospective teachers (Praxis I) or received an official waiver.

A complete application includes: two letters of recommendation from persons able to testify to the candidate's suitability as a prospective teacher; an essay which demonstrates a command of the English language, describes in written narrative the reasons for wanting to enroll in the professional program and emphasizes experiences which are relevant to teaching; verification of a Praxis I waiver (if appli-

cable); and a copy of the letter of admission to the School of Graduate Studies and of the official planned program of study.

The student is responsible for presenting a complete application packet to the Office of the Dean of the School of Education and Professional Studies (Barnard Hall 248).

Students admitted to the School of Graduate Studies but not yet admitted to the professional program for teacher certification develop with their assigned adviser a planned program of required courses. The length of the planned program depends on the undergraduate preparation of the student, but most students must devote the equivalent of a year or more to full-time study in order to complete professional education, undergraduate deficiencies in areas of study required for certification, and student teaching.

Students must be accepted to the professional program **before** registering for student teaching. Those requesting student teaching in the fall semester must submit applications by March 1 in the preceding spring semester. Applicants requesting student teaching in the Spring semester must apply by October 1 of the preceding semester.

Further information about the requirements for entry into the professional program may be obtained from the Office of the Dean, School of Education and Professional Studies (Barnard Hall 248). Student teaching applications and information are available in the Office of Teacher Education (Barnard Hall 277).

**Sixth Year Certificate and Other Post-Master's Study.** Central Connecticut State University offers the Sixth Year Certificate in Educational Leadership and in Reading. Students wishing to develop a program of study for other fields may request admission to a 30-credit planned program of post-master's study in an available area of interest. All applicants are advised that planned programs of post-master's study, with the exception of the Sixth Year Certificates in Educational Leadership and in Reading, are non-degree programs and are provided in a limited number of fields. Admission to programs of post-master's study, including the sixth-year certificate, is based on performance at the master's degree level in addition to the undergraduate GPA. In addition, admission is limited to students who hold the appropriate Connecticut teaching certificate. Most pro-

grams also limit admissions to applicants who hold an appropriate master's degree or who present other evidence of advanced course work in the field of study. Additional admissions requirements are described in the program descriptions section of this catalog.

### CONDITIONAL ADMISSION PROGRAM

An applicant to the School of Graduate Studies who does not meet regular admission standards but has an undergraduate GPA between 2.40 and 2.69 may be considered for conditional admission when the department of application **has agreed in advance to make this option available to prospective students.** The conditional admission program is a non-degree arrangement which allows students to demonstrate the ability to perform successfully in a graduate degree program. The conditional admission plan is available only in a limited number of fields by departmental agreement and does not apply to teacher certification areas.

Students admitted conditionally, where appropriate, are notified of pre-admission requirements. When any course requirements set forth are completed with a GPA of at least 3.00 and no grades below B, the academic adviser may recommend regular acceptance.

### ADMISSIONS APPEALS

Applicants who are denied admission to a graduate program at Central Connecticut State University's School of Graduate Studies may request a review of this decision. Such requests must be made in writing to the graduate dean, and should include additional academic information (such as scores from standardized tests or grades in very recent courses) which was not submitted with the original application.

Depending on the nature of the appeal, the dean will consult with the Graduate Appeals Committee and/or with the academic school and the department to which admission is sought before making a decision.

## GRADUATE STUDENT POLICIES AND DEGREE REQUIREMENTS

The policies and degree requirements for graduate students at Central Connecticut State University are governed by the University faculty and administered through the Office of the Dean, School of Graduate Studies. The Graduate Studies Committee, composed of faculty and students who represent the graduate programs at Central Connecticut State, reviews graduate curriculum and recommends to the Faculty Senate academic policies affecting graduate students and programs. The Graduate Studies Committee also hears appeals from the administrative decisions of the dean relative to student academic matters.

The sections which follow summarize the academic policies of the University. All graduate students are urged to become familiar with these policies and to follow them when making decisions about their graduate studies at Central Connecticut State. Advisers are provided to assist in planning the academic program, but they are not authorized to change established policy of the University. The student is solely responsible for assuring that the academic program complies with the policies of the University.

### THE PLANNED PROGRAM OF GRADUATE STUDY

The Planned Program of Graduate Study is an official document which lists courses and other degree requirements which students must complete prior to graduation.

After a student has been admitted to study toward a graduate degree, certification, or planned program of any kind, the student must consult with the faculty adviser to develop a Planned Program of Graduate Study. After the adviser has signed the planned program form, it must be submitted to the School of Graduate Studies for approval by the dean. It then becomes the student's official plan for graduate study.

An approved Planned Program is required for all graduate programs, including programs leading to the master's

degree and sixth-year certificate, programs for initial teacher certification, and others designed to meet 30-credit requirements for professional development and school district pay increments.

The planned program, once submitted by the student, recommended by the adviser, and approved by the graduate dean, represents a formal agreement between the School of Graduate Studies and the student. Any changes in the planned program must be approved by the adviser and the graduate dean. "Planned Program of Graduate Study" and "Request for Course Changes in Planned Program of Study" forms are available in department offices and in the School of Graduate Studies Office.

The Planned Program of Graduate Study should be developed with the adviser *early* in the student's graduate studies, and *must be approved prior to the completion of 15 credits of course work.* There is no assurance that course work completed prior to admission to the School of Graduate Studies, or before the planned program has been signed by the dean, will be approved as part of the planned program.

**Changes in the Planned Program.** The "Request for Course Changes in Planned Program of Study" form must be completed whenever a student wants to modify degree requirements or apply a course not included on an approved planned program toward requirements. Requests to change degree requirements which are initiated after the student has started a thesis or attempted the comprehensive examination must be approved by the student's academic department as well as by the graduate dean.

**Changes in Major.** To change a graduate major *after* admission to a graduate program, the student must first complete a "Request for Change of Major and/or Adviser" form which is available in the School of Graduate Studies office. Students must be matriculated and may need to meet any special requirements of the program to which they are seeking a change.

If the change in major is approved, the student will be notified and assigned a new adviser. The student must then consult with the new adviser to develop a new Planned Program of Graduate Study for submission and approval by the graduate

dean. Course work completed prior to a change in major may be recommended for inclusion on the new planned program at the discretion of the adviser, subject to the approval of the graduate dean.

### MASTER'S DEGREE REQUIREMENTS

The master's degree is conferred upon the student who has completed, subject to approval of the faculty and the graduate dean, all requirements of the Planned Program of Graduate Study, including a minimum of 30 credits of approved graduate courses and either a master's thesis (Plan A), a comprehensive examination (Plan B), or a special project appropriate to the major such as an art exhibit, performance, or applied research project (Plan C). The program descriptions section of this catalog explains the capstone options available for each degree program.

Each candidate for the master's degree is expected to demonstrate ability to present effectively the results of graduate study at the University and to analyze problems related to the area of specialization. Candidates must also maintain a **minimum cumulative grade point average of 3.00 (B)** on the graduate record at Central Connecticut State. No more than two courses with grades of C may be carried in the planned program, otherwise such courses may have to be repeated. Courses in which grades below C are received may not be counted for graduate credit in the Planned Program and may not be used to meet prerequisite requirements for graduate courses.

**Degree Candidacy.** Some graduate programs require students to make formal application for degree candidacy following the completion of nine credits (at least six of which must be in the major area) in the Planned Program of Graduate Study. Students should consult their academic adviser concerning degree candidacy requirements of the academic program to which they have been admitted.

Admission to degree candidacy involves a formal review of the student's progress and potential by the faculty of the department and a decision by the department as to whether the student will be permitted to continue in the graduate program. Degree candidates must have a minimum cumulative average of 3.00 and must meet requirements for candidacy established by the academic department.

Recommendations concerning degree candidacy are forwarded to the graduate dean for inclusion in the student's graduate file. If a student is not approved for degree candidacy, he or she will be withdrawn from graduate study.

**Capstone Requirements.** All master's degree programs at Central Connecticut State University include the capstone requirement of a thesis, a comprehensive examination, or a special project appropriate to the major.

*The master's thesis is required of all graduate students completing degrees under the Plan A option.* The thesis represents a report of original scholarship completed under the supervision of a faculty thesis adviser. Depending on department policy, students receive either three or six credits for completing the thesis requirement.

Students electing to write a thesis will be assigned a faculty thesis adviser. Students select a topic in consultation with the thesis adviser who is responsible for approving the topic, the outline, the draft and the completed thesis. After the adviser approves the thesis, it must be read and approved by at least one other department faculty member prior to submission to the graduate dean. The graduate dean assures that the thesis meets University standards for format and quality, and transmits the thesis to the University library for binding.

The following University requirements apply to all students writing theses: (1) Whenever possible, the student's graduate adviser will serve as the thesis adviser. If the student and the adviser deem it appropriate, another faculty member may be appointed by the department chair to serve as thesis adviser. (2) The thesis topic and outline will not be approved until at least one-half of the student's course work has been completed. A copy of the approved thesis outline should be submitted to the graduate dean by the thesis adviser. (3) The thesis must be prepared in a style and format appropriate to the discipline and approved by the graduate dean. Among the currently approved styles are APA, MLA, Campbell, and Turabian. (4) Students expecting to graduate in May should submit a typed draft to their adviser no later than March 15. (5) Two copies of the approved thesis, and five additional copies of the thesis abstract (not to exceed 500 words), must be submitted to the graduate

dean by April 15 of the year in which the student plans to graduate.

*The comprehensive examination is required of all students who select the Plan B option.* The comprehensive examination covers the course work in the student's planned program. At the option of the department, the comprehensive examination may include an oral examination and/or an oral defense of the written examination.

The comprehensive examination is normally taken during the last semester of study, but may be taken any time after the completion of at least 24 credits of courses required in the planned program. Examinations are given each fall and spring semester and, at the discretion of the academic department, during the summer. Students should consult the adviser and/or the department chair concerning the availability of summer session comprehensive examinations.

To be eligible to take the examination, students must complete an "Application for the Comprehensive Examination" form which is available in department offices or in the School of Graduate Studies office. Students should submit this form to their academic department no later than October 1 for fall semester examinations, and no later than February 15 for spring semester examinations. The department will notify students concerning the time and place of the examination, and will inform students of the results.

With the permission of the department, students may retake the comprehensive examination. Students who do not pass the examination on a first attempt may be required to enroll in additional course work or to make other special preparations for reexamination. Students who fail the examination a second time must appeal to the Graduate Dean for permission to retake the examination.

*Students who elect the Plan C option must complete a special project.* The availability of this option and the requirements for the special project vary according to the degree program. In general, the special project involves completion of a body of work appropriate to the degree specialization. The faculty adviser or another faculty member in the department will supervise the project. The student's work will be evaluated by the adviser and by other members of the department as appropriate.

Students should consult the program descriptions section of this catalog con-

cerning availability of a Plan C option and discuss with their advisers the department's requirements for the special project. Students normally receive three credits upon successful completion of their project.

**Six-Year Time Limit.** All course work and non-credit capstone requirements (i.e. theses, comprehensive examinations and special projects) for the degree *must be completed during the six years which precede degree conferral*. That is, the student has six years from the earliest course listed on the planned program (including any work transferred from another institution or completed prior to matriculation) to complete ALL degree requirements.

#### THE SIXTH YEAR CERTIFICATE

The Sixth Year Certificate is presently offered in educational leadership and in reading. The Certificate is awarded, subject to the approval of the faculty and the graduate dean, to students who complete all requirements of the Planned Program.

All course work and any related requirements for the Sixth Year Certificate must be completed as specified within the "Six-Year Time Limit" section above.

#### GRADUATE CERTIFICATION PROGRAMS

Requirements for certification at the graduate level will be individually prescribed by the adviser in the School of Education and Professional Studies after the student has been admitted. Certification requirements include not only course work (such as completion of undergraduate deficiencies and requirements for appropriate subject majors, professional education, and student teaching), but also the satisfactory completion of all requirements for admission to the professional program of the School of Education and Professional Studies.

Students are advised to contact their adviser as soon as possible after they are admitted to graduate study, and to consult the Office of the Dean, School of Education and Professional Studies for current information concerning Connecticut and University requirements for certification.

#### POST-MASTER'S PLANNED PROGRAMS

As mentioned previously, the Sixth Year Certificate is awarded only in two fields of study. Students wishing to pursue post-

master's study in other fields may request admission to a planned program of post-master's study. Thirty-credit planned programs of study beyond the master's degree are individually prescribed programs of advanced study for educators. Students develop a planned program with their adviser. All requirements must be completed within a six-year time period dating from the earliest course included on the planned program. When requirements have been completed, students may request an official letter from the graduate dean which documents that they have completed 30 credits in a planned program of study beyond the requirements for a master's degree. Completion of post-master's requirements is also noted in the student's official University record. Students completing planned programs of post-master's study do not participate in graduation ceremonies.

#### ENROLLING IN GRADUATE COURSES

Information about registration and fees is provided beginning on page 15. This section includes information about course numbers, enrollment, and withdrawal from graduate study.

**Course Numbering System.** The following numbering system is used by Central Connecticut State University:

001-099	Non-credit courses
100	Search courses (undergraduate credit)
101-199	Courses open to first-year students, and in general to all undergraduate students.
200-299	Courses open to sophomores, and in general to all undergraduate students.
300-399	Courses open to juniors, and in general to sophomores, juniors and seniors.
400-499	Courses open to seniors, and in general to juniors, seniors, <i>and graduate students</i> . Additional work may be required for graduate credit.
500-599	<i>Graduate courses</i> ; undergraduates require approval of adviser, department chair, and graduate dean.
600-699	<i>Graduate courses</i> open only to sixth-year students.

Courses numbered 400 and above may be included in a graduate planned program when listed in the graduate catalog when

the course description so allows, and when approved by the adviser and the graduate dean. Courses numbered under 400 may be applied toward teacher certification programs when recommended by the adviser but will *not* be approved for inclusion in a master's degree program.

**Maximum Course Load.** Students who register as part-time students in the Enrollment Center/Office of Continuing Education may enroll for a *maximum* of eight credits. Students who register as full-time students enroll for *no fewer than* nine credits, up to a maximum of 18 credits if they have the permission of their adviser and the graduate dean.

**Adding a Course.** Students may add courses (that is, enroll in courses in addition to those for which they have previously registered) prior to the scheduled beginning and first four days of each semester. Registration after a semester's scheduled beginning is dependent on course enrollment and/or the willingness of the instructor to approve an additional student. Full-time students add courses in the School of Graduate Studies office. Part-time students add courses in the Enrollment Center/Office of Continuing Education.

**Dropping a Course.** Students will be permitted to drop courses until their chronological midpoint without special permission from the instructor. Full-time students wishing to drop a course must come to the School of Graduate Studies office. If the dropping of a course results in enrollment in fewer than nine credits of course work, re-registration as a part-time student or early withdrawal may be required. Part-time students drop courses in the Enrollment Center/Office of Continuing Education. The deadline for dropping all full-semester courses is included in the Enrollment Center/Office of Continuing Education bulletin and in the schedule of classes provided by the Office of Records.

**Withdrawing from a Course.** After the posted deadlines for dropping courses have passed or if student status may be otherwise affected, withdrawal from a course will be permitted only with the instructor's approval, and providing that there are extenuating circumstances. If withdrawal or early withdrawal is recommended, a "W" will be recorded on the

student's transcript. All withdrawals, including early withdrawals, are to be initiated on "Request to Withdraw from Courses" forms for graduate students, available in the School of Graduate Studies office, the Office of Records and the Enrollment Center/Office of Continuing Education.

**Withdrawing from the Graduate Program.** A full-time student who wishes to withdraw in good standing from all course work in progress during the current semester at the University must consult a staff member in the Office of the Associate Dean, Finance and Administration (Davidson Hall 109) and file all appropriate forms. If the student *subsequently wishes to resume full-time graduate study*, the School of Graduate Studies must complete a change of status form.

A part-time student who wishes to withdraw in good standing from all course work in progress during the current semester must consult a staff member in the Enrollment Center/Office of Continuing Education (Willard Hall).

Any student who no longer wishes to pursue a graduate degree program must provide written notification to the Dean of Graduate Studies. Readmission into a graduate program will be contingent on the student's academic standing. Students obtain forms for reentry in the School of Graduate Studies.

### THE GRADING SYSTEM

Letter grades, including their plus and minus combinations, are utilized by the School of Graduate Studies. The following grade point equivalents will be used to compute cumulative grade averages: A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); D- (0.7); F (0.0). No graduate planned program credit is awarded for grades below C-, but **all** grades received in post-baccalaureate status at Central Connecticut State are included in the student's cumulative grade average. Additional grades used at CCSU include:

Inc	Incomplete
Aud	Audit (no credit)
NC	Satisfactory completion of a non-credit course offered through the Enrollment Center/Office of Continuing Education
U	Unsatisfactory performance in a non-credit course

The Pass/Fail grading option is not available to graduate students.

**Incomplete Grades.** A grade of Incomplete may be recorded at the discretion of the instructor when a student, for circumstances which cannot be controlled, is unable to complete the requirements of a course, in which he or she is registered during the current semester or session.

The student who receives a grade of Incomplete will be responsible for assuring that all course requirements are completed within one calendar year of issuance, or sooner if required by the instructor. A grade of Incomplete which has not been changed by the instructor within the year allowed for course completion will become an F (failure) automatically.

**Grade Appeals.** Academic grading reflects careful and deliberate judgment by the faculty member instructing a course. However, the University recognizes that there may on occasion be error or injustice in the determination of a final grade for a course.

Any student who believes that a final grade involved an error or a palpable injustice should confer with the instructor who awarded the grade no later than the fourth week of the following regular academic semester (fall/spring). If the outcome is not satisfactory, the student may present the case next to the department chair, who may effect a settlement upon written agreement with the instructor. Further appeal shall be to the dean of the appropriate academic school, and, if no settlement can be effected, to the Grade Appeals Review Board of the Academic Standards Committee. The full text of the Appeals for Grade Changes Policy may be found in the Student Handbook (available from the Office of Student Affairs, Davidson Hall 103).

### GOOD ACADEMIC STANDING

All graduate students must maintain a **3.00 (B) cumulative grade point average (CPA)** in course work at Central Connecticut State University in order to be in good academic standing. Good academic standing is required to receive financial aid and to graduate. Students who drop below a 3.00 average will normally receive a letter of warning from the graduate dean. In addition to grade-point requirements for good academic standing, students should

note that *no more than two grades of C or lower are permitted* for courses included on the Planned Program of Graduate Study leading to a master's degree or sixth-year certificate.

Students who receive more than two grades of C or who achieve grades low enough so that, in the judgment of the graduate dean, they will not be able to attain the 3.00 CPA required for graduation will be dismissed from the School of Graduate Studies. Students who are dismissed for academic reasons may appeal to the Graduate Studies Committee c/o the Dean of Graduate Studies.

Students who are dismissed from graduate study may apply for reentry upon attainment of a 3.00 (B) cumulative grade point average on the Central Connecticut graduate record. Forms for requesting file reactivation are available in School of Graduate Studies office.

### TRANSFER OF GRADUATE CREDIT DEGREE PROGRAMS

Students may request transfer of credit for graduate courses completed at another regionally accredited institution of higher education. All credit presented for transfer must show an earned grade of 3.00 (B) or higher, must be included on the student's planned program of study at Central Connecticut State University, and must be completed within the six-year period preceding graduation and conferral of the graduate degree. Courses which were applied to a previously completed degree will not be transferred to a new degree program.

Transfer of credit is limited to the following:

- Up to 21 credits may be transferred from another Connecticut State University institution (that is, from Eastern, Southern, or Western). Regardless of the number of credits transferred from another university in the CSU System, no fewer than 15 credits in the student's degree program must be completed at Central Connecticut, with at least six credits of the 15 in the student's area of specialization.
- Transfer of credits from accredited institutions other than universities in the CSU System is limited to nine credits. In addition, any combination of course work from CSU institutions and other accredited institutions is limited to a total of nine credits.



Students who have been admitted to a graduate program must obtain prior written approval from the adviser and the graduate dean if they wish to take a course at another institution for transfer into their planned program at Central Connecticut State. Forms for requesting transfer and substitution of credit are available in the office of the School of Graduate Studies. Students who do not receive prior approval may not be able to use courses from other institutions as part of their planned programs. Students are responsible for requesting that an official transcript of any approved transfer courses be sent to the School of Graduate Studies.

Graduate students are advised that the Connecticut Department of Higher Education has very strict policies concerning the recognition of credit awarded by non-collegiate institutions. The School of Graduate Studies does not presently have any agreements with non-collegiate institutions which allow for recognition and transfer of credit. Students should also be aware that "continuing education units" (CEU's) may not be transferred to graduate degree programs or applied toward the completion of graduate degree requirements.

## GRADUATION

Upon completion of requirements for the master's degree or for the sixth-year certificate, students are eligible for graduation.

Students who anticipate completing degree requirements during the spring semester or in Summer Session must apply for graduation no later than March 1. Students who anticipate completing degree requirements during the fall must apply for graduation by September 15. Application forms are available in the School of Graduate Studies office.

Students who have completed requirements or who apply for graduation by March 15 will be eligible to participate in the annual Commencement. Information about Commencement will be mailed to all students who apply for graduation.

## STUDENT REGULATIONS AND CONDUCT

Graduate students at Central Connecticut State University are expected to follow University regulations outlined in the Student Handbook (available from the Student Affairs Office, Davidson Hall 103). The handbook describes in detail the code of student conduct and the subsequent dis-

ciplinary actions which violations of this code may incur. Policies of particular importance to graduate students are summarized below.

**Attendance.** Regular attendance at classes is expected of all graduate students and may be a course requirement. Frequent absences can result in a lowered grade or possible course failure.

**Academic Honesty.** The graduate student pursuing advanced studies or an advanced degree has a special obligation to maintain the highest standards of academic practice. Because the graduate student has completed a previous degree program, he or she is expected to know that presenting another's work without acknowledgment, whether in the same or in some modified form, is plagiarism. The sources for all papers must be appropriately acknowledged and documented.

Any graduate student found guilty of plagiarism or of academic dishonesty in any form will be subject to the strict penalties permitted by the Code of Conduct. These penalties include failing the course, involuntary withdrawal from the graduate program for a specified period of time, and suspension from the Connecticut State University. The full text of the academic honesty policy is found in the Student Handbook.

**Computer Use.** The campus computing facilities are available to graduate students to facilitate educational objectives, research, and study. In exercising computer privileges, graduate students are expected to follow University rules and regulations governing the use of computer accounts and equipment. These regulations are found in the Student Handbook.

# REGISTRATION, TUITION AND FEES

A student admitted to a graduate program at Central Connecticut State University may attend the University full-time or part-time. Graduate students are permitted to change from full-time to part-time status (and vice versa) on a semester-by-semester basis while they complete degree

requirements. Full-time students who plan to change their status must contact the School of Graduate Studies to avoid billing problems.

Matriculated graduate students must be registered every fall and spring semester. During fall and spring semesters in which no course work is taken, matriculated graduate students must pay a Continuing Registration Fee. This allows students continued access to computer facilities, the library, parking and the faculty.

A matriculated graduate student who fails to pay the Continuing Registration Fee will be withdrawn and lose his/her matriculation status. Matriculated graduate students withdrawn for this reason will have to re-apply and pay a Re-enrollment Fee to regain their matriculation. The length of time to obtain a graduate degree will remain at six years from initial acceptance.

The cost of graduate study at Central Connecticut State University depends on whether the student registers full-time or part-time. In addition, costs vary depending on Connecticut residency and on certain other categories of attendance. Full-time and part-time graduate students who receive appointments as graduate assistants pay tuition or course costs but receive a waiver of certain other fees.

**Connecticut Resident Status.** Connecticut resident status is defined by Public Act 74-474 as explained in the Application for Graduate Study. To request a change of resident status, the student must contact the Office of Admissions and Records and supply all necessary documentation. Until such time as a determination can be made, the applicant will be otherwise classified. Failure of any student to disclose fully and accurately the facts related to residence may result in dismissal from graduate study.

**New England Regional Student Program.** Central Connecticut State University is a participant in the New England Regional Student Program. This arrangement offers residents of the other New England states the opportunity to enroll at Central Connecticut State for programs unavailable in their home state at the Connecticut resident tuition and state university fee rate plus 50 percent. Similarly, state residents may avail themselves of programs offered by schools in other New England states not available at public institutions within Connecticut.

For further information about the programs available through the New England Regional Student Program contact the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111 (617) 357-9620.

**Full-time Student Status.** A graduate student who registers for **nine (9) credits or more** is considered a **full-time student** for tuition purposes.

Full-time graduate students are charged the tuition and fees established by the Board of Trustees of the Connecticut State University. New students register in the School of Graduate Studies. Continuing full-time students receive information in the mail about early registration and related procedures conducted by the Office of Admissions and Records.

Full-time students who fall below the **nine credit** minimum registration required to maintain full-time status may be required to re-register through the Enrollment Center/Office of Continuing Education and to pay part-time student fees or to receive an early withdrawal. Exceptions to this policy may be granted by the Graduate Dean.

**Part-time Student Status.** A student who enrolls in **eight (8) or fewer credits** is considered a **part-time student**. Part-time students must register and pay fees through the Enrollment Center/Office of Continuing Education. Students who have not filed a planned program may need to consult with a faculty adviser prior to registration.

Part-time graduate students are charged a fixed fee per credit, depending on the level of the course(s) selected. Part-time students are also charged a \$44 Registration Fee which gives them access to various University services and facilities including the Student Center, the University library, and student parking.

**Summer and Winter Sessions.** Summer and Winter Session registration is conducted by the Enrollment Center/Office of Continuing Education for all graduate students. The Summer Session Bulletin and the Winter Session Bulletin are available from the Enrollment Center/Office of Continuing Education. Summer session fees are the same as part-time fees during the academic year. The University permits a maximum registration of seven credits during each five-week summer session.

During Winter Session, students may enroll in up to four credits of academic course work.

**FULL-TIME TUITION AND FEES**  
**Tuition and fees are subject to change at any time without notice by action of the Connecticut State University Board of Trustees.** The per semester costs for 1996-97 of tuition and fees charged to full-time graduate students (nine or more credits of courses) are as follows.

	Resident	Non-resident
<b>Tuition</b>	\$1,252.00	\$3,490.00
<b>Enrollment Deposit Fee (credited toward tuition)</b>	(\$90.00)	(\$90.00)
<b>State University Fee</b>	\$287.00	\$705.00
<b>General Fee</b>	\$369.00	\$369.00
<b>Student Activity Fee</b>	\$30.00	\$30.00
<b>Information Technology Fee</b>	\$60.00	\$60.00

**Sickness Insurance.** An annual fee of \$285.00 payable in the fall semester is required of all students who do not submit a waiver form.

<b>Total Tuition and other required fees</b>		
<b>Fall</b>	<b>\$1,998.00</b>	<b>\$4,654.00</b>
<b>Spring</b>	<b>\$1,998.00</b>	<b>\$4,654.00</b>

#### **PART-TIME COURSE AND REGISTRATION FEES**

The 1996-97 fees charged to part-time graduate students (eight or fewer credits of courses) are as follows. These fees are subject to change without notice.

<b>Registration Fee</b>	\$44.00
<b>Courses numbered 100-499 per credit</b>	\$150.00
<b>Courses numbered 500-699 per credit</b>	\$165.00

#### **OTHER FEES**

Depending on student status and/or courses selections, other fees will be charged to students as follows:

<b>Applied Music Fee (1/2 hour)</b>	\$300.00
<b>Applied Music Fee (1 hour)</b>	\$400.00
<b>Audit Fees (same as for credit-bearing courses)</b>	

**On-Campus Room and Meals.** Very limited on-campus graduate student housing is available for international graduate students only on a space-available basis. Off-campus residents may participate in the

## **REGISTRATION, TUITION AND FEES**

meal plan which is required for all students living in the campus residence halls.

**Room Deposit** \$100.00

#### **Residence Hall Room**

**Balance** [Note: Vance Hall (singles) and James Hall (newest accommodations) require additional room surcharges of \$328 and \$247 respectively.] \$1,356.00

**Meal Plan** (required of on-campus residence hall students):

A. 250 Meals/semester & 10 Guest Meals	\$1,135.00
B. 200 Meals/semester & 10 Guest Meals plus \$125 Gold Points	\$1,135.00
C. 160 Meals/semester & 10 Guest Meals plus \$200 Gold Points	\$1,135.00
D. 165 Meals/semester & 10 Guest Meals	\$945.00

#### **PAYMENT OF FEES**

All graduate students accepted for full-time study must pay a non-refundable **\$90 Graduate Enrollment Deposit** which secures a place at the University. This fee is applied towards the full-time tuition.

**Tuition and fees are due by July 15 for Fall Semester and December 16 for Spring Semester.**

**Penalties.** The University will assess a **Late Charge of \$25** if payment is received after the due date. A **Service Charge of \$20** will be assessed for bad checks. Registration materials and transcripts may be withheld for any student who has an unpaid financial obligation.

#### **WITHDRAWAL AND REFUND POLICY FOR FULL-TIME GRADUATE STUDENTS**

All full-time students who have paid tuition and fees but wish to withdraw from the University must do so through the Office of the Associate Dean of Finance and Administration (Davidson Hall 109). Refunds to eligible full-time students are processed by the cashier (Davidson Hall, second floor)

Full-time graduate students who have not registered for classes at the University and have not paid tuition or fees, but who have been accepted to the School of Graduate Studies should notify the Assistant Dean of Graduate Studies (Davidson Hall 125) if they wish to change their full-time status.

Prior to the first day of classes, students who are ineligible to continue because of grades or because of other actions by the University are entitled to a refund of tuition and fees as applicable.

All applicable refunds are automatic upon formal withdrawal from the University and will be granted according to the following schedule:

**Deposit Fee:** Non-refundable

**Housing Deposit:** Non-refundable

**Balance of Housing Fee:**

Upon withdrawal from the University,

100% of the balance refunded prior to the first day of classes.

60% of the balance during the first two weeks of classes.

40% of the balance during the third and fourth week of classes.

No refund after the fourth week.

Students cancelling their room reservation within the four weeks prior to the start of classes will be subject to a cancellation charge.

**Meal Fee:**

Refundable upon withdrawal at a prorated basis

**Balance of Tuition and Fees:**

Upon withdrawal from the University,

100% of the balance refunded prior to the first day of classes.

60% of the balance during the first two weeks of classes.

40% of the balance during the third and fourth week of classes.

No refund after the fourth week.

### WITHDRAWAL AND REFUND POLICY FOR FALL AND SPRING SEMESTERS FOR PART-TIME GRADUATE STUDENTS

Part-time graduate students go to the Enrollment Center/Office of Continuing Education (Willard Hall) to process withdrawals from the University for all scheduled courses and refund requests. Upon formal written request to the Enrollment Center, a refund of course fees for the semester will be made according to the following schedule.

If the Enrollment Center/Office of Continuing Education cancels a course, students are notified by mail. A refund of tuition and registration fee will be processed upon return of the written notification of cancellation.

**Courses meeting for a full semester:**

100% of course fee through the first week of classes

50% of course fee through the second and third weeks of classes

No refund after the third week of classes

**Courses meeting for eight weeks:**

100% of course fee through the first week of classes

50% of course fee through the second week of classes

No refund after the second week of classes

**Courses meeting for fewer than eight weeks:**

100% of course fee before the first class meeting

No refunds after the first class meeting

Note: The registration fee is non-refundable.

Please allow approximately 4 to 6 weeks for processing of refund checks. Credit card adjustments are credited to the cardholder's account.

### TUITION AND FEE WAIVERS

The University will waive the tuition and certain other fees for persons age **62 or older** who have been formally admitted to a graduate program and register on a space-available basis.

**Veterans.** Veterans and certain others may qualify for veterans assistance programs, including waivers. Eligible students should consult the Veterans Services Office (Davidson Hall 109). Anyone seeking to receive veterans benefits must be formally admitted to the School of Graduate Studies and enrolled in courses required within the planned program of graduate study.

## FINANCIAL AID

The Office of Student Financial Aid Advising is located in Davidson Hall 107. Students who wish to apply for financial aid should begin by requesting a financial aid packet from the Office of Student Financial Aid Advising. All questions regarding the application procedure or the award of financial aid should be addressed to the Office of Student Financial Aid Advising.

Financial aid for graduate students at Central Connecticut State University is awarded on the basis of demonstrated financial need, subject to the availability of funds. Financial need is determined through an assessment of the student's family financial situation as defined by federal regulations and the needs analysis services of the United States Department of Education.

**Eligibility Criteria.** To be eligible to receive assistance from federal and/or state financial aid programs, a student must: (1) be a U.S. citizen or an eligible non-citizen; (2) have demonstrable financial need; (3) be matriculated (that is, be admitted to a graduate program and enrolled in courses applicable to the program); (4) be attending classes at least half-time (defined for financial aid purposes as six credits of course work); and (5) be making satisfactory academic progress toward the degree as defined by the University and the School of Graduate Studies.

An application and all supporting documents required by the University must be filed each year that assistance is requested. Eligibility for financial aid can be determined only after all required forms have been submitted to the Office of Student Financial Aid Advising. Applicants will be notified if they qualify for the financial aid programs via an award notification.

**Sources of Financial Assistance.** The primary source of financial assistance for graduate students is the Federal Stafford Loan Programs. Other sources, such as University Grants, Perkins Loans and College Work Study positions, are available to graduate students only if and when all undergraduate needs have been met and funds remain, and the individual need and circumstances of the particular graduate student cannot be met fully by the Federal Stafford Loan Programs.

**Federal Subsidized Stafford Loan.** Variable interest rate loan (8.25% cap). Interest rate is adjusted July 1 each year. Subsidized loans are based on need. Student is responsible for interest when studies have been terminated or dropped below half time, and repayment begins after a six month grace period. Graduate annual limit is \$8500 per year. Aggregate loan limit \$65,500. Students must meet eligibility criteria.

**Federal Unsubsidized Stafford Loan.** Variable interest rate loan (8.25% cap).

Interest rate is adjusted July 1 each year. Unsubsidized loans are awarded to students without demonstrated financial need. Student is responsible for interest payment while in school. Students have an option to capitalize the interest payment. Repayment begins six months after studies have been terminated or dropped below half time. Graduate annual limit is \$8500 per year. Students must meet eligibility criteria.

**Other Sources.** In addition to applying for the aid programs previously mentioned, students are encouraged to explore other sources of financial assistance, such as graduate assistantships, private scholarships, Veterans/GI Bill Benefits, the National Guard and the Army Reserve. The Office of Student Financial Aid Advising and the Personnel Office provide students with referrals for a wide variety of part-time jobs, both on and off campus.

**Applying for Financial Aid.** In order to be considered for any financial aid programs at CCSU all applicants must complete the Free Application for Federal Student Aid (FAFSA). Central Connecticut State University's code number is 001378. The Office of Student Financial Aid Advising requires that applicants submit their Student Aid Report and signed copies of Federal Income Tax Returns by a priority deadline date. (Please contact the Office of Student Financial Aid Advising for deadline dates.) In addition, students must request financial aid transcripts from all prior post-secondary institutions that have been attended. This is required even if aid was not received at prior institutions.

**Award Notification.** A Notice of Eligibility Letter is generated to accepted, matriculated students who have submitted all required documents. The Notice of Eligibility Letter outlines the types and amounts of aid offered, including eligibility for Federal Subsidized and Unsubsidized Stafford Loans. Loans are not automatically credited to university bills. Students are expected to carefully read and follow instructions included in the award notification packet.

**Satisfactory Academic Progress.** To remain eligible for financial aid, students must earn a minimum number of credits (see below) during a given academic year and remain in good academic standing (3.00 GPA for graduate students).

Students receiving financial assistance must make satisfactory progress toward degree completion. Failed or audited courses will not be counted toward the minimum number of hours required for satisfactory progress.

For **full-time graduate students**, satisfactory progress is defined as the successful completion of at least 18 credits of academic work toward the graduate degree or graduate planned program each academic year for students who enroll initially for the fall semester. Full-time students enrolling initially for the spring semester, or enrolling for the fall semester or summer session only, must complete nine credits during the academic year. Full-time students are eligible for financial assistance for up to four semesters of full-time attendance, or until certified for graduation, whichever occurs first.

For **part-time graduate students**, satisfactory progress is defined as the successful completion of a minimum of 12 credits of academic work toward the graduate degree or graduate planned program each academic year for students who enroll initially for the fall semester. Part-time students enrolling initially for the spring semester, or enrolling for the fall semester or summer session only, must complete six credits during the academic year. Part-time students are eligible for up to eight semesters of part-time attendance, or until certified for graduation, whichever comes first.

Students who do not successfully complete the required number of credits during the fall and spring semesters may complete the needed credits during the summer session without Title IV financial assistance. Anyone who does not complete the needed credits will be ineligible for financial assistance during the following academic year. Upon presentation of evidence of medical or other legitimate personal or family emergencies, students denied financial assistance under this policy may appeal to the campus officer designated by the president.

## VIA CAREER SERVICES GRADUATE ASSISTANTSHIPS

Central Connecticut's graduate assistant program provides financial assistance to students who wish to participate in an aca-

demically-relevant work experience while pursuing graduate study. A limited number of graduate assistantships are available for full- and part-time graduate students. Graduate assistants may teach, supervise laboratories, or work with faculty who are conducting research. Faculty provide careful guidance so that graduate assistants develop new skills while carrying out their assigned responsibilities. At the same time, graduate assistants help faculty to meet their obligations as teachers and scholars. Thus, the program provides real benefits both to the graduate student and to the University community.

**Applying for a Graduate Assistantship.** Prospective graduate assistants must be admitted for graduate study toward a master's degree, sixth-year certificate, post-master's planned program or post-baccalaureate teacher certification.

Applications are available in the School of Graduate Studies office. Students are also encouraged to contact their academic department chair concerning the availability of assistantships. Graduate assistants are appointed by the graduate dean upon the recommendation of a department chair or other administrative official.

**Eligibility.** Graduate assistants must be fully admitted by the School of Graduate Studies and pursuing course work leading to completion of the programs designated previously. GA's are appointed by the Dean of Graduate Studies and Research upon the recommendation of a department chair or other administrative official.

Assistantship recipients are expected to be enrolled in courses required within the planned program of graduate study and/or prerequisites necessary to offset any undergraduate deficiencies prior to undertaking such requirements.

To receive or to maintain an assistantship placement, a minimum GPA of 3.0 for all post-baccalaureate course work completed at Central Connecticut State University is required.

**Types and Work Commitments.** Assistantships are available on a full-time or half-time basis. Students appointed as **full-time GA's provide approximately twenty (20) hours of service per week** during the semester; students appointed as **half-time GA's provide ten (10) hours of service per week.**

**Course Loads for Graduate Assistants.** To be awarded a full-time assistantship, a graduate must be classified as a full-time student. Nine (9) credits comprises the required course load minimum for full-time graduates. Half-time appointed GA's who are full-time students must also enroll for nine (9) or more credits of course work. A part-time student who receives a graduate assistantship may take from three (3) to eight (8) credits of course work. \*

**Stipends. Full-time (20 hours per week) graduate assistants may receive a maximum stipend of \$4,800 each semester,** in addition to a waiver of the State University fees and most of the General Fee. They pay resident or non-resident tuition as appropriate, a portion of the University General Fee attributable to student accident and sickness insurance, and sickness/accident insurance coverage costs as needed. Sickness/accident insurance charges and the related General Fee amount for the student insurance plan may be waived on the basis of alternate coverage. \*

**Half-time graduate assistants receive a maximum stipend of \$2,400 each semester.** If half-time assistants enroll full-time in the general fund (nine or more credits), they pay full-time tuition but receive a waiver of the State University fees and most of the General Fee as specified for full-time assistants. **Other provisions described above also apply to half-time graduate assistants who are full-time graduate students.** If a graduate assistant enrolls for less than nine course credits within a semester, the student pays appropriate fees for part-time extension fund graduate students.

For further information about assistantships, contact the Office of the Dean, School of Graduate Studies (Davidson Hall).

## SCHOLARSHIPS AND FELLOWSHIPS

**Graduate Academic Scholarships:** annual awards to highly qualified students recommended by their departments (Inquire in the academic department or the School of Graduate Studies.)

**Anna Bubser Judd Minority Graduate Educational Administration Fellowship:** awarded to a minority student, residing in the cities of Hartford or West Hartford, who is in the Educational Lead-

ership program (Inquire in the Department of Educational Leadership.)

# GRADUATE ADVISING AND STUDENT SERVICES

## ACADEMIC ADVISING

Upon formal admission to a graduate program, each student is assigned a faculty adviser. All students are encouraged to seek regular advice from their advisers concerning registration and course selection, progress toward degree completion, and opportunities for career development and further study. A student should also consult with the adviser before registration for course work, if possible, to plan a program of study. An official Planned Program of Graduate Study must be submitted to the School of Graduate Studies and approved by the graduate dean prior to completion of 15 credits of course work.

A student may request a faculty adviser other than the one assigned by the School of Graduate Studies. To request a new adviser, the student must complete a "Request for Change of Major and/or Adviser" form in the School of Graduate Studies office. To the extent that individual faculty schedules permit, student requests for advisers will be honored.

Pre-admission advising is available in the School of Graduate Studies office (Davidson Hall 125) and in the offices of the academic departments during the fall and spring academic semesters. The staff of the School of Graduate Studies also assists new and continuing students with a wide range of academic matters, including changes of major and adviser, transfer of credit, and compliance with the academic regulations of the University.

## GRADUATE STUDENT ASSOCIATION

The Graduate Student Association of Central Connecticut State University includes as members all full-time graduate students and, as associate members, any part-time student who pays a nominal membership fee. (Full-time student dues are included in the fees paid by full-time students.)

The Graduate Student Association (GSA) sponsors orientation activities for new graduate students, lectures, and Leadership Development Grants. The latter assist graduate students to attend conferences and workshops or to complete research associated with the preparation of the thesis. The GSA also funds the activities of graduate student societies in the academic departments.

In addition to sponsoring graduate student programs and activities, the GSA serves as the representative voice of graduate student interests on the Central Connecticut State University campus. The GSA president is a member of the President's Cabinet which includes the University's administrative officers and the presidents of the Faculty Senate and the Student Government Association. The GSA Executive Committee advises the graduate dean on matters of concern to graduate students. In addition, full-time and part-time graduate students are represented on the University Planning Committee, the University Budget Committee, and the Graduate Studies Committee.

For further information about the Graduate Student Association contact: Graduate Student Association c/o School of Graduate Studies, Davidson Hall 125.

## OTHER STUDENT SERVICES

**Campus Ministry.** The campus ministers are available for personal counseling and participation in classroom discussion. They also sponsor retreats and provide a variety of social, spiritual, educational and community programs. Students are encouraged to contact the Ministry Office (Samuel May Hall, lower level) for further information concerning programs and services of the Hillel Student Organization, Protestant Campus Ministry, Newman House or Islamic Student Association.

**Enrollment Center/Office of Continuing Education.** The Enrollment Center (Willard Hall Lobby) is a centralized service center for all students (full- or part-time). Students may obtain all forms needed to initiate administrative and academic actions at the Center. The Center's hours of operation are Monday through Thursday, 8:30 a.m. to 8:00 p.m.; Friday, 8:30 a.m. to 3:45 p.m. and Saturday morning during the academic year, 7:45 a.m. to 12 noon.

The University offers more than 500 courses each semester in the evening and

on weekdays and Saturdays for graduate students. Credit and non-credit courses, workshops and seminars are also available to students, community groups, civic organizations, businesses and industry.

The Enrollment Center/Office of Continuing Education registers all part-time graduate and undergraduate students. Students are notified in advance of registration dates and procedures. Full-time graduate students register in the School of Graduate Studies. Full- and part-time graduate students who have been formally admitted to one of the University's graduate programs receive advisement from their faculty advisers and from the staff of the School of Graduate Studies (Davidson Hall 125).

**Health Services.** The University Health Service (Marcus White Annex) provides a variety of preventive, diagnostic and treatment services to full-time students. It also serves part-time students, staff and faculty for urgent medical care and makes appropriate referrals where indicated. The medical director, a full-time physician, is in attendance Monday through Friday, during the day.

**International Student Services.** All international students should contact the International Student Adviser in the International Affairs Center (Burritt Library 103) as soon as they are admitted to graduate study. The International Affairs Center provides a wide range of orientation and advisement services for international students.

**Prevention and Counseling Services.** The University Prevention and Counseling Services (Willard 100) provides, at no cost to students, short-term individual and group counseling, consultation and workshops. The counseling staff assists students to clarify, change or better manage their personal and educational goals through a wide variety of professional counseling services. In addition, they provide outreach and preventive activities and programs to promote personal, intellectual and academic development.

**Special Student Services.** The coordinator of Special Student Services (Willard 100) helps students to obtain a wide range of services designed to make more accessible the academic opportunities of the Central Connecticut State campus. Certi-

fied sign language interpreting, textbooks on tape, individualized testing, priority scheduling and reserved handicapped parking are among the support services available. Please note that requests for accommodation should be made well in advance. For more information contact Dr. George Tenney, director of the Office of Special Student Services (832-1955), TDD (860) 832-1958.

**Student Development Center.** The University Student Development Center offers placement services and job listings through its **Career Services Office** (Willard Hall 100) and through its **Advising Center** office (Willard 100). It also offers general career counseling; information and application forms for such tests as GRE, LSAT and GMAT; information on internship opportunities and SIGI Plus, an interactive computer-assisted career information program. Continually updated information on recruiters, workshops, internships and job listings is always available under the CAREERS entry on the University's mainframe computer. The **Educational Support Services.** The Educational Support Services office (Memorial Hall SW Quad) helps with learning strategies and referrals for tutoring. Graduate assistantships are available through each office of the Student Development Center.

**Veterans Services.** The Office of Veterans Services (Davidson 109) assists eligible students to obtain tuition waivers and educational assistance benefits from the Veterans Administration. Questions concerning benefits and eligibility should be directed to the veterans services coordinator.

**Women's Center.** The Ruthe Boyea Women's Center, named for its founding director, is a multi-purpose program and service center for students, staff and faculty. The center offers a variety of services for and about women, including peer education, re-entry counseling, support groups, crisis intervention, a luncheon series and programming and research on women's issues. The staff of the center also sponsors educational and cultural programs in response to the needs and interests of campus women. The Ruthe Boyea Women's Center is located in Marcus White Hall 103b/c (832-1655). Both men and women are welcome.

## GENERAL INFORMATION

### ALUMNI ASSOCIATION

The CCSU Alumni Association sponsors programs and services for students, alumni and current members of the university community, including an affinity credit card and group rate insurance programs. The Alumni Association also sponsors Homecoming, Alumni Day, Class Reunions and other social programs for its 45,355 members. The Association offers its members access to the campus computing facilities (for two semesters following graduation), career and library services, Internet access at a competitive rate and exciting travel opportunities. The Alumni Association is governed by a Board of Directors consisting of alumni who volunteer their time to enhance the programs of the Association and its relationship with the University community. For more information contact the Alumni Affairs Office (832-2586).

### BOOKSTORE

The University Bookstore, operated by Barnes and Noble, Inc., is located in the Student Center. In addition to carrying course textbooks, the University Bookstore maintains an inventory of office and school supplies, gifts, apparel and cosmetics. A photography service is also available.

### CANCELLATION OF CLASSES DUE TO INCLEMENT WEATHER

At the discretion of the University, classes may be cancelled or delayed because of inclement weather conditions. The decision to cancel or delay day classes is usually made by 6:00 a.m. WTIC, 1080 AM, carries the official University announcement of delays and cancellations, which can also be heard on a dozen other central Connecticut stations. In addition, WVIT-TV 30, WFSB-TV 3 and WTNH-TV 8 are notified. Cancellation of evening classes will normally be decided by 2 p.m. Evening classes are not automatically cancelled when day classes have been cancelled. For up-to-date information on cancellations or delays, use the Snow Phone Line (832-3333).

**CANCELLATION OF COURSES**

The University reserves the right to cancel courses which have insufficient registration, and to change the schedule of courses or instruction as necessary.

**CHANGE OF NAME OR ADDRESS**

Any change in name or address should be reported immediately to the School of Graduate Studies, or, if the student has not been admitted to a graduate program, to the Office of <sup>Records</sup> ~~Records~~ or the Enrollment Center/Office of Continuing Education. If the University's name and address files are not updated, there will be delays in grade reporting, billing, etc.

**CHILDCARE**

A fully-licensed, developmentally-appropriate childcare program and nursery school operates in the Judith Ward Center in Maloney Hall. The center is open from 7:30 a.m. to 5 p.m. Many scheduling options and fee schedules are offered to accommodate students, faculty and staff. The program serves children from ages 2 years 9 months to 5 years. The Early Learning Program is a private non-profit corporation. For information contact the Judith Ward Center (832-3760).

**FOOD SERVICE**

On-campus meals are served in Memorial Hall to students on the meal plan. The meal plan is optional for graduate students, although any student who obtains on-campus housing is required to participate in a meal plan. Meal plan expenses are listed on page 16. Additional food service is also available on a cash basis in the Student Center.

**GRADE REPORTS**

Students receive grades by mail from the Office of <sup>Records</sup> ~~Records~~ following the posting of grades at the conclusion of each academic semester and, for all summer courses, at the end of the second summer session.

**HOUSING**

The Office of Residence Life (Mildred Barrows Hall) provides information about the availability of campus housing for students and about off-campus housing in the local community. Graduate students interested in living on campus should contact the Office of Residence Life (832-1660).

**IDENTIFICATION CARDS**

Part-time graduate students receive a non-photo identification card when they register for classes through the Enrollment Center/Office of Continuing Education. Full-time graduate students should obtain a photo identification card after payment of tuition and fees. Further information is available from the Office of the Bursar, Davidson 104.

**LOCATION**

Central Connecticut State University is situated in New Britain approximately two hours in driving distance from Boston, New York City, and Southern Vermont and 15 minutes from downtown Hartford. The campus can be reached easily from Interstates 84 and 91, and from state Routes 9, 71, 72, and 175. It is approximately 25 miles south of Bradley International Airport which serves Hartford, Connecticut and Springfield, Massachusetts.

**MEDICAL HISTORY AND IMMUNIZATION VERIFICATION**

All full-time students are required to submit a medical history, including current immunization records and the results of a medical examination signed by a physician. In addition, State of Connecticut law effective July 1, 1989 requires that all full- or part-time students present a physician's verification of measles and rubella (German measles) immunization or immunity. The required forms will be provided after acceptance to the University or at the time of registration. The health form is available from Health Service (Marcus White Annex).

**PARKING**

All full- and part-time students must obtain decals for student parking from the University Police. Students may park in any campus lot or parking garage except those designated for administration, faculty or staff. Improperly parked vehicles may be towed at the owner's expense; vehicles which do not display a current decal will be ticketed.

Information on traffic and parking regulations can be found in the Student Handbook, the Parking Guide or at the University Police Department, One Pikiell Lane (832-2375).

**SAFETY**

Escort service, building security and other functions which insure the safety of the

campus community are provided by the University Police Department (One Pikiell Lane). The professional law enforcement officers on the department's staff maintain traffic control and respond to emergency calls. Emergency phones are located throughout the campus.

In accordance with the State of Connecticut's Campus Safety Act (PA 90-259), Central Connecticut State University will provide a copy of The Uniform Campus Crime Report to any individual who sends a written request to Central Connecticut State University, Office of Campus Police, P.O. Box 4010, New Britain, CT 06050-4010.

**STUDY ABROAD**

Central Connecticut State University, designated a Center of Excellence in International Education in the state of Connecticut, offers opportunities to study abroad during the academic semesters and in the summer. Although many of these programs are designed primarily for undergraduates, opportunities are available for graduate students as well. The summer bulletin of the Enrollment Center/Office of Continuing Education describes the international offerings of the University. Information about other programs may be obtained from the International Affairs Center (Burritt Library 102).

**TRANSCRIPTS**

A University transcript is a complete, unabridged academic record, without deletions or omissions, which includes the signature of an authorized official and bears the legal seal of the University. Central Connecticut State issues only official transcripts.

Transcripts may be obtained from the <sup>Records</sup> ~~Records~~ Office, Davidson 115. The cost, which is subject to change, is \$3. All requests for transcripts must be in writing and include payment in advance.

**UNIVERSITY CENTERS**

Within the University and its academic schools are special centers and research institutes which enhance the academic programs offered by individual departments.

Some of the more prominent centers are described below.

**International Affairs Center.** Central Connecticut State attracts students from many countries. The International Affairs Center (IAC) is the primary source of assistance for all international students.

Services include orientation to campus and community, academic advising, personal and cross-cultural counseling and handling of all immigration matters, including extension of stay and work permission. The International Affairs Center coordinates its services with other offices on campus, including Residence Life, Student Financial Aid Advising, Health Office, Bursar and Admissions and Records.

The office seeks to assist international students to learn about, adjust to and enjoy a new culture. Activities are planned to facilitate cultural awareness and sharing among international students and U.S. students, and the community. Inquiries should be addressed to the International Student Adviser, International Affairs Center, Elihu Burritt Library 103 (832-2050).

In recognition of the University's long-standing interest in international education, Central Connecticut State University was designated a Connecticut Center for Excellence in International Education in 1986. The International Affairs Center works cooperatively with the International and Area Studies Committee (IASC) which has responsibility for the BA/BS and MS programs in International Studies. The IAC provides opportunities for faculty to develop their international expertise and for students to study abroad on exchange, teach, work or take courses taught abroad. IAC staff has responsibility for counseling all international students at CCSU.

Through a worldwide network of liaison institutions, the IAC facilitates student and faculty exchanges. It also acts as a host for visiting international scholars in residence and, with the IASC, sponsors a series of lectures and discussions on international topics each year. Other outreach efforts to off-campus communities include the International Festival in April and various international studies programs for high school students and teachers.

The IAC also has responsibility for coordinating education in CCSU's overseas instructional programs and serves as the administrative home for the Intensive English Language Program and the School

for International Studies, the latter a joint summer program with the Capital Region Educational Council for high school students.

**CCSU Center for Caribbean Studies.** The CCSU Center for Caribbean Studies, located in Burritt Library, seeks to fulfill three of the University's primary goals. CCSU aims to be of service to the communities of Central Connecticut in particular and the state in general; the University seeks a meaningful international presence in a variety of geographical areas; and CCSU is committed to nourishing efforts that foster a respect for the state's many ethnic communities.

To help achieve these goals the Center has faculty and student liaison agreements with a variety of institutions of higher learning: The Pontifical Catholic University of Puerto Rico; the University of the West Indies in Jamaica, Barbados and Trinidad; the eight branches of Interamerican University in Puerto Rico; the College of the Bahamas; and the Pontifical Catholic University, Madre y Maestra, in the Dominican Republic. The Center for Caribbean Studies sponsors a variety of community events and also supports an active research facility.

## SCHOOL OF ARTS AND SCIENCES CENTERS

**The Center for Social Research** (DiLoreto 200) performs applied social research for municipalities and non-profit and community organizations within the central Connecticut region. The center offers students and faculty the opportunity to apply their academic experience to real-world environments through cooperative ventures with governmental and other non-profit or public interest institutions. The Center also houses the Social Sciences Computing Laboratory.

**The Copernican Planetarium and Observatory** (Copernicus Hall) includes a full-function, optical planetarium which seats 110 people and is used for classes and programs for the community. The observatory, located on the roof of Copernicus Hall, is used for astronomical instruction for Physics/Earth Sciences classes. It also supports student research in astronomical photography and observation using a modern 16-inch Cassegrain reflector and other telescopes.

**The Institute for Science Education**, coordinated by the Department of Biologi-

cal Sciences, offers summer courses for middle, junior high and high school science teachers. Partners in Science and the Summer Science Transition Program present interdisciplinary explorations of science in Saturday morning workshops and summer residency programs for middle school students. Science faculty and students work with middle and secondary school teachers on topics to enhance pre-college science preparation and encourage students to pursue careers in science.

**The Intensive English Language Program** (Willard 315-A) provides intensive instruction in the English language and American culture to international faculty and students, foreign professionals and members of the Connecticut community who are non-native speakers of English. In addition to intensive English courses, the IELP also offers TOEFL preparation courses and institutional TOEFL testing five times a year.

**The Mathematics Center** (Memorial Hall), operated by the Department of Mathematical Sciences, provides counseling, tutorial assistance and diagnostic testing in mathematics for day and evening students. Students are encouraged to visit the Math Center for appointment scheduling or assistance.

**The Multi-Media Language Learning Center** (Barnard 336) provides students with state-of-the-art technology for language study and cultural enrichment. The lab is equipped with audio, film, video and laser disc technology, as well as computers for interactive learning.

**The Polish Studies Center** (DiLoreto 208-23) was established in an effort to foster within both the Polish-American and the American communities an awareness of Poland's culture, history and civilization. The center offers courses in Polish history, politics, culture and civilization, language and the Polish community in America. The center's other resources include the Polish Heritage Book Collection, the Connecticut Polish American Archive, the Annual Fiedorczyk Lecture in Polish American Studies, the Milewski Polish Studies lecture, educational materials for teachers, movies, exhibits and scholarship aid for Polish-American students and for students pursuing Polish Studies.

**The Science Computing Laboratory**, located in the Francis J. Rio Interdisciplinary Science Center (Copernicus 227), serves the faculty and students in the



natural and physical sciences. The Computing Lab houses twenty networked PCs and Macintoshes as well as two laser printers.

The **Weather Center** is a fully-functional weather forecasting facility, including a satellite downlink to the National Weather Service, computer data retrieval capability, color weather radar and satellite access. It supports forecasting for the University community as well as faculty and student research in the atmospheric sciences.

The **Writing Center** (Willard 305) helps students to improve their writing. Personnel work one-on-one with students and others seeking to become more proficient writers.

### SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES CENTERS

The **Reading Clinic** (Barnard 234) provides a setting for reading and language arts teachers to help children develop reading and language arts skills. Faculty of the Department of Reading and Language Arts direct the operations of the clinic and supervise the activities of students working in the clinic.

The **Center for Multicultural Research and Education** (Barnard Hall 260) provides a variety of professional development programs and opportunities for K-12 and university faculty that support development of education that is multicultural. Additional goals of the Center include serving as a resource center in the dissemination of research information, articles and curriculum materials, and supporting efforts to recruit students representing diverse cultural backgrounds to the teacher preparation program.

The **Center for Innovation in Teaching and Technology** (CITT), located in Barnard Hall 333, provides faculty and students with opportunities to create learning outcomes through using state-of-the-art technology in multi-media, computer-based instruction and other technological delivery systems.

### SCHOOL OF TECHNOLOGY CENTER

The **Institute for Industrial and Engineering Technology**, located in downtown New Britain at 185 Main Street, is the outreach function of the School of Technol-

ogy. The Institute provides the business and industrial communities with economic development services through five centers. The Technical Training Center assists companies in technical updating, ranging from quality assurance to engineering design and analysis. The Manufacturing Applications Center is designed to help small manufacturers make the transition to advanced technology in their manufacturing processes. The Center for Flexible Manufacturing Networks is designed to help link small manufacturers together. The Procurement and Technical Assistance Center assists small- and medium- sized companies in the bidding process for government procurement. The Human Resource Development Center assists business, government and not-for-profit agencies in educational and training programs for their workforce. Programs range from basic business skills to advanced computer training. The Institute also has a conference center and houses the New Britain Industrial Museum.

## FACILITIES

### CULTURAL RESOURCES

Many cultural opportunities are available to students, both on campus and in the New Britain and Hartford areas.

On campus, the Samuel S. T. Chen Art Center features an array of international, national and regional artists in exhibits of fine arts, design and scholastic arts. The Theatre Department facilities include one of the best equipped, flexible experimental stages in the region. Students may take advantage of concerts, theater, choral performances and dance presentations by student groups, faculty and professional companies from around the world.

Locally, students will find two nationally-known art museums, the New Britain Museum of American Art and the Wadsworth Atheneum in Hartford. Area theatres, including the Hartford Stage Company, the New Britain Repertory Theatre, the Goodspeed Opera House in East Haddam and the Bushnell Memorial Auditorium in Hartford, offer a variety of music, drama and dance.

### ELIHU BURRITT LIBRARY

The Elihu Burritt Library holds over 500,000 volumes, subscribes to over 3,000

periodical titles and seats 1,800. Its extensive microfiche and microfilm collections provide access to periodicals, newspapers, ERIC documents, corporate annual reports and specialized research collections. The Library serves as a partial federal documents depository and houses a 14,500-volume Polish Heritage Collection, a rare book collection of 16,000 volumes and an extensive curriculum laboratory. Access to research materials is facilitated through CONSULS, the Library's on-line catalog, as well as through searching on-line and CD-ROM databases.

### INFORMATION SERVICES

**Information Services** (Henry Barnard Hall) coordinates computer facilities for student use in education, research and other academic pursuits.

The **Microcomputer Lab** (Marcus White Annex) is the primary location for student access to computers. The lab contains over 200 networked Windows and Macintosh personal computers, all of which can connect to CCSU's mainframe computer and the Internet. The lab also houses several specialized workstations for scientific computing, several scanners and a large number of laser printers. The networked computers offer a variety of current educational and commercial software. The microcomputer lab is open more than 100 hours per week during the school year. Information Services also operates a small lab in Maria Sanford Hall which has terminals to the campus mainframe and a few networked computers. This facility is available 24 hours a day. In addition, there is a small lab within F. Don James Hall which has more restricted hours.

All students must complete mandatory training classes before being granted access to the labs. Training classes are given at the beginning of each semester and computer-aided instruction is also available to supplement or substitute for the training classes. Information Services also offers a large number of free training classes throughout the year on the use of PC, Macintosh and mainframe software packages. Self-paced training is also available for many of these packages.

Students are encouraged to apply for an account on the university mainframe, which gives them an e-mail address, on the Internet, the "Information Superhighway" as it is referred to in the press. Using e-mail, students can communicate with research centers, commercial enterprises,

other universities and individuals throughout the world.

### **MEDIA CENTER**

The Media Center (Willard Hall) coordinates all audio-visual and television services. The center maintains reference files on instructional materials, film rental sources, film producers and media equipment. Facilities for making instructional materials are available during scheduled times. Faculty and students, with the approval of a faculty member, may request AV/TV equipment for class use.

### **SPORTS AND RECREATION**

Central Connecticut State encourages a balanced program of sports and recreation consistent with the educational responsibilities of the student.

Harrison J. Kaiser Hall houses the Physical Education and Athletics departments, the William H. Detrick Gymnasium seating 4,500 spectators, the Jack Suydam Natatorium, and special function rooms which include a modern Nautilus and free weight training facility. Arute Field is the site of home football games. Other sports facilities include Kaiser Annex, a 37,000-sq. ft. recreational/athletic air-supported structure; tennis courts and fields for soccer, softball, baseball, touch football and recreation.

Central Connecticut State's Blue Devils have gained national recognition on the playing fields. The University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Mid-Continent Conference, conducting its athletic programs under the rules of these organizations.

Students may also take advantage of indoor and outdoor facilities for recreational use and intramural programs.

### **STUDENT CENTER**

The Student Center, a meeting place for the campus community, offers a variety of formal and informal programs. There are lounges and TV rooms, a game room, a ballroom, meeting rooms and special facilities for the campus radio station, newspaper and yearbook. The University Bookstore, the Devil's Den and Semesters are popular facilities. Detailed information is available at the Student Union World Wide Web site at <http://scoes.ccsu.ctstateu.edu/>.

## ANTHROPOLOGY

The Department of Anthropology does not offer a graduate program at the present time. Courses numbered 400 or higher which are offered by the Department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.

## ART

### Faculty

Michael Cipriano (Chair, Maloney 151), Mollie Bornstein, Cassandra Broadus-Garcia, James Buxton, Sherinatu Fafunwa, Sean Patrick Gallagher, Faith Hentschel, Elizabeth Langhorne, Rachel Siporin, Mark Strathy, Ron Todd, Susan Vial (Dept. phone: 832-2620)

### Department Overview

The Department of Art offers programs of study leading to the Master of Science degree. Courses are also designed to serve as part of the General Education requirement for students preparing to teach in fields other than Art.

The graduate programs in Art Education are designed primarily to meet the needs of experienced art educators who have completed an undergraduate program in the field. Programs are available for elementary and secondary education teachers who wish to seek additional State Certification, as well as for students with a non-teaching undergraduate art-related degree from an accredited institution. These students may work towards the M.S. degree while they prepare to meet certification requirements in Art Education.

### Programs

The Art Department offers programs in a wide range of visual arts and art education. Both concepts and technical excellence are stressed. High quality resources are provided: equipment; a faculty of practicing artists, designers, and art educators; and a location convenient to major museums and numerous galleries.

After completing 15 credits of courses, the student must apply for Degree Candidacy. The student must present a resume, statement of purpose, portfolio of at least five pieces and two letters of recommendation to a committee of the adviser and two other faculty members selected by the student and approved by the adviser. After 27 credits, the student must undergo a final review, including committee approval of the thesis (Plan A) or exhibition/special project (Plan C). The comprehensive exam option (Plan B) is not available. Please follow the directions on page 11 concerning the Planned Program.

### MASTER OF SCIENCE IN ART EDUCATION

(33 cr. including thesis/Plan A or exhibition or project/Plan C)

Professional Education (12 cr.):

EDF 500	Contemporary Education Issues
ART 500	Problems in Art Education
ART 598	Research in Art Education
ART 597	Exhibition /Special Project
or	
ART 599	Thesis

Art Concentration (21 cr.):

Department offerings, as approved by faculty adviser

### ART EDUCATION CERTIFICATION

Persons holding a bachelor's degree from an accredited institution with an art-related major or concentration may follow a planned program of study leading to certification in Art Education K-12. These candidates are required to have the equivalent of 45 cr. in art-related courses.

### POST MASTER'S STUDY

Thirty-credit planned programs of post-master's study in specific studio areas are available with the consent of the chair.

## BIOLOGICAL SCIENCES

### Faculty

Leeds Carluccio (Chair, Copernicus 332), Douglas Carter, David De Nuccio, Sylvia

Halkin, Martin Kapper, Thomas King, Kathy Martin, Thomas Mione, Barbara Nicholson, Peter Osei, Clayton Penniman, Ruth Rollin, David Spector, Kim Wilson, Richard Wurst (Dept. phone: 832-2645)

### Department Overview

The Department of Biological Sciences offers programs of study leading to the Master of Arts and Master of Science degrees, as well as courses which may serve as part of the general education requirement for students preparing to teach in fields other than biology. The department has a wide range of modern research equipment in laboratories designed for class and/or individual research studies. Specialized facilities, available for faculty and student instruction and research, include a greenhouse, apiary, herbarium, cell culture facilities, mouse and rat colonies, protein purification facility, photosynthesis research laboratory, molecular genetics research laboratory, darkrooms, experimental gardens, controlled environment room, growth chambers and a computer laboratory.

Through the academic and extracurricular opportunities which the department offers, students are prepared to understand and participate in a wide variety of biological specializations. Students in the graduate programs are expected to expand their understanding of biological concepts, to become familiar with recent developments in biology and to become familiar with library, computer, and laboratory resources for biological research.

### Programs

#### MASTER OF ARTS IN BIOLOGICAL SCIENCES

The master of arts program provides study in the biological sciences for those graduate students desiring to major in biology. The program is designed to fulfill the educational needs of biologists outside the teaching profession who desire further specialization and/or knowledge of recent advances in the field; students who seek a subject matter concentration as an intermediate step toward preparation for work at the doctoral level; and teachers who are interested in specializing in a particular area, or updating their knowledge within the discipline of biology. Specialization may be in such areas as botany, zoology,

physiology, and environmental studies. Each student will be assigned a graduate committee whose function it will be to help the student plan a sound program.

There are two options (Plan A and Plan B) leading to the Master of Arts degree, both of which require 30 cr.

Plan A requires 12 credits in biology including BIO 400 and BIO 540, 12 cr. elected in the major or in related field, 6 cr. devoted to a thesis based on research and a thesis defense. Plan B requires 12 cr. in biology including BIO 400 and BIO 540, 15 cr. elected in the major or related fields, BIO 590 (Research Problem), and a comprehensive examination.

### Admission Requirements

The following items are required:

- application for admission to graduate study
- narrative statement
- letters of recommendation by three college instructors familiar with your ability and record in biology and the related sciences
- Graduate Record Examination scores for the aptitude and advanced biology tests are recommended but not required
- official transcripts from all institutions in which undergraduate and graduate work has been taken

The above items are to be submitted to the dean of Graduate Studies. When an applicant's admission folder is complete, it will be forwarded to the department chair. The Departmental Graduate Committee will make a recommendation for acceptance to the School of Graduate Studies. Students who are accepted will be assigned a program committee at the time of acceptance. A thesis advising committee will be assigned after the student begins the program of study.

### MASTER OF SCIENCE IN BIOLOGICAL SCIENCES

Biological Sciences: Anesthesia and Biological Sciences: Health Sciences Specialization are for students enrolled in anesthesia programs or allied health fields. Dr. Rollin is program coordinator for Anesthesia and Health Sciences.

The Professional Education Program is for biology and science teachers and all others who wish to expand their background in the broad area of biology or who wish to specialize in a particular aspect of this discipline. Students who as undergrad-

uates majored in areas other than biology may also pursue a master's degree in this program.

The planned program of study will be developed by the students and their adviser and will be based upon the student's undergraduate record and educational needs. Thesis and non-thesis programs are available to students in all programs. Non-thesis programs will require a comprehensive examination.

### Biological Sciences: Anesthesia (30–33 cr.)

Professional Education (6 cr.):

- ✓ ED 511 Principles of Curriculum Development
- ✓ EDL 513 Supervision

Major Field Requirements (20–21 cr.):

- ✓ BIO 400 Seminar in Biology
- ✓ BIO 418 Human Anatomy, Physiology, Pathophysiology
- ✓ BIO 518 Applied Physiology
- ✓ BIO 528 Pharmacology
- ✓ CHEM 450 Basic Organic and Biological Chemistry

Biology Elective (choose from BIO 411 Cellular Physiology and Metabolism,

- ✓ 416 Immunology, 490 Studies in Biology, or 540 Topics in Advanced Biology)

Research (4–6 cr.):

- ✓ BIO 598 Research in Biology
- or
- ED 517 Evaluation
- Plan A: BIO 599 Thesis
- or
- Plan B: BIO 490 Studies in Biology and comprehensive exam

Note to prospective Anesthesia students: The student must be a licensed registered nurse and satisfactorily complete the program of study in Nurse Anesthesia at an affiliated hospital-based school of nurse anesthesia which includes 1000 hours of clinical practicum. Admission to this program is contingent upon admission to one of the following affiliated schools:

New Britain School of Nurse Anesthesia, New Britain, CT: Hanumanthiah Balakrishna, M.D. chief of anesthesia, and Joan Dobbins, M.S., CRNA, program director.

Hospital of St. Raphael, New Haven, CT: Philip J. Noto, M.D., medical director, School of Anesthesia; and Judy Thompson, M.S., CRNA, program director.

Memorial Hospital of Rhode Island, Pawtucket, R.I.: Ronald Fischer, M.D., medical director, School of Anesthesia; and Mark Foster, M.A., CRNA, program director.

### Biological Sciences: Health Sciences Specialization (30–31 cr.)

Professional Education (6 cr.):

- ED 511 Principles of Curriculum Development
- EDL 513 Supervision

Major Field Requirements (18–19 cr.):

- BIO 400 Seminar in Biology
- BIO 412 Human Physiology
- BIO 413 Human Physiology Laboratory
- BIO 518 Applied Physiology
- BIO 528 Pharmacology
- CHEM 450 Basic Organic and Biological Chemistry

Biology Elective (choose from BIO 411 Cellular Physiology and Metabolism, 416 Immunology, 462 Developmental Biology, 468 Arthropod Biology, 490 Studies in Biology, 495 Molecular Biology, or 540 Topics in Advanced Biology)

Research (6 cr.):

- BIO 598 Research in Biology
- or
- ED 517 Evaluation
- and
- BIO 599 Thesis

### Professional Education Program

(Teachers and others interested in a master's degree with a professional education component) (30 cr.)

Professional Education (6–9 cr.):

- EDF 500 Contemporary Education Issues
- Elective(s) as approved by the adviser

Biology Requirements (12–18 cr.):

- BIO 400 Seminar in Biology
- BIO 540 Topics in Advanced Biology
- Biology electives as approved by the faculty adviser

Research (3–6 cr.):

- Plan A: BIO 598 Research in Biology and BIO 599 Thesis or BIO 599
- Plan B: BIO 598 Research in Biology and comprehensive exam.

## CERTIFICATION IN BIOLOGY FOR SECONDARY EDUCATION

The Department of Biological Sciences also evaluates undergraduate and graduate preparation of applicants to the biology certification program in secondary education. This evaluation is done through interviews and/or review of transcripts of prospective candidates who have been admitted to the School of Graduate Studies. Transcripts are forwarded to the department chair by the School of Education and Professional Studies. The chair of Biological Sciences or a departmental designate will make recommendations for courses to be completed in the biological area of the student's program. Admission to the professional program is contingent on recommendation by the Department of Biological Sciences in addition to completion of other requirements.

## BUSINESS EDUCATION

### Faculty

Contact the Department of Management Information Systems (Maria Sanford 102), George F. Claffey, Faye Cohen, Marcia Vinci (Dept. phone: 832-3210)

### Departmental Overview

The graduate program in Business Education serves both experienced business education teachers and students who wish to complete teacher certification requirements in business education or in marketing education. A student may pursue a certification program and a master's degree program concurrently. Requirements for teacher certification must be completed before a student may matriculate into a master's or post-master's degree program.

### Programs

#### CERTIFICATION PROGRAM IN BUSINESS EDUCATION

The objective of graduate certification in Business Education is to certify individuals to teach business education subjects in Connecticut's public junior and senior high schools. Candidates plan Business Education certification programs with advisers from the School of Education and the Management Information Systems

Department. Certification requirements include the following:

- Undergraduate degree in a business major or equivalent academic background
- A minimum of 12 credits in Business Education including:
  - BE 410 Office Education Methods
  - BE 450 Office Systems Applications Software and Records Management
  - BE 524 Organization and Administration of Business and Marketing Education
  - BE 530 Teaching Accounting, Basic Business, and Marketing Education
- Additional business courses based on content and recency of previous academic work as assigned by adviser
- Other Requirements:
  - Successful completion of Keyboarding Proficiency Examination
  - WP 204 Word Processing or equivalent
  - 500 hours of office work experience within five years immediately preceding program completion.

#### MASTER OF SCIENCE DEGREE IN BUSINESS EDUCATION (30 cr.)

A thesis option (Plan A) and a comprehensive examination option (Plan B) are available.

General Education (0–9 cr.):  
Electives other than from Business Education as approved by faculty adviser

Professional Education (6–9 cr.):  
EDF 500 Contemporary Educational Issues

SPED graduate course  
Elective as approved by adviser

Business Education Specialization (15–21 cr.):

BE 501 Current Problems in Business Education  
BE 598 Research in Business Education

Electives as approved by faculty adviser

Thesis (Plan A only, 3 cr.):  
BE 599 Thesis

## BUSINESS MANAGEMENT

### Faculty

Contact George F. Claffey (Graduate Business Program Director, Maria Sanford 102, 832-3210) for further information.

### Department Overview

The Master of Science in General Business Management provides a solid business foundation as well as additional course work suited to the interest and career goals of the individual. This program is particularly well suited for individuals without an undergraduate degree in business or those seeking to refresh their business degree.

The 36 credit program includes 18 credits of course work in such areas as managerial economics, quantitative analysis, accounting, finance, management and marketing. The 15 credit concentration provides flexibility from a wide range of graduate courses, mainly within the School of Business but also from other fields. A capstone strategic planning course provides the opportunity to integrate previous knowledge and experience. Depending on the needs and interests of the student, additional courses may be included in a planned program of study.

### Admissions Requirements

An additional application is required for the MS-GBM program. Applications are available in the School of Business offices and the office of the School of Graduate Studies.

MS-GBM applicants must meet general admission and academic requirements as described by the School of Graduate Studies and the School of Business. Academic evaluation for admission to the program is based primarily on the applicant's undergraduate record and the score on the Graduate Management Admission Test (GMAT). Information about the GMAT may be obtained on campus in the Career Services Office, Student Development Center in Willard Hall.

Program applicants must also submit an essay stating how acceptance into the program relates to the applicant's career objectives. Upon entering the program, applicants must have word processing and spreadsheet computer proficiency.

The program is designed for part-time or full-time study.

## Program

### MASTER OF SCIENCE — GENERAL BUSINESS MANAGEMENT

Common Core (18 cr. — course substitutions may be made for equivalent prior education):

OMC 525	Managerial Economics
BUS 560	Quantitative Analysis for Business Decisions
BUS 530	Fundamentals of Financial and Management Accounting
BUS 542	Management Finance
BUS 552	Management Theory and Practice
BUS 572	Marketing Management and Strategy

Concentration (15 cr.):

Approved graduate course work selected in consultation with adviser based on student interests and qualifications. Course work may include field studies, independent study, or practicum with adviser permission.

Integrative Experience (3 cr.):

All students must successfully complete an integrative experience.

BUS 592	Strategic Planning for Business
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## CHEMISTRY

### Faculty

John Mantzaris (Chair, Copernicus 438), James V. Arena, Thomas R. Burkholder, Carol A. Jones, George A. Page, Timothy D. Shine, Robert C. Troy (Dept. phone: 832-2675)

### Department Overview

The Department of Chemistry offers the Master of Science in Natural Sciences for certified secondary school teachers of chemistry and for other people whose science background qualifies them for admission to graduate study in chemistry. Certification programs for liberal arts graduates who wish to teach chemistry in high school and courses for students who wish to increase their knowledge of chemistry

and/or general requirements are also offered.

Each candidate for the M.S. degree program will be required to complete appropriate undergraduate courses if the undergraduate degree program shows deficiencies. All programs include a minimum of thirty credits of graduate study.

For details of the program, see Natural Sciences major on page 43 of this catalog.

For information on the IMBA program, see page 39.

## COMMUNICATION

### Faculty

Andrew Moemeka (Chair, Marcus White 204), Robert Fischbach, Karen Franz, Yanan Ju, Sarah King, Serafin Mendez-Mendez, Scott R. Olson, Benjamin Sevitch, Cornelius Benjamin Tyson, Cindy White (Dept. phone: 832-2690)

### Department Overview

The Master of Science in Organizational Communication prepares individuals for leadership positions in business and industry. It provides experiences enabling the graduate to: (1) expand and develop the body of theory and practice of communication in organizations; (2) meet local, national and international needs for high-quality communication managers, policy analysts and researchers in industry, government, universities and other regional and international organizations; (3) develop, analyze and evaluate communication strategies for corporate problem-solving and decision-making including corporate development and for corporate contact with investors, customers and employees; (4) track and assist the development of organizational and managerial communication in a high-technology, high-speed management, information society.

### Program

The Master of Science in Organizational Communication consists of thirty-six (36) credits distributed between a common core, communication core and directed electives. **Students should complete a planned program of study with their adviser as soon as possible upon their acceptance to the Graduate Program.**

The *common core* covers managerial processes (15 cr.):

BUS 500	The Role of Management in Society
BUS 510	Accounting and Control
IT 500	Industrial Applications of Computers
IT 502	Human Relations and Behavior in Complex Organizations
COMM 503	Research Methods in Communication

The *communication core* covers communication theory (9 cr.):

COMM 501	Theories of Human Communication
COMM 502	Theories of Communication and Information Management
COMM 504	Organizational Communication Audits

**Prerequisite undergraduate courses for the core include Accounting I and Organizational Communication.**

Students select an additional 12 cr. from the following *directed electives* or other courses as approved by the faculty adviser:

COMM 512	Communication and Change
COMM 522	Corporate Communication
COMM 542	Issues in Communication Law
COMM 543	Intercultural Communication
COMM 544	Strategies in Negotiation and Conflict Resolution
COMM 551	Policy Issues in Organizational and Managerial Communication
COMM 562	Communication and High-Speed Management
COMM 585	Special Topics
COMM 599	Thesis
BUS 524	International Marketing
IT 464	Total Quality Systems I
IT 564	Total Quality Systems II

To complete degree requirements, students have the option of a thesis (Plan A) or a comprehensive examination (Plan B) comprised of a written exam followed by an oral exam. Programs will be designed jointly by the departmental advisers and the students to provide the greatest educational and career opportunities.

### Admission

Students seeking admission to the M.S. in Organizational Communication program must present an undergraduate average of

B (3.0). Students with an undergraduate GPA of 2.7 through 2.99, or who have been out of school for five years and possess significant professional experience, may apply to be considered for provisional acceptance.

Students who meet the above requirements should submit an Application for Graduate Admission, official copies of transcripts and their application fee **directly to the Graduate School**. A current resume, a writing sample comprised of 500 to 1,000 words which expresses their goals for graduate study and future professional aspirations, and three (3) letters of recommendation should be sent **directly to the Chair of the Department of Communication**. Those full-time graduate students who wish to seek a graduate assistantship must also complete a separate Application for Graduate Assistantship which can be obtained from the Graduate School and the Department of Communication. **No action will be taken until all of the above materials have been received.**

## COMPUTER SCIENCE

At the present time, the Department of Computer Science does not offer a graduate program. However, an M.S. degree program in computer science is being proposed for licensure. Check with the Graduate School for current information.

Courses numbered 400 or higher which are offered by the Department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.

## COUNSELING

### Faculty

Judith Hriceniak (Chair, Barnard 227), Linda Barile, Ralph Cohen, H. Jane Fried, James Malley, Nancy Organek, Judith Rosenberg, Daniel Wiener, Mary Jane Williams (Dept. phone: 832-2154)

### Department Overview

The Department of Health and Human Service Professions offers both the BSN

(Bachelor of Science in Nursing) degree for registered nurses and the Master of Science degree in Counseling.

### Counseling

The Master of Science degree in Counseling prepares graduates to work as counselors in schools, family agencies, higher education or rehabilitation settings. Students acquire theoretical understanding of the counseling profession, practical skills and experience in professional settings.

### Prerequisites

Program prerequisites, which may not be counted for credit in the master's degree program, must be completed prior to enrollment in the core counseling courses. The prerequisites are:

- SPED 501 Education of the Exceptional Learner (required for School Counseling only)
- PSY 470 Theories of Personality (required for School Counseling, Higher Education, Rehabilitation Counseling)
- PSY 512 Seminar in Developmental Psychology (required for School Counseling, Higher Education, Rehabilitation Counseling)
- PSY 526 Psychology of Learning (or equivalent) (required for School Counseling only)

### Counseling Core Courses

The program includes core courses which provide the foundation for counseling. All students must complete the core courses with at least a B before they are eligible to apply for degree candidacy. Courses in the counseling core generally will not be considered for transfer into the program. The Counseling core includes:

- CNSL 500 The Dynamics of Group Behavior
- CNSL 501 Theories and Techniques in Counseling
- CNSL 503 Supervised Counseling Practicum

### Field Experience

A field experience of 3-9 cr. is required for each specialty area (see adviser). The 12-credit Counseling core must be completed before applying for the field experience. **Students must maintain a grade of B or better in every fieldwork course in order to continue in the program.**

### Admission and Programs

The Graduate School admission standard for the Counselor Education program requires a minimum of 2.70 GPA with a 3.00 upper-level GPA. **In addition applicants must meet degree candidacy requirements.** Students admitted to the Counseling program may select one of four specialization areas:

### MARRIAGE AND FAMILY THERAPY (48 cr.)

The Marriage and Family Therapy program's intensive 48-credit specialization is designed to provide students with a solid theoretical background as a foundation for intensive clinical training in systemic approaches to human problems. The curriculum is designed to meet the academic requirements for Connecticut Licensure for Marital and Family Therapists and AAMFT Clinical Membership.

Clinical placements and intensive faculty supervision emphasize the development of effective therapeutic skills to meet the challenges of the new climate in health care service delivery. Emphasis is also placed on the development of the "person of the therapist." A key theme of the program is respect for diversity of people and lifestyles in families. The program has been awarded Candidacy status toward accreditation by AAMFT's Commission on Accreditation for MFT Education.

### Prerequisites (12 cr.):

- PSY 512 Seminar in Developmental Psychology
- CNSL 500 Dynamics of Group Behavior
- CNSL 501 Theories & Techniques in Counseling

### Marriage and Family Therapy Specialization (48 cr.) — thesis optional:

- CNSL 504 Professional Studies in Counseling
- CNSL 541 Introduction to Theories of Family Systems
- CNSL 543 The Family Life Cycle
- CNSL 544 Families in Context: Gender & Cultural Dimensions
- CNSL 551 Structural/Strategic/Behavioral Family Therapies
- CNSL 552 Experiential, Intergenerational & Psychodynamic Family Therapies
- CNSL 553 Systemic Intervention in School Settings
- CNSL 554 Couples Therapy

- CNSL 555 Dysfunctional Family Processes  
 CNSL 556 Systemic Perspectives on Mental Disorders  
 CNSL 583 Marriage & Family Therapy Practicum I  
 CNSL 584 Marriage & Family Therapy Practicum II  
 CNSL 585 Marriage & Family Therapy Internship  
 PSY 598 Research Methods

### SCHOOL COUNSELING (48 cr.)

Graduates are prepared for positions as counselors in public and private schools. The program is designed to meet the certification requirements of the State of Connecticut and the Council for Accreditation of Counseling and Related Educational Programs.

#### Professional Courses (9 cr.):

- EDF 500 Contemporary Educational Issues  
 ED 598 Research in Education  
 ED 599 Thesis  
 or  
 CNSL 595 Applied Research in Counseling

#### Specialized Courses (27 cr.):

- CNSL 507 Methods in Group Facilitation  
 CNSL 520 Guidance Principles, Organization and Administration  
 CNSL 521 Career Counseling and Development  
 CNSL 522 Appraisal Procedures in Counseling  
 CNSL 524 Consulting in the Schools  
 CNSL 525 Multi-Cultural Counseling  
 CNSL 526 Developmental Guidance and Counseling  
 CNSL 541 Introduction to Theories of Family Systems  
 CNSL 591 Supervised School Guidance Internship (two semesters for non-teachers)

### STUDENT DEVELOPMENT IN HIGHER EDUCATION (36 cr.)

Graduates are prepared to function in a variety of settings in higher education including student centers, residence halls, counseling centers and student affairs offices.

#### Professional Courses (9 cr.):

- EDF 500 Contemporary Educational Issues

- ED 598 Research in Education  
 ED 599 Thesis  
 or  
 CNSL 595 Applied Research

#### Specialized Courses (9 cr.):

- CNSL 530 Student Development in Higher Education  
 CNSL 531 Student Services in Higher Education  
 CNSL 592 Supervised Internship in Higher Education (two semesters)

#### Elective Courses:

Students select courses with approval from their adviser.

### REHABILITATION COUNSELING (42 cr.)

The Rehabilitation Counseling Program provides the academic background for students to pursue a variety of advanced certifications. Graduates are prepared to work with individuals with emotional, mental, social and physical challenges in a variety of human services and rehabilitation agencies. The program is designed to meet the academic requirements of the American Association for Rehabilitation Counseling.

#### Professional Courses (9 cr.):

- CNSL 504 Professional Studies in Counseling  
 PSY 598 Research in Psychology  
 ED 599 Thesis  
 or  
 CNSL 595 Applied Research

#### Specialized Courses (21 cr.):

- CNSL 507 Methods in Group Facilitation  
 CNSL 521 Career Counseling and Development  
 CNSL 560 Introduction to Rehabilitation Counseling  
 CNSL 561 Advanced Rehabilitation Counseling  
 CNSL 562 Case Management in Rehabilitation Counseling  
 CNSL 563 Medical Aspects of Rehabilitation Counseling  
 CNSL 568 Alcohol and Drug Counseling  
 CNSL 594 Supervised Clinical Practice — Rehabilitation (two semesters)

#### Elective Courses:

Students select courses with approval from their adviser.

### POST MASTER'S STUDY

Candidates who complete the master's degree can continue their education at Central Connecticut State University by registering for a post-master's planned program in Counseling.

### Special Opportunities

Graduate assistantships are available. Upon acceptance to the Graduate School, students are eligible to apply for assistantships. Preference in awarding assistantships is given to students who have completed the core counseling courses. Funding for student help is available from time to time. Check with the department.

## CRIMINAL JUSTICE

### Faculty

Susan E. Pease (Chair, DiLoreto 208),  
 Burt R. Baldwin, John Mitrano, Debra L. Stanley (Dept. phone: 832-3135)

### Overview

The graduate program in criminal justice consists of a total of 30 credits with a requirement of five core courses which provide the foundation upon which any further study in the field is based. All students will be exposed to the theories of crime; the function of law and control of behavior; the structure and function of criminal justice organizations as they operate under the three rubrics, police, courts and corrections; and research methods and statistics. All students will be required to engage in independent research or a field study experience upon completion of 21 graduate credits.

### Program

#### MASTER OF SCIENCE IN CRIMINAL JUSTICE

##### Core Courses (18 cr.):

- CJ 501 Proseminar on the Nature of Crime  
 CJ 510 Proseminar on Law and Social Control (Prereq.: Admission to program or permission of Criminal Justice Program Director)  
 CJ 520 Proseminar on the Administration of Justice



- CJ 598 Research Methods in Criminal Justice (Prereq.: Admission to the program)
- STAT 453 Applied Statistical Inference (Prereq.: STAT 104 or 215 or equivalent)

**Capstone (3 cr.):**

Students must choose one course from the following:

- CJ 599 Thesis (Prereq.: Completion of 21 cr. of approved study and permission of adviser)
- CJ 536 Field Study in Criminal Justice (Prereq.: Completion of 21 cr. of approved study and permission of field placement coordinator)

**Specialization (9 cr.):**

Students are allowed to choose one area of specialization.

**Administration of Justice** is designed to enhance administrative abilities of students who intend to advance their criminal justice careers as administrators and policy makers. This track will provide students the opportunity to examine current criminal justice issues and to explore a wide range of strategic responses and their consequences.

- CJ 570 Leadership and Supervision of Criminal Justice Organizations
- CJ 575 Organizational Development and Evaluation of Criminal Justice Organizations

One course from the following:

- PS 446 The Budgetary Process
- CJ 450 Drugs and Society
- CJ 580 Public Policy in the Criminal Justice System

**Correctional Programming** is designed to teach probation officers, BA social workers, juvenile and adult case workers in correctional institutions, detention centers and drug rehabilitation centers how to plan and evaluate programs designed to encourage behavioral change in the criminal and juvenile offender populations, with particular emphasis on the involuntary client.

- CJ 525 Program Planning and Evaluation
- Two courses from the following:
- CJ 530 Profile of the Offender
- CJ 535 Correctional Counseling

- SPED 578 The Juvenile Offender as an Exceptional Learner

## ECONOMICS

The Department of Economics does not offer a graduate program at the present time. Courses numbered 400 or higher which are offered by the Department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.

## EDUCATION

Students who already hold a bachelor's degree may pursue teacher certification through our post-baccalaureate programs. These programs prepare students for teacher certification and do not result in a master's degree. Students can seek certification in the following fields:

- Elementary Education
- Middle Level Education
- Secondary Education in the following subjects: Biology, Business, Chemistry, Earth Sciences, English, French, General Science, German, History, Italian, Mathematics, Physics, Social Science and Spanish
- NK-12 Education in the following subjects: Art, Music, TESOL, Special Education, Technology Education

Technically, post-baccalaureate students are considered graduate students and so must apply to the School of Graduate Studies for admission.

At the same time, they should apply for admission to the Professional Program by completing an application package for the Professional Program. The application packet includes: instructions; an application blank; a transcript release form, forms for letters of recommendation from persons who can attest to student's suitability to be a teacher; directions for writing an essay which shows command of English. The essay also asks the student to provide reasons for becoming a teacher and to describe experiences working with children. Some departments have special assignments (mathematics majors must write two essays) which must be completed.

Applications are available outside Barnard Hall 248 or may be obtained by writing to the Dean of the School of Education and Professional Studies at CCSU.

While the application packets differ from program to program, post-baccalaureate students must meet the 2.70 grade point average requirement.

The state's Praxis I CBT (basic skills test in reading, writing and mathematics) must also be satisfied prior to the application process, and a copy of the Praxis I CBT "Pass" letter or "Waiver" letter must be attached to the application. Waiver qualifications include meeting one of the following criteria:

- a student has a Scholastic Aptitude Test (SAT) score totaling 1000\* with a score of no less than 400 in either the verbal or math subtests;
- a student has an American College Test (ACT)\* composite score of no less than 25, with no less than 22 on the English subtest and 19 on the math subtest;
- a student passes a similar test in another state with which Connecticut has certification reciprocity agreements; or
- a student has a Prueba de Aptitud Academica (PAA) score equivalent to a SAT score of 1000 with neither the math nor verbal subtest scores below the equivalent of 400.

\*Subject to Legislative change by the state.

Once the application packet is completed, it will be reviewed by the Assistant Dean, and grade point average of all attempted college work requirements will be verified. The packet will then be forwarded to the appropriate department for review and evaluation. Once the department has completed its evaluation, the application packet and the department's recommendation are returned to the Assistant Dean for his review. A letter will be sent to each student indicating whether the student has been admitted, deferred until certain specified requirements have been fulfilled, or rejected.

Admission to the Graduate School as a post-baccalaureate student will depend upon and follow the School of Education and Professional Studies' Professional

Program evaluation and admission decision.

**Program Planning.** Post-baccalaureate students must meet all course and laboratory requirements specified in particular teacher education programs. Even though they already have a bachelor's degree, students in post-baccalaureate programs also are required to satisfy certain general education and subject matter major requirements — some of these requirements are deemed important by particular departments at CCSU; others are deemed important by the state of Connecticut. Putting together a "Program of Study" is the process of ensuring students that they will satisfy all certification requirements. The "Program of Study" also becomes the contract between the baccalaureate student and his or her adviser.

- Each "Program of Study" must be approved by the School of Graduate Studies. Students are responsible to insure that their "Program of Study" meet all certification requirements that will be in effect at the time they plan to complete their certification programs. Because Connecticut certification regulations are subject to change, and because the regulations that apply are those in effect at the time the student applies for certification, it is essential that students review their "Program of Study" with their adviser regularly.
- Post-baccalaureate students should be sure that they have previously had, or that their "Programs of Study" includes, the following general education courses: at least 39 credits of liberal arts course work including a U.S. History survey course, and two courses in each of the following areas: English, mathematics, natural sciences and social sciences, and one course in foreign language or fine arts. These are requirements of the state of Connecticut and cannot be waived by advisers or the University. A course in developmental or life span psychology is a prerequisite for courses in the Professional Program.
- "Programs of Study" for all teacher education candidates, except for those in Special Education, must include: SPED 315 or 470, EDF 400, 401 or 415, a course in Educational Psychology (EDSC 256 or EDTE 315), methods

courses, student teaching, a course in educational technology (such as EDT 210, 415, 490), and other courses as required by the student's adviser. Special Education programs have different requirements.

- Post-baccalaureate students seeking certification in Art, Music, Physical Education, and Technology Education should meet with the chair of the department that houses their program for advice on how to complete the "Program of Study."
- Post-baccalaureate students in elementary, middle level and secondary education should meet with the Post-baccalaureate Adviser in the School of Education and Professional Studies to complete the "Program of Study."

#### **Restricted Professional Course Work.**

Most courses offered in particular teacher education programs are closed to baccalaureate students except those who have been formally admitted to a teacher education program. Students who have not been admitted to a teacher education program should not enroll in restricted courses.

**Retention Criteria.** Once admitted to a particular teacher education program a post-baccalaureate student is expected to maintain a specified (2.70) grade point average. If a student's GPA drops below this level he or she may be denied enrollment to restricted courses until the GPA reaches the approved level.

#### **Appeals Process for All Students and Programs in Education**

Students who fail to be admitted to the School of Graduate Studies because of a grade point average below 2.70, may, upon receipt of the rejection letter, meet with the Assistant Dean of Education and Professional Studies to discuss their situations and possible options.

#### **Connecticut Certification Procedures**

To be eligible to teach in the public schools of the state of Connecticut, a student must meet the certification requirements of the State Board of Education. Certification regulations are subject to change and, under current state practice, students are subject to the certification regulations in effect at the time they apply for certification.

Recommendations for certification at Central Connecticut State University are made by the Dean of Education and Professional Studies through the Assistant Dean. Questions concerning certification that cannot be answered by your department can be addressed to the Assistant Dean.

- Postgraduate certification students obtain the certification application from the Office of the Dean and return the completed application to the same office.

While Central Connecticut State University provides an institutional recommendation for students completing its certification programs, the state of Connecticut's Bureau of Certification makes final determinations about who is eligible to receive certification.

#### **Out of State Certification Procedures for CCSU Graduates**

Information about out-of-state certification is available in the University Placement Office. Any application or portion of an application that requires "interstate reciprocity" information or affirmation concerning the completion of an "Approved Program" should be referred to the Assistant Dean with full information about the graduate's name at the time of completion of CCSU's program, date of program completion, social security number, current name and address, and any particulars concerning the other state's information requirements.

## **EDUCATIONAL LEADERSHIP**

### **Faculty**

Anthony Rigazio-Digilio (Acting Chair, Barnard 260), Farough Abed (Assistant Chair), Carol J. Carter, Wade Devlin-Scherer, Penelope Lisi, Aldrige A. Vaillant (Dept. phone: 832-2130)

### **Departmental Overview**

The Department of Educational Leadership seeks to prepare well-educated and competent practitioners who are capable of improving the quality of education for Connecticut's children. The Department values interdisciplinary collaboration as a means of fulfilling its goal; as such, fac-

ulty associated with the Center for Multicultural Research and Education, Educational Technology, and Educational Leadership work together to design programs which will prepare professional educators with the skills and dispositions needed to create learning environments where all learners will be successful. The Department of Educational Leadership offers a Master of Science in Educational Technology, a Master of Science in Educational Leadership, a sixth-year certificate leading to certification as an intermediate administrator or supervisor and a joint program with the Department of Teacher Education leading to a Master of Science in Pedagogy and Leadership. Non-degree programs leading to certification only are not available in this department.

## Programs

### MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

With the assistance of their adviser, students will select a concentration area from one of two stands: Educational Leadership or Curriculum Leadership. All students will select either Plan A (thesis) or Plan B (comprehensive examination).

The Graduate School admission standard for the Educational Leadership M.S. program includes either a 3.00 undergraduate GPA or a 2.70 GPA with a 3.00 upper-level GPA.

#### Strand I — Educational Leadership

**(30 cr.):** Graduates are prepared to assume leadership positions within public and private schools at the level of teacher.

#### Strand II — Curriculum Leadership

**(30 cr.):** Graduates are prepared to provide specific leadership skills to public and private schools in the area of curriculum renewal.

#### Computer Prerequisite

A computer prerequisite (EDT 490, Instructional Computing) or its equivalent, which may not be counted for credit in the master's degree program, must be completed prior to the completion of 24 graduate credits.

#### Core Requirements (18 cr.):

EDF 500 Contemporary Educational Issues or adviser-approved option in Educational

Foundations (EDF 516, 521, 525, 583)

ED 511 Principles of Curriculum Development

EDL 513 Supervision

ED 517 Evaluation

ED 540 Educational Motivation and the Learning Process

ED 598 Research in Education

#### Strand Requirements and Electives (12 cr.)

##### Strand I — Educational Leadership

Required courses (6 cr.):

EDL 514 Administration

EDL 555 Leadership for Culturally Diverse Schools

Elective courses (6 cr.):

Students select adviser-approved elective courses to complete their graduate program

##### Strand II — Curriculum Leadership

Required courses (6 cr.):

EDL 551 Curriculum Leadership

EDL 555 Leadership for Culturally Diverse Schools

Elective courses (6 cr.):

Students select adviser-approved elective courses to complete their graduate program

### SIXTH YEAR CERTIFICATE IN EDUCATIONAL LEADERSHIP

The sixth-year certificate program meets the needs of educators who seek to acquire 1) advanced career and professional development, and 2) the leadership skills and credentials necessary to function effectively in school settings under the Intermediate Administrator/Supervisor Certificate. Graduates of the program who are certified as intermediate administrators or supervisors will be eligible for such positions as elementary or secondary principal/assistant principal, program coordinator, department head, and assistant superintendent, or for positions on the staffs of central offices, regional educational agencies, and the state Department of Education.

#### Admissions Requirements

Admission to this program is limited and highly competitive. In addition to meeting the general requirements for admission to the School of Graduate Studies, admission to the sixth-year certificate program will

be based on an evaluation of all materials submitted including the following criteria:

- possess a master's degree from a regionally accredited institution of higher education
- attained a 3.30 minimum post-baccalaureate cumulative grade-point average (GPA) on a four-point scale or its equivalent
- have a minimum of three years of teaching experience and possess, or be eligible for, a Connecticut teaching certificate
- submit two letters from school administrators supporting the application and concentrating on such areas as strengths and weaknesses, interpersonal skills, intellectual ability and leadership potential
- be interviewed by a team of faculty members. Provisional admission for one semester may be granted to applicants who are not able to be interviewed prior to the start of the semester
- submit a formal, typed application essay which focuses on 1) the reasons that led the candidate to the area of school leadership, and 2) future career goals

All applications and supporting materials for admission to the program for the following academic year must be received by the School of Graduate Studies by April 1. The applicant's essay, supporting letters, interview and professional experience are all significant factors in the admissions review process.

#### Program of Study

The sixth-year certificate in Educational Leadership, including certification for the Intermediate Administrator/Supervisor, requires a minimum of 30 credits. Requirements include a professional core of 21–24 cr., 6–9 cr. of adviser-approved electives and a qualifying examination required prior to enrollment in EDA 637 or EDA 650. In addition, there are 15 cr. of prerequisites to this program, of which up to 9 cr. may be applied to meeting the electives component of the program.

Prerequisites (15 cr.):

A prerequisite course not already completed as part of another degree program may be counted toward fulfillment of the required 9 cr.

ED 511 Principles of Curriculum Development

EDL 513 Supervision

- EDL 514 Administration  
 ED 540 Motivation and the Learning Process  
 ED 598 Research in Education

Professional Core (21–24 cr.):

- EDL 617 Personnel and Program Evaluation  
 EDL 634 Seminar in Curriculum Development  
 EDL 635 Seminar in Supervision  
 EDL 636 Dynamics of Educational Leadership  
 EDF 687 Seminar in Educational Policy Studies  
 EDL 698 Research Seminar in Educational Leadership and Supervision  
 EDL 637 Practicum in Educational Leadership  
 or  
 EDL 650 Internship in Educational Leadership  
 Electives (6–9 cr. of adviser-approved electives; may apply up to 9 cr. of prerequisites to this requirement)

**MASTER OF SCIENCE IN PEDAGOGY AND LEADERSHIP**

Plan C (34 cr.) — *Pending Department of Higher Education approval*

The Master's in Pedagogy and Leadership is an extension of the Cross-Endorsement certification programs in Elementary and Middle School level. It is a Plan C program. See Teacher Education section of this catalog for a complete description of the course of study leading to this master's degree.

Core (18 cr.):

- EDTE 530 Internship in Pedagogy and Leadership I  
 ED 530 Advanced Seminar in Leadership and Learning Communities (taken twice)  
 ED 535 Integrating Curriculum Development with Educational Technology  
 ED 545 Integration of Methods of Research and Assessment

Directed Elective (3 cr.):

- EDF 500 Contemporary Educational Issues  
 or  
 EDF 516 School and Society

Specialization (9 cr.):

Students select three courses for 9 cr. in one of six designated specializations.  
 Diversity and Urban Issues: EDEL 509, 531, EDF 522, 530, EDL 555, RDG 586  
 Leadership: ED 515, EDF 538, EDL 513, 514, 555, EDSC 505  
 Curriculum: ED 511, EDEL 508, EDF 524, EDSC 586, a content area course in language arts, math, science, social studies  
 Pedagogical Studies: ED 540, EDEL 529 or EDSC 556, EDF 521 or 525  
 Basic Literacy: RDG 585, 589, 590 or 591 or 592  
 Clinical Literacy: RDG 590, 594, 595

Capstone (4 cr.):

- EDTE 531 Internship in Pedagogy and Leadership II

**MASTER OF SCIENCE, EDUCATIONAL TECHNOLOGY**

The Master of Science in Educational Technology offers study plans to meet the needs of professionals who wish to increase their knowledge and experience in this field. Computer-based instruction, instructional design, interactive multimedia, networking and distance learning are examined within the program's requirements. Students pursue an applied curriculum which includes a balanced approach to theory and applied experience. Plan A (thesis) or Plan C (special project) may be selected in consultation with the adviser.

Core courses (21 cr.):

- EDT 500 Instructional Design and Evaluation I  
 EDT 501 Message Design and Production  
 EDT 511 Topics in Educational Technology  
 EDT 512 Computer-based Instruction  
 EDT 521 Interactive Multimedia I  
 EDT 522 Instructional Design and Evaluation II  
 EDT 531 Interactive Multimedia II

Professional Education (3 cr.):

- EDF 500 Contemporary Educational Issues  
 or  
 COMM 502 Theories of Communication and Information Management (for non-educators)

Research and Capstone Requirements (6 cr.):

- Plan A: 33 cr., including EDF 550 or COMM 502, ED 598 and EDT 597, Thesis  
 Plan B: 33 cr., including EDF 550 or COMM 502, ED 598 and EDT 597, Final Project

Computer Prerequisite:

Certification to use the VAX and the MAC Lab

Special Service Course (undergraduate and graduate):

- EDT 490 Instructional Computing

Courses offered for school library media specialists:

- EDT 560 Evaluation, Acquisition and Organization of Media Materials  
 EDT 561 Structuring and Accessing Information  
 EDT 562 Developing, Operating and Leading Media Facilities

Note: Students interested in a School Library Media Specialist cross-endorsement should contact the Connecticut State Department of Education Certification Office.

## ENGLISH

### Faculty

Loftus Jestin (Chair, Willard 303A), Ross Baiera, Stuart Barnett, Gregory Belanger, David R. Bentzion, Richard L. Bonaccorso, Anthony Cannella, John D. Conway, Dorothy Cook, Wayne Cook, Robert Dunne, Christine Doyle Francis, Donald R. Gallo, Brendan Galvin, Diana Garcia, Gilbert Gigliotti, Thomas Hazuka, John A. Heitner, Allan M. Hirsh, Barry H. Leeds, Denise M. Lynch, Kevin M. Lynch, Donald P. McDonough, Melissa A. Mentzer, Mary Anne Nunn, Andrea G. Osburne, Rae Schipke, Diane P. Shugert, Janusz Stygares, Gerald J. Tullai, G.J. Weinberger (Dept. phone: 832-2740)

### Department Overview

The Department of English offers graduate study leading to Certification in English; a Concentration in English for certified ele-

mentary school teachers; adult-level certification in TESOL; K-12 certification in TESOL; a Master of Science Degree in Teaching English to Speakers of Other Languages (TESOL); a Master of Science degree in English; a Master of Arts degree in English; and a sixth-year certificate.

### Admission Requirements

Elementary education majors who wish to concentrate in English must have at least eighteen undergraduate credits of course work in English. To qualify for the master of science or master of arts degree programs (excluding TESOL), an applicant must have an undergraduate degree in English or thirty credits in English. Additional undergraduate credit will be required of those who lack prerequisites or their equivalent. To qualify for the Master of Science degree program in TESOL, an applicant must have completed 3 cr. of study in a second language (non-native speakers of English may use English to satisfy this requirement). Students lacking this background may be admitted provisionally, but will be required to complete the 3 cr. of a second language study before graduation from the program.

Students in the degree programs will be assigned an English Department adviser appropriate to their areas of study. Before degree candidates register for course work they should read the program brochure appropriate to their programs. Degree-track students should consult with their assigned graduate advisers at the start of their programs and should file a Planned Program before completing 15 cr. of graduate course work. M.S. and M.A. English students should consult "Graduate Programs in English;" TESOL candidates should consult "Pre-Professional and In-Service Programs in Teaching English to Speakers of Other Languages." Additional information may be obtained from the adviser and in this catalog under General Information.

### Programs

**Certification in English** is a non-degree program offered to persons with a bachelor's degree (normally in English) whose undergraduate course work does not meet State of Connecticut certification requirements for secondary English teachers. Courses taken to complete certification requirements may not be used to complete the English Department's M.S. or M.A.

degree programs. A minimum of 6 credits in English at CCSU is required before student teaching.

**Certification in TESOL** is a non-degree program offered to persons with a bachelor's degree. Certification may be obtained for adult-level ESL or for the K-12 level.

**The Master of Science degree in Teaching English to Speakers of Other Languages (TESOL)** is a plan of study especially designed for those students with an interest in language and linguistics who wish to work with non-English speaking students here or abroad.

**The Master of Arts degree in English** is offered to students who wish to devote their program exclusively to the advanced study of English and American literature. The Master of Arts diploma specifies a graduate degree in English, a prerequisite for further graduate work in English.

**The Master of Science degree in English** is offered to students who wish to pursue advanced study of English and American literature, with the possibility of focusing on a particular literary genre or on literary periods. Those who elect this degree program are required to take six credits of education courses outside the Department of English.

The requirements for each program are as follows.

#### MASTER OF SCIENCE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

This program offers Plan A (33 credits plus a thesis) and Plan B (36 credits and a comprehensive examination).

TESOL Specialization (21 cr.):

- ENG 400 Analytic Skills in Language
- ENG 496 TESOL Methods
- ENG 497 Second Language Acquisition
- ENG 512 Modern Syntax
- ENG 513 Modern Phonology
- ENG 515 An Introduction to Sociolinguistics

One course from:

- ENG 498 Practicum
- ENG 431 The History of the English Language
- ENG 533 Second Language Composition
- ENG 535 Second Language Testing

Research (3 cr.):

- ENG 598 Research in English (TESOL section)

Professional Education (6 cr.):

- EDF 500 Contemporary Educational Issues

One elective selected from among the following:

- ETM 502 Literacy in Computer-Assisted Instructional Materials
- ED 511 Principles of Curriculum Development
- EDF 516 School and Society
- EDF 522 Comparative Education
- EDF 530 Multicultural Education
- EDF 583 Sociological Foundations of Education
- ML 510 Bilingual-Bicultural Education
- RDG 591 Developmental Reading in the Primary Grades
- RDG 593 Developmental Reading in Secondary Schools
- SPED 506 Foundations of Language for the Exceptional Child
- SPED 507 Language Acquisition of the Exceptional Child
- EDF 521 History of Educational Ideas
- EDF 525 History of American Education
- EDF 527 History of Educational Ideas
- EDF 538 The Politics of Education
- EDSC 556 Instructional Theory and Practice
- RDG 592 Developmental Reading in Intermediate Grades

All planned programs and course sequences must be approved by a TESOL adviser prior to registration.

**Plan A** students take English 599 Thesis plus one general elective. **Plan B** students take two general electives. General electives are graduate course offerings as approved by the student's adviser from Anthropology, English or another Modern Language, Geography, History, Humanities, Political Science or other relevant fields.

It is expected that a degree candidate will have control of the English language beyond mere communicative adequacy. It shall be the joint decision of the TESOL faculty whether a degree candidate's control of spoken and/or written English is appropriate to the profession. The faculty

will recommend various remedies for any candidate deemed deficient.

### MASTER OF ARTS IN ENGLISH

(30 cr.)

#### Plan A (Thesis)

English electives as approved by the faculty adviser (18 cr.)

ENG 500 and 501 Seminar in British and Seminar in American Literature (6)

ENG 598 Research in English\* (3)

ENG 599 Thesis (3)

#### Plan B (Comprehensive Examination)

English electives as approved by the faculty adviser (21)

ENG 500 and 501 Seminar in British and Seminar in American Literature (6)

ENG 598 Research in English\* (3)

### MASTER OF SCIENCE IN ENGLISH

(Generally for elementary and secondary school teachers)

#### New Program (36 cr.)

All students must take the Comprehensive Examination, which will include at least five questions in literature and two questions on material derived from professional courses offered through the English Department.

Professional Education (6–9 cr.):

EDF 500 Contemporary Educational Issues

Elective, as approved by the adviser

Professional Course work, English Department (6 cr.):

Two electives, as approved by the faculty adviser

English Major (18–21 cr.):

English electives as approved by the faculty adviser

ENG 500 or ENG 501, Seminar in British or American Literature

Research (3 cr.):

ENG 598 Research in English (Lit. section)\*

\*To be completed during the first semester of graduate study.

## GEOGRAPHY

### Faculty

James Snaden (Chair, DiLoreto 208),  
Ronald Fernandez, John Harmon, Susan Millar, Timothy Rickard, Xiaoping Shen, Brian Sommers  
(Dept. phone: 860/832-2785)

### Department Overview

Central Connecticut State University has the oldest and largest graduate program in Geography in the state of Connecticut. The graduate program was initiated in 1962 with a Master of Science in Social Science for in-service teachers who desired to complete the requirements for their permanent teaching certificates. However, the program's emphasis has changed since state approval was granted in 1976 to offer a Master of Science in Geography. Since that time, students have used the latter degree in the pursuit of a variety of career goals.

Geography is the science of location. The geography faculty teaches students how to use effectively maps and air photos, gather information about places, and make computer analyses. Students use this knowledge to learn about how people use the land in different places, and what impacts humans.

The Department of Geography has fully equipped cartography, air photo interpretation and microcomputer laboratories available for student use. The microcomputer lab includes a network of IBM PC-compatible computers, to include an extensive software collection along with digitizers and plotters for automated cartography, computer graphics and geographic information systems. We can access a VAX mainframe computer from terminals. CCSU has a map depository for the Defense Mapping Agency and the U.S. Geological Survey, with close to 30,000 sheets in our collection. The department also receives planning reports, maps and documents from cities, towns and regions throughout the Northeast.

In addition the Department of Geography provides internships and part-time employment for students in a variety of town, regional, state and private planning agencies and offers consulting services, workshops and short courses as part of its outreach program.

### Programs

#### GOALS AND OBJECTIVES

The M.S. in Social Science with a concentration in geography continues to meet the needs of Connecticut's teachers.

The M.S. in Geography has been used as a springboard by those interested in further graduate study. Several graduates have gone on to Ph.D. programs at major universities. However, most graduate students are interested in using the M.S. in Geography as a terminal degree which will prepare them for careers in several technical areas.

#### ADMISSIONS STANDARDS

The M.S. degree programs are available to all individuals who meet the admissions requirements of the School of Graduate Studies. The Graduate Record Examination is not an admission requirement. An undergraduate major or minor in geography is desirable but not required of applicants. However, those with deficient academic preparation may be asked to complete up to four courses of remedial work at the undergraduate level. Details are available from the Graduate Adviser in Geography.

#### PROGRAM OF STUDY

Students enrolled in the graduate program must comply with all requirements in the current graduate catalog.

**M.S. in Social Science with a Concentration in Geography.** This program requires 30 credits of course work, distributed as follows: two professional education courses, one general education elective course, and seven geography courses. Geography 598 is required of all students.

**M.S. in Geography.** Students pursuing this degree may select Plan A, which requires 30 credits, including a thesis. The 30 cr. are distributed as follows: 24 or 27 cr. in geography (which must include Geography 598 and 599) and one or two elective courses in other disciplines. Thesis guidelines are available from the Graduate Adviser. Some students select Plan C, in which a special project is completed instead of a thesis. The 30 cr. required are the same as in Plan A, except that GEOG 595 is substituted for GEOG 599.

**Program Specializations** — Students enrolled in the M.S. in Geography pro-

gram may specialize in any of the following areas:

- urban and regional planning
- environmental protection
- travel and tourism
- computer mapping or geographic information systems

Each graduate student's planned program of studies is custom-designed to provide the best possible preparation for the career selected, and can include practical work experience to apply classroom theory.

### CERTIFICATION

Graduate study in geography does not lead to teacher certification. Those who wish to teach geography should pursue the certification program in secondary social studies.

### ADDITIONAL INFORMATION

**Graduate Assistantships.** The Department of Geography normally has one or two graduate assistantships available to the best-qualified graduate students. They require 20 hours work per week when classes are in session. The work may range from assisting a faculty member with a research project to teaching a section of an introductory course, depending on the student's qualifications. For details, contact the Chair.

**Advisement.** Contact the Chair in DiLoreto 208 (860/832-2785), or write to the:

Department of Geography  
Central Connecticut State University  
New Britain, CT 06050 U.S.A.

## HEALTH AND HUMAN SERVICES PROFESSIONS

For Counseling degrees offered by the Department of Health and Human Services Professions, see page 29.

## HISTORY

### Faculty

Felton Best (Chair, DiLoreto 208), Abner Baker, Jay Bergman, Stanislaus Blejwas,

Haines Brown, Gloria Emeagwali, David Gerwin, Marie Guarino, Elias Kapetanopoulos, Norton Mezvinsky, Heather Munro Prescott, Alfred Richard, Charles Stephenson, Glenn Sunshine, Peter Tolis, (Dept. phone: 832-2800)

### Department Overview

The Department of History provides an M.A. degree in History, and an M.S. program for certified teachers and for liberal arts graduates who have completed teacher certification requirements. The Department, in cooperation with other departments in the social science areas, offers various programs for teachers, and presents courses for the general education of graduate students in other fields of specialization.

Admission to the degree programs in the Department requires the prerequisite of an undergraduate history major or its equivalent, generally interpreted as 30 credits in history and closely related fields. A graduate student lacking this prerequisite will be required to take courses for undergraduate credit to make up any deficiency.

Each student undertaking a major or a concentration in History will be assigned to a graduate adviser who will approve the student's planned program of study.

### Programs

#### MASTER OF ARTS IN HISTORY

(30 s. h., including a thesis)

Three 500-level History courses (9 cr.)

Three additional History courses (including HIST 495 unless this or a similar course was taken at the undergraduate level) (9 cr.)

History 599, Thesis (6 cr.)

Electives in Related Fields (6 cr.)

Candidates will be required to demonstrate the ability to translate material in their field in one foreign language, except in those cases where, upon the request of a candidate in U.S. history, a substitute skill or subject is approved by the Department. Candidates must make application in the Department to take the language examination. Deadlines are October 10, for the fall examination; March 10, for the spring.

The fields of concentration available in the M.A. Program are the United States to 1876, the United States since 1860, and Modern Europe.

#### MASTER OF SCIENCE IN HISTORY (Certified Secondary Teachers)

The fields of concentration are:

The United States to 1876

The United States since 1860

Ancient-Medieval Europe

Early Modern Europe (Renaissance to 1815)

Late Modern Europe (since 1789)

East Asia (China, Japan, Korea)

Latin America

#### Plan A (30 cr. including thesis)

General Education (3 cr.):

Electives other than History as

approved by the faculty adviser

Professional Education (6 cr.):

EDF 500 Contemporary Educational Issues

Elective as approved by the adviser

History courses or seminars (15 cr.):

Department offerings as approved by the faculty adviser, of which 9 cr. must be in one of the fields listed above, and 6 cr. must be in courses on the 500-level

HIST 599 Thesis

#### Plan B (30 cr. including comprehensive examination)

General Education (3 cr.):

Elective other than History as approved by the faculty adviser

Professional Education (6 cr.):

EDF 500 Contemporary Educational Issues

Elective as approved by the adviser

History courses or seminars (18 cr.):

Department offerings as approved by the faculty adviser of which 9 cr. must be in one of the fields listed above, and 6 cr. must be in courses on the 500-level

HIST 598 Research in History

#### Plan C (36 cr., including HIST 593)

General Education (3 cr.):

Electives other than History as approved by the adviser

Professional Education (6 cr.):

EDF 500 Contemporary Education Issues

Elective as approved by the adviser

History courses or seminars (21 cr.):  
Department offerings as approved by the  
faculty adviser of which 12 cr. must be  
in one of the fields listed above includ-  
ing 6 cr. in courses on the 500-level

HIST 593 Directed Study in History  
HIST 598 Research in History

### MASTER OF SCIENCE IN HISTORY (Certified Elementary Teachers)

Students in this specialization are required  
to follow Plan C which requires 36 credits  
including HIST 593 and HIST 598.

General Education (3 cr.):  
Electives, other than History, as approved  
by the faculty adviser

Professional Education (6 cr.):  
EDF 500 Contemporary Educational  
Issues  
Elective as approved by the adviser

History courses (21 cr.):  
In undergraduate and graduate work, com-  
bined, the candidate must have com-  
pleted at least 33 cr. in History, of  
which at least 21 cr. are for graduate  
credit; undergraduate credit must  
include 6 cr. in European or World  
History, and 6 cr. in United States His-  
tory. Of the graduate cr. at least 6 cr.  
must be in a one-year sequence of  
courses.

HIST 598 Research in History  
HIST 593 Directed Study in History

### CERTIFICATION

The Department of History in cooperation  
with the School of Education and Profes-  
sional Studies offers courses of study lead-  
ing to secondary teacher certification in  
History and in History and Social Studies.  
Information about current Connecticut  
teacher certification requirements may be  
obtained from the Office of the Dean,  
School of Education and Professional  
Studies.

### POST-MASTER'S STUDY

Individually designed 30-credit programs  
of post-master's study are available for  
qualified students.

## INDUSTRIAL TECHNICAL MANAGEMENT

### Faculty

William Davison (Industrial Technology  
Chair, Copernicus 236), John Larkin  
(MSIT Director for the School of Technol-  
ogy), Andrew Baron, James DeLaura,  
Edward Maydock, Paul Resetarits, Robert  
Thompson, Karen Tracey, Peter Vernesoni  
(Dept. phone: 832-1830)

### Overview

The Department of Industrial Technology  
offers the Master of Science in Industrial  
Technical Management (MSITM). The  
MSITM degree is designed to meet the  
needs of technically oriented supervisors  
and middle managers in business and  
industry, providing knowledge in monitor-  
ing, surveying, inspecting, and supervising  
aspects of a workplace. The program  
draws upon faculty in the Schools of Tech-  
nology, Business, and Arts and Sciences,  
and the expertise of the business and  
industrial communities.

### Program

The Master of Science in Industrial Tech-  
nical Management is a 36-cr. Plan B pro-  
gram which includes a required 15-credit  
core of courses, and a specialization of 21  
credits of restricted and directed electives.  
The student must pass a comprehensive  
examination.

### Technical Prerequisites

It is expected that MSITM students pos-  
sess technical prerequisites for their  
planned programs of study. Students who  
do not meet the necessary requirements  
are expected to complete any prerequisites  
before enrolling in courses. Also, students  
with a non-technical undergraduate degree  
are required to successfully complete the  
following courses before acceptance into  
the program:

TC 113	Introduction to Information Processing
TC 114	Introduction to Energy Processing
TC 118	Introduction to Materials Processing

MSITM Required Core (15 cr.):  
BUS 500 The Role of Management in  
Contemporary Society  
IT 502 Human Relations and Behav-  
ior in Complex Organizations  
BUS 510 Accounting and Control  
(Prereq.: Principles of  
Accounting)  
COMM 503 Research Methods in  
Communication  
IT 500 Industrial Applications of  
Computers

MSITM Restricted Electives (6 cr. from  
the following):

IT 510	Industrial Planning and Control
IT 564	Total Quality Systems II (Prereq.: IT 464 or permission of instructor)
BUS 571	International Marketing
COMM 502	Theories of Communication and Information Management
COMM 562	Communication and High Speed Management

MSITM Directed Electives (15 cr.):  
Electives at the 400- and 500-level  
approved by the faculty adviser.

## INTERNATIONAL AND AREA STUDIES

### Faculty

International Studies Curriculum Coordi-  
nator: Timothy Rickard (832-2790)

**African Studies:** Gloria Emeagwali  
(Coordinator, History Dept.), Gabriel  
Alungbe, Ali Antar, Haines Brown, Wal-  
ton Brown-Foster, Tennyson Darko, Ghas-  
san El-Eid, Parker English, Sheri  
Fafunwa-Ndibe, Eddie Joyce, Peter  
LeMaire, Andrew Moemeka, Segun  
Odesina, Peter Osei, Warren Perry, Evelyn  
Newman-Phillips (Phone: 832-2815)

**East Asian Studies:** Marie Guarino  
(Coordinator, History Dept.), Yanan Ju,  
Ki-Hoon Kim, Cheng Sing Lien, Joseph  
McKeon, Paul Petterson, Nanjundiah  
Sadanand, Xiaoping Shen, Shizuko  
Tomoda, Shou-san Wang (Phone: 832-  
2813)



**European Union/West European Studies:** Marie-Claire Rohinsky (Coordinator, Modern Languages Dept.), Stuart Barnett, George Claffey, Douglas Engwall, William Ferguson, Karen Franz, Roger Klinkenborg, Maria Passaro, Paul Petterson, Donald Pomerantz, Paul Resetarits, Timothy Rickard, Donald Sanford, Ronald Todd, Martha Wallach (Phone: 832-2889)

**Latin American Studies:** James N. Snaden (Coordinator, Geography Dept.), Walton Brown-Foster, George Claffey, Gail Cueto, Francisco Donis, Ronald Fernandez, Frank Gagliardi, Antonio Garcia-Lozado, Seraphin Mendez-Mendez, George B. Miller, Thomas Mione, Alfred C. Richard (Phone: 832-2799)

**Middle Eastern Studies:** Ali Antar (Coordinator, Physics and Earth Sciences Dept.), Fatemah Abdollahzadeh, Anthony Cannella, Ghassan El-Eid, Gloria Emeagwali, Norton Mezvinsky, Anastasios Papanathanasis (Phone: 832-2932)

**Slavic/East European Studies:** Paul Karpuk (Coordinator, Modern Languages Dept.), Gavro Altman, Jay Bergman, Stanislaus Blejwas, Tad Foster, David Kideckel, Brian Sommers (Phone: 832-2883)

## Overview

A multidisciplinary program leading to the Master of Science in International Studies, for students who wish either to study a specific area of the world, such as Africa, East Asia, Latin America, the Middle East, Western Europe or Eastern Europe, or to develop a program with a global, theoretical or conceptual perspective, is offered through the International and Area Studies Committee.

## Program

30 or 33 cr. in International Studies (Plan A, Plan B or Plan C) as follows.

Common Core (12 cr.):

IS 570 Modern World Issues

IS 571 International Diversity and Integration

IS 572 Global Economic Integration

COMM 543 Intercultural Communication

Specialization (15 cr.):

Approved courses in one of African Studies, East Asian Studies, European Com-

munity/West European Studies, Latin American Studies, Middle Eastern Studies or Slavic/East European Studies; or approved courses to constitute a cohesive specialization with a global, theoretical or conceptual perspective.

Research and Capstone Requirements (3 or 6 cr.):

Plan A: IS 598 Research in International Studies and IS 599 Thesis

or

Plan B: IS 598 Research in International Studies and comprehensive exam

or

Plan C: IS 598 Research in International Studies and IS 595 Special Project

## Language Requirement

The program also *requires* competency in a language appropriate to the specialization. This requirement may be fulfilled either by an examination verifying mid-competency level in each of reading, writing, speaking and understanding or by successful completion of the equivalent 18 undergraduate credits.

Note: Provisionally certified teachers choosing this master of science degree program are also expected to complete EDF 500 and 522.

## Advisers

Initially, on acceptance to the program, students are assigned to the International Studies Curriculum Coordinator for advice. As soon as possible students will be assigned an adviser appropriate to their regional or thematic specialization. This adviser will normally serve as the faculty member supervising the advisee's IS 598 course and thesis, special project or comprehensive examination.

# INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION

## Faculty

Contact George F. Claffey (Graduate Business Program Director, Maria Sanford 102, 832-3210) for further information.

## Mission Statement

The general mission of the School of Business is to provide an academic environment that empowers students to learn effectively and think critically within the global marketplace.

## Overview

The International Master of Business Administration (IMBA) is a professional degree providing a broad-based education for people who aspire to be leaders in the global arenas of business. This program provides academic rigor and pragmatic relevance, affording the opportunity to explore theory and practice and to develop a global perspective. It is designed to provide knowledgeable, ethical, and socially responsive leadership in the global marketplace. Graduates become ambassadors to the world, knowledgeable and understanding of world cultures, ideas and people.

Candidates for the International Master of Business Administration complete 33 credits of graduate course work. The program includes a 12 credit International Core, a Concentration of 12 credits and an Integrative Experience of 9 credits. Prerequisite course work in financial/managerial accounting, micro/macroeconomics, managerial finance, management organization and theory, fundamentals of marketing, and statistics/probability may be waived based on prior education. Applicants are expected to have completed the equivalent of a second course in a foreign language either as part of their undergraduate program or before program completion.

The International Core consists of course work in international accounting, international financial management, international management and international marketing.

## Admissions Requirements

An additional application is required for the IMBA program. Applications are available in the School of Business Offices and the Graduate Office.

IMBA program applicants must meet general admission and academic requirements as described by the Graduate School and the School of Business. Academic evaluation for admission to the program is based primarily on the applicant's undergraduate record and the score on the Graduate Management Admissions Test (GMAT). Information about the GMAT

may be obtained on campus in the Career Services Office, Student Development Center in Willard Hall.

Program applicants must also submit an essay stating how acceptance into the program relates to the applicant's career objectives. Upon entering the program, applicants must have word processing and spreadsheet computer proficiency.

The program is designed for part-time or full-time study.

## Programs

### Prerequisite Undergraduate Core

May be waived based on prior education

Financial/Managerial Accounting  
Principles of Economics (macro/micro)  
Managerial Finance  
Management and Organization Theory  
Fundamentals of Marketing  
Statistics/Probability

### International Core Courses

A common core of 12 cr.:

BUS 531 Accounting Information in a  
Global Environment  
BUS 541 International Financial  
Management  
BUS 551 Management for Global  
Operations  
BUS 571 Market Planning for a  
Global Environment

### Concentration

12 cr. of approved graduate course work selected in consultation with adviser based on student interests and qualifications

### Directed Electives

6 cr. of approved graduate course work selected in consultation with adviser

### Integrative Experience

All students must successfully complete an integrative experience.

BUS 591 Global Strategy

# MATHEMATICAL SCIENCES

## Faculty

William Driscoll (Chair, Marcus White 110), Stephen Bacon, Yuanqian Chen, Penelope Coe, Timothy Craine, Robert Crouse, Philip Halloran, Dix Kelly, Stephen Lewis, Jeffrey McGowan, Juan

Melin, Daniel Miller, George B. Miller, Narasimhachari Padma, Melvin Pronga, David Smith, Victor Sung, Matthew Swinick, Frances Van Dyke, Charles Waiveris (Dept. phone: 832-2835)

## Department Overview

The Department of Mathematical Sciences offers programs leading to the Master of Science and Master of Arts degrees. Master of Arts candidates may specialize in Mathematics, Computer Science, Statistics, Actuarial Mathematics or Operations Research. Master of Science candidates may pursue a program for certified elementary or secondary school teachers. Students may also enroll in a program leading to certification to teach mathematics at the secondary level.

## Programs

### MASTER OF SCIENCE IN MATHEMATICS FOR CERTIFIED ELEMENTARY SCHOOL TEACHERS

(Plan A, B and C are offered as options.)

General Education (3–9 cr.):  
Elective(s) as approved by faculty adviser

Professional Education (6–9 cr.):  
EDF 500 Contemporary Educational  
Issues

Education elective(s) as approved by  
faculty adviser

Mathematics Specialization (12–18 cr.,  
including at least 6 cr. of 500-level  
courses):

Department offerings from the following:  
MATH 404, 431, 441, 442, 446, 449,  
505, 531, 532, 580, STAT 453

Research (3–6 cr.):  
MATH 598 and/or Thesis, MATH 599

**Plan A** (30 cr.) includes Research in Mathematics, MATH 598 (3 cr.) and Thesis, MATH 599 (3 cr.); or Thesis, MATH 599 (6 cr.) and 12–15 cr. in courses in the Mathematics Specialization.

**Plan B** (30 cr.) includes Research in Mathematics, MATH 598 (3 cr.); 12–18 cr. in courses in the Mathematics Specialization and a Comprehensive Examination.

**Plan C** (33 cr.) has the same General Education, Professional Education and Mathematics Specialization requirements as Plan

B, except that in place of the Comprehensive Examination, the student must complete an additional 3 cr. course, MATH 590, Special Project in Mathematics.

### MASTER OF SCIENCE IN MATHEMATICS FOR CERTIFIED SECONDARY SCHOOL TEACHERS

(Plans A, B and C are offered as options)

General Education (0–9 cr.):  
Elective(s) as approved by faculty  
adviser\*

Professional Education (6–9 cr.):  
EDF 500 Contemporary Educational  
Issues

Education elective(s) as approved by faculty  
adviser

Mathematics Major (15 cr. including at  
least 6 cr. of 500-level courses):  
Department offerings chosen from four of  
the following five groups:

Group I (Algebra): MATH 466, 469, 473,  
515, 516

Group II (Geometry and Topology):  
MATH 483, 525

Group III (Analysis): MATH 463, 486,  
491, 495, 520

Group IV (Applied and Computer):  
MATH 471, 472, 477, 478, 479 and  
CS 407, 410, 450, 460, 462, 463, 464,  
465, 473, 481, 485, 490, 498

Group V (General): MATH 404, 421, 431,  
468, 511, 540, 543, 580 and STAT 453,  
475

Research (3–6 cr.):  
MATH 598 and/or Thesis, MATH 599

**Plan A** (30 cr.) includes Research in Mathematics 598 (3 cr.) and Thesis 599 (3 cr.); or Thesis 599 (6 cr.) and 12–18 cr. in courses in the Mathematics Major.

**Plan B** (30 cr.) includes Research in Mathematics 598 (3 cr.); 12–21 cr. in courses in the Mathematics Major and a Comprehensive Examination.

**Plan C** (33 cr.) has the same General Education, Professional Education and Mathematics Specialization requirements as Plan B, except that in place of the Comprehensive Examination, the student must complete an additional 3 credit course, MATH 590, Special Project in Mathematics.

\*The CS courses in Group IV may be applied to the General Education area.

Note: Once a graduate student has elected one of the three plans (A, B or C), any change to one of the other two plans must be made prior to the completion of 21 graduate cr. and requires the approval of the student's graduate adviser and the graduate dean.

### MASTER OF ARTS IN MATHEMATICS

This program is designed for those students who wish to expand their knowledge of mathematics beyond the level of undergraduate study, either as preparation for advanced graduate study or to increase their knowledge of mathematics for teaching, or to combine a knowledge of higher mathematics with related mathematical sciences and computer science for a career in industry.

Applicants to the Master of Arts program are expected to have completed the equivalent of MATH 122, 221, 222, 228 and 366 in addition to any necessary prerequisites for courses required in the planned program of study.

#### M.A. Program in Mathematics (30 cr.)

Requirements (18 cr.):

- MATH 483 General Topology\*\*
- MATH 486 Complex Variables\*\*
- MATH 515 Abstract Algebra I
- MATH 516 Abstract Algebra II
- MATH 495 Principles of Analysis I\*\*
- MATH 520 Principles of Analysis II

Electives as approved by faculty adviser (12-21 cr.)

Comprehensive Examination

#### M.A. Program in Mathematics with Specialization in Computer Science (30 cr.)

The student will choose a specialization in Computer Programming Techniques and Numerical Methods or Computer Systems and Software Engineering. The student and faculty adviser will work out an appropriate plan of study within the framework of the following requirements.

Requirements:

Basic Mathematics Courses (12 cr.) —

- Three (3) of MATH 495, 515, 516 and 520; and one (1) of MATH 483\*\*, 486 and STAT 451.

Electives appropriate to the area of specialization as approved by the faculty adviser (18 cr.)

Comprehensive Examination

\*\*A student may be exempted from MATH 483 and/or MATH 486 and/or MATH 495 if he/she has taken an equivalent course as an undergraduate. In such cases, the required course will be replaced by an appropriate department offering.

#### M.A. Program in Mathematics with Specialization in Statistics, Actuarial Mathematics or Operations Research (Plans A, B and C are offered as options.)

The student will choose a specialization in one of the following areas of mathematical science: Statistics, Actuarial Mathematics or Operations Research. Applicants are expected to have completed the equivalent of MATH 122, 221, 222, 228 and 366 in addition to any necessary prerequisites for courses required in their planned program of study. The student and faculty adviser will then work out an appropriate plan of study within the framework of the following requirements.

#### Requirements

One of the following two-semester sequences (6 cr.):

Statistics Specialization: STAT 467 and 475

Actuarial Specialization: ACTL 444 and 480

Operations Research Specialization: STAT 451 and MATH 470

Three courses chosen from the courses listed above or the following (9 cr.): MATH 477, 495, 520, 473

Electives appropriate to the area of specialization (12–15 cr.)

**Plan A:** Thesis, MATH 599 (6 cr.) with 27 cr. of course work

**Plan B:** Comprehensive Exam with 30 cr. of course work

**Plan C:** Special Project, MATH 590 (3 cr.) with 30 cr. of course work

## MODERN LANGUAGES

### Faculty

Richard Picerno (Chair, Davidson 212), Louis Auld, Gloria Caliendo, Edward Force, Antonio Garcia-Lozada, Paul Karpuk, Roger Klinkenborg, Cheng Sing Lien, Maria Passaro, Carmela Pesca-Cupolo, Donald Pomerantz, Marie-Claire Rohinsky, Samuel Schulman, Stephen Smith, Shizuko Tomoda, Lilián Uribe, Martha Wallach (Dept. phone: 832-2875)

### Department Overview

The Modern Languages Department offers Master of Science and Master of Arts degree programs for teachers and other qualified persons wishing to pursue language and literature work on the graduate level. Its offerings are also available to non-degree candidates possessing the prerequisites for any given course. In cooperation with the English Department, a program preparing Teachers of English as a Second Language (TESOL) is also available.

Students who specialize in a modern language will develop with their adviser a program of study which takes into consideration their educational background and degree of competency in the language.

Students interested in a program leading to certification to teach language in the elementary and secondary schools should consult the Office of the Dean of Education and Professional Studies.

Information about the MLA Foreign Language Proficiency Tests may be obtained from the Modern Languages Department and the Educational Testing Service, Princeton, New Jersey 08540.

### Graduate Certification in French, German, Italian and Spanish

Students seeking certification to teach foreign language must:

- have all transcripts evaluated by the Modern Languages Department;
- complete the equivalent of an undergraduate major (36 credits). Students with insufficient undergraduate preparation must make up deficiencies;
- take at least two courses at the graduate level;

- have an oral interview with a department member to assess oral competency.

## Programs

### MASTER OF SCIENCE IN SPANISH FOR CERTIFIED TEACHERS

Elementary or secondary school teachers electing a specialization in Spanish are expected to have a baccalaureate degree, with at least 24 credits of the language in college or equivalent preparation, before being admitted to this program.

Before admission to candidacy for the degree, the student must demonstrate competence in listening comprehension, speaking, reading, and writing in the chosen language.

#### Plan A (30 cr. including thesis)

Professional Education (6–9 cr.):

EDF 500 Contemporary Educational Issues

Additional course(s) as approved by the faculty adviser

Spanish Concentration (15–18 cr.):

Department offerings as approved by adviser

Research (6 cr.):

Spanish 598 and 599 (Thesis)

#### Plan B (30 cr. and comprehensive examination)

Professional Education (6–9 cr.):

EDF 500 Contemporary Educational Issues

Additional course(s) as approved by the faculty adviser

Spanish Specialization (18–21 cr.):

Departmental offerings as approved by adviser

Research (3 cr.):

Spanish 598 Research in Spanish

### MASTER OF SCIENCE WITH CONCENTRATION IN TESOL (Teaching English to Speakers of Other Languages)

The Modern Languages Department offers the M.S. Program with concentration in TESOL in conjunction with the English Department. A full listing of the program requirements can be found under the English Department offerings.

### MASTER OF ARTS IN MODERN LANGUAGE

Applicants for this degree program should have a baccalaureate degree with a minimum of 24 cr. preparation in each language in which graduate work will be undertaken. Only French or Spanish may be chosen as the language of specialization. With approval of the adviser, candidates with sufficient background in a second language may be permitted to include appropriate courses in this language in their program. Certified teachers whose oral and proficiency skills are of sufficient caliber may include up to 6 cr. in professional education in their program.

Before being admitted to candidacy, the candidate must demonstrate graduate-level competency in speaking, listening comprehension, reading and writing in each language to be included in the program.

30 cr. in a Planned Program of study including:

Specialization (12–15 cr.):

Courses in language, philosophy, and professional education as approved by adviser

Cognate (12–15 cr.):

Courses in literature and culture as approved by adviser

Research/Capstone: (3–6 cr.)

Research (FR 598 or SPAN 598) and **Plan A:** Thesis (FR 599 or SPAN 599) or **Plan B:** Comprehensive examination

Note: Plan A — 30 cr. including Thesis; Plan B — 30 cr. including comprehensive examination

## MUSIC

### Faculty

Sharon Davis (Chair, Welte 124), Henley Denmead, Linda Laurent, Pamela Perry, Scott Plugge, Julie Ribchinsky, Gerard Rosa, James Shugert (Dept. phone: 832-2912)

### Department Overview

The Music Department offers a variety of programs in music education for the graduate student by qualified faculty of diverse training and expertise. In addition to the

faculty listed above the department has an outstanding part-time faculty of professional musicians, many from the Hartford and New Haven symphonies, who teach applied music and related subjects.

Programs of study in music education include an M.S. degree, certification program, and the post-master's planned program.

## Programs

### MASTER OF SCIENCE IN MUSIC EDUCATION

The M.S. in Music Education is designed to provide the certified music teacher with professional training beyond the baccalaureate degree in music history/theory, performance and music education. Entrance examinations in musicianship and music education are required for acceptance. The student in the M.S. in Music Education program may select Plan A (33 cr. including a thesis), Plan B (30 cr. and comprehensive examinations), or Plan C (33 cr. including a culminating project.)

### Requirements

General Education (0–6 cr.):

Elected with adviser's approval

Professional Education (3–9 cr.):

EDF 500 Contemporary Education Issues

Up to 6 additional cr. may be elected with adviser's approval.

Music (15–27 cr.):

MUS 470 Music Structure and Style

MUS 509 Perspectives in Music History

MUS 504 Principles and Foundations of Music Education

MUS 510 Current Issues in Music Education

MUS 598 Research in Music

Up to 12 cr. of adviser-approved electives in music and music education

Culminating Projects (0–3 cr.):

Plan A: MUS 599 Thesis

Plan B: Comprehensive Exam

Plan C: MUS 500 Project in Music or MUS 597 Recital

### CERTIFICATION IN MUSIC EDUCATION

A student who holds a bachelor's degree but who is not certified in music education may apply for acceptance into the graduate certification program. Upon satisfactory

completion of a musicianship exam and audition, the student will consult with the Music Department chair in order to establish a planned program for certification. Course work used to gain certification may not be used toward a graduate degree program. Students must meet all requirements for admission to the Professional Program in the School of Education and Professional Studies. For information on admission to the Professional Program, see the Education section on page 31.

### POST-MASTER'S STUDY IN MUSIC EDUCATION

Music educators with a master's degree may apply for acceptance into post-master's study. Upon satisfactory completion of a musicianship exam, students will be assigned an adviser to assist designing a 30-credit planned program.

## NATURAL SCIENCES

### Faculty

Faculties of the departments of Chemistry and Physics and Earth Sciences (Dept. phone: 832-2930)

### Program

Core Requirements:  
SCI 500 Science and the Citizen  
Either Track I or Track II

#### Track I

Specialization (12–24 cr.):  
Courses in either Chemistry or Earth Sciences or Physics as approved by adviser

#### Cognate (0–12 cr.):

Courses in a related field or fields as approved by adviser

#### Research/Capstone (3–9 cr.):

Research (CHEM 598 Research in Chemistry, ESCI 598 Research in Earth Sciences or PHYS 598 Research in Physics) and/or Thesis (CHEM 599, PHYS 599 or ESCI 599)

#### Track II

General Education (0–9 cr.):  
Electives other than science as approved by adviser

Professional Education (6–9 cr.):  
EDF 500 Contemporary Education  
Issues

Electives as approved by adviser

Specialization (15–21 cr.):  
Science courses as approved by adviser

Research (3–6 cr.):  
SCI 598 Research in Science  
Education

Plan C: SCI 595 Special Project in Science  
Education

Plan A: SCI 599 Thesis

Note:

Plan A: 30 cr., including 3–6 credits of  
Thesis

Plan B: 30 cr. and a comprehensive exam

Plan C: 33 cr., including SCI 595

## NURSING

The Department of Nursing does not offer a graduate program at the present time. Courses numbered 400 or higher which are offered by the Department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.

## PHILOSOPHY

The Department of Philosophy does not offer a graduate program at the present time. Courses numbered 400 or higher which are offered by the Department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.

## PHYSICAL EDUCATION AND HEALTH FITNESS

### Faculty

Jack Olcott (Chair, Kaiser 114), Antone Capitaio, Ann Craven, Catherine Fellows, Frank Frangione, David Harackiewicz,

Victoria Morley, Susan Smith, Robert Trichka, John Webster, Julian Wojtusik (Dept. phone: 832-2155)

### Department Overview

The Department of Physical Education and Health Fitness Studies offers courses leading to a Master of Science Degree in Physical Education for certified teachers and professionals in allied fields of exercise science, health fitness and athletic training. Also available is course work leading to Connecticut teacher certification in physical education.

### Programs

The graduate program of Physical Education is designed to: (1) increase the competency of teachers of physical education and (2) provide valuable subject matter for professionals in exercise science and health fitness.

An undergraduate program in physical education from an accredited institution of higher education is preferred for admission to the master's degree program. This undergraduate program should be the equivalent of the undergraduate program at CCSU.

### MASTER OF SCIENCE IN PHYSICAL EDUCATION

Two plans are offered in Physical Education: Plan A includes a thesis; Plan B includes a written comprehensive examination. Both plans require at least 30 credits of graduate study.

MS students complete courses in four areas: General Education (3-6 credits of courses other than Education or Physical Education as approved by the faculty adviser); Professional Education (3-6 cr. of Education courses other than Physical Education as approved by the faculty adviser, including EDF 500, Contemporary Educational Issues); Specialization (15-18 cr. of department offerings as approved by the faculty adviser); and Research including PE 598, Research in Physical Education as a requirement for all plans, and for Plan A only, PE 599, Thesis in Physical Education.

### POST-BACCALAUREATE PROGRAM FOR CERTIFICATION IN PHYSICAL EDUCATION

Students who already hold a bachelor's degree may pursue teacher certification in Physical Education through our post-bac-

calaureate program. This program prepares students for NK-12 teacher certification and does not result in a master's degree. For information on admission to this program, see the Education section on page 31.

#### POST-MASTER'S STUDY

A 30-credit planned program of post-master's study is available for the professional physical educator who wishes to expand or update knowledge of physical education and the related fields of exercise science and health fitness.

## PHYSICS AND EARTH SCIENCES

### Faculty

Steven B. Newman (Chair, Copernicus 509), Ali Antar, Charles Baskerville, Sandra Burns, Celia Chung Chow, Charles Dimmick, George Geyer, Kristine Larsen, Peter LeMaire, Thomas Roman, Nanjundiah Sadanand, Richard Salamon, Luisito Tongson (Dept. phone: 832-2930)

### Department Overview

Located in Copernicus Hall, the facilities of the Physics and Earth Sciences Department include numerous introductory and intermediate/advanced laboratories as well as two teaching laboratories, an observatory containing a 16-inch telescope, a 100-seat planetarium, and a 400-kv Van de Graaff linear accelerator. The fully equipped weather center includes a National Weather Service Facsimile System, Internet capability, two rooftop satellite data retrieval systems and a fully operational color Doppler weather radar monitoring system.

In addition to teaching, the faculty pursue many areas of interest including atomic collisions; solid state; general relativity, astrophysics; ground water pollution; public planetarium productions; lunar, planetary and deep sky observing; weather forecasting and analysis, and climatology of thunderstorm and hurricane activity in Connecticut; science education, particle physics, applied holography, and general relativity. Wherever possible, students enrolled in programs are encouraged to join with the faculty in their ongoing studies in these and other areas.

The Department offers a Master of Science in Natural Sciences. For details of the program, see the Natural Sciences major on page 42 of this catalog.

## POLITICAL SCIENCE

The Department of Political Science does not offer a graduate program, but an agreement between the University of Connecticut and Central Connecticut State University makes it possible for qualified undergraduate students at CCSU to enroll in up to four graduate-level courses in UConn's M.P.A. program and later apply these credits toward the M.P.A. Part-time students who have a bachelor's degree may take up to three courses at the graduate level before applying for the M.P.A. program. UConn M.P.A. students may take approved courses at CCSU's campus. There is some exchange of faculty between the two schools. Questions about the specifics of the cooperative program should be addressed to the M.P.A. director at UConn or to the chair of the Political Science Department at CCSU.

CCSU courses that have been approved for credit toward the M.P.A. are the following:

PS 446	The Budgetary Process
PS 447	Administrative Law
PS 448	The Politics of Human Services

Outside of the M.P.A. program, courses numbered 400 or higher which are offered by the department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.

## PSYCHOLOGY

### Faculty

Marc Goldstein (Chair, Marcus White 212), Carol Shaw Austad, Laura Bowman, Adolfo Chavarro, Paul Chu, Francisco Donis, Douglas Engwall, Robert Fitzsimmons, Carol Ford, Gloria Hampl, Steven Horowitz, Laura Levine, Lauren Perdue, Robert Stowe, Suad Vaillant, Bradley Waite (Dept. phone: 832-3100)

### Department Overview

The Department of Psychology offers the Master of Arts in Psychology with options for a General Psychology program or a specialization in Community Psychology. The specialization in Community Psychology emphasizes primary prevention. The department also offers courses to meet general elective requirements of graduate students in other disciplines, and courses for liberal arts graduates who are preparing for teacher certification.

Each student in the M. A. program will be assigned a graduate adviser who will assist the student in developing an approved program.

### Programs

#### MASTER OF ARTS IN PSYCHOLOGY

The M.A. program in Psychology can be designed to prepare students for a career in the field of human services or as preparation for further graduate study. The current program requires 36 credits of course work including a thesis. A common core of 18 cr. is required for all students. Students also must elect either the General Psychology program option or the specialization in Community Psychology.

The General Psychology program is planned with the assistance of a graduate adviser.

The focus of the specialization in Community Psychology is on primary prevention, where students are trained to be active practitioners in the prevention field. The specialization is designed to be taken sequentially in six semesters. Both the General Psychology and the Community Psychology options are primarily intended for part-time students.

The Psychology Department may be contacted for full information concerning these programs. For admission, a B.A. degree with a minimum of 18 cr. in psychology or sociology is preferred; courses in statistics and research methods are required. A minimum undergraduate grade point average of 2.75 and three letters of recommendation are required.

The Psychology Department is planning for the addition of course work in clinical/community psychology in the near future. Students interested in these clinical courses should contact the department chairperson for details.

**MA Program (36 s. h., including thesis)**

Common Core for all M.A. students  
(18 cr.):

- PSY 512 Seminar in Developmental Psychology  
 PSY 545 Introduction to Clinical Psychology  
 PSY 550 Introduction to Community Psychology  
 PSY 596 Psychological Research: Design and Analysis I  
 PSY 597 Psychological Research: Design and Analysis II  
 PSY 599 Thesis

**General Psychology Program (36 cr.)**

Common Core (18 cr.)

Directed electives as approved by  
adviser (18 cr.)

**Specialization in Community Psychology (36 cr.)**

Common Core (18 cr.)

- PSY 551 Primary Prevention  
 PSY 553 Developing Prevention Programs  
 PSY 554 Managing Prevention Programs  
 PSY 595 Internship in Prevention Applications

Directed electives as approved by  
adviser (6 cr.)

## READING AND LANGUAGE ARTS

**Faculty**

Barry Davies (Chair, Barnard 245), Helen Abadiano, Gail Cueto (joint appointment), Catherine Kurkjian, David Monti, Patty Lynn O'Brien, Diane Truscott (Dept. phone: 832-2175)

**Department Overview**

The Department of Reading and Language Arts offers a Master of Science degree program and a sixth-year certificate. Master of Science degree and sixth-year certificate programs include courses leading to certification that enable the student to obtain knowledge of the reading process and to develop knowledge and skills in the developmental, clinical and administrative aspects of teaching reading and teaching language arts. The Master of Science degree and sixth-year programs without certification include courses structured to

equip the student with the knowledge of procedures and materials to enhance the teaching of reading and the teaching of language arts in regular classrooms.

**Programs****MASTER OF SCIENCE DEGREE PROGRAMS IN READING**

A student admitted to any program offered by the Department of Reading and Language Arts must meet as early as possible with the assigned adviser to complete a Planned Program of Graduate Study. The sample programs below are recommended only. The official Planned Program of Graduate Study is designed by the student and the adviser.

**Admission:** The Department of Reading and Language Arts follows the admission guidelines established by the Graduate School. The requirements for formal admission to the Master of Science degree program in Reading and Language Arts are explained in the department admissions packet distributed by the Graduate Office at the time of application. These requirements include the following: a) letters of recommendation; b) application essay, c) department interview; d) certification and experience qualifications.

**Planned Program of Graduate Study:** Following admission, students must meet with their assigned adviser to complete a planned program of graduate study.

**Degree Candidacy:** Students must meet with their adviser following completion of nine graduate credits in order to make application for degree candidacy. For certification program applicants degree candidacy and formal admission must be completed before registering for the first course in the clinical sequence (RDG 594).

**Clinical Experience:** Students registering for the clinical experience (RDG 596) must make formal application to the Department of Reading and Language Arts. Application forms are available from the department.

**MASTER OF SCIENCE IN READING —CERTIFICATION PROGRAM**

The Master of Science in Reading degree is designed to increase knowledge and to improve skills of teachers in the area of reading. Also, the program includes courses which will enable students to develop those skills in the corrective and

remedial processes of reading and language arts necessary for certification by the state of Connecticut as a remedial reading and language arts teacher. The student's planned program of study is developed by the student and the adviser. This program may fulfill or partially fulfill state of Connecticut certification requirements. The student's Planned Program of Graduate Study should include the following.

Research (3–6 cr.):

Plan A (30 cr.): ED 599 Thesis

Plan B (30 cr.): ED 598 Research in

Education and comprehensive exam

Professional Education (3–6 cr.):

EDF 500 Contemporary Educational Issues

Reading Specialization (18–24 cr.):

RDG 585 Reading in Content Areas

RDG 589 Creative Language Arts

RDG 590 Current Trends in Developmental Reading K-12

Clinical Sequence:

RDG 594 Diagnosis of Reading and Language Arts Difficulties

RDG 595 Remedial and Corrective Techniques in Reading and Language Arts

RDG 596 Clinical Practices in Reading and Language Arts

**MASTER OF SCIENCE IN READING — NON-CERTIFICATION PROGRAM**

Students not interested in pursuing certification as a remedial reading and remedial language arts teacher may design a Planned Program of Graduate Study with an adviser leading to a master's degree with a concentrate in reading. A Reading-Math concentrate is also available.

The Master of Science in Reading degree non-certification program is designed to increase the knowledge and improve the skills of classroom teachers in the area of reading and language arts. The program will assist the student to become a more effective teacher in the areas of reading, writing, listening and speaking. Also, the program may include courses related to literature for children and the teaching of mathematics. The student's Planned Program of Graduate Study should include the following.

Research (3–6 cr.):  
 Plan A (30 cr.): ED 599 Thesis  
 Plan B (30 cr.): ED 598 Research in Education and comprehensive exam

Professional Education (3–6 cr.):  
 EDF 500 Contemporary Educational Issues

Area of Specialization (18–24 cr.):

Reading and Language Arts Concentrate:  
 RDG 585 Reading in Content Areas  
 RDG 591 Developmental Reading in Primary Grades  
 or  
 RDG 592 Developmental Reading in Intermediate Grades  
 RDG 588 Teaching Children's Literature  
 RDG 589 Creative Language Arts  
 RDG 598 Seminar in Reading Research  
 Electives in Reading and Language Arts

Reading-Math Concentrate: Selected courses from the following (minimum of 9 cr. in reading and 9 cr. in Mathematics):

RDG 585 Reading in Content Areas  
 RDG 591 Developmental Reading in Primary Grades  
 or  
 RDG 592 Developmental Reading in Intermediate Grades  
 RDG 589 Creative Language Arts  
 RDG 598 Seminar in Reading Research  
 MATH 431 Techniques in Diagnosis and Remediation for the Teaching of Mathematics — K-12  
 MATH 531 Basic Concepts of Elementary School Mathematics I  
 MATH 532 Basic Concepts of Elementary School Mathematics II  
 MATH 580 Directed Study in Mathematics

### SIXTH YEAR CERTIFICATE

The Sixth Year Certificate in Reading program leads to the award of the professional certificate. This program may include course work required for endorsement as a Reading and Language Arts Consultant in the state of Connecticut. The certification-track program provides opportunities for the student to examine reading and language arts from a perspective beyond classroom teaching. The student's Planned Program of Graduate Study is developed by the student and the adviser.

**Admission:** The Department of Reading and Language Arts has established

requirements for admission to the sixth-year certificate program. Those requirements are explained in the department admissions packet distributed by the Graduate School.

**Planned Program of Graduate Study:** Following admission, students must meet with their assigned adviser to complete a planned program of graduate study.

**Degree Candidacy:** Students should meet with their adviser following the completion of nine credits of the Planned Program of Graduate Study to apply for degree candidacy.

**Clinical/Research Experience:** Students registering for the Practicum (RDG 696) and the research seminar (RDG 698) must make formal application to the Department of Reading and Language Arts. Application forms are available from the department.

**Program Requirements:** Course requirements will be based on the student's needs in terms of fulfilling professional and personal goals. A minimum of 15 credits of 600-level courses are required in both the certification track and the non-certification track programs for the certificate:

#### Reading/Language Arts Consultant Certification Track

Research/Practicum (6 cr.):  
 RDG 696 Practicum for Reading and Language Arts Consultant  
 RDG 698 Research Seminar

Related Area of Study (6 cr.)

Area of Specialization (15–18 cr.):

RDG 588 Teaching Children's Literature  
 RDG 692 Specialized Diagnosis and Remedial Techniques  
 RDG 694 Organization, Administration and Supervision of Reading and Language Arts Programs  
 Reading and Language Arts Electives

Electives (0–3 cr.)

#### Non-Certification Track

Research (3 cr.):  
 RDG 698 Research Seminar

Related Area of Study (6 cr.)

Area of Specialization (15–18 cr.):  
 RDG 680 Current Trends and Issues in Reading and Language Arts

Electives (3–6 cr.)

## SCIENCE AND SCIENCE EDUCATION

### Faculty

Richard Salamon (Area Coordinator, Physics and Earth Sciences Dept., Copernicus 530), Sandra Burns (Dept. phone: 832-2930)

### Overview

Science and Science Education are inter-departmental programs for certified teachers and prospective teachers in elementary and secondary schools. Science courses may also be applied to meet the general education requirements of other MS degree programs.

### Programs

Programs are designed for elementary teachers or secondary school science teachers who wish to specialize in science education. Each planned program is developed on an individual basis according to goals identified by the student and the adviser.

### MASTER OF SCIENCE IN NATURAL SCIENCE FOR CERTIFIED ELEMENTARY AND SECONDARY SCHOOL TEACHERS

General Education (up to 9 s. h.)  
 Electives other than science as approved by adviser

Professional Education (6–9 s. h.):  
 EDF 500 Contemporary Educational Issues

Education elective(s) as approved by adviser

Science (15–21 s. h.):  
 Department offerings as approved by adviser

SCI 500 Science and the Citizen



Research (3–6 s. h.):

SCI 598 Research in Science Education

SCI 595 Special Project (for Plan C)

SCI 599 Thesis (for Plan A)

**Plan A:** 30 credits, including thesis

**Plan B:** 30 credits and comprehensive exam

**Plan C:** 33 credits, including SCI 595

### POST-MASTER'S STUDY

Thirty-credit planned programs of post-master's study are available for elementary teachers and secondary school science teachers.

## SOCIAL SCIENCE

### Faculty

David Gerwin (Coordinator, History Dept., phone: 832-2808)

### Overview

The Social Science programs are based upon the prerequisite of an undergraduate major in the social sciences, one of the social science disciplines, or the equivalent. The graduate student who lacks this prerequisite may be required to complete additional undergraduate courses.

The Master of Science in Social Science is designed for teachers desiring to specialize in teaching social studies, including history. The areas included are Economics, Geography, History, Political Science and Sociology-Anthropology. In recommending a program of study, the student's adviser will consider the student's undergraduate record and individual interests.

### Programs

#### MASTER OF SCIENCE IN SOCIAL SCIENCE FOR CERTIFIED ELEMENTARY SCHOOL TEACHERS

General Education (3–9 cr.):

Electives other than social science approved by adviser

Professional Education (6–9 cr.):

EDF 500 Contemporary Educational Issues

Elective(s) as approved by the adviser

Specialization (12–18 cr.):

Social science courses approved by adviser. Concentration to be selected in consultation with adviser.

Research/Special Project (6 cr.):

GEOG 598, HIST 598 or ED 598

HIST 593, Special Project

#### MASTER OF SCIENCE IN SOCIAL SCIENCE FOR CERTIFIED SECONDARY SCHOOL TEACHERS

General Education (3 cr.):

Elective approved by adviser

Professional Education (6 cr.):

EDF 500 Contemporary Educational Issues

Elective approved by adviser

Social Science Major (21 cr.):

Social sciences courses approved by adviser, distributed among not fewer than two nor more than three disciplines, with a minimum of 6 cr. in each of two disciplines. Six credits must be in courses at the 500 level.

Research/Special Project (6 cr.):

GEOG 598, HIST 598, or ED 598

HIST 593 Special Project

Note: All MS in Social Science programs require 36 credits, including a special project (HIST 593).

## SPECIAL EDUCATION

### Faculty

Virginia Dethy (Chair, Barnard 223), Helen Apthorp, William Fischer, Matthew Guarino, Michael Williams (joint appointment), Audrey Wolcott (Dept. phone: 832-2400)

### Department Overview

The Department of Special Education offers programs leading to either a Master of Science degree or certification in Special Education.

The master's program is open to both regular and special educators. Students holding certificates in areas other than special education take introductory course work in specific areas of exceptionality

and more advanced course work covering a wide range of topics relevant to special education. Students having initial or provisional certification in special education take course work designed to broaden and/or deepen their knowledge of the field.

A separate, non-degree program is available for graduate students who are interested in obtaining certification in comprehensive special education. The certificate includes the areas of learning disabilities, emotional disturbance, mental retardation and physical disabilities.

### Programs

#### MASTER OF SCIENCE PROGRAM FOR STUDENTS WITH CERTIFICATION IN SPECIAL EDUCATION

General Education (3 cr.):

Elective

Professional Education (6 cr.):

EDF 500 Contemporary Educational Issues

SPED 566 Pupil Personnel Services in Special Education

Specialization (12–18 cr.):

SPED 577 Integrative Seminar

Electives — Students usually take 15 cr. of advanced-level course work in special education. Up to 6 cr. of related course work from other departments may be included at the adviser's discretion.

Research (3–6 cr.):

ED 598 Research in Education (Required for Plan A and B)

ED 599 Thesis Research (Required for Plan A only)

#### MASTER OF SCIENCE PROGRAM FOR STUDENTS WITH CERTIFICATION IN OTHER AREAS OF EDUCATION

Professional Education (12 cr.):

EDF 500 Contemporary Educational Issues

ED 598 Research in Education

SPED 566 Pupil Personnel Services in Special Education

SPED 577 Integrative Seminar

Specialization (15 cr.):

Choose at least 6 credits from:

SPED 480 Characteristics and Education of the Emotionally Disturbed

- SPED 481 Characteristics and Education of the Learning Disabled  
 SPED 482 Characteristics and Education of the Mentally Retarded

Choose at least 9 credits from:

- SPED 506 Foundations of Language for the Exceptional Child  
 SPED 510 Inclusive Education  
 SPED 530 The Family, the School and the Handicapped Child  
 SPED 536 Introduction to the Autistic Child  
 SPED 578 The Juvenile Offender as an Exceptional Learner  
 SPED 580 The Special Education Teacher as Consultant  
 SPED 590 Early Intervention for Infants, Toddlers and Preschoolers with Special Needs

Elective (3 cr.):

Students choose an additional course with their adviser to complete 30 credits.

Note: Completion of this degree does not provide certification in special education

### POST-BACCALAUREATE PROGRAM FOR CERTIFICATION IN SPECIAL EDUCATION

Students who already hold a bachelor's degree may pursue teacher certification in Special Education through our post-baccalaureate program. This program prepares students for NK-12 teacher certification and does not result in a master's degree. For information on admission to this program, see the Education section on page 31.

### CERTIFICATION REQUIREMENTS

Professional Requirements (9 cr.):

30 hours of verified field experience with regular education students; 10 hours of verified field experience with exceptional learners.

- SPED 315 Introduction to Educating Learners with Exceptionalities  
 RDG 315 Introduction to Literacy  
 One of the following:  
 MATH 113 Number Systems  
 MATH 213 Logic and Geometry  
 MATH 303 Learning and Curriculum Studies in Mathematics  
 RDG 592 Developmental Reading in Intermediate Grades  
 RDG 440 Literacy in the Secondary School

- RDG 593 Developmental Reading in Secondary Schools

Specialization Requirements (36 cr.):

- SPED 480 Characteristics and Education of the Emotionally Disturbed  
 SPED 481 Characteristics and Education of the Learning Disabled  
 SPED 482 Characteristics and Education of the Mentally Retarded  
 SPED 483 Applied Behavioral Analysis in Education Settings  
 SPED 484 Educational Assessment of the Exceptional Learner, I  
 SPED 485 Educational Assessment of the Exceptional Learner, II  
 SPED 486 Methods and Materials for the Exceptional Learner  
 SPED 487 Program Planning and Curriculum for the Exceptional Learner  
 SPED 488 Practicum with Exceptional Learners, I  
 SPED 489 Practicum with Exceptional Learners, II

Notes:

1. It is the student's responsibility to consult the adviser on a regular basis since program policies and procedures are subject to change.
2. Students must be sure to consider prerequisite requirements before registering for courses. Numerical listing does not necessarily indicate correct sequence.
3. In addition to maintaining a 3.0 overall average, students must maintain a B- (2.7) average in special education courses to be recommended for certification.
4. Admission to the professional program is a prerequisite for SPED 483-SPED 489.

## TEACHER EDUCATION

### Faculty

Paulette Lemma (Chair, Barnard 277), Elizabeth Aaronsohn, Thomas Andrews, Gail Cueto, Wade Devlin-Scherer, Margaret Ferrara, Maxine Howell, Eddie Joyce, Lawrence Klein, Charlotte Koskoff, Daniel Mulcahy, Karen Riem, Susan Seider, Carole Shmurak, Claudia Shuster (Dept. phone: 832-2415)

### Department Overview

The Department of Teacher Education is committed to the initial preparation and continuing professional education of those involved in early childhood, elementary, middle level and secondary education. Accordingly, the department offers programs leading to a Master of Science degree in the following areas: Early Childhood Education, Educational Foundations, Elementary Education and Secondary Education. The Department of Teacher Education also has a Master of Science program in Pedagogy and Leadership offered jointly with the Department of Educational Leadership. The Department offers Post-Baccalaureate Teaching Certificate programs in elementary, middle level and secondary education that are both part-time and full-time, and a 30-credit planned program of post-master's study in early childhood and elementary education.

### Programs

#### MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Coordinator: Susan Seider

This program is designed for early childhood educators wishing to pursue graduate study which extends their knowledge of the theory and practice of early childhood education. The program consists of a number of core requirements, directed electives, and the opportunity to develop research skills in the field.

The student's planned program of graduate study must include the following:

Core Requirements:

- EDEC 550 Communication and the Young Child  
 EDEC 551 Programs and Curriculum in Early Childhood Education I  
 EDEC 552 Programs and Curriculum in Early Childhood Education II  
 EDEC 553 Family, School, and Community Partnerships in Early Childhood Education  
 EDEC 554 Observation and Assessment in Early Childhood Education

Directed Electives (9 cr.):

As approved by adviser

History, Philosophy and Sociology of Education (3 cr. chosen from the following):

- EDF 500 Contemporary Educational Issues
- EDF 516 School and Society
- EDF 520 Seminar in Philosophy of Education
- EDF 521 History of Educational Ideas
- EDF 525 History of American Education
- EDF 583 Sociological Foundations of Education

Multicultural/International Perspectives on Education (3 cr. chosen from the following):

- EDEL 509 Education and Development of Cultural Understanding
- EDEL 531 Education in the Inner City
- EDF 522 Comparative Education
- EDF 530 Multicultural Education

Research:

- ED 598 Research in Education

Note:

- Plan A — 33 cr., including 3–6 cr. of Thesis (replaces 3–6 cr. of electives)
- Plan B — 33 cr. including comprehensive examination
- Plan C — 33 cr. including Action Research Project (EDEL 591 and 592 which replace 6 cr. of electives)

**MASTER OF SCIENCE IN EDUCATIONAL FOUNDATIONS/SECONDARY EDUCATION**

Coordinators: Lawrence Klein, Margaret Ferrara

This program is designed to offer teachers and other educators the opportunity to pursue graduate studies in the foundations of education or a combination of foundations and secondary education. There are, accordingly, two strands from which a choice is made. **Strand 1** is centered on the theme of policy studies in American education. **Strand 2** employs an approach to the study of curriculum and instruction in secondary education which integrates both theory and practice.

**Strand 1: Concentration in Educational Foundations and Policy Studies**

Core (15 cr.):

- EDF 500 Contemporary Educational Issues
- EDF 521 History of Educational Ideas

- EDF 522 Comparative Education
- EDF 525 History of American Education
- EDF 538 The Politics of Education

Electives (9–12 cr.):

- EDF 516 School and Society
- EDF 583 Sociological Foundations of Education
- EDF 597 Supervised Readings in History & Philosophy of Education

or  
other electives as approved by adviser

Research (3–6 cr.):

- Plan A: ED 598 Research in Education and ED 599 Thesis
- or
- Plan B: ED 598 Research in Education and comprehensive exam

**Strand 2: Concentration in Secondary Curriculum, Foundational and Instructional Issues**

Core (18 cr.):

- EDSC 505 Innovations in Secondary Education
- EDSC 556 Instructional Theory and Practice
- EDSC 586 Advanced Seminar in Secondary Education
- EDF 500 Contemporary Educational Issues
- EDF 524 Foundations of Contemporary Theories of Curriculum

One of the following:

- EDF 522 Comparative Education
- EDF 525 History of American Education
- EDF 538 The Politics of Education

Electives (6–9 cr.):

- ED 511 Curriculum Development
- ED 517 Evaluation

or  
other electives as approved by adviser

Research (3–6 cr.):

- Plan A: ED 598 Research in Education and ED 599 Thesis
- or
- Plan B: ED 598 Research in Education and comprehensive exam

**MASTER OF SCIENCE IN ELEMENTARY EDUCATION**

Coordinator: Susan Seider

This program is designed for elementary education teachers wishing to pursue graduate study which extends their knowledge of the theory and practice of elementary education. The program consists of a number of professional courses, core requirements, directed electives, and the opportunity to develop research skills in the field.

Core Courses (12 cr.):

- EDEL 529 Analysis of Teaching
- EDEL 508 Curriculum in the Elementary School

and  
Choice of one of the following courses providing a multicultural/international perspective of education:

- EDF 530 Multicultural Education
- EDEL 531 Education in the Inner City
- EDF 522 Comparative Education
- EDEL 480 Bilingual Education, Program Design, Curriculum Methods and Materials
- HUM 490 People and Cultures of Other Lands
- ML 510 Bilingual-Bicultural Education
- EDEL 509 Education and the Development of Cultural Understanding

and  
One subject matter methods course from among appropriate offerings in reading, language arts, children's literature, math, science, social studies, art, music and educational technology.

Professional Education Courses (9 cr.):

- ED 517 Evaluation
- ED 598 Research in Education
- Choice of one course from the following courses in history, philosophy or sociology of education as approved by the graduate adviser:
- EDF 500 Contemporary Educational Issues
- EDF 516 School and Society
- EDF 520 Seminar in Philosophy of Education
- EDF 521 History of Educational Ideas
- EDF 525 History of American Education
- EDF 583 Sociological Foundations of Education

Electives (9 cr., of which 6 cr. must be in courses offered through the Department of Teacher Education.)

Note: A maximum of 6 cr. in 400-level courses may be taken with the approval of the graduate adviser.

Students choose a capstone requirement:  
Plan A: Thesis (ED 599 in lieu of one or two electives)

Plan B: Comprehensive Examination

Plan C: Action Research (EDEL 591, 592 which replace 6 cr. of electives)

### Post-Master's Study

A 30-credit planned program of post-master's study is available in Elementary Education and Early Childhood Education.

Programs are planned with a faculty adviser on an individual basis to meet the professional development aspirations of the student.

### POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAMS

Students who already hold a bachelor's degree may pursue teacher certification through our post-baccalaureate programs. These programs prepare students for teacher certification and do not result in a master's degree. Students can seek certification in the following fields.

- Elementary Education
- Middle Level Education
- Secondary Education in the following subjects: Biology, Business, Chemistry, Earth Sciences, English, French, General Science, German, History, Italian, Mathematics, Physics, Social Science and Spanish
- NK-12 Education in the following subjects: Art, Music, TESOL, Special Education, Technology Education

Information on admission to the post-baccalaureate programs can be found in the Education section on page 31.

Students have options of varying lengths to complete their certification program of study. They are as follows.

**Option 1:** This option involves part- or full-time study extended over a number of years in any certification field. Each student will, together with an advisor, put together a "planned program of study" which would satisfy all certification requirements. Each "planned program" is individualized, based on the student's pre-

vious college course work and state certification requirements.

**Option 2:** This is a full-time, summer through summer (4 semester) option in either elementary education or elementary education with an urban strand, or middle level education. Students in these programs take courses and field experiences in a cohort group and in a specific sequence that begins in one summer and concludes in the following summer. Credits earned may be used towards a master's degree.\* An additional admissions process is required by the Department of Teacher Education. Students seeking admission to one of the Option 2 programs should submit their application to the School of Graduate Studies no later than February 1.

These programs are subject to State Department of Education and Department of Higher Education approval.

### SUMMER THROUGH SUMMER POST-BACCALAUREATE CERTIFICATION PROGRAM IN ELEMENTARY EDUCATION

51 cr., 21 of which are applicable to a Master of Science in Elementary Education

First Summer (10 cr.):

- EDTE 510 Methods of Inquiry into Pedagogy and Leadership in Diverse Communities (field experience required)\*
- RDG 315 Introduction to Literacy
- MATH 531 Basic Concepts of Elementary School Mathematics\*
- ED 430 Seminar in Leadership and Learning Communities\*

Fall (16 cr.):

- EDTE 315 Principles of Learning (field experience required)
- SPED 315 Introduction to Educating Learners with Exceptionalities
- RDG 412 Literacy in the Elementary School
- SCI 412 Learning and Curriculum Studies in Science
- EDT 490 Instructional Computing
- ED 430 Seminar in Leadership and Learning Communities\*

Spring(13 cr.):

- EDEL 430 Elementary Education Student Teaching

- ED 430 Seminar in Leadership and Learning Communities\*
- EDEL 422 Elementary Education General Methods

Second Summer (12 cr.):

- EDF 415 Educational Foundations
- FA 490 Integrating the Fine Arts for the Young Learner\*
- ED 545 Integration of Methods of Research and Assessment\*

### SUMMER THROUGH SUMMER POST-BACCALAUREATE CERTIFICATION PROGRAM IN MIDDLE LEVEL EDUCATION

52 cr., 18 of which are applicable to a Master of Science in Education

First Summer (10 cr.):

- EDTE 510 Methods of Inquiry into Pedagogy and Leadership in Diverse Communities (field experience required)\*
- RDG 315 Introduction to Literacy
- EDM 414 Overview of Middle Level Programs and Practices
- ED 430 Seminar in Leadership and Learning Communities\*

Fall (17 cr.):

- EDTE 315 Principles of Learning (field experience required)
- SPED 315 Introduction to Educating Learners with Exceptionalities
- RDG 414 Literacy Across the Middle Level Curriculum
- Content Area Methods Course (depending on subject matter area)
- EDT 490 Instructional Computing
- ED 430 Seminar in Leadership and Learning Communities\*

Spring (13 cr.)

- EDM 430 Middle Level Student Teaching
- ED 430 Seminar in Leadership and Learning Communities\*
- EDM 424 Methods for Middle Level Teaching

Second Summer (12 cr.):

- EDF 415 Educational Foundations
- ED 545 Integration of Methods of Research and Assessment\*

**SUMMER THROUGH SUMMER  
POST-BACCALAUREATE  
CERTIFICATION PROGRAM IN  
ELEMENTARY EDUCATION:  
URBAN STRAND**

49 cr., 16–19 of which are applicable to a Master of Science in Education

This program targets teaching in urban settings and is planned to respond to the presence of a highly diverse multicultural society and to issues and challenges of equity and diversity. Teacher candidates in the urban program have the added option of completing a cross endorsement in bilingual education. The urban strand elementary education program has requirements and experiences that distinguish it from other programs.

First Summer (12 cr.):

First Half

EDTE 510 Methods of Inquiry into Pedagogy and Leadership in Diverse Learning Communities (required field experience)\*

EDF 510 The Social, Cultural and Political Context of Urban Schools\*

Second Half

EDT 210 Introduction to Educational Technology

RDG 315 Introduction to Literacy

EDTE 420 Field Experience Practicum

ED 530 Advanced Seminar in Leadership & Learning Communities\*

Fall (16 cr.):

EDTE 315 Principles of Learning  
SPED 315 Introduction to Educating Learners with Exceptionalities

MATH 412 Elementary and Middle Level Mathematical Models

SCI 412 Learning and Curriculum Studies in Science

RDG 586 Literacy Instruction for Diverse Populations\*

ED 530 Advanced Seminar in Leadership & Learning Communities\*

Spring (14 cr.):

EDT 415 Developing Instructional Materials

EDEL 422 Elementary Education

General Methods

EDEL 430 Elementary Education Student Teaching

ED 530 Advanced Seminar in Leadership & Learning Communities\*

Second Summer (10 cr.):

EDF 400 Philosophy of Education

or

EDF 415 Educational Foundations

or

EDF 500 Contemporary Educational Issues\*

ED 530 Advanced Seminar in Leadership & Learning Communities\*

Graduate course in Anthropology, Psychology, Sociology, Educational Leadership, Reading & Language Arts or Teacher Education that focuses on diverse cultures or inner cities (approval of adviser required)

Bilingual Education or Graduate Course Elective (optional)

\* Indicates course that carries graduate credit toward a Master's of Science Degree in Education.

**CROSS-ENDORSEMENT CERTIFICATION PROGRAMS**

Students who already have earned an initial certificate may choose a program leading to a cross endorsement in elementary or middle level education. These are full-time, year-long, field-intensive programs which include a school-based internship. Students take courses and field experiences in a cohort group in consecutive summer, fall and spring semesters, and in a specific sequence. Students in these programs earn credits toward a Master of Science degree in Pedagogy and Leadership. An additional admissions process is required by the Department of Teacher Education.

These programs are subject to State Department of Education and Department of Higher Education approval. Cross endorsements are reviewed and authorized only by the Bureau of Certification and Professional Development through official, individual transcript evaluations. The programs of study are as follows.

**CROSS-ENDORSEMENT  
CERTIFICATION PROGRAM IN  
ELEMENTARY EDUCATION**

(34 cr., 23 of which are applicable to a Master's of Science in Education)

Summer (3 cr.):

MATH 531 Basic Concepts of Elementary School Mathematics\*

Fall (14 cr.):

ED 530 Advanced Seminar in Leadership and Learning Communities\*

EDTE 530 Internship in Pedagogy and Leadership I\*

RDG 412 Literacy in the Elementary School

SCI 412 Learning and Curriculum Studies in Science

FA 412 Fine Arts Across the Curriculum

EDEL 422 Elementary Education General Methods

Spring (17 cr.):

ED 530 Advanced Seminar in Leadership and Learning Communities\*

EDTE 531 Internship in Pedagogy and Leadership II\*

ED 545 Integration of Methods of Research and Assessment\*

ED 535 Integrating Curriculum Development with Educational Technology\*

Note: It is recommended that students take 3 credits or more of content area methods course in the summer session, prior to the fall semester.

**CROSS-ENDORSEMENT  
CERTIFICATION PROGRAM IN  
MIDDLE LEVEL EDUCATION**

(34 cr., 23 of which are applicable to a Master's of Science in Education)

Summer (3 cr.):

Content Area Methods Course (depending on subject matter area)

Fall (14 cr.):

ED 530 Advanced Seminar in Leadership and Learning Communities\*

EDTE 530 Internship in Pedagogy and Leadership I\*

RDG 414 Literacy Across the Middle Level Curriculum

- EDM 414 Overview of Middle Level Programs and Practices  
EDM 424 Methods for Middle Level Teaching

Spring (17 cr.):

- ED 530 Advanced Seminar in Leadership and Learning Communities\*  
EDTE 531 Internship in Pedagogy and Leadership II\*  
ED 545 Integration of Methods of Research and Assessment\*  
ED 535 Integrating Curriculum Development with Educational Technology\*

Note: It is recommended that students take 3 credits or more of content area methods course in the summer session, prior to the fall semester.

### MASTER OF SCIENCE PROGRAM IN PEDAGOGY AND LEADERSHIP (34 cr. — Plan C)

Students wishing to complete the Master's of Pedagogy and Leadership need to begin by completing a cross endorsement course of study in either elementary or middle level education. During the cross endorsement program students take 18 cr. toward the master's.

Core (18 cr.):

- EDTE 530 Internship in Pedagogy and Leadership I  
ED 530 Advanced Seminar in Leadership and Learning Communities (1 cr. taken 2 times)  
ED 535 Integrating Curriculum Development with Educational Technology  
ED 545 Integration of Methods of Research and Assessment

Capstone (4 cr.):

- EDTE 531 Internship in Pedagogy and Leadership II

To complete the master's students take 12 additional credits.

Directed Elective (3 cr.):

- EDF 500 Contemporary Educational Issues  
or  
EDF 516 School and Society

Specialization (9 cr.):

- Students select three courses for 9 cr. in one of six designated specializations.  
Diversity and Urban Issues: EDEL 509 and 531, EDF 522 and 530, EDL 555, RDG 586  
Leadership: ED 515, EDF 538, EDL 513, 514 and 555, EDSC 505  
Curriculum: ED 511, EDEL 508, EDF 524, EDSC 586, a content area course in language arts, math, science, social studies  
Pedagogical Studies: ED 540, EDEL 529 or EDSC 556, EDF 521 or 525  
Basic Literacy: RDG 585, 589 and RDG 590 or 591 or 592  
Clinical Literacy: RDG 590, 594 and 595

### DIVISION OF CLINICAL PRACTICES

#### Student Teaching

T. Andrews, Director

All students in elementary, middle level and secondary education programs who are seeking initial certification by the State of Connecticut are required to complete student teaching. Prospective student teachers must complete a student teaching application form which is available in the office of the Division of Clinical Practices. To student teach in the fall semester, applications must be submitted by March 1 in the preceding spring semester. Applications to student teach in the spring semester must be submitted by October 1 of the preceding fall semester. Students must include their letter of acceptance to the professional program of the School of Education and Professional Studies with their application for student teaching.

## TECHNOLOGY EDUCATION

### Faculty

W. Tad Foster (Chair, Copernicus 236), John Larkin (Graduate Coordinator), George Ku, Peter Rodrigues, William Tracey, Michael Williams (Dept. phone: 832-1850)

### Department Overview

The graduate programs in Technology Education are designed to meet the needs of teachers who have completed an under-

graduate program in technology education. However, individuals with technical or engineering degrees who are interested in teaching in higher education would benefit by completing a graduate degree in technology education. In addition, elementary educators interested in integrating educational disciplines (especially the integration of mathematics, science, technology and social science) would find a graduate degree in technology education very suitable. The programs provide a maximum amount of flexibility so students, in consultation with their adviser, may plan a program of study uniquely fitted to their needs.

The Department of Technology Education offers graduate programs in the following area.

### Master of Science in Technology Education

With the guidance of an adviser, students select from the following plans: Plan A (30 cr. including a thesis); Plan B (30 cr. and comprehensive examination), or Plan C (30 cr. including a special project).

### Post-Master's Study

The student must have an appropriate master's degree and consult with a TE graduate adviser to plan a program of advanced study.

### Teacher Certification

Provision is also made for college graduates who need a limited number of additional courses to meet certification requirements for teaching technology education in the schools of Connecticut. All students apply to the Graduate School. Once the student is accepted into the certification program, an adviser will be assigned who will assist in planning a program of graduate and undergraduate studies which incorporate certification requirements of the state of Connecticut.

### Programs

#### MASTER OF SCIENCE IN TECHNOLOGY EDUCATION

The program is a balance of liberal arts, research, and professional and technology education courses leading to a Master of Science in Technology Education degree. A minimum of 30 credits of study in approved graduate courses is required. The program is designed for flexibility in meeting the needs of the individual stu-

dents. Programs of study are individualized through electives and independent study.

The primary purpose of the program is to develop the personal competencies of technology education instructors so that they may successfully progress in their chosen field. Specifically, graduates of the program will:

- exhibit an acceptable degree of professional competencies and proficiency essential for meeting educational and social challenges
- update their technical competencies and understandings in their major area of concentration
- analyze and evaluate recent issues in their field, such as curriculum innovations and strategies for program improvement and/or implementation
- explain how the relationship between their field and the academic disciplines affects the development of their students
- identify and research problems in education and use the results for professional improvement
- further their interest in and potential for educational leadership or other service in or outside their area of concentration

Many of the graduate students pursuing a master's degree in Technology Education are employed as technology education instructors in secondary schools; instructors/supervisors in industry education programs; instructors in technical schools; instructors/supervisors in government agencies; and technology education instructors in overseas dependent schools.

Professional Education (6–9 cr.):

EDF 500 Contemporary Educational Issues

Electives as approved by the faculty

adviser — students may specialize in instruction, curriculum development, administration/supervision, special education, or research.

Technology Education offerings approved by adviser (12–21 cr.)

Research (3–6 cr.):

TE 598 Research in Occupational Education (required as part of first 12 cr. of the graduate program)

ED 599 Thesis (for Plan A)

TE 596 Special Project in Technology Education (for Plan C)

Comprehensive Examination (for Plan B)

### TECHNOLOGY EDUCATION CERTIFICATION PROGRAM FOR COLLEGE GRADUATES

This program provides certification courses for college graduates, regardless of major, to teach technology education. This program, comprised of technical and professional courses, is offered in the late afternoon and evenings. The number of courses required to complete the program is contingent upon each student's previous industrial experience and formal degree work.

This program provides a unique opportunity for individuals seeking a career change. A minimum undergraduate cumulative grade point average of 2.7 is required for admission to this program or any graduate program. For additional information please contact the Chair, Department of Technology Education.

## THEATRE

The Department of Theatre does not offer a graduate program at the present time. Courses numbered 400 or higher which are offered by the department and listed elsewhere in this catalog may be included on graduate planned programs if approved by the student's adviser and the graduate dean.





# COURSE DESCRIPTIONS

**Note:** Symbols referring to course cycling information are: F = Fall, S = Spring, SS = Summer Session, WS = Winter Session, IR = irregular, (o) = odd year, (e) = even year, no symbol = course offered both semesters of the academic year, [c] = computer-intensive course.

## ACCOUNTING

### AC 403 ESTATE TAXATION AND PROBATE ACCOUNTING 3

Prereq.: AC 401. A basic course in estate taxation and probate accounting. Area coverage includes post-mortem tax planning; examination of the U.S. estate and fiduciary tax returns, and probate accounting rules.

### AC 408 CONTEMPORARY ACCOUNTING PROBLEMS 3

Prereq.: Senior standing. Advanced topics in contemporary accounting theory. Integrated review for students majoring in accounting.

### AC 440 ACCOUNTING INFORMATION SYSTEMS 3

Prereq.: Senior standing. The role of accounting in the analysis, design, and implementation of effective information systems is stressed. Methods of collecting accounting data and communicating these data to aid management's planning and control functions are examined. Developing of internal controls for organizational systems is emphasized. [c]

## ACTUARIAL SCIENCE

### ACTL 400 REVIEW-SOA COURSE 100 2

Prereq.: MATH 222 and 228 (may be taken concurrently). Review and extension of the principles of calculus as related to the material on the Society of Actuaries (SOA) Course 100 Exam. S

### ACTL 410 REVIEW-SOA COURSE 110 2

Prereq.: STAT 416. Review and extension of the principles of probability and statistics as related to the material covered on the SOA Course 110 Exam. F

### ACTL 420 REVIEW-SOA COURSE 120 1

Prereq.: STAT 216 or 416. Review and extension of the principles of applied statistics as related to material covered on the SOA Course 120 Exam. S

### ACTL 430 REVIEW-SOA COURSE 130 1

Prereq.: MATH 470. Review and extension of the principles of operations research as related to material covered on the SOA Course 130 Exam. F(e)

### ACTL 435 REVIEW-SOA COURSE 135 1

Prereq.: MATH 477. Review and extension of the principles of numerical analysis as related to material covered on the SOA Course 135 Exam. S

### ACTL 440 REVIEW-SOA COURSE 140 1

Prereq.: MATH 335. Review and extension of the principles of theory of interest as related to material covered on the SOA Course 140 Exam. F(o)

### ACTL 444 ACTUARIAL MATHEMATICS TOPICS 3

Prereq.: STAT 315. Topics chosen from survival distributions and life tables, life insurance, life annuities, net premiums, premium reserves and multiple life functions. F

### ACTL 450 REVIEW-SOA COURSE 150 2

Prereq.: ACTL 444. Review and extension of the principles of Actuarial Mathematics as related to material covered on the SOA Course 150 Exam. S

### ACTL 480 TOPICS IN ACTUARIAL SCIENCE 1-3

Prereq.: Permission of instructor. Topics chosen from theory of interest, risk theory, demography and graduation. S

## ANTHROPOLOGY

### ANTH 417 CONNECTICUT INDIANS 3

A study of the Native American cultures of Connecticut, using archaeological and early ethnohistorical source materials. S(o)

### ANTH 422 NORTH AMERICAN INDIANS 3

Prereq.: ANTH 140 or 170 or 500. Traditional American Indian cultures and contemporary problems facing them. Stresses the evolution of distinct ways of life in North America and the position of Native Americans in the United States and Canada. F

### ANTH 424 PEOPLES AND CULTURES OF AFRICA 3

Samples the diversity of African peoples, their cultures and related social relations. Primary focus on colonial and contemporary life, African liberation movements, and the influence of global political economy on life in modern Africa. F(e)

### ANTH 426 PEOPLES AND CULTURES OF EASTERN EUROPE 3

A survey of culture in the nations of Eastern Europe concentrating on their contemporary aspects. S(e)

### ANTH 428 CULTURES OF LATIN AMERICA 3

Prereq.: ANTH 140 or 170 or SOC 110. Introduction to modern and tribal societies in Latin America. Objectives include tracing the historical roots of social and economic relations in Latin America today, and the diverse responses Latin Americans have made and are making to rapid social change. F

### ANTH 430 THEORIES OF CULTURE 3

Prereq.: ANTH 140 or 170 or permission of instructor. A historical survey of major schools of thought in socio-cultural anthropology. Includes critical analysis of Evolutionist, Historicist, Functionalist, Structuralist, Interpretive and Marxist explanations with focus on post-1960s period. F

### ANTH 433 INDEPENDENT STUDIES IN ANTHROPOLOGY 3

Prereq.: Senior standing and permission of department chair. Directed independent studies in anthropology. On demand.

### ANTH 440 THE SUPERNATURAL 3

A study of beliefs in gods and spirits, visions, rites relating to beings and powers of other realms, and the effects of religion, magic and witchcraft on human lives. Contrasts diverse forms of spirituality with varieties of naturalistic, materialistic and atheistic perspectives. F

### ANTH 445 FOLKLORE AND MYTH 3

The characteristics, meanings and functions of myths, legends, heroic epics, fairy tales, animal fables, proverbs, riddles, toasts, jokes and graffiti. From the folklorist and anthropological perspectives. S(o)

### ANTH 450 ARCHAEOLOGICAL FIELD SCHOOL 3-6

Provides instruction in survey techniques, mapping, scientific excavation, photographic and laboratory skills, and analysis. Field schools are operated in both historical and pre-historical archaeology. Enrollment is limited. Send letter of application to department. May be repeated. SS

### ANTH 465 THE EVOLUTION OF HUMAN BEHAVIOR 3

Prereq.: ANTH 160 or permission of instructor. Examination of human behavior from the perspective of ethology including behavioral responses to our unique cultural environments. S(e)

### ANTH 470 ANTHROPOLOGY AND MODERN WORLD ISSUES 3

Prereq.: ANTH 140 or SOC 110 or 111, or permission of instructor. Anthropological approaches to understanding and addressing contemporary world problems such as population, underdevelopment, ecological degradation, war and diplomacy, and cultural extinction. F(e)

- ANTH 475 TOPICS IN ANTHROPOLOGY** 3  
Examination of selected topics in Anthropology. IR
- ANTH 500 CULTURAL ANTHROPOLOGY** 3  
An introduction to anthropology with major emphasis on social and cultural anthropology. Open only to graduate students with no prior work in anthropology. IR
- ART**
- ART 408 THE ART OF GREECE IN THE BRONZE AGE** 3  
Prereq.: ART 110 or 112 or 113. Introduction to the art of Greece in the Bronze Age. The artistic and cultural development of mainland Greece, Crete, the Aegean Islands, and Western Asia Minor from the Paleolithic to the end of the Bronze Age. Emphasis on the art of flourishing Minoan and Mycenaean civilizations.
- ART 409 STUDIES IN ART HISTORY** 3  
Prereq.: ART 110 or 112 or 113. Selected topics in the history of art, announced each semester. Students may not take this course for credit under the same topic more than once.
- ART 410 GREEK ART** 3  
Prereq.: ART 110 or 112. Historical development of painting, sculpture and architecture from the Bronze Age through the Golden Age of Greece to the end of the Hellenistic Era. F
- ART 411 ROMAN ART** 3  
Prereq.: ART 110 or 112. Historical development of painting, sculpture and architecture from Romulus to Constantine. S
- ART 412 ORIENTAL ART** 3  
Historical development of visual arts of Far Eastern societies. Includes architecture, painting, sculpture and minor arts of China, India, Japan and Korea. IR
- ART 414 AMERICAN ART** 3  
Prereq.: ART 110,112 or 113. Historical development of painting, sculpture and architecture in America from the 17th century to the present.
- ART 415 THE AFRICAN DIASPORA** 3  
This course is designed to engage students in an investigation of the concepts and contributions of African-American artists. The focus is on individual research integrating art history, art criticism and art production with traditional and contemporary topics in fine arts.
- ART 416 MODERN ART** 3  
Prereq.: ART 110,112 or 113. Historical development of painting, sculpture and architecture from the late 19th century to the present.
- ART 418 RENAISSANCE ART** 3  
Prereq.: ART 110, 112 or 113. Historical development of European painting, sculpture and architecture from 1400 to 1600. IR
- ART 419 HISTORY OF DESIGN** 3  
Prereq.: ART 113. History and philosophy of design function and aesthetics. Topics include graphic design, industrial design and architectural design. S
- ART 420 ISSUES IN CONTEMPORARY AMERICAN ART** 3  
Prereq.: ART 110, 112 or 113. American Art post-World War II to the present with emphasis on topics such as post modernism, public sculpture, feminist art, multiculturalism and contemporary art criticism. Includes visits to Hartford and New York galleries. (o)
- ART 421 DESIGN-ADVERTISING I** 3  
Prereq.: ART 120 or 130 or 422. Selected topics in design and advertising, theory and practice. S
- ART 422 DESIGN-TWO- AND THREE-DIMENSIONAL** 3  
Prereq.: ART 120 or 124. Exploration of the principles of design in two and three dimensions. On demand.
- ART 424 ILLUSTRATION III** 3  
Prereq.: ART 324. Topics in the development of individual media techniques.
- ART 430 COLOR DRAWING** 3  
Prereq.: ART 230 or 252 or 431. Advanced course in drawing using a painterly approach. Strengthening of individual direction through an exploration of space composition, color and surface in a variety of color drawing mediums. F
- ART 431 LIFE DRAWING I** 3  
Prereq.: ART 130 or 435. A structural approach to drawing the nude and clothed model with focus on gesture, proportion, and the figure in the environment. Majors only.
- ART 432 LIFE DRAWING II** 3  
Prereq.: ART 431 or permission of department chair. Majors only.
- ART 435 ADVANCED DRAWING** 3  
Emphasis on development of an expressive use of line and value. Various materials used, including ink, pencil, conti crayon, chalk, wire, charcoal and others. Studio and seminar.
- ART 436 GRAPHIC DESIGN SKILLS III** 3  
Prereq.: ART 224 and 322 and Computer Graphic Proficiency Exam. Course acquaints the student with the skills of the graphic designer. Special attention is given to a variety of job-related techniques and the application of these skills in practical commercial design projects. F [c]
- ART 437 DESIGN INTERNSHIP** 3  
Prereq.: ART 436 or 502, portfolio and permission of instructor. Graduate students must complete ART 502. Internship with professional visual design organization. Studio experience preceding and classroom discussion following the internship. [c]
- ART 438 GRAPHIC DESIGN SKILLS IV** 3  
Prereq.: ART 436 and Computer Graphic Proficiency Exam. Topics in advanced typographic, symbolic, collateral, campaign, and package design theory and application. Emphasis on development of individual skills and techniques. Professional layout and comprehensive presentation technique stressed. S [c]
- ART 439 CENTRAL DESIGN** 3  
Prereq.: ART 322 and permission of instructor. Studio practice, design and production of printed materials. [c]
- ART 441 INTAGLIO II** 3  
Prereq.: ART 341 or permission of the instructor. Continuation of Intaglio I. S
- ART 442 DESIGN-ADVERTISING II** 3  
Prereq.: ART 421. Continuation of ART 421. IR
- ART 443 SILKSCREEN II** 3  
Prereq.: ART 343. Continuation of Silkscreen I. F
- ART 444 LITHOGRAPHY II** 3  
Prereq.: ART 344, graduate standing, or permission of department chair. Planographic painting techniques as a means of creative and artistic expression. S
- ART 447 PHOTOGRAPHY** 3  
Prereq.: ART 120 or 422. Exploration of photography techniques as they may be used for individual creative expression. A camera is required.

- ART 450 ADVANCED WATERCOLOR PAINTING AND RELATED MEDIA** 3  
Prereq.: ART 250 or 435. This course will explore various watercolor processes and effects unique to each, i.e.: tempera, aquarelle, water acrylics and colored inks. Historical and contemporary examples of watercolor techniques will be discussed.
- ART 452 ADVANCED PAINTING I** 3  
Prereq.: ART 230, 352 and/or 431. Exploration of varied qualities of painting media. Employment and discussion of techniques and styles used historically and today.
- ART 460 CERAMICS III** 3  
\*Prereq.: ART 360. Advanced clay and glaze techniques.
- ART 462 ADVANCED SCULPTURE I** 3  
Prereq.: ART 124, 362 or 422. Students pursue directed assignments in several sculptural areas. Past and present styles discussed. Studio and seminar.
- ART 464 DESIGN—HANDCRAFT MATERIALS AND TECHNIQUES II** 3  
Prereq.: ART 264, 422 or 435. Continuation of ART 264. Varied hand-crafts, materials and processes are explored as modes of artistic expression.
- ART 465 STUDIO TOPICS** 1-3  
Prereq.: To be stipulated at time of course offering. Selected topics in studio art, announced each semester. Students may not take this course for credit under the same topic more than once.
- ART 466 JEWELRY—DESIGN** 3  
\*Prereq.: Any one of ART 120 and 130. Course exploring the possibilities of materials and equipment in jewelry and metal work, with emphasis on design.
- ART 468 CERAMICS IV** 3  
Prereq.: ART 460. Thesis-clay and glaze design used to express a statement in form.
- ART 469 ADVANCED CERAMICS I** 3  
Prereq.: ART 468. Emphasis on skills in wheel use, glazing and firing techniques.
- ART 490 CURATORSHIP** 3  
Theory and practice in collection management, gallery and museum programming and exhibition design. On demand.
- ART 494 LOCATION STUDIES —ART** 3 or 6  
Direct contact with cultural resources internationally. Consideration of principles common to all arts and those unique to art and architecture. Field trips to exhibits, private collections, artist's ateliers, operas, and museums. Preparatory reading, discussion, critical analysis and concluding projects. SS
- ART 498 INDEPENDENT STUDY** 1-6  
Prereq.: Open to graduates students, seniors and advanced juniors in Art. Formal application to Art Department chair following procedure approved by Art Department faculty. Individually planned program of independent study in Art or Art Education for students who wish to pursue specialized areas not covered in regular course offering or to go beyond that provided for in the program. Must be requested three weeks before new semester.
- ART 499 COMPUTER APPLICATION FOR VISUAL DESIGN** 3  
Prereq.: ART 322 or permission of Visual Design Program Coordinator. Study of the relationship of computer application in contemporary graphic and visual design practice. Laboratory exploration of relevant software and its application in the field of visual design and planning. [c]
- ART 500 PROBLEMS IN ART EDUCATION** 3  
Prereq.: 9 credits of approved graduate study or approval of advisor. Required of all Art concentration and cross-certification graduate students. Designed to orient students to current issues surrounding the field of art education. The role of art teacher will be studied from the standpoint of professional growth,
- art organizations, administrative structures of schools and professional ethics. S
- ART 501 DESIGN THEORY I** 3  
Critical analysis of the purpose and evolution of graphic and visual design theory, integrity and visual language. Computer application to contemporary design problem solving. F [c]
- ART 502 DESIGN THEORY II** 3  
Prereq.: ART 501. Continuation of ART 501. S [c]
- ART 503 DESIGN PRACTICE I** 3  
Prereq.: ART 419 and 502. Applied design research and practice in graphic design advertising, information design, packaging, editorial design, and corporate and publicity design. Emphasis on creativity, practicality and computer/technical proficiency. F [c]
- ART 504 DESIGN PRACTICE II** 3  
Prereq.: ART 503. Continuation of ART 503. S [c]
- ART 540 PRINTMAKING II** 3  
Prereq.: ART 240. Continuation of ART 240. IR
- ART 550 ADVANCED PAINTING II** 3  
Prereq.: ART 450 or 452 or equivalent. For the advanced student who wishes to concentrate more deeply in one or two of the media or technique areas with the intention of developing personal expression.
- ART 551 ADVANCED PAINTING III** 3  
Prereq.: ART 550. Continuation of Art 550.
- ART 560 ADVANCED CERAMICS II** 3  
Prereq.: ART 469. Various types of firings. Advanced techniques leading to professional studio potter.
- ART 561 ADVANCED CERAMICS III** 3  
Prereq.: ART 560. Using self-designed clay and glaze to make a mini solo exhibition.
- ART 562 ADVANCED SCULPTURE II** 3  
Prereq.: ART 462 or equivalent. In-depth exploration of one or possibly two sculptural processes to be announced. IR
- ART 563 ADVANCED SCULPTURE III** 3  
Prereq.: ART 562. Continuation of ART 562. IR
- ART 564 ADVANCED CRAFTS DESIGN I** 3  
Prereq.: ART 263, 264 or 464 and 422. For the graduate student with background experience in design and materials. Emphasis on individual selection and development of craft processes in one or possibly two areas. IR
- ART 566 JEWELRY—DESIGN II** 3  
Prereq.: ART 466. Continuation and extension of Art 466. IR
- ART 576 INDEPENDENT STUDY IN ART AND/OR ART EDUCATION** 1-6  
Prereq.: Department chair's approval, and a minimum of 6 credits in the area selected for independent study. Maximum credits in any one studio area or in art education research is 12. Maximum credits permitted during one semester is 6. Course is only for advanced graduate students who have shown evidence of ability to complete satisfactorily graduate work in art or art education. The student does independent studio or research work of advanced nature and works with an assigned adviser for criticism.
- ART 597 EXHIBITION RESEARCH (PLAN C)** 3  
Prereq.: 21 credits of approved graduate study or recommendation of student's graduate adviser. Student is expected to carry on research related to exhibition topic. Credit will be granted when the student's art exhibition is accepted by the exhibition committee.

**ART 598 RESEARCH IN ART EDUCATION** 3  
Prereq.: 9 credits of approved graduate study or recommendation of student's adviser. Designed to familiarize student with techniques and resources associated with research in the field of specialization. Opportunity for practical application will be provided. F

**ART 599 THESIS (PLAN A)** 3  
Prereq.: 21 credits of approved graduate study or recommendation of student's graduate adviser. Preparation of the thesis under the supervision of the thesis adviser.

## BIOLOGY

**BIO 400 SEMINAR IN BIOLOGY** 1  
Seminar course open to senior biology majors and to graduate students with permission of the department chair. Through individual readings, discussions and presentations, students will study contemporary topics in biology.

**BIO 405 ECOLOGY** 4  
Prereq.: Two organismic courses. Relation of plants and animals to their environment in both terrestrial and aquatic communities. Physical and biotic factors as they affect populations dynamics are considered. Three lectures and a three-hour laboratory per week. F [c]

**BIO 410 ECOLOGICAL PHYSIOLOGY** 4  
Prereq.: BIO 122 and 221 or 222 and CHEM 450-451 or 311. A phylogenetic study of physiology in which the diversity of physiological adaptations for various habitats is stressed. Three lectures and one 3 hour laboratory per week. F(e)

**BIO 411 CELLULAR PHYSIOLOGY AND METABOLISM** 4  
Prereq.: BIO 122, CHEM 450-451 or 312. Cellular environment, some of the homeostatic mechanisms whereby the cell maintains a steady state. Structure of a cell in terms of its chemical composition and physicochemical and functional organization and certain aspects of cellular metabolism: permeability, respiration and energy metabolism, synthesis, and growth and differentiation. Specialized cellular functions such as excitation and contraction. Three lectures and one three-hour laboratory per week. [c]

**BIO 412 HUMAN PHYSIOLOGY** 3  
Prereq.: BIO 122 or equivalent, CHEM 450 and 451 or 311 or permission of instructor. Study of the human body and its reactions to internal and external environmental changes. Physiology of the musculoskeletal, nervous, circulation, respiration, excretion and endocrine systems is considered. Integrative mechanisms of the systems are emphasized. F [c]

**BIO 413 HUMAN PHYSIOLOGY LABORATORY** 1  
Prereq. or Coreq.: BIO 412. Laboratory course to accompany BIO 412. One three-hour laboratory per week. F

**BIO 416 IMMUNOLOGY** 3  
Prereq.: Junior standing and permission of instructor. Introduction to the structure of the immune system, the immunoglobulins, antigen-antibody interactions, infection immunity, lymphocytes, histocompatibility and genetic regulation. S

**BIO 417 IMMUNOLOGY LABORATORY** 1  
Prereq. or Coreq.: BIO 416. Introduction to the anatomy and histology of the immune system and an introduction to some immuno-chemical and immunodiagnostic laboratory techniques involving the principles of precipitation, agglutination and immunoelectrophoresis. One three-hour laboratory per week. S

**BIO 418 HUMAN ANATOMY, PHYSIOLOGY, PATHOPHYSIOLOGY** 6  
Prereq.: BIO 122 or equivalent, CHEM 450-451 or 311, or permission of instructor. For students in anesthesia and health sciences, others require permission of anesthesia program coordinator. Functional anatomy, physiology and pathophysiology of man. A review of cell physiology is followed by in-

depth analysis of muscular, circulatory, nervous, respiratory, excretory and endocrine systems with special applications to the health sciences. No credit to Biology majors who have received credit for BIO 412 or 318. SS

**BIO 420 ORNITHOLOGY** 4  
Prereq.: BIO 122 or permission of instructor. Life histories, physical and physiological adaptations, evolution, ecology and behavior of birds. Laboratories will include field identification and other behavioral and ecological research techniques. Three hours of lecture and one three-hour field or laboratory period per week. S(e)

**BIO 425 AQUATIC PLANT BIOLOGY** 4  
Prereq.: BIO 121 or equivalent. Ecology and classification of microalgae, macroalgae, and vascular plants from marine, estuarine, and freshwater environments. Laboratories and field trips include collection and identification of plants from Connecticut aquatic habitats. Three hours of lectures and one three-hour laboratory per week. F(e)

**BIO 434 ECOLOGY OF INLAND WATERS AND ESTUARIES** 4  
Prereq.: BIO 122 and CHEM 122 or equivalents. A comparison of freshwater and estuarine environments with emphasis on physical and chemical parameters influencing the distribution of aquatic organisms, nutrient cycling and factors affecting aquatic productivity. Three one-hour lectures and one three-hour laboratory per week. Some Saturday field trips required. F(o)

**BIO 436 ENVIRONMENTAL RESOURCES AND MANAGEMENT** 3  
Prereq.: BIO 122, CHEM 122; or permission of instructor. Analysis of the interactions of human population-resource depletion-pollution at local to global scales from an environmental management/protection perspective. Emphasis upon better understanding the impacts of over-population and methods for control, significance and loss of biodiversity, aquatic pollution and global climate change. S(e) [c]

**BIO 438 AQUATIC POLLUTION** 4  
Prereq.: BIO 122 and CHEM 122. Study of the various types of aquatic pollutants, their sources and control/treatment, and the effects of water pollution upon aquatic ecosystems; as well as Federal and State water pollution regulatory programs. Laboratory will include field collection of water samples and measurement of indicators of water quality. Three lectures and one three-hour laboratory per week. S(o)

**BIO 440 ORGANIC EVOLUTION** 3  
Prereq.: CHEM 450, 451 or BIO 306. A study of the historical development of evolutionary concepts, the evidence of evolution, and the mechanisms involved in race formation and speciation. The roles of gene mutation, chromosomal aberrations, selection and other evolutionary factors are discussed. Three lectures per week. IR

**BIO 444 PLANT TAXONOMY** 3  
Prereq.: BIO 121. Scientific approach to identification and classification of locally occurring plants using taxonomic keys. Includes ferns, fern allies, conifers, and flowering plants with emphasis on the latter. Field walks and plant collections required. Two lectures and one three-hour laboratory per week. IR

**BIO 449 PLANT PHYSIOLOGY** 3  
Prereq.: BIO 121 and CHEM 121. Basic principles of plant function. Emphasis on the soil-plant-air continuum, phloem transport, photosynthesis and mechanisms of plant responses to the environment. IR

**BIO 450 INVESTIGATIONS IN PLANT PHYSIOLOGY** 1  
Prereq.: BIO 449 or permission of instructor. Investigative laboratory in plant physiology. Topics include water potential, transpiration, mineral nutrition, phloem transport, photosynthetic and respirational gas exchange, photosynthetic electron transfer, plant movements and plant hormones. One three-hour lab per week. IR

**BIO 462 DEVELOPMENTAL BIOLOGY** 4  
Prereq.: BIO 411. Fundamental structural and functional aspects of develop-

ment of organisms are studied. Cellular differentiation and primary morphogenesis are emphasized. Prepared materials and classical experimental exercises using living materials are used to illustrate patterns of development. Three lectures and one three-hour laboratory per week. IR

**BIO 468 ARTHROPOD BIOLOGY 3**

Prereq.: BIO 122. Systematic approach to arthropods with emphasis on insects. Topics in morphology, physiology, evolution, land economics, importance of various groups are considered. Two lectures and one laboratory per week. S

**BIO 480 ANIMAL BEHAVIOR 4**

Prereq.: BIO 122 and junior standing or permission of instructor. Adaptive functions, evolutionary history, control, and development of behavior in vertebrates and invertebrates. Laboratories focus on techniques of observation, experimental design and data analysis. Three hours of lecture and three hours of laboratory per week. F(e)

**BIO 481 COMPARATIVE ANATOMY 4**

Prereq.: BIO 122. Representative types emphasizing comparative morphology of various organ systems. Laboratory work chiefly on dogfish, salamander and rabbit. Two lectures and two three-hour laboratories per week. IR

**BIO 490 STUDIES IN BIOLOGY 1-4**

Prereq.: Permission of the department chair and/or instructor. Selected studies in the biological sciences which are not offered presently in the curriculum of the department. Course may be repeated for different topics, but students may not take this course for credit under the same topic more than once. IR

**BIO 495 MOLECULAR BIOLOGY 4**

Prereq.: BIO 306 or equivalent, permission of instructor. Introduction to the structure and function of DNA. Emphasis on approaches currently being used to analyze the expression of genes. Examination of regulated gene expression and its relationship to cellular growth and differentiation. Three lectures and one three-hour laboratory per week. IR

**BIO 518 APPLIED PHYSIOLOGY 3**

Prereq.: BIO 418. For students in anesthesia and health sciences; others require permission of anesthesia program coordinator. A continuation of BIO 418 with emphasis on organ system physiology and pathophysiology. Cardiac, renal and respiratory systems will be stressed. S

**BIO 528 PHARMACOLOGY 4**

Prereq.: BIO 418, CHEM 450. For students in anesthesia and health sciences; others require permission of anesthesia program coordinator. A comprehensive investigation into the pharmacological agents and their utilization with relevance to the health sciences. Special consideration given to pharmacodynamics.

**BIO 540 TOPICS IN ADVANCED BIOLOGY 3**

Prereq.: Permission of the faculty adviser. Selected topics in genetics, development, physiology, morphology, ecology, evolution, and systematics. Lectures, seminars, discussions, independent readings, reports and laboratory work as appropriate for the specific topic will be utilized. The course may be repeated once under a different specific topic. [c]

**BIO 590 RESEARCH PROBLEM 3**

Prereq.: Graduate status in M.A. (Plan B) and written permission of instructor and department chair. Individual student research under the supervision of one or more faculty members selected by the student and his/her adviser. Written and oral research report required.

**BIO 598 RESEARCH IN BIOLOGY 3**

Prereq.: Permission of graduate adviser. Designed to familiarize student with techniques and resources associated with research in the specialization. Opportunity for practical application will be provided. [c]

**BIO 599 THESIS 3 or 6**

Prereq.: BIO 598 or permission of the thesis adviser. Preparation of the thesis under the supervision of the thesis adviser.

## BUSINESS

**BUS 500 THE ROLE OF MANAGEMENT IN CONTEMPORARY SOCIETY 3**

Study of American industry in its social and political environment. Topics include the structural characteristics and philosophical foundations, ethics, and issues of social responsibility in American business and industry.

**BUS 510 ACCOUNTING AND CONTROL 3**

Prereq.: AC 211, 212 or BUS 530 or equivalent. The utilization of accounting data in the determination of management alternatives. Topics include analysis of financial reports and budgeting.

**BUS 511 CONTEMPORARY ISSUES IN INTERNATIONAL BUSINESS 3**

Prereq.: Admission to IMBA program or permission of IMBA director. General introduction to the field of international business with special emphasis on contemporary economic, political, regulatory, ethical and socio-cultural environments. IR [c]

**BUS 522 LEGAL ASPECTS OF BUSINESS AND INDUSTRIAL ORGANIZATIONS 3**

Prereq.: Admission to IMBA program or permission of IMBA director. Study of the effects of the legal system on managerial decisions. Topics include the legal framework of collective bargaining, anti-trust regulations, OSHA, affirmative action and other government laws and regulations. IR

**BUS 530 FUNDAMENTALS OF FINANCIAL AND MANAGEMENT ACCOUNTING 3**

Introduction to financial and management accounting, emphasizing the uses of accounting information for planning, controlling and decision-making activities. Topics include financial statements and their analysis, inventory systems, product costing, standard costs and budgeting.

**BUS 531 ACCOUNTING INFORMATION IN A GLOBAL ENVIRONMENT 3**

Prereq.: Admission to IMBA program or permission of IMBA director. Linking the accounting system with the demands for financial information from managers and other professional employees. Examines the use of accounting information in management, marketing and finance within the global environment. Incorporates current software and technology. [c]

**BUS 532 ACCOUNTING THEORY 3**

Prereq.: AC 313 and admission to IMBA program or permission of IMBA director. Study of the conceptual framework of accounting principles, emphasizing recognition, measurement and financial reporting. Current issues facing accounting are explored. Historical and present-day standard setting processes examined.

**BUS 533 TAX RESEARCH AND INTERNATIONAL TAX 3**

Prereq.: AC 401 and admission to IMBA program or permission of IMBA director. Basic tax research course covering the Code, Regulations, Revenue Rulings and court cases. Introductory international tax topics will also be covered, including foreign tax credit, sourcing/allocation, foreign corporation taxation and currency transactions.

**BUS 534 BUDGETARY PLANNING AND CONTROL SYSTEMS 3**

Prereq.: AC 301 and admission to IMBA program or permission of IMBA director. Role of budgetary systems in an organization's planning and control activities. Topics include behavioral impact of budgets, responsibility centers, budget preparation and analyzing performance reports.

**BUS 535 ADVANCED AUDITING 3**

Prereq.: AC 445 and admission to IMBA program or permission of IMBA director. Advanced study of auditing standards, professional ethics, legal responsibility, procedures, principles and theory and practice. Emphasis is placed on understanding current trends in auditing.

- BUS 539 CURRENT TOPICS IN ACCOUNTING 1-3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Accounting and information management issues in multinational firms and/or different national markets. Topics vary to reflect conditions in the field. May be repeated with different topics for a maximum of six credits.
- BUS 541 INTERNATIONAL FINANCIAL MANAGEMENT 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Basic understanding of the factors and skills necessary to manage exchange rate risk. Financial modeling and forecasting are utilized in strategic and operational planning and in the investment decision process.
- BUS 542 MANAGERIAL FINANCE 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Comprehensive study of the application of accounting and investment principles to the financial function in the modern firm. Includes performance measures, budgeting and long-range planning. IR
- BUS 549 CURRENT TOPICS IN FINANCE 1-3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Financial issues in multinational firms and/or international finance markets. Topics vary to reflect conditions in the field. May be repeated with different topics for a maximum of six credits.
- BUS 551 MANAGEMENT FOR GLOBAL OPERATIONS 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Focuses on managerial issues, problems and opportunities in the overall operations of businesses competing internationally. Analytic and experiential instructional techniques are utilized.
- BUS 552 MANAGEMENT THEORY AND PRACTICE 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Critical study of management theories and applications necessary to manage a modern organization. Special emphasis will be placed on the complexities involved in planning, coordinating, controlling and directing functional areas within organizations. IR
- BUS 553 HUMAN RESOURCE MANAGEMENT 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Presentation of various management philosophies and policies concerning the utilization of this resource area; topics include the selection, development and motivation of personnel. IR
- BUS 554 ORGANIZATIONAL THEORY AND DEVELOPMENT 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Macro approach to the study of organizational and intergroup relations, problems and understanding of theory and techniques used in forecasting, analyzing and solving behavioral problems in organizations. IR
- BUS 555 MANAGEMENT SYSTEMS AND OPERATIONS 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Systems-oriented approach to operational decision-making appropriate to both manufacturing and service industries. The course focuses on analysis of problems and application of decision-making tools related to the planning and control functions. IR [c]
- BUS 559 CURRENT TOPICS IN MANAGEMENT 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Management and/or organizational behavior issues in multinational firms and/or different national markets. Topics vary to reflect conditions in the field. May be repeated with different topics for a maximum of 6 credits. IR
- BUS 560 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Develop an understanding of the concepts and criteria for making business decisions. Emphasis on quantitative methods and the use of linear relationships. Advantages and limitations of quantitative techniques currently used in management situations will be discussed. On demand. [c]
- BUS 561 INTERNATIONAL MANAGEMENT INFORMATION SYSTEMS 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Examination of the role of information technology in today's business environment. Includes both theoretical perspectives as well as case studies custom-developed from international enterprises. IR [c]
- BUS 562 BUSINESS APPLICATIONS OF COMPUTERS 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Historical overview of the growth and use of computers in business and analysis of the current impact of computers on operation and planning. Includes an introduction to common end-user software applications. IR [c]
- BUS 569 CURRENT TOPICS IN MANAGEMENT INFORMATION SYSTEMS 1-3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Management information systems and information technology issues. Topics vary to reflect conditions in the field. May be repeated with different topics for a maximum of six credits.
- BUS 571 MARKET PLANNING FOR A GLOBAL ENVIRONMENT 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Determining the market potential of nations and regions for market planning and decision making. Research and analysis toward formulating entry, development and expansion strategies.
- BUS 572 MARKETING MANAGEMENT AND STRATEGY 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Decision problems faced by marketing managers and how to resolve them with currently available tools. IR [c]
- BUS 579 CURRENT TOPICS IN MARKETING 1-3**  
Prereq.: Admission to IMBA program or permission of IMBA director. Contemporary issues in areas such as market entry, multinational sourcing and distribution and market planning. Topics vary to reflect conditions in the field. May be repeated with different topics for a maximum of six credits. IR
- BUS 581 PRODUCTION-DISTRIBUTION PROCESSES 3**  
Prereq.: Admission to IMBA program and completion of International Core, or permission of IMBA director. Processes of creating, producing, and distributing products. Integration of disciplines through organizational processes. IR
- BUS 582 ORGANIZATIONAL PERFORMANCE 3**  
Prereq.: Admission to IMBA program and completion of International Core, or permission of IMBA director. Management of financial and non-financial resources. Financial reporting, analysis, and capital markets with topics such as efficiency, effectiveness, motivation, performance evaluation and incentive systems. IR
- BUS 583 ORGANIZATIONAL LEADERSHIP 3**  
Prereq.: Admission to IMBA program and completion of International Core, or permission of IMBA director. Strategy (mission and goals) as linked to structure, human behavior, group processes, and motivation. Decision making processes and innovative methodologies, approaches and aids used to support these processes are stressed. IR
- BUS 584 GLOBAL BUSINESS ENVIRONMENT 3**  
Prereq.: Admission to IMBA program and completion of International Core, or permission of IMBA director. Domestic and global environment from a general business perspective related to the legal environment, taxes and the impact of culture, cultural diversity and socialization. IR
- BUS 591 GLOBAL STRATEGY 3**  
Prereq.: Admission to IMBA program or permission of IMBA director. To be taken during the last semester of the student's planned program. Capstone course that integrates the major elements of functional areas of international business. Global operations are examined from a strategic perspective. IR

**BUS 592 STRATEGIC PLANNING FOR BUSINESS 3**

Prereq.: Admission to IMBA program or permission of IMBA director. This seminar will be a capstone experience for all students. Course shall include a comprehensive written project that integrates all major functional areas of business. Students will conduct independent research that will become the basis for the formal presentation of their project. IR

**BUS 595 FIELD STUDIES IN INTERNATIONAL BUSINESS 1-3**

Prereq.: Permission of IMBA director. Integration of international core business courses in real-world settings. May be repeated for a maximum of six credits. IR

**BUS 598 RESEARCH ANALYSIS AND PROBLEM-SOLVING TECHNIQUES IN MANAGEMENT 3**

Prereq.: Admission to IMBA program or permission of IMBA director. Analysis of information requirements, data inputs, information communications in modern organizations and management use of information systems. IR

**BUSINESS EDUCATION****BE 410 OFFICE EDUCATION METHODS 3**

Prereq.: Senior status, MIS 201. keyboarding proficiency examination, and word processing proficiency examination, or WP 204. Concepts underlying office systems technologies taught at the secondary level. Includes instructional methods and techniques, teaching and reference material and the use of community resources. S [c]

**BE 450 OFFICE SYSTEMS APPLICATION SOFTWARE AND RECORDS MANAGEMENT 3**

Prereq.: BE 410. Survey of selected office application software and evaluation techniques. Includes a discussion of records management, forms design, formatting and layout. F [c]

**BE 501 CURRENT PROBLEMS IN BUSINESS EDUCATION 3**

Prereq.: Completion of Business Education or Marketing Education certification programs. Designed for experienced teachers. Consideration given to such business education problems as objectives, relationship of vocational to general education, place of business education in the changing secondary school curriculum, work-experience programs, standards of achievement, vocational guidance for business occupations and effect of modern trends and developments. Required of all students taking master's degree in business or marketing education. IR

**BE 510 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION 3**

Designed for teachers and department chairs interested in examining practices and techniques which good administrators and supervisors will use to improve classroom instruction in business education. IR

**BE 524 ORGANIZATION AND ADMINISTRATION OF BUSINESS AND MARKETING EDUCATION 3**

Prereq.: Permission of Business Education Coordinator. Designed to orient students to organization and administration of typical high school business and marketing education programs. Programs are explained in relation to current federal vocational acts. F

**BE 530 TEACHING ACCOUNTING, BASIC BUSINESS, AND MARKETING 3**

Prereq.: AC 211, MIS 201, LAW 250, ECON 200, and BE 524 or equivalent. Methods of teaching accounting, basic business, and marketing subjects in secondary schools. Includes planning, materials and evaluation. F [c]

**BE 571 TOPICS IN BUSINESS EDUCATION 3**

In depth view of a topic or topics (including software) related to business education. May be repeated with different topics for a maximum of 6 credits. IR

**BE 598 RESEARCH IN BUSINESS EDUCATION 3**

Prereq.: Completion of Business Education certification program. Designed

to familiarize student with techniques and resources associated with research in business and marketing education. Opportunity for practical application will be provided. Required of all master's degree candidates. Course should be taken within first 15 credits of graduate study by all students not planning to write a thesis. Students planning to write a thesis should take course immediately preceding BE 599. IR

**BE 599 THESIS 3**

Prereq.: BE 598 and 21 credits of approved graduate study. Preparation of the thesis under the supervision of the thesis adviser.

**CHEMISTRY****CHEM 406 ENVIRONMENTAL CHEMISTRY 3**

Prereq.: CHEM 301, 311 or 450-451. Nature and properties of pollutants, their interaction with each other and the environment, preventive and remedial methods of control. Laboratory concerned with sampling and analysis of pollutants. Two lectures and one two-hour laboratory period per week. S

**CHEM 432 CHEMISTRY SEMINAR 1**

Prereq.: CHEM 312, 321. Participants will prepare written and oral presentations on topics of current interests in various fields of chemistry. May be taken a maximum of three times for credit. S

**CHEM 435 LITERATURE OF CHEMISTRY 2**

Prereq.: CHEM 301, 311. Survey of English and foreign-language literature of chemistry; preparation of bibliographies and research papers. Journals are available in university library for reference. One two-hour lecture a week. S

**CHEM 450 BASIC ORGANIC AND BIOLOGICAL CHEMISTRY 3**

Prereq.: CHEM 122. Selected topics in chemistry of biological processes: classes of organic compounds found in biological systems, their significance in nutrition and metabolism, energy production and acid-base and related concepts as applied to body fluids and aqueous media. S, SS

**CHEM 451 BASIC ORGANIC AND BIOCHEMISTRY LABORATORY 1**

Coreq.: CHEM 450. Experimental work to accompany CHEM 450. One laboratory period a week. S

**CHEM 454 BIOCHEMISTRY 3**

Prereq.: CHEM 312, BIO 122 or equivalent. General principles of biochemistry, chemical constituents of cells, metabolic pathways, energetics and biochemical regulators. Three lectures a week. S

**CHEM 455 BIOCHEMISTRY LABORATORY 1**

Coreq.: CHEM 454. Experimental work to accompany CHEM 454. One laboratory period a week. S

**CHEM 456 TOXICOLOGY 3**

Prereq.: BIO 122, CHEM 312. Classes of toxic chemicals, their biotransformation and mechanisms of toxicity in humans. Includes natural and man-made chemicals, methods of risk assessment, environmental and occupational regulatory standards. F

**CHEM 460 PRINCIPLES OF INORGANIC CHEMISTRY 3**

Coreq.: CHEM 322. Electronic structure and theories of bonding as they relate to the structures of inorganic compounds. Three lectures a week. [c] S

**CHEM 461 DESCRIPTIVE INORGANIC CHEMISTRY 3**

Prereq.: CHEM 460. Study of inorganic reactions with emphasis on acid-base, substitution and oxidation-reduction reactions, including those of polymeric, bioinorganic, coordination and organometallic compounds. Three lectures a week. F [c]

**CHEM 462 INORGANIC CHEMISTRY LABORATORY 1**

Coreq.: CHEM 460. Laboratory course to accompany or follow CHEM 460, concerned with the synthesis and characterization of inorganic compounds. One laboratory period a week. F [c]

- CHEM 485 TOPICS IN CHEMISTRY** 3  
Prereq.: Permission of instructor. Advanced treatment of chemistry topics in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. May be repeated as topics are changed. Three lectures or two lectures and one two-hour laboratory period per week depending on topic.
- CHEM 590 TOPICS IN ADVANCED CHEMISTRY** 3  
Prereq.: Permission of instructor. Selected topics in analytical, biochemistry, inorganic, organic, and physical chemistry. May be taken once in each field of chemistry.
- CHEM 598 RESEARCH IN CHEMISTRY** 3  
Prereq.: CHEM 435 and permission of department chair. Seminar to familiarize student with techniques and resources for research in his/her specialization. Opportunity for practical application provided, each student making thorough literature search on assigned chemical problem and learning related experimental techniques.
- CHEM 599 THESIS** 3 or 6  
Prereq.: CHEM 598; or CHEM 435 and permission of thesis adviser. Preparation of thesis under the supervision of the thesis adviser.
- ## CHINESE
- CHIN 410 BUSINESS CHINESE I** 3  
Prereq.: CHIN 342 or 352 or permission of instructor. Development of oral and written skills needed for conducting business in China with business firms. Study of the cultural attitudes of Chinese business people. (e)
- CHIN 411 BUSINESS CHINESE II** 3  
Prereq.: CHIN 410 or permission of instructor. Additional practice in the oral and written skill needed for conducting business in China; emphasis on commercial translation. (e)
- CHIN 475 CLASSICAL CHINESE I** 3  
Prereq.: CHIN 342 or 352, or permission of instructor. Introduction to classical Chinese literature with an emphasis on etymology, semantics and grammar of classical Chinese. (o)
- CHIN 476 CLASSICAL CHINESE II** 3  
Prereq.: CHIN 475 or equivalent. Masterpieces of classical Chinese literature with an emphasis on the moral teachings of Confucius. (o)
- ## COMMUNICATION
- COMM 427 TELEVISION PROGRAMMING AND PRODUCTION** 3  
Prereq.: COMM 330 or permission of instructor. Study of broadcasting systems. Use of studio television facilities includes investigation of sound, lighting, graphics, production and on-camera presentation. S
- COMM 428 ADVANCED TV PRODUCTION** 3  
Prereq.: COMM 427. A technique-centered course which focuses on combining TV studio production with field and remote components for broadcast, cable or corporate application. S
- COMM 443 COMMUNICATION AND SOCIAL INFLUENCE** 3  
Prereq.: COMM 115 or 140. Principles and processes of influencing attitudes, beliefs and behavior. Practical illustrations drawn from advertising, speeches and other communicative settings. S
- COMM 450 COMMUNICATION SKILLS FOR TRAINING AND DEVELOPMENT** 3  
Survey and application of communication strategies for training and development in public and private corporate and institutional settings. IR
- COMM 453 ORGANIZATIONAL COMMUNICATION** 3  
Study of communication theory and processes within organizational contexts.
- Specific attention is given to new trends in the use of communication in organizational functioning. Prerequisite for MS, not for graduate credit in that program. S
- COMM 454 COMMUNICATION STRATEGIES FOR SOCIAL ACTION AND COMMUNITY DEVELOPMENT** 3  
Study of the relationship between communication and social change and the impact of socio-political and communication strategies on the achievement of effective community development and social change objectives. S
- COMM 480 TELEVISION DOCUMENTARY PRODUCTION** 3  
Prereq.: COMM 428 or permission of instructor. Analysis of TV documentary style, techniques and processes with opportunity to build upon TV skills learned in previous TV production courses by producing a TV documentary.
- COMM 490 INTERNSHIP/INDEPENDENT STUDY** 1-6  
Prereq.: Permission of a faculty adviser and department chair. Reading and research in approved topics or an intern project under guidance of a member of the Communication Department.
- COMM 492 LEGISLATIVE INTERN EXPERIENCE** 3-6  
Prereq.: Permission of a faculty adviser and department chair. Work in the state legislature. In addition, a series of seminars, assigned readings and completion of a substantial research project related to work in State Legislature are required. To be taken concurrently with COMM 490.
- COMM 495 SPECIAL TOPICS IN COMMUNICATION** 3  
Study of selected topics in Communication. May be repeated once with a different topic.
- COMM 501 THEORIES OF HUMAN COMMUNICATION WITHIN AN ORGANIZATIONAL CONTEXT** 3  
Critical review of theoretical traditions in communication and information sciences with emphasis on major causal, systems, and rules approaches to the study of organizational and managerial communication. An examination of human communication from the perspective of the social and behavioral sciences, the natural sciences and the humanistic traditions. F
- COMM 502 THEORIES OF COMMUNICATION AND INFORMATION MANAGEMENT** 3  
Focus on the study of relationships among the manager, the organization, and the information environment. Consideration of the psychological, sociological, organizational, and technological factors affecting the manager's use of information with emphasis on the major communication theories involved in matching people to computerized systems. S
- COMM 503 RESEARCH METHODS IN COMMUNICATION** 3  
Study of research methods unique to the investigation of communication processes in organizations such as communication diaries, content analysis, network analysis, interaction profiles and penetration analysis to explore how people interact in the work environment and how that interaction affects organizational performance. F
- COMM 504 ORGANIZATIONAL COMMUNICATION AUDITS** 3  
Study of information/communication flow and patterns, and formal/informal networks. Case studies of relational, environmental and structural communication problems form a basis for discussion. S
- COMM 512 COMMUNICATION AND CHANGE** 3  
Examination and critical analysis of existing theories and paradigms of communication and development (social change) and evaluation of current approaches and methods to the use of communication (Interpersonal, Folk/Traditional, Group and Mass Media) for development/social change objectives. IR
- COMM 522 CORPORATE COMMUNICATION** 3  
Communication of an organization with its investors, customers, and employees. Interpersonal communication, media campaigns and training programs are among the strategies examined. Focus will be on the use of media in public relations and corporate advertising processes and related theoretic and empirical research. F(e)



**COMM 542 ISSUES IN COMMUNICATION LAW** 3  
Study of the specific issues which arise from the federal, state, and local efforts to regulate the use of communication technologies. Emphasis on practical management information about telecommunications law, international communication law and issues of privacy that arise from the use of new communication technology. S(e)

**COMM 543 INTERCULTURAL COMMUNICATION** 3  
Study and critical examination of theories regarding how communication in and between multinational organizations must be modified to cope with cross-cultural differences. Such cross-cultural differences as those involved in conflict resolution, motivation and managerial styles and their communication implications may be considered. F(o)

**COMM 544 STRATEGIES IN NEGOTIATION AND CONFLICT RESOLUTION** 3  
Study of the theories and empirical research regarding negotiation and conflict resolution strategies and appropriate communication patterns unique to each approach and their impact on an organization's effectiveness. F(e)

**COMM 551 POLICY ISSUES IN ORGANIZATIONAL AND MANAGERIAL COMMUNICATION** 3  
Examination of persistent ethical issues in organizational and managerial communication and their impact on policy making and planning. Included is a survey of the literature on ethics and a focus on potential problem areas and resources useful in their resolutions as well as alternative perspectives in decision-making. Particular attention to the formulation and execution of organizational policy. S(e)

**COMM 562 COMMUNICATION AND HIGH-SPEED MANAGEMENT** 3  
Study of theory and empirical research which delineates the communication patterns necessary for the effective use of new high-speed management tools. Complex coordination patterns peculiar to processes of communication among managers and employees resulting from the application of these tools will be examined. S(o)

**COMM 585 SPECIAL TOPICS: ORGANIZATIONAL AND MANAGERIAL COMMUNICATION** 3  
Study of selected topics in organizational and managerial communication. May be repeated once with different topic. IR

**COMM 599 THESIS/ SPECIAL PROJECT** 3  
Prereq.: COMM 503 or 504 and permission of graduate chair and thesis adviser. Preparation of the thesis or special project under the supervision of the thesis adviser.

## COMPUTER SCIENCE

**CS 407 ADVANCED TOPICS IN COMPUTER SCIENCE** 1-3  
Prereq.: CS 152 and 254 and permission of instructor. This course provides an opportunity to introduce into the curriculum topics of current interest and new courses on an experimental basis. May be repeated with different topics for up to 6 credits. [c]

**CS 410 INTRODUCTION TO SOFTWARE ENGINEERING** 3  
Prereq.: CS 355. Examination of the software development process from the initial requirement analysis to the operation and maintenance of the final system. The scope of the course includes the organization of software development projects, the verification and validation of the system at various stages in its life cycle, the problems of security and privacy and the legal aspects of software development, including software protection and software liability. IR [c]

**CS 420 OBJECT-ORIENTED PROGRAMMING SYSTEMS** 3  
Prereq.: CS 355. Introduction to the theory, concepts and application of object-oriented programming as implemented in today's computing world. This course will include such topics as objects and messages, classes and

inheritances, encapsulation and specification, and will present an overview of the currently popular object-oriented system. IR [c]

**CS 423 COMPUTER GRAPHICS** 3  
Prereq.: CS 253 or MIS 310. Wire frame and solid graphics in two and three dimensions, data structures for computer graphics, geometrical transformations in computer graphics, raster and vector display device technologies. F

**CS 450 OPERATIONS RESEARCH IN COMPUTER SCIENCE** 3  
Prereq.: CS 152 or 213, and STAT 104 or 315. Basic principles of operations research methods with emphasis on the use of digital computers. Topics covered include scheduling, allocation problems, queuing models, inventory models and probability models. IR [c]

**CS 460 DATA BASE MANAGEMENT SYSTEMS** 3  
Prereq.: CS 253. Data base systems are considered from both the designer's and user's point of view. Physical implementation and data access techniques are studied. IR [c]

**CS 462 ARTIFICIAL INTELLIGENCE: THEORY AND PRACTICE** 3  
Prereq.: CS 355, and PHIL 220 or permission of instructor. Presentation of artificial intelligence as a coherent body of ideas and methods to acquaint the student with the classic programs in the field and their underlying theory. Students will explore this through problem solving paradigms, logic and theorem proving, language and image understanding, search and control methods and learning. S [c]

**CS 463 ALGORITHMS** 3  
Prereq.: CS 253. Topics include algorithms in combinatorics, integer and real arithmetic, pattern matching, list processing, and artificial intelligence. Algorithmic analysis and domain independent techniques are also considered. IR [c]

**CS 464 PROGRAMMING LANGUAGES** 3  
Prereq.: CS 253. Emphasis on programming languages as one of many tools in the software development effort. Comparison of different language usages of data types, information hiding, control structures, block structure, sub-programs, re-entrancy and recursion. IR [c]

**CS 465 COMPILER DESIGN** 3  
Prereq.: CS 355. Current techniques of compiler writing. Introduction to formal grammar and parsing techniques is given. Problems of semantic phase are discussed and some solutions are given. Optimization techniques are discussed. F [c]

**CS 473 SIMULATION TECHNIQUES** 3  
Prereq.: CS 152 or 213, and STAT 104 or 315. Basic principles of simulation methods using digital computers. Topics covered include random number generators, stochastic variate generators, computer models and simulation languages. IR [c]

**CS 481 OPERATING SYSTEMS DESIGN** 3  
Prereq.: CS 335. Theory and design of computer operating systems. Topics include machine and interrupt structure, memory, processor, device and information management. S [c]

**CS 483 THEORY OF COMPUTATION** 3  
Prereq.: MATH 218 and CS 463. Concept of algorithm, correctness and efficiency of algorithm, decidable vs. undecidable problems, recursion, halting problem, formal languages, context free and context-sensitive grammars, and introduction to automata and parallel algorithms. IR [c]

**CS 485 MICROPROCESSORS** 3  
Prereq.: CS 354. Basic techniques in the design and use of microprocessor software and hardware. Topics include microprocessors, instructions, software and hardware components, applications and future uses. IR [c]

**CS 486 INTRODUCTION TO VLSI** 3  
Prereq.: CS 385. Introduction to the physics, features and fabrications of Very Large Scale Integrated circuits. Emphasis on VLSI design and applica-

tions. Topics include design algorithms, contra-flow and fabrication techniques. IR [c]

**CS 490 COMPUTER COMMUNICATIONS NETWORKS AND DISTRIBUTED PROCESSING 3**

Prereq.: CS 253 and 254. Study of networks of interacting computers. The problems, rationale, and possible solution for both distributed processing and distributed data bases will be examined. Includes local networks and multi (micro) processor systems. IR [c]

**CS 498 SENIOR PROJECT 1-3**

Prereq.: CS major, senior standing, 21 credits toward major including one emphasis course. Opportunity for student to participate in design and implementation of large problem with small group of people. Problem will be chosen in consultation with instructor and adviser. [c]

**CS 499 SEMINAR IN COMPUTER SCIENCE 3**

Prereq.: CS major. Opportunity for student to explore topics of current interest not covered in normal curriculum. IR [c]

## COUNSELOR EDUCATION

**CNSL 500 THE DYNAMICS OF GROUP BEHAVIOR 3**

Prereq.: Admission into the Department of Counselor Education. Experiential approach to more effective interpersonal communication. Opportunity is offered for personal growth in awareness and understanding both of self and others, and in the communication of that self-awareness and understanding. The orientation of this course is educational. Students enrolled in this course may be observed by students in CNSL 507.

**CNSL 501 THEORIES AND TECHNIQUES IN COUNSELING 6**

Prereq.: CNSL 500 (may be taken concurrently). Investigation of theories and techniques in counseling, including research findings and skill development.

**CNSL 503 SUPERVISED COUNSELING PRACTICUM 3**

Prereq.: CNSL 501. Emphasis on developing skills for advancing the counseling process, laboratory approach utilizing clients, audio and videotaping.

**CNSL 504 PROFESSIONAL STUDIES IN COUNSELING 3**

Prereq.: Matriculation into School of Graduate Studies. Areas of study include: professional socialization and the role of the professional organizations, licensure or certification legislation, legal responsibilities and liabilities, ethics and family law, confidentiality, independent practice and inter-professional cooperation.

**CNSL 507 METHODS IN GROUP FACILITATION 3**

Prereq.: CNSL 500 and 503. The impact of the facilitator's behavior on a group. Students will experience leading a group, observe different leadership styles and didactic presentations on group theory and leader interventions.

**CNSL 509 INDEPENDENT STUDY PROJECT IN COUNSELING 3**

Prereq.: CNSL 503 and permission of department chair. Systematic study of problems of special interest in counseling. Students are guided in selection of topics for study. Can be taken more than once.

**CNSL 520 GUIDANCE PRINCIPLES, ORGANIZATION AND ADMINISTRATION 3**

Prereq.: Admission into department. Introduction to principles of guidance in modern school and study of guidance services, practices, and basic concepts relating to organization and operation of guidance programs. S

**CNSL 521 CAREER COUNSELING AND DEVELOPMENT 3**

Prereq.: CNSL 501. Approaches to career counseling and development as it relates to agency and school settings. Includes relevant career theories, a survey of instruments utilized in assessing interests, values and career decision-making abilities and relevant occupational information. F

**CNSL 522 APPRAISAL PROCEDURES IN COUNSELING 3**

Prereq.: CNSL 501. Survey of standardized appraisal instruments utilized in assessing factors, such as aptitude intelligence, achievement and interest as it relates to human service agencies and school counseling. S

**CNSL 524 CONSULTING IN THE SCHOOLS 3**

Prereq.: CNSL 503 or permission of department chair. Emphasis on the learning and practice of specific skills essential to consulting in the schools. The dynamics of child-parent relationships and their impact on consulting with parents will be included. F

**CNSL 525 MULTI-CULTURAL COUNSELING 3**

Prereq.: CNSL 503 or permission of department chair. Study of the principles and techniques in counseling the multi-cultural student. Emphasis will be placed on the delivery of counseling services related to the particular needs and values of the multi-cultural student. S

**CNSL 526 DEVELOPMENTAL GUIDANCE AND COUNSELING 3**

Prereq.: Admission to the Counselor Education Department. Overview of developmental guidance and counseling, and the role and function of the school counselor on the elementary, middle/JHS and secondary levels. Includes the history, philosophy, trends, purposes, objectives and roles within the schools at each of the the three levels. F.

**CNSL 530 STUDENT DEVELOPMENT IN HIGHER EDUCATION 3**

Prereq.: Admission to the Counselor Education department. Overview of college student development, including characteristics of contemporary students will be presented. F

**CNSL 531 STUDENT SERVICES IN HIGHER EDUCATION 3**

Prereq.: CNSL 530. Overview of student services in higher education including characteristics of special student populations will be presented. S

**CNSL 541 INTRODUCTION TO THEORIES OF FAMILY SYSTEMS 3**

Prereq.: Admission to department. Historical and theoretical underpinnings of General Systems Theory as it applies to families and family therapy. Major models of family therapy will be presented to orient the student to an understanding of functional and dysfunctional processes in human interaction. This course lays the foundation for the subsequent assessment and treatment courses which focus specifically on the major schools of family therapy.

**CNSL 543 THE FAMILY LIFE CYCLE 3**

Prereq.: CNSL 541. Developmental aspects of the family system over time, delineating critical issues for individual and other subsystems at various stages and transition points of the family life cycle. This course covers divorce, remarriage and blended families within the various stages a family may experience.

**CNSL 544 FAMILIES IN CONTEXT: GENDER AND CULTURAL DIMENSIONS 3**

Prereq.: CNSL 541. Integral principles of human organization that influence family growth and development. Students gain an understanding of ethnicity and gender from a systemic framework.

**CNSL 551 STRUCTURAL/STRATEGIC & BEHAVIORAL FAMILY THERAPIES 3**

Prereq.: CNSL 541. Assessment and interventions from the Structural, Strategic and Behavioral schools of family therapy are examined. Students learn about diagnosis and treatment of human dilemmas and symptomatology within a systemic context.

**CNSL 552 EXPERIENTIAL, INTERGENERATIONAL AND PSYCHODYNAMIC FAMILY THERAPIES 3**

Prereq.: CNSL 551. Assessment and interventions from Experiential, Intergenerational and Psychodynamic schools of family therapy are explored. Students learn diagnostic and treatment of human dilemmas and symptomatology from these schools of therapy.

**CNSL 553 SYSTEMIC INTERVENTIONS IN A SCHOOL SETTING 3**

Prereq.: CNSL 541. Consultation to school personnel, parents and larger systems regarding healthy and dysfunctional aspects of individual and family functioning. Students are taught to apply a systems theory framework to intervening in school-related problems.

**CNSL 554 COUPLES THERAPY 3**

Prereq.: CNSL 541. Assessment and treatment approaches to problematic dyadic relationships within a systemic framework are explored. Problems unique to couples are discussed, including sexual, communication and role expectations. This course covers treatment of spousal violence, sexual dysfunctions, mate selection, types of marriages, communication problems, gender and power issues and the developmental stages of marriage.

**CNSL 555 DYSFUNCTIONAL FAMILY PROCESSES 3**

Prereq.: CNSL 541. Examination of structures and processes of family dysfunction, including substance abuse, family violence and sexual abuse. Assessment and intervention strategies from a systemic framework.

**CNSL 556 SYSTEMIC PERSPECTIVE ON MENTAL ILLNESS 3**

Prereq.: CNSL 541. Diagnostic classifications of mental, emotional and behavioral disorders of individuals within a systemic framework. Students learn how to communicate within a medical model framework using systemic conceptualizations.

**CNSL 560 INTRODUCTION TO REHABILITATION COUNSELING 3**

Prereq.: Admission to department. Overview of the philosophy and practice of rehabilitation counseling. Emphasis on the rehabilitation client, types of disabilities and the life adjustment that disability entails. F

**CNSL 561 ADVANCED REHABILITATION COUNSELING 1**

Prereq.: CNSL 560 or permission of the department chair. Behavioral and dynamic principles underlying adjustment to disability and related adjustment issues for the family and community at large will be studied. S

**CNSL 562 CASE MANAGEMENT IN REHABILITATION COUNSELING 1**

Prereq.: CNSL 561 or permission of department chair. Theories and techniques will be presented for working with clients who are involved in the rehabilitation process. Knowledge of case findings, rehabilitation, plan development, service delivery and coordination will be included. S

**CNSL 563 MEDICAL ASPECTS OF REHABILITATION COUNSELING 1**

Prereq.: CNSL 562 or permission of the department chair. The rehabilitation counselor's role as a member of the health care team will be studied. General characteristics of various disability groups and identification of the medical specialists who serve these groups will be presented. S

**CNSL 568 ALCOHOL AND DRUG COUNSELING 3**

Prereq.: CNSL 501 or permission of department chairperson. Basic assessment, intervention and treatment techniques in working with individuals and families affected by alcohol and other drug abuse.

**CNSL 570 COUNSELING WOMEN 3**

Prereq.: CNSL 501 or permission of department chair. Application of counseling theories and techniques as they relate to the issues in women's lives such as gender roles, family, and career planning.

**CNSL 580 TOPICS IN COUNSELING 1-3**

Prereq.: Degree candidacy or permission of instructor. Topics will vary each time the course is offered. Combination of lecture, discussion, inquiry sessions and student presentation. May be taken more than once for credit under different topics.

**CNSL 583 MARRIAGE AND FAMILY THERAPY PRACTICUM I 3**

Prereq.: CNSL 551 and permission of MFT coordinator. Students participate in direct client contact, staff meetings and supervision in a clinical setting. F

**CNSL 584 MARRIAGE AND FAMILY THERAPY PRACTICUM II 3**

Prereq.: CNSL 583. Students participate in direct client contact, staff meetings and supervision in a clinic setting. S

**CNSL 585 MARRIAGE AND FAMILY THERAPY INTERNSHIP 3-9**

Prereq.: CNSL 584 and permission of the MFT coordinator. Placement in a community agency providing marital and family therapy under supervision. May be repeated.

**CNSL 591 SUPERVISED SCHOOL GUIDANCE INTERNSHIP 3**

Prereq.: CNSL 503 and permission of instructor. Series of supervised experiences in the public school setting is provided. Required for school counseling certification.

**CNSL 592 SUPERVISED INTERNSHIP IN HIGHER EDUCATION 3**

Prereq.: CNSL 503 or permission of instructor. Professional experience to prepare persons to enter the student development field in higher education: Emphasis on actual practical experience, student/faculty/administrative interaction, and the special concerns which affect the conduct of student development services.

**CNSL 594 SUPERVISED CLINICAL PRACTICE—REHABILITATION 3**

Prereq.: Permission of instructor. Supervised experience in community settings focusing on rehabilitation counseling.

**CNSL 595 APPLIED RESEARCH IN COUNSELING 3**

Prereq.: ED 598 or PSY 598. Critical review of research in counseling. A research proposal and completed report is required. Should be taken concurrently with field work experience.

**CRIMINAL JUSTICE**

**CJ 450 DRUGS AND SOCIETY 3**

Selected social issues relating to illegal drug use, including international and national drug trafficking, money laundering, drug enforcement, drug-related crime, prevention strategies and legalization. IR

**CJ 501 PROSEMINAR ON THE NATURE OF CRIME 4**

Societal, legal and cultural definitions of criminal behavior, theories of crime causation and society's reaction to violation of law. F

**CJ 510 PROSEMINAR ON LAW AND SOCIAL CONTROL 4**

Law as a means of social control, including history and philosophy of law, the interrelationship between law and other social institutions, such as the economy and the polity, and the effects of law and criminal justice policies on the preservation and promotion of inequalities based on social class, race, gender and ethnic identity. F

**CJ 520 PROSEMINAR ON THE ADMINISTRATION OF JUSTICE 4**

Critical analysis of the purpose and efficacy of those institutions which comprise the criminal justice system. Includes an exploration of discretion, ethics and cultural diversity in criminal justice. F

**CJ 525 PROGRAM PLANNING AND EVALUATION 3**

Prereq.: CJ 501, 510 and 520. Planning and evaluating programs which encourage pro-social behavior of convicted offenders, with emphasis on programs in correctional institutions. Program areas include education, vocational training, substance abuse treatment, parenting and anger management. S

**CJ 530 PROFILE OF THE OFFENDER 3**

Prereq.: CJ 501, 510 and 520. Study of those personality characteristics most associated with the criminal offender, such as sociopathy, poor impulse control, addictive personality and poor management of anger and aggression. S

**CJ 535 CORRECTIONAL COUNSELING 3**  
Prereq.: CJ 530. Overview of techniques of counseling as applied to the criminal/juvenile offender. Treatment issues focus on relapse prevention, group treatment, cognitive distortions and negative imagery. Also included are typologies and evaluation of risk levels. IR

**CJ 536 FIELD STUDIES IN CRIMINAL JUSTICE 3**  
Prereq.: Admission to program and permission of criminal justice program director. Supervised experiential learning within a criminal justice agency. Major research paper required, integrating theory with practice to include examination and evaluation of agency structure, processes, linkages and effectiveness within the context of a broader criminal justice system.

**CJ 570 LEADERSHIP AND SUPERVISION OF CRIMINAL JUSTICE ORGANIZATIONS 3**  
Prereq.: CJ 501, 510 and 520. Analysis of contemporary principles, strategies and methods essential to effective management of criminal justice organizations. Topics include budgeting, organizing, decision making, communication and personnel management to include application to paramilitary organizations. S

**CJ 575 ORGANIZATIONAL DEVELOPMENT AND EVALUATION OF CRIMINAL JUSTICE ORGANIZATIONS 3**  
Prereq.: CJ 501, 510 and 520. Development, implementation and assessment of planned change in criminal justice organizations and system affiliates. Emphasis on the action research model, including assessment of organizational needs; determination of goals; program design, implementation and evaluation within the context of both paramilitary and non-paramilitary structures. S

**CJ 580 PUBLIC POLICY IN THE CRIMINAL JUSTICE SYSTEM 3**  
Prereq.: CJ 501, 510 and 520. Survey of the major theoretical and empirical studies of public policy as they relate to criminal justice agencies, including policy analysis models; typologies of policy outcomes; agenda setting; and policy formulation, implementation and impact. IR

**CJ 598 RESEARCH METHODS IN CRIMINAL JUSTICE 3**  
Prereq.: Admission to program. Examines methods of scientific inquiry as used in criminal justice. Topics include experimental and non-experimental design, survey research, evaluation research, scaling, sampling and coding. S

**CJ 599 THESIS 3**  
Prereq.: Completion of 21 s.h., including CJ 598, of approved graduate study and permission of adviser. Preparation of the thesis under the supervision of a thesis adviser. On demand.

## EARTH SCIENCES

**ESCI 421 THE STRATIGRAPHIC RECORD 4**  
Prereq.: ESCI 122. Methods of identifying spatial and temporal relationships between fossil assemblages and sedimentary rock types. Three one-hour lectures and one three-hour laboratory period per week. F(o)

**ESCI 424 GEOMORPHOLOGY 3**  
Prereq.: ESCI 121. Origin and development of land forms in terms of processes of erosion and relation to geologic structure. Three lectures a week. F(e)

**ESCI 430 OCEANOGRAPHY 3**  
Prereq.: BIO 121, CHEM 121, PHYS 121. Introduction to physical properties and chemical composition of sea water, its topography and circulation, and relationships to activities of plants and animals. Three lectures a week. Field work by arrangement. S(o)

**ESCI 431 HYDROGEOLOGY: INTRODUCTION 4**  
Prereq.: ESCI 121, MATH 126 or 221, and PHYS 121 or 125. Basic hydrologic principles. Overview of hydrologic and geologic relationships of ground

and surface water, contamination and cleanup. Fluid mechanics with application to porous media and open channel flow. Quantitative techniques will be used. Three lectures and one two-hour laboratory recitation per week. F

**ESCI 442 WEATHER ANALYSIS AND FORECASTING II 4**  
Prereq.: ESCI 342 and 462. National Weather Service Facsimile Products, applications of thickness and thermal wind equations, thermodynamic diagrams and their usefulness, cross-sectional analysis, tilt of pressure systems, quasi-geostrophic theory, performance characteristics of NWS prediction models. Three lecture hours and a two-hour laboratory per week. S(e)

**ESCI 450 ENVIRONMENTAL GEOLOGY 3**  
Prereq.: Permission of department chair or instructor. Geologic factors that control or influence human habitat and land use potential. Earthquakes, landslides, floods, groundwater seepage, cave collapse and similar processes are briefly discussed. Attention is focused on causes of major landscape changes in urban areas during the last 25 years and on methods of preventing, avoiding or compensating for geologic hazards. S(e)

**ESCI 452 INDEPENDENT STUDY IN EARTH SCIENCE 1-4**  
Prereq.: Approved plan of study by arrangement with supervising instructor and approval of department chair. Special work in laboratory, theory or research to meet individual requirements in areas not covered by regular curriculum. May be taken more than one semester up to a limit of 4 credits.

**ESCI 461 PHYSICAL METEOROLOGY 3**  
Prereq.: ESCI 129, PHYS 121 or 125 (may be taken concurrently), or permission of instructor. Examination of the physical basis of the earth's atmosphere. Structure, composition, gas laws, atmospheric thermodynamics and hydrostatics, atmospheric stability, solar radiation and the energy budget of the earth. Three lecture hours per week. F(e)

**ESCI 462 DYNAMIC METEOROLOGY 3**  
Prereq.: ESCI 461, MATH 126 or 221 (may be taken concurrently). Continuation of ESCI 461 with emphasis on dynamic processes of the earth's atmosphere. Equations of motion, geostrophic and gradient winds, thickness and thermal wind, circulation and vorticity, mechanism and influences of pressure changes. Three lecture hours per week. S(o)

**ESCI 490 TOPICS IN EARTH SCIENCE 3**  
Selected studies in earth science which are not offered presently in the curriculum of the department. Course may be repeated for different topics. No topic may be taken for credit more than once.

**ESCI 502 PLANETARIUM WORKSHOP 3**  
Prereq.: In-service experience in teaching earth science or permission of the department chair. Planetarium operation and curriculum study at the elementary and secondary school level. Students will create integrated planetarium experiences and present them to visiting elementary and secondary school classes. Students interested in public programming are encouraged to concentrate in this area. IR

**ESCI 518 TOPICS IN ASTRONOMY 3**  
Prereq.: Prior permission of instructor. Topics will vary each time course is offered. Combination of lecture, discussion, and student seminar presentations. May be taken more than once for credit under different topics.

**ESCI 519 TOPICS IN GEOLOGY 3**  
Prereq.: Prior permission of instructor. Topics will vary each time course is offered. Combination of lecture, discussion, and student seminar presentations. May be taken more than once for credit under different topics.

**ESCI 520 TOPICS IN METEOROLOGY 3**  
Prereq.: Prior permission of instructor. Topics will vary each time course is offered. Combination of lecture, discussion, and student seminar presentations. May be taken more than once for credit under different topics.

**ESCI 598 RESEARCH IN EARTH SCIENCE 3**  
Prereq.: Permission of department chair. Course on theory and practice of conducting research in astronomy, geology, meteorology. Includes study of professional literature, evaluation of data-gathering techniques. Application of

statistical methods to data; formulation of multiple working hypotheses and verification of hypotheses. Classic problems in earth sciences are studied.

**ESCI 599 THESIS 3**

Prereq.: ESCI 598 and permission of the thesis adviser. Preparation of the thesis under the supervision of the thesis adviser.

## ECONOMICS

**ECON 420 URBAN ECONOMICS 3**

Prereq.: ECON 200, 201. Economic analysis of metropolitan and regional entities with special focus on land use, location decision-making, the provision and role of public services, transportation, public finance, human resources and social welfare.

**ECON 430 INTERNATIONAL ECONOMICS 3**

Prereq.: ECON 200, 201. Principles of international trade and finance and application to modern world, theory of comparative advantage, exchange rates, monetary standards, international financial institutions, tariffs, commercial policy and aid to underdeveloped countries.

**ECON 433 ECONOMIC DEVELOPMENT OF MODERN CHINA, JAPAN AND KOREA 3**

Prereq.: ECON 200. Interdisciplinary analysis of special problems in economic development of China, Japan and Korea, with major attention to history, theory, and policies. Actual growth experiences and potentials are compared between the three nations, as well as between East Asia and other parts of the world.

**ECON 435 ECONOMIC DEVELOPMENT 3**

Prereq.: ECON 200. Problems of accelerating development in underdeveloped countries and maintaining development in prosperous countries. From viewpoints of theory, history, and policy, this course attempts to explain forces that lead to economic development.

**ECON 440 COMPARATIVE ECONOMIC SYSTEMS 3**

Prereq.: ECON 200, 201. Analysis of economic systems, both theoretical and actual. Topics include the economy as a system, classification of economic systems, bases or criteria for comparison of systems. market economics, market socialism and command economies.

**ECON 445 LABOR ECONOMICS 3**

Prereq.: ECON 200, 201. Economic analysis of human resources as a factor of production. Special attention is devoted to demographics, labor market structures, wage determination, career decision-making, training and the roles of employee organizations.

**ECON 450 MONEY, CREDIT AND BANKING 3**

Prereq.: ECON 200. Money and its functions, including structure of the American banking system, with emphasis on monetary theory and policy.

**ECON 455 PUBLIC FINANCE 3**

Prereq.: ECON 200, 201. Analysis of federal revenues and expenditures, including an examination of federal budget concepts, fiscal policy, cost-effectiveness analysis, tax efficiency and equity and debt management problems.

**ECON 460 ECONOMIC FORECASTING 3**

Prereq.: ECON 200, 201 and STAT104 or equivalent. Theory and use of such forecasting techniques as simple and multiple regression, seasonal adjustment, economic indicators, input-output and macroeconomic models. Emphasis will be given to economic applications and the use of the computer.

**ECON 462 INDUSTRIAL ORGANIZATION 3**

Prereq.: ECON 201. Study of the structure, conduct and performance of selected U.S. industries. The effects of concentration on prices, outputs, profits and technological change will be analyzed.

**ECON 465 GOVERNMENT AND BUSINESS 3**

Prereq.: ECON 200, 201. Role of government in the mixed economy with spe-

cial emphasis on antitrust laws, regulations and deregulation, social legislation and public enterprise.

**ECON 470 MANAGERIAL ECONOMICS 3**

Prereq.: ECON 201. Application of economic theory and quantitative methods to managerial decision-making problems. Topics include decision analysis, forecasting, demand analysis, production and cost analysis, linear programming, break-even analysis and capital theory and budgeting.

**ECON 475 HISTORY OF ECONOMIC THOUGHT 3**

Prereq.: ECON 200, 201. Evolution of economic thought from Ancient Greece to current doctrines.

**ECON 485 ECONOMETRICS 3**

Prereq.: ECON 200, 201 and STAT 104 or equivalent. Application of statistical methods to economics. Emphasis is placed on statistical inference, regression analysis and real-world applications using the computer. S(o)

**ECON 498 ADVANCED TOPICS IN ECONOMICS 1**

Prereq.: ECON 200, 201 or permission of instructor. An examination of advanced selected topics in economics which are not otherwise offered as part of the Department's regular courses. Course may be repeated for different topics for a total of 6 credits.

**ECON 499 INDEPENDENT STUDY IN ECONOMICS 3 or 6**

Prereq.: Permission of instructor. Students may specialize in projects of an advanced nature not covered by regular course offerings. Supervision is given through periodic conferences with each student and through several group meetings to discuss findings and common problems.

## EDUCATION

See also Education — Early Childhood, Education — Elementary, Education — Middle Level, Education — Secondary, Education — Teacher Education, Educational Foundations, Educational Leadership, Educational Technology, Reading, Special Education, Technology Education and Vocational-Technical Education.

**ED 430 TOPIC SEMINAR IN LEADERSHIP AND LEARNING COMMUNITIES 1**

Prereq.: Acceptance to the Professional Program. Examination of current research and theory pertaining to teacher leadership and the development of learning communities in classrooms and schools. Topics include educational reform, professional ethics, diversity, collegiality and continuous professional development. May be repeated for a maximum of two credits.

**ED 498 INDIVIDUAL STUDY PROJECT 2-6**

Prereq.: Permission of department chair. Individual research open only to advanced students and experienced teachers. Systematic study of problem of special interest. Students in either elementary or secondary field are guided in problem selection, data gathering, analysis and interpretation and drawing conclusions. IR

**ED 501 PROBE IN EDUCATION 1-3**

Prereq.: Permission of faculty adviser. In-service experience designed to meet the specific needs of school personnel.

**ED 511 PRINCIPLES OF CURRICULUM DEVELOPMENT 3**

Examination of selected programs including stated objectives, organizational patterns, curriculum materials and instructional strategies. This examination will utilize various models of decision making.

**ED 515 SCHOOL LAW 3**

Teachers study legal bases of chosen profession and develop more adequate understanding of federal, state and local laws applicable to teachers and pupils of public school. Primary emphasis is placed on Connecticut statutes and judicial interpretations.

- ED 517 EVALUATION** 3  
Introduction to the fundamental principles of measurement and evaluation. Emphasis will be placed on the construction of classroom achievement tests, analyzing test results and on interpreting standardized test scores.
- ED 518 TEACHER EFFECTIVENESS TRAINING** 3  
Analysis of teacher effectiveness training processes including Thomas Gordon's Teacher Effectiveness Training and other contemporary approaches. This course focuses on interpersonal communication skills and their effects on human relationships among teachers, students, parents, and colleagues. Communication skills that encourage students to become self-directed learners are analyzed. Problem-solving skills are identified and practiced so that conflicts will be resolved in ways that are acceptable to both the teachers and the students. Teachers acquire specific techniques to communicate their needs clearly and directly without creating and escalating confrontations. Value collisions in conflicts are also studied to increase understanding of interpersonal communication. F
- ED 530 ADVANCED SEMINAR IN LEADERSHIP AND LEARNING COMMUNITIES** 1  
Prereq.: Acceptance to either the full-year Post-Baccalaureate certification program or Professional Program for a Cross Endorsement. Current issues in teacher leadership. Focus on how school organizations and school reform develop, and the role teachers play in restructuring and supporting learning communities. May be repeated for a maximum of 4 credits.
- ED 535 INTEGRATING CURRICULUM DEVELOPMENT WITH EDUCATIONAL TECHNOLOGY** 6  
Prereq.: Acceptance to either the full-year Post-Baccalaureate certification program or Professional Program for a dual certification. Development, modification, production and evaluation of curriculum will be analyzed through interpreting theory and integrating educational technology to enhance learning. S
- ED 540 EDUCATIONAL MOTIVATION AND THE LEARNING PROCESS** 3  
Multidisciplinary approach to understanding of underachievement and resistance to learning. Emphasis on innovative ways of effecting learning by means of sociological, psychological and educational advances in practice and theory.
- ED 545 INTEGRATION OF METHODS OF RESEARCH AND ASSESSMENT** 6  
Prereq.: Acceptance to either the full-year Post-Baccalaureate certification program or Professional Program for a dual certification. Examination of traditional and alternative assessment strategies to promote learning. Techniques for analyzing and evaluating qualitative and quantitative research studies and developing skills to design, implement and assess action research projects specific to the internship and school site. S
- ED 598 RESEARCH IN EDUCATION** 3  
Students will construct hypotheses in education, design a pilot study and/or evaluate completed studies. Additional objectives may be presented by the instructor of the course.
- ED 599 THESIS** 3  
Prereq.: ED 598 and permission of thesis adviser. Preparation of the thesis under the supervision of the thesis adviser.
- EDEC 413 PRINCIPLES OF EARLY CHILDHOOD EDUCATION** 2  
Prereq.: Acceptance to the Professional Program. Theoretical principles of developmentally appropriate programs for young children. Implications for practice in inclusive classrooms. Organizing and managing the environment. Facilitating play and active learning. Roles of child, teacher and family. Field experience required. *Not for credit in graduate degree programs.*
- EDEC 423 METHODS AND CURRICULUM FOR THE EARLY YEARS** 3  
Prereq.: Acceptance to the Professional Program and EDEC 413 (may be taken concurrently). Integrated curriculum in early childhood classrooms. Investigating learning through play and exploration in inclusive environments. Examining individualized planning, implementation and evaluation. Studying collaboration with families and other professionals. Field experience required. Taken concurrently with SPED 423.
- EDEC 426 INTEGRATED CURRICULUM FOR EARLY CHILDHOOD** 3  
Prereq.: EDEC 423. Integrated curriculum in primary classrooms. Investigating active learning, cooperative learning, problem solving and inquiry, program planning, implementation and evaluation. Developing authentic assessment strategies. Studying collaboration with families and other professionals. Taken concurrently with student teaching.
- EDEC 430 EARLY CHILDHOOD STUDENT TEACHING** 9  
Prereq.: Permission of the Director of Clinical Experiences. Student teachers in early childhood placements are expected to work with teachers and children in professional activities. Placement culminates with student teachers assuming responsibility for planning and implementing units of instruction and developing leadership. Full semester of field based work is required. Not for credit in graduate degree programs.
- EDEC 539 ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS** 3  
Prereq.: EDEC 552. Organization and administration of early childhood programs including assessing community needs, determining goals, exploring licensing and funding, planning and management principles, staff development, parental involvement, ethics, advocacy and professionalization. Students will develop and evaluate designs for early childhood programs including planning for cultural diversity. IR
- EDEC 550 COMMUNICATION AND THE YOUNG CHILD** 3  
Prereq.: Matriculation in the M.S. program. Exploration of young children's language development, including language/thought connections, symbolic representation through art and early writing, and the "sense of story" development. The relationship of play to communication, stage appropriate children's literature, and home/school partnerships are also addressed. F(e)
- EDEC 551 PROGRAMS AND CURRICULA IN EARLY CHILDHOOD EDUCATION I** 3  
Prereq.: Matriculation in the M.S. program. Analysis of contemporary early childhood program models and practices including their historical and philosophical foundations. Includes an examination of criteria for establishing and evaluating contemporary early childhood programs. On-site observations and interaction with young children required. F
- EDEC 552 PROGRAMS AND CURRICULA IN EARLY CHILDHOOD EDUCATION II** 3  
Prereq.: EDEC 551 and matriculation in the M.S. program. Study of the implementation of developmentally appropriate curricula for children, ages three to eight. Emphasis on integrated curricula, learning centers, effective management, and active parent involvement. On-site observations and interaction with young children required. S
- EDEC 553 FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS IN EARLY CHILDHOOD EDUCATION** 3  
Prereq.: Matriculation in the M.S. program. In-depth exploration of impact of family and community on the education of young children. Study of school-child-family relationships which foster healthy development. Examination of comprehensive community and governmental support systems for children and families. S
- EDEC 554 OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION** 3  
Prereq.: Matriculation in M.S. program. Study of appropriate assessment of young children's development and progress and their relationship to child-centered curricula and home-school communication. Strategies for assessing

## EDUCATION — EARLY CHILDHOOD

children's cognitive/language, social/emotional, and psycho-motor development, play assessment and student portfolios are also included. F(o)

**EDEC 585 ISSUES, TRENDS, RESEARCH IN EARLY CHILDHOOD EDUCATION 3**

Prereq.: Acceptance into the M.S., Early Childhood program. Seminar focusing on the current status of early childhood education at local, state, and national levels. Analysis of current research. Individual pursuit of ideas/questions, small group projects and tutorial dialogue with professor. IR

**EDUCATION — ELEMENTARY**

**EDEL 412 STUDENT TEACHING: ELEMENTARY (GRADUATE CERTIFICATION) 8**

Prereq.: Acceptance to the professional program in graduate certification. Special application required. Students pursuing teacher certification demonstrate their ability to conduct learning activities and to work effectively with children. Emphasis on Connecticut teaching competencies in classroom and field experiences. Not to be credited toward the master's degree.

**EDEL 422 ELEMENTARY EDUCATION GENERAL METHODS 3**

Prereq.: Acceptance to the Professional Program and EDTE 315 and 420. Methods and models of best practice for teaching content, concepts and skills in elementary schools, including curriculum, lesson and unit planning, assessment and resources appropriate for elementary education. Classroom management in learning communities. Not for credit in graduate degree programs.

**EDEL 430 ELEMENTARY EDUCATION STUDENT TEACHING 9**

Prereq.: Permission of the Director of Clinical Experiences. Student teachers in elementary schools work with teachers and children in professional activities. Placement culminates with student teachers assuming responsibility for planning and implementing units of instruction and developing classroom leadership. Full semester of field based work is required. Taken concurrently with Cluster 6 courses. Not for credit in graduate degree programs.

**EDEL 480 BILINGUAL EDUCATION: PROGRAM DESIGN, CURRICULA METHODS, AND MATERIALS 3**

Prereq.: Have native or near-native fluency in one of the following languages: Spanish, Portuguese, Italian, or Polish. Analysis of a variety of bilingual programs and curriculum models. Observation and practice of bilingual teaching methods. Study and development of bilingual materials. IR

**EDEL 485 APPROACHES TO DISCIPLINE IN ELEMENTARY EDUCATION (K-8) 3**

Examination of the purposes, processes and strategies of varied approaches to discipline in elementary education, kindergarten through grade eight. S

**EDEL 508 CURRENT TRENDS IN ELEMENTARY SCHOOL CURRICULUM 3**

Prereq.: Matriculation into M.S. program in Education. Current trends in Elementary School Curriculum, with emphasis on issues, models and processes. Local and state projects will be examined. Not applicable to provisional, Intermediate Administrator/ Supervisor certification.

**EDEL 509 EDUCATION AND THE DEVELOPMENT OF CULTURAL UNDERSTANDING 3**

Prereq.: Matriculation into M.S. program in Education. Study of attitudes, values and expectations of educators as related to cultural diversity. Strategies presented to develop respect of students for cultural pluralism. Research related to the reduction of racial, ethnic and sex stereotyping and biases is surveyed. S

**EDEL 529 ANALYSIS OF TEACHING 3**

Prereq.: Acceptance to M.S., Elementary Education. Analysis of instructional practices and their effects on learners. Diverse perspectives are analyzed: selected conceptual frameworks, effective teaching literature and research and "wisdom of practice." S

**EDEL 531 EDUCATION IN THE INNER CITY 3**

Materials, methods and curricular models for education and education programs in the urban context will be examined and analyzed. Emphasis will be placed on application to the public school classroom. F

**EDEL 591 DESIGNING ACTION RESEARCH IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION 3**

Prereq.: Matriculation in either Elementary major (M.S.) or Early Childhood major (M.S.), completion of 21 s.h. in planned program including ED 598, Plan C designation, and a 3.00 GPA. Students design action research projects having implications for the education of young learners in their own professional settings. Course outcomes include individual proposals specifying problem statement, theoretical framework, resource review, local context description, strategy and evaluation design. F

**EDEL 592 IMPLEMENTING AND DOCUMENTING ACTION RESEARCH IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION 3**

Prereq.: EDEL 591, and a 3.00 GPA. Students implement strategies proposed in EDEL 591. The final report documents findings and conclusions drawn from collected data and personal insights into their intervention. Presentation supplements the written report. S.

**EDUCATION — MIDDLE LEVEL**

**EDM 414 OVERVIEW OF MIDDLE LEVEL PROGRAM AND PRACTICES 3**

Prereq.: Acceptance to the Professional Program and EDTE 315. Middle level programs and practices and how they relate to the physical, social, emotional, intellectual and moral development of adolescents in classroom, school and community contexts. Taken concurrently with EDTE 420. Not for credit in graduate degree programs.

**EDM 424 METHODS FOR MIDDLE LEVEL TEACHING 3**

Prereq.: EDM 414 and EDTE 420. General teaching methods, curriculum, assessment and resources appropriate for middle level learners. Field experience required. Not for credit in graduate degree programs.

**EDM 430 MIDDLE LEVEL STUDENT TEACHING 9**

Prereq.: Permission of the Director of Clinical Experiences. Student teachers in middle schools work with teachers and children in professional activities. Placement culminates with student teachers assuming responsibility for planning and implementing units of instruction and developing classroom leadership. Full semester of field based work is required. Taken concurrently with Cluster 6 courses. Not for credit in graduate degree programs.

**EDUCATION — SECONDARY**

**EDSC 414 PRELIMINARY STUDENT TEACHING (TECHNOLOGY EDUCATION) 6**

See EDSC 415.

**EDSC 415 STUDENT TEACHING (TECHNOLOGY EDUCATION) 6**

Prereq.: Admission to the professional program. In accordance with public school schedule, students spend approximately a 16-week period in first semester of senior year in public secondary school; one period of eight weeks in middle or junior high school and second period of eight weeks in senior high school, usually in different communities. The Technology Education major demonstrates the ability to organize and conduct school learning activities and to work effectively with adolescent youth in programs of technology education. Emphasis on Connecticut teaching competencies in both classroom and laboratory situations.

**EDSC 420 STUDENT TEACHING—MUSIC EDUCATION (K THROUGH 12) 12**

Prereq.: Admission to the professional program. One half semester is spent in

the music department of an elementary school, the other half in a secondary school music department. Student demonstrates ability to conduct learning activities in music and to work effectively with children and youth. Emphasis on Connecticut teaching competencies in classroom and field experiences.

**EDSC 429 RESPONSIBLE STUDENT TEACHING—  
ART (K THROUGH 12) 12**

Prereq.: Acceptance to the professional program. Student demonstrates ability to organize and conduct school learning activities and to work effectively with pupils and teachers in a program of art education. Emphasis on Connecticut teaching competencies in classroom and field experiences. Open only to Art Education Certification majors.

**EDSC 435 STUDENT TEACHING — SECONDARY  
(GRADUATE CERTIFICATION) 8**

Prereq.: Acceptance to the professional program in graduate certification. A period of time is spent in the classrooms of public secondary schools where students demonstrate ability to conduct learning activities and to work effectively with adolescents. Emphasis on Connecticut teaching competencies in classroom and field experiences. Not to be credited toward the master's degree.

**EDSC 505 INNOVATIONS IN SECONDARY EDUCATION 3**

Prereq.: Acceptance to an M.S. program. Examination of current areas of research in secondary education, including restructuring of high schools, alternatives to tracking, innovations in various subject areas and interdisciplinary studies, team teaching and grouping practices. F

**EDSC 556 INSTRUCTIONAL THEORY AND PRACTICE 3**

Prereq.: Acceptance to an M.S. program. Advanced study of the theoretical bases of instruction, focusing on the analysis of instructional models and their use in the secondary school classroom. S

**EDSC 582 SUPERVISION OF SECONDARY  
SCHOOL TEACHING 6**

Supervised teaching experience for graduate students who possess a Durational Shortage Area Permit from the State of Connecticut. Not to be credited towards master's degree. Supervision will continue for sequential semesters.

**EDSC 586 ADVANCED SEMINAR  
IN SECONDARY EDUCATION 3**

Prereq.: EDF 500, ED 511, 598. Investigation and analysis of research findings on curricular innovations. The course will address itself to the questions: (1) How effective are various curricular innovations? (2) Under what conditions are various curricular innovations most effective. S

## EDUCATION — TEACHER EDUCATION

**EDTE 420 FIELD EXPERIENCE PRACTICUM 1-3**

Prereq.: Acceptance to the Professional Program and EDTE 315. On-site experience, including classroom observations and teaching experience with faculty and students in a public school setting appropriate to certification level. May be repeated for a maximum of three credits.

**EDTE 510 METHODS OF INQUIRY INTO PEDAGOGY  
AND LEADERSHIP IN DIVERSE COMMUNITIES 3**

Prereq.: Acceptance to full-year Post-Baccalaureate certification program. Through inquiry methods, students will explore the world of teaching, learning and leadership in diverse communities. Course includes issues of pluralism, tools and strategies for teachers and teacher empowerment and leadership.

**EDTE 530 INTERNSHIP IN PEDAGOGY AND LEADERSHIP I 4**

Prereq.: Acceptance to either the full-year Post-Baccalaureate certification program or Professional Program for a dual certification. Site-based consecutive internship. Practice teaching at a classroom level commensurate with requirements of dual certification and fulfilling the responsibilities of teaching faculty at the school. F

**EDTE 531 INTERNSHIP IN PEDAGOGY AND LEADERSHIP II 4**

Prereq.: EDTE 530. Site-based internship continued. Conducting research into

curriculum, instruction and assessment, and serving on school-wide collaborative leadership teams while also continuing to expand classroom teaching repertoire. Intern will disseminate research findings to school and the larger educational profession. S

## EDUCATIONAL FOUNDATIONS

**EDF 400 PHILOSOPHY OF EDUCATION 3**

Major philosophies and their implications for education in the United States. Not for credit in graduate degree programs.

**EDF 401 FOUNDATIONS OF EDUCATION 3**

Aims of modern education are studied with respect to the historical, philosophical, psychological and sociological forces which have shaped the modern school. Not for credit in graduate degree programs.

**EDF 415 EDUCATIONAL FOUNDATIONS 3**

Prereq.: Acceptance to the Professional Program or permission of department chair. Social and moral contexts of schooling, purposes of education in American society, contemporary educational policy, politics of the policy making process and the role of teachers as leaders. *Not for credit in graduate degree programs.*

**EDF 500 CONTEMPORARY EDUCATIONAL ISSUES 3**

Contemporary educational issues and the ways they are affected by social, political, and economic forces of society.

**EDF 510 THE SOCIAL, POLITICAL AND  
CULTURAL CONTEXT OF URBAN SCHOOLS 3**

Prereq.: Acceptance to the Professional Program. Examination of the effects of social, political and cultural realities on schools in urban settings. Consideration of issues confronting urban schools and emerging models for improvement and reform. SS

**EDF 516 SCHOOL AND SOCIETY 3**

Presentation and analysis of factors, institutions, and events relating to school's role in society. Sociocultural analysis and interpretation of historic development, as well as contemporary influences affecting dynamic role of school in American life today. IR

**EDF 520 SEMINAR IN PHILOSOPHY OF EDUCATION 3**

Prereq.: EDF 400 or equivalent. Philosophical ideas instrumental in shaping of American educational policy are studied through prescribed readings, written and oral reports, seminar discussion. IR

**EDF 521 HISTORY OF EDUCATIONAL IDEAS 3**

Philosophical and historical study of education as an important social idea in past and present cultures, exploring its development into modern-institutional form and including a study of major individuals and movements that have made an impact on its current purposes and on cultural forces that affect education, institutions and agencies which relate to the public school and social structure of the school. IR

**EDF 522 COMPARATIVE EDUCATION 3**

Comparative study of contemporary education in the cultural contexts of selected countries in the major areas of the world, to develop knowledge and understanding of how different educational values and objectives are achieved. Special comparison with education in the United States will be made to provide an international perspective. SS

**EDF 524 FOUNDATIONS OF CONTEMPORARY  
THEORIES OF CURRICULUM 3**

Study of the social, psychological and philosophical influences that shape the curriculum and a range of curriculum positions in the United States and in other countries. F(o)

**EDF 525 HISTORY OF AMERICAN EDUCATION 3**

Historical study of the development of education in the United States, with



emphasis on the role of social, political and cultural trends that have affected and influenced American public and private schooling. S

**EDF 530 MULTICULTURAL EDUCATION 3**  
Seminar addressing issues related to the education of culturally diverse populations with emphasis on cultural and linguistic diversity in the context of American public schools. F

**EDF 538 THE POLITICS OF EDUCATION 3**  
Introduction to the politics of education and the making of educational policy within our society's political system. Topics include: school governance and the decision-making process, problems of policy-making in bureaucracy, intergovernmental rivalries of local, state and Federal authority, legal and extra-legal influences, ideological conflict and the struggle for change and reform in school institutions. S

**EDF 583 SOCIOLOGICAL FOUNDATIONS OF EDUCATION 3**  
Sociological principles and information applied to problems and situations in education. Emphasis on cultural forces that affect education, institutions and agencies which relate to the public school and social structure of the school. IR

**EDF 597 SUPERVISED READINGS IN HISTORY AND PHILOSOPHY OF EDUCATION 1-3**  
Selected supervised readings in the history and philosophy of education by faculty in collaboration with a student's interests and professional needs. May be repeated for a maximum of three credits. On demand.

**EDF 687 SEMINAR IN EDUCATIONAL POLICY STUDIES 3**  
Education policy and policy-making will be examined utilizing a critical socio-cultural perspective. Students will analyze the formulation and evaluation of local, state and national educational policies. F

**EDUCATIONAL LEADERSHIP**

**EDL 513 SUPERVISION 3**  
Study of major problems confronting supervisors in improving instruction: interpreting educational objectives to staff and public, coordinating education programs, teacher-supervisor relations, evaluating instruction and supervision of student teachers.

**EDL 514 ADMINISTRATION 3**  
Study of leader's roles in developing programs in education. Major areas include: obligation toward learners, staff, boards of education, and parents; administrative organization, curriculum development and stimulating research.

**EDL 551 CURRICULUM LEADERSHIP 3**  
Prereq.: ED 511 and graduate matriculation. Study of curriculum leadership with special emphasis on curriculum processes, curriculum management, decision making and current trends in the field. F, SS

**EDL 552 TOPICS IN EDUCATIONAL LEADERSHIP 3**  
Prereq.: ED 511, 598 and graduate matriculation. Comprehensive inquiry into a specific area of educational leadership. It may be repeated once with different content. S, SS

**EDL 555 LEADERSHIP FOR CULTURALLY DIVERSE SCHOOLS 3**  
Study of leadership roles and strategies for developing a positive school climate for diverse cultural and racial groups in urban/suburban schools.

**NOTE: ADMISSION TO 600-LEVEL EDUCATIONAL LEADERSHIP COURSES REQUIRES THE COMPLETION OF THE FOLLOWING PREREQUISITES: ED 511, EDL 513, EDL 514, ED 540 AND ED 598 OR EQUIVALENT.**

**EDL 617 PERSONNEL AND PROGRAM EVALUATION 3**  
Study of current principles and procedures for the evaluation of school programs and personnel.

**EDL 634 SEMINAR IN CURRICULUM DEVELOPMENT 3**  
Study of curriculum design including the setting of objectives, selection of content material, instructional techniques and program evaluation.

**EDL 635 SEMINAR IN SUPERVISION 3**  
The study of program evaluation including the design of a staff in-service program for developing instructional and organizational competencies.

**EDL 636 DYNAMICS OF EDUCATIONAL LEADERSHIP 3**  
Understanding of the various groups and subgroups to which a supervisor and curriculum specialist relates and of the significance of these relationships for leadership behavior. Demonstration of personal skills necessary to work successfully with groups of adults and conduct a successful one-to-one conference.

**EDL 637 PRACTICUM IN EDUCATIONAL LEADERSHIP 3**  
Practicum under the direction of a cooperating school administrator/supervisor/specialist and a University faculty member. Students complete a project which demonstrates mastery of state and department competencies. Seminar and evaluations to measure student progress jointly conducted by University faculty and cooperating field specialist.

**EDL 639 SCHOOL FINANCE 3**  
Content and activities focus on developing the skills and knowledge necessary to operate the business aspects of local schools, including obtaining, allocating and managing federal, state and local funds. F

**EDL 640 THE PRINCIPALSHIP 3**  
Identifies those skills which exemplify effective principals. Among the topics and skill competencies to be examined are school organization, curricular needs, program and staff development, strategies for institutional change, fiscal management and leadership styles. S

**EDL 650 INTERNSHIP IN EDUCATIONAL LEADERSHIP 6**  
This internship is intended to provide an individually designed and carefully monitored learning experience for qualified students. Beginning and aspiring school leaders will take part in skill development seminars and will demonstrate leadership skills in their work settings under the guidance of University faculty and public school mentors. ("Outstanding" or "Competent" score on Qualifying Examination required for admission.) One semester or one academic year. Note: Of the 6 cr. required, 3 cr. may be applied to meeting the elective requirement.

**EDL 698 RESEARCH SEMINAR IN EDUCATIONAL LEADERSHIP AND SUPERVISION 3**  
Advanced seminar involving a critical review of research in educational leadership and supervision. A research proposal and completed report is required.

**EDUCATIONAL TECHNOLOGY**

**EDT 490 INSTRUCTIONAL COMPUTING 3**  
Examination and application of computers and other related technologies to various teaching situations, with emphasis on developing skills in evaluating instructional software programs. F, S, SS [c]

**EDT 500 INSTRUCTIONAL DESIGN AND EVALUATION I 3**  
Prereq.: Permission of instructor. Application of instructional design principles that includes design of needs analysis, learner analysis, task analysis, goals and objectives, instructional and media strategies and evaluation in solving instructional issues. F [c]

**EDT 501 MESSAGE DESIGN AND PRODUCTION 3**  
Prereq.: Permission of instructor. Application of message design theories and principles involving perception, memory, attitude and persuasion. Course includes hands-on learning experience in the design and production of instructional materials. F [c]

- EDT 511 TOPICS IN EDUCATIONAL TECHNOLOGY 3**  
Prereq.: Matriculation or permission of instructor. Selected topics in the field of educational technology and instructional design. F, SS [c]
- EDT 512 COMPUTER-BASED INSTRUCTION 3**  
Prereq.: EDT 500, 501 or permission of instructor. Application of computer-based strategies for instruction, including interactivity, adaptivity, feedback, branching and evaluation, with emphasis on screen design, developing flowcharts and storyboarding. S [c]
- EDT 521 INTERACTIVE MULTIMEDIA FOR INSTRUCTION I 3**  
Prereq.: EDT 512. Application of multimedia principles emphasizing screen design, branching, instructional and media strategies, using flowcharts, storyboards and evaluation techniques. S [c]
- EDT 522 INSTRUCTIONAL DESIGN AND EVALUATION II 3**  
Prereq.: EDT 500. Examination and application of cognitive theories and new instructional design concepts, such as needs assessment and media strategies. The course will use a case study model. S [c]
- EDT 531 INTERACTIVE MULTIMEDIA FOR INSTRUCTION II 3**  
Prereq.: EDT 521. Production of multimedia through hands-on experiences that include CD-ROM mastering, digital audio and video, animation, graphics, programming and subsequent evaluation procedures for Educational Technology. SS [c]
- EDT 532 DISTANCE LEARNING AND NETWORKING 3**  
Prereq.: Matriculation or permission of instructor. Analysis of distance learning and networking, including hands-on experiences to design, produce, evaluate and manage students' own distance learning and networking programs. S [c]
- EDT 560 EVALUATION, ACQUISITION AND ORGANIZATION OF MEDIA MATERIALS 3**  
Prereq.: Current Connecticut Teaching Certificate. A systematic examination and application of processes, materials and technology used to evaluate, acquire and organize instructional media materials in a school library media center. SS [c]
- EDT 561 STRUCTURING AND ACCESSING INFORMATION 3**  
Prereq.: Current Connecticut Teaching Certificate. Development of skills needed to structure and access information using traditional and automated formats to meet client needs using print, CD-ROM and telecommunication systems. SS [c]
- EDT 562 DEVELOPING, OPERATING AND LEADING MEDIA FACILITIES 3**  
Prereq.: Current Connecticut Teaching Certificate. An analysis of the planning, organization and administrative procedures for media personnel involved in education media services programs and facilities at the school level. SS [c]
- EDT 597 FINAL PROJECT 3**  
Prereq.: Permission of EDT advisor and completion of 24 s.h. in planned program. Culminating experience. Students develop an instructional project that demonstrates acquired skills in design, production and evaluation in Educational Technology. S [c]
- ET 422 COMPUTER SYSTEMS AND INTEGRATION 3**  
Prereq.: TC 113 or permission of instructor. Laboratory based problem solving course on the installation, configuration and diagnostics of computer hardware and software, including operating systems, networks, hardware components and integration. Emphasis on installing and trouble shooting computer systems. IR [c]
- ET 440 GEOMETRIC DIMENSIONING AND TOLERANCING 3**  
Intended for all technical personnel involved in originating or interpreting state-of-the-art industrial engineering drawings. Emphasis will be on the interpretation, application and verification of all aspects of geometric dimensioning and tolerancing per the latest ANSI Y14.5 specification including the concepts of true positioning, runout, datums, maximum material condition and functional gaging.
- ET 451 SOIL MECHANICS AND FOUNDATIONS 3**  
Prereq.: ET 357. Fundamentals of soil behavior and its use as a construction material. Principles of effective strength, permeability, shear strength and consolidation. Application to construction problems in shallow and deep foundations, slope stability, retaining structures and excavation drainage. Laboratory required.
- ET 454 TRANSPORTATION/LAND 3**  
Study of the planning, design, environmental concerns addressing, construction and maintenance of transportation projects using new and rehabilitated highway and bridge projects as focus points for lecture and laboratory work. F
- ET 456 MATERIALS ANALYSIS 3**  
Prereq.: TC 118 or permission of the instructor. The study of the composition, properties, and characteristics of metallic and non-metallic manufacturing materials including: the nature and structure of materials, phase diagrams, mechanical properties, and the effects of environment on materials. Emphasis will be placed on the principles behind the selection of materials to meet design requirements. Laboratory includes the use of standard materials and testing apparatus. Lecture/lab.
- ET 460 COMPUTER AIDED DESIGN AND MANUFACTURING (CAD/CAM) 3**  
Prereq.: TC 113, 121, 216, IT 360. Introduction to the utilization of computer technology for the planning, implementation, and the control of a manufacturing facility: to create or modify engineering designs or process in the production of the product. The course is laboratory oriented with analytical and simulation models on the computer. [c]
- ET 461 MANUFACTURING WITH PLASTICS AND COMPOSITES 3**  
Prereq.: MATH 115, CHEM 121, and PHYS 121. Analytical study of the nature of materials and the correlated manufacturing techniques used in the plastics and composites industry. Emphasis will be placed on the processes involving thermoplastic, thermoset and composite materials. Laboratory required.
- ET 462 MANUFACTURING PROCESS PLANNING AND ESTIMATING 3**  
Prereq.: TC 121, 316, ET 440. Fundamentals of design and planning of the production, operational sequence and cost estimates for discrete part manufacturing. The analysis of part design for the development of process plans, routings and operations sheets for process engineering, estimating and costing procedures of manufacturing operations. [c]
- ET 466 DESIGN FOR MANUFACTURE 3**  
Prereq.: ET 260, 340, 440, 462, TC 446 (taken concurrently). Applications and problem solving course covers contemporary industrial practices for integrating product design with manufacturing process design to produce products which will function in accordance with design intent, have interchangeable parts and allow economical automated manufacture.
- ET 469 CAD/CAE SOLID MECHANICS 3**  
Prereq.: ET 351, 260 or TC 321. Analysis of stress and strain in machinery and mechanisms. Computer-aided design of surface and solid geometric models and computer analysis of engineering/mechanical properties of solids. Two 2 lecture hours and two lab hours. S
- ET 470 STRUCTURAL STEEL DESIGN 3**  
Prereq.: TC 255 and ET 397. Introduction to the analysis of steel structures using classical and computer methods. Application of design, fabrication and

## ENGINEERING TECHNOLOGY

construction in structural steel using standard specifications. Topics on beams, columns, trusses and frames.

**ET 471 REINFORCED CONCRETE STRUCTURES 3**  
Prereq.: ET 357, 397. Applications of design and construction in reinforced concrete and timber structures. Topics on beams, columns, slabs, footings, retaining walls, form work and prestressed concrete fundamentals.

**ET 472 TIMBER STRUCTURES 3**  
Prereq.: ET 397. Study of the physical properties of wood used in structures and architecture. Influence on strength from moisture content, species and preservation treatments are emphasized. Design and construction applications in bridges and buildings.

**ET 476 ENVIRONMENTAL TECHNOLOGY 3**  
Prereq.: CHEM 111 or 121, MATH 115. Environmental effects on air, water and land from construction activities. Case studies with discussion of corrective action.

**ET 497 ENGINEERING COST ANALYSIS 3**  
Prereq.: MATH 125. Economic analysis of financing technical or engineering projects as related to the construction and industrial infrastructure facilities, determination of costs and justification of improvements.

## ENGLISH

**ENG 400 ANALYTICAL SKILLS IN LANGUAGE 3**  
Intensive analyses (syntactic, morphological, phonological) of selected data from English and other languages. Particular emphasis on developing analytical skills. F

**ENG 401 ADVANCED COMPOSITION 3**  
Advanced course in expository writing designed for competent writers who wish to refine their skills. Emphasis on vividness, precision, and impact, with attention to audience and style. (Not applicable to M.A. or M.S. in English programs.)

**ENG 403 TECHNICAL WRITING 3**  
Course designed to assist students in planning, researching, structuring, writing, revising, and editing technical materials. Emphasis on various types of writing drawn from an industrial/professional context: reports, correspondences, directories, manuals, technical/articles. (Not applicable to M.A. or M.S. in English programs.)

**ENG 412 EDITING 3**  
Prereq.: ENG 235 or 236 or permission of instructor. Emphasis on copy editing, headline writing, news judgment, photo handling, newspaper makeup. (Not applicable to M.A. or M.S. in English programs.) IR

**ENG 416 MAGAZINE WRITING 3**  
Prereq.: ENG 235 or 236 or permission of instructor. The process of researching, interviewing for and writing magazine articles; preparation for selling freelance articles. (Not applicable to M.A. or M.S. in English programs.) S

**ENG 418 STUDIES IN JOURNALISM 3**  
Prereq.: ENG 235 or 236 or permission of instructor. Selected topics in journalism. Students may take this course under different topics for a maximum of 6 credits. (Not applicable to M.A. or M.S. in English programs.) IR

**ENG 420 TEACHING ENGLISH IN SECONDARY SCHOOLS 3**  
Prereq.: Acceptance into the professional program in English. Methods and materials for teaching English language and literature. (Not applicable to M.A. or M.S. in English programs.) F

**ENG 421 TRADITIONAL GRAMMAR 1**  
Prereq.: ENG 110, and permission of instructor or concurrent enrollment in ENG 420. Study of rules concerning grammar, usage, punctuation, and mechanics as traditionally presented in school texts. Analysis of those rules in

relation to linguistics and writing. (Not applicable to M.A. or M.S. in English programs.) F

**ENG 430 STUDIES IN LINGUISTICS AND THE ENGLISH LANGUAGE 3**  
Selected topics in linguistics. Students may not take this course under the same topic more than once. IR

**ENG 431 THE HISTORY OF THE ENGLISH LANGUAGE 3**  
History, growth, and structure of English language. S

**ENG 441 HAWTHORNE, MELVILLE AND JAMES 3**  
Study of the problem of evil in 19th-century American literature. The course seeks to define the problem, to trace its sources in the Puritan tradition, and to consider solutions proposed in the fiction of Hawthorne, Melville and Henry James. IR

**ENG 445 AMERICAN DRAMA 3**  
Development of American drama and its contribution to literature. IR

**ENG 448 STUDIES IN AMERICAN LITERATURE 3**  
Selected topics in American literature. Students may take this course under different topics for a maximum of 6 credits.

**ENG 449 MAJOR AMERICAN AUTHOR 3**  
Intensive study of the writings, life, influence and historical milieu of a major American author. Authors will vary each year. May be repeated under different author subjects for a maximum of six credits. IR

**ENG 450 CHAUCER 3**  
Readings in Chaucer, with special emphasis on *The Canterbury Tales* and *Troilus and Criseyde*. IR

**ENG 451 MILTON 3**  
Readings in Milton's prose and poetry with emphasis on *Paradise Lost* and *Samson Agonistes*. IR

**ENG 458 STUDIES IN BRITISH LITERATURE 3**  
Selected topics in British Literature. Students may take this course under different topics for a maximum of 6 credits.

**ENG 461 SHAKESPEARE: MAJOR COMEDIES 3**  
Close analysis of major comedies and pertinent critical problems. IR

**ENG 462 SHAKESPEARE: MAJOR TRAGEDIES 3**  
Close analysis of major tragedies and pertinent critical problems. IR

**ENG 463 ELIZABETHAN AND JACOBEAN DRAMA 3**  
Study of major dramatists from Kyd to Ford, excluding Shakespeare. IR

**ENG 464 RESTORATION AND 18th CENTURY DRAMA 3**  
English drama from 1660-1800, primarily comedy. Readings from works of such dramatists as Wycherley, Etherege, Dryden, Congreve, Vanbrugh, Farquhar, Gay and Sheridan. IR

**ENG 470 THE VICTORIAN NOVEL 3**  
Representative Victorian novelists with special emphasis on Trollope, Eliot, Dickens, Thackeray, and Hardy. IR

**ENG 474 THE CONTEMPORARY AMERICAN NOVEL 3**  
American novels which have come to prominence since World War II, and the changing cultural environment which they reflect. IR

**ENG 475 THE BRITISH NOVEL TO 1832 3**  
Form and content of the novel with readings selected from DeFoe, Richardson, Fielding, Sterne, Smollett, Austen, Scott and Gothic novels. IR

**ENG 476 THE MODERN BRITISH NOVEL 3**  
Form and content of the novel with readings selected from Joyce, Woolf, Ford, Conrad, Lawrence, Huxley, Forster, Greene, Waugh and others. IR

- ENG 477 MODERN BRITISH POETRY** 3  
Major works of Hardy, Hopkins, Yeats, D.H. Lawrence, Owen, Sassoon, Auden. Dylan Thomas, Larkin, Hughes and others. IR
- ENG 478 MODERN AMERICAN POETRY** 3  
Study of important American poets from Dickinson to the present. IR
- ENG 480 MODERN IRISH LITERATURE** 3  
Study of the major themes and traditions in Irish writers of the 20th Century. Included will be works by Yeats, Joyce, Synge, O'Casey, O'Connor and others. IR
- ENG 486 LITERATURE AND FILM** 3  
Study of films adapted from novels and plays. The course investigates the nature of the relationship of these forms. Attention will be paid to the theory of film with comparison to the aesthetics of the printed word and the live performance. Attendance at screenings required. S
- ENG 487 TWENTIETH-CENTURY BRITISH DRAMA** 3  
Study of major British playwrights of the twentieth century. Selections may be from the works of Shaw, Coward, Maugham, O'Casey, Eliot, Beckett, Osborne, Pinter, Shaffer, Ayckbourn, Churchill, Gray, Hare, Stoppard and others. IR
- ENG 488 STUDIES IN WORLD LITERATURE** 3  
Selected topics in world literature. Students may take this course under different topics for a maximum of 6 credits.
- ENG 490 SEMINAR IN INDIVIDUAL GUIDED READING** 1-3  
Prereq.: Permission of the department chair. A conference course for students wishing to follow a planned program of guided reading.
- ENG 491 CHILDREN'S LITERATURE** 3  
Balanced selection of the best literature available to children. Traditional forms of fables, legends, myths, epics, fairy tales, and folk tales of the world; examination of how these represent the universal needs and aspirations of all cultures. Major authors and illustrators included. (May be applicable to M.S. Program — see graduate adviser.) S
- ENG 492 LITERATURE FOR YOUNG ADULTS** 3  
Through extensive reading this course examines trends and issues, forms and content, and authors and topics of contemporary books read by and written expressly for adolescents. Recommended for secondary teachers and reading specialists. (Not applicable to M.A. or M.S. in English programs.)
- ENG 495 INTERNSHIP** 1-6  
Prereq.: Permission of faculty adviser and department chair. Intern projects under the guidance of an English faculty adviser and with the permission of the department chair. (Not applicable to M.A. or M.S. in English programs.)
- ENG 496 TESOL METHODS** 3  
Principles, methods, and materials for teaching English to non-English speaking students at all levels. Acquisition and practice of basic language teaching skills. Intercultural communication in the ESOL classroom. F
- ENG 497 SECOND LANGUAGE ACQUISITION** 3  
Major theories of language acquisition and their potential application to language teaching. The theoretical bases of second language instruction. S
- ENG 498 TESOL PRACTICUM** 3  
Students will teach ESOL under supervision. S
- ENG 500 SEMINAR IN AMERICAN LITERATURE** 3  
Prereq.: Acceptance to degree program in English or permission of instructor. Designed to give student seminar experience in selected area of English studies. F
- ENG 501 SEMINAR IN BRITISH LITERATURE** 3  
Prereq.: Acceptance to degree program in English or permission of instructor. Designed to give student seminar experience in selected area of English studies. S
- ENG 512 MODERN SYNTAX** 3  
Concepts and formalisms in grammar. Problem solving in English syntax. Contemporary developments in syntactic theory. S
- ENG 513 MODERN PHONOLOGY** 3  
Characteristics and organization of sound systems of languages. Special attention to the sound system of English and how it fits into universal patterns. Generative and post-generative phonologies. S
- ENG 515 AN INTRODUCTION TO SOCIOLINGUISTICS** 3  
Examination of the interlocking nature of language and society, with particular emphasis on sociolinguistic theory and field work. F
- ENG 520 TEACHING ENGLISH IN SECONDARY SCHOOLS** 3  
Prereq.: Teaching experience and permission of instructor. Methods and materials for teaching English language, literature and composition. Meets state certification requirements. (Applicable to M.S. in English; not applicable to M.A. in English.) S
- ENG 521 TEACHING WRITING IN SECONDARY SCHOOLS** 3  
Prereq.: Open only to experienced teachers. Exploring ways of motivating writing, organizing writing activities, teaching grammar and mechanics, and evaluating writing in secondary schools while developing personal writing techniques. (Applicable to M.S. in English; not applicable to M.A. in English.) F
- ENG 530 SPECIAL TOPICS IN LITERATURE** 3  
Detailed study of a literary figure, genre, period, or theme. Subject matter will vary from semester to semester. Students may not take this course under the same topic more than once. IR
- ENG 533 SECOND LANGUAGE COMPOSITION** 3  
Psycholinguistics of writing in a second language. Principles, methods, and materials for teaching writing to students of English as a second or foreign language. The second language writing curriculum. S
- ENG 535 SECOND LANGUAGE TESTING** 3  
Linguistic and academic assessment of non-native speakers of English. Determination of language dominance and proficiency of bilinguals. Preparation of language tests. F
- ENG 598 RESEARCH IN ENGLISH** 3  
Research skills in a discipline offered by the English Department. The literature section is a course designed to introduce the techniques and resources of literary research through an examination of the theory, history and practice of literary criticism. The TESOL section covers research topics and methods in TESOL and Applied Linguistics. F
- ENG 599 THESIS** 3  
Prereq.: Acceptance to M.S. or M.A. program in English or M.S. program in TESOL, a minimum of 15 credits of graduate course work in English, and permission of the department chair. Preparation of the thesis under the supervision of the thesis adviser.
- ## FINE ARTS
- FA 490 INTEGRATING THE FINE ARTS FOR THE YOUNG LEARNER** 3  
Study of the aesthetic experience, its importance for children and its interrelationship with empirical knowledge. Music, the visual arts and movement will be investigated, with an emphasis on discovering resources and developing techniques for integrating each. SS
- FA 543 MANAGING THE PERFORMING ARTS** 2  
Examination of the practical aspects of managing the performing arts, including programming, marketing, facility management, financial management, business operations, personnel management, fundraising, and public relations. SS

**FRENCH**

**FR 410 BUSINESS FRENCH I** 3  
Prereq.: FR 336 or permission of instructor. Development of the oral and written skills for positions in business firms, travel bureaus and government agencies; study of the cultural skills of French businessmen; survey of the natural resources of France and her export industry. F

**FR 411 BUSINESS FRENCH II** 3  
Prereq.: FR 336 or 410 or permission of instructor. Additional practice in the oral and written skills needed in bilingual work situations. Emphasis on commercial translation and interpretation of the "Common Market." S

**FR 435 FRENCH PHONETICS AND DICTION** 3  
Prereq.: Senior or graduate standing and permission of instructor. Phonetic theory and practice to improve oral expression. S

**FR 441 ADVANCED ORAL PRACTICE I** 3  
Prereq.: Senior or graduate standing and permission of instructor. Development of fluency in oral self-expression. Speech analysis to improve pronunciation and intonation. F

**FR 442 ADVANCED ORAL PRACTICE II** 3  
Prereq.: Senior or graduate standing, FR 441 or permission of instructor. Continuation of FR 441. On demand.

**FR 451 THE STRUCTURE OF MODERN FRENCH** 3  
Prereq.: Senior or graduate standing and permission of instructor. Scientific analysis of the French language; phonemic theory, description of morphological systems and syntactic analysis. Application of these principles to the writing of structural drills and practice therein. F(e)

**FR 460 ADVANCED GRAMMAR AND COMPOSITION** 3  
Prereq.: Senior or graduate standing, FR 335 or equivalent. Written expression of French, particularly in idiomatic free composition, designed to establish appreciation for French style and to develop ability to express shades of meanings. F

**FR 465 LITERARY ANALYSIS** 3  
Prereq.: Senior or graduate standing, FR 305, 335 and 301 or equivalent preparation. Instruction in the techniques of "explication de texte" and of various approaches to literary analysis as an instrument for the development of critical reading ability and as a necessary step in literary research. F

**FR 471 20th CENTURY FRENCH LITERATURE I** 3  
Prereq.: Senior or graduate standing and permission of instructor. Literature and the arts in a world of complex and ever-changing values, from the century's surrealist beginnings to Existentialism. F(o)

**FR 472 20th CENTURY FRENCH LITERATURE II** 3  
Prereq.: Permission of instructor. Literature and the arts from Existentialism to the present focus on the mass media and other innovations. S(e)

**FR 510 MEDIEVAL FRENCH LITERATURE** 3  
Prereq.: Senior or graduate standing and permission of the instructor. Cultural and literary trends in France from the ninth through the 15th centuries and their relation to contemporary society. F(o)

**FR 561 TOPICS IN FRENCH LITERATURE** 3  
Prereq.: Permission of instructor. Detailed study of literary figure, movement, or theme. Subject matter will vary from semester to semester. IR

**FR 571 17th CENTURY FRENCH LITERATURE AND CULTURE** 3  
Prereq.: Permission of instructor. The main currents of 17th century thought in literature, the arts and the sciences, with emphasis on the evolution of classicism. F(e)

**FR 581 19th CENTURY FRENCH LITERATURE** 3  
Prereq.: Permission of instructor. The main currents of 19th century thought, with emphasis on works of the Symbolists and Naturalists. F(e)

**FR 588 CONTEMPORARY SOCIETY IN THE FRENCH-SPEAKING WORLD** 3  
Prereq.: Permission of instructor. Contemporary French society, institutions, traditions and values.

**FR 598 RESEARCH IN FRENCH STUDIES** 3  
Prereq.: Departmental approval and at least two graduate courses in literature or linguistics. Seminar designed to permit student to develop under supervision a research paper in an aspect of French literature, culture or linguistics, or to begin thesis research.

**FR 599 THESIS** 3 or 6  
Prereq.: 15 credits of approved graduate study and approval of adviser. Preparation of the thesis under the supervision of the thesis adviser.

**GEOGRAPHY**

**GEOG 420 INTERNSHIP IN PLANNING** 3  
Prereq.: Permission of the department chair. Restricted to students who are pursuing a specialization in planning. Participants will serve as interns in a municipal, regional, state or private planning agency under the supervision of a geography faculty member. On demand.

**GEOG 425 INTERNSHIP IN INTERNATIONAL HOSPITALITY STUDIES** 3  
Prereq.: Permission of the department chair. Semester or six months work in an environment directly related to studies in international hospitality and tourism, under the supervision on site by an affiliate member from a liaison institution. Substantial pre-trip orientation and post-trip reports required. On demand.

**GEOG 430 INTERNSHIP IN GEOGRAPHY** 3  
Prereq.: Permission of the department chair. No credit given to students with credit for GEOG 420. Students will work in an environment directly related to the track or planned program they are following, under the supervision of a geography faculty member. Written reports are required. On demand.

**GEOG 433 ISSUES IN ENVIRONMENTAL PROTECTION** 3  
Issues in the environmental protection planning process. Topics include air quality, noise, solid waste, hazardous materials, wilderness areas, endangered species, wetlands and land use issues. A single field trip may be required.

**GEOG 434 MEXICO, CENTRAL AMERICA AND THE CARIBBEAN** 3  
Study of our nearest neighbors south of the border, concentrating on people, the land on which they live, and related problems, primarily from a regional point of view. F

**GEOG 435 JAPAN AND KOREA** 3  
Study of the physical framework, resources, economic activities, and characteristic landscapes of Japan and Korea. Activities of the people of Japan and Korea in relation to their environment and resources and the differing problems of development facing both nations. S(o)

**GEOG 436 SOUTH AMERICA** 3  
Survey of the countries of South America with emphasis on people, places and problems. S

**GEOG 437 CHINA** 3  
Physical, economic, political and historical geography of China. Special consideration of her population, resources, agricultural growth and industrial expansion. Discussion of the geographic bases of the expansion of the Chinese State and the contemporary foundation of Chinese national power. F(o)

- GEOG 439 URBAN GEOGRAPHY 3**  
Form, function and evolution of urban settlements with reference to attributes of place. Emphasis also placed on internal structure and regional relationships of cities. Provides a methodological basis for thought involving the planning process, including preservation planning and systems analysis. Personal on-site study of a current urban problem within the state is expected. S
- GEOG 440 RURAL LAND USE PLANNING 3**  
Land use patterns and the planning process in agriculture, transportation, recreation, industry, population and settlement in rural areas. Case studies and field work emphasizing the impact of urbanization on rural Connecticut. F
- GEOG 441 COMMUNITY AND REGIONAL PLANNING 3**  
Philosophies, theories, and principles involved in planning of regions and urban areas. F
- GEOG 442 FIELD METHODS IN GEOGRAPHY 3**  
Prereq.: 3 credits in Geography or permission of instructor. Design and execution of field research in physical and human geography. Techniques include field notes, sketching, area sampling, planetable mapping, questionnaire design and administration, design of coding forms, soil and vegetation surveying. Both team and individual field research projects. F(e)
- GEOG 443 TRANSPORTATION PLANNING 3**  
Investigation of the spatial problems of transportation in metropolitan areas and the various planning solutions available. Consideration of both the role of public policy in transportation planning and techniques of transportation planning. Examples chosen from a number of metropolitan areas with special attention to the Hartford region. S(e)
- GEOG 445 ENVIRONMENTAL PLANNING 3**  
Prereq.: GEOG 110 or permission of instructor. Examines the environmental impacts of land development and natural constraints on planning and public policy decision-making. Case studies and field work will emphasize aspects of environmental planning in the Greater Hartford region. S
- GEOG 446 SUB-SAHARAN AFRICA 3**  
Relationships between the physical environment and human development in Africa south of the Sahara. S(o)
- GEOG 448 RUSSIA & NEIGHBORING REGIONS 3**  
Environmental, cultural and economic patterns that give character to the various regions of Russia. Its contemporary political economy viewed in spatial and historical context. Examination of Russia's relationship with Central Asia, East Asia, Eastern Europe and the EC. F
- GEOG 450 TOURISM PLANNING 3**  
Integrated and sustainable development approach to tourism planning explored through lectures, seminars and case studies at the national, regional and community levels. Focus on public and private initiatives in tourism planning. F
- GEOG 452 EUROPEAN UNION 3**  
Environmental, cultural and economic patterns that give character to the different countries, regions and cities of the European Union. Analysis of spatial changes associated with European integration. S
- GEOG 454 GEOGRAPHY OF TOURISM MARKETING 3**  
Examination of geographic elements and issues within the tourism industry, with a focus on how these influence the spatial aspects of tourist behavior and industry development strategies. F
- GEOG 459 FIELD STUDIES IN REGIONAL GEOGRAPHY 3-6**  
Prereq.: Permission of instructor. On-site group studies in regional geography. This course normally involves travel outside the United States. May be repeated once for credit. SS, WS
- GEOG 469 READINGS IN GEOGRAPHY 3**  
Prereq.: Permission of instructor. Directed independent studies in geography. May be taken more than once for credit. On demand.
- GEOG 472 TOPICS IN PHYSICAL GEOGRAPHY 3**  
Prereq.: GEOG 272 or 274 or 275; or permission of instructor. Selected topics in physical geography, which might include urban climates, microclimatology, global change, coastal environments or the impact of glacial and periglacial processes on landforms. S(o)
- GEOG 476 COMPUTER CARTOGRAPHY 3**  
Prereq.: GEOG 256 or 276 or permission of instructor. Use of statistical packages to process data for cartographic purposes. Familiarization with major computer mapping programs. Hands-on experiences emphasized. No knowledge of computer programming required. F [c]
- GEOG 478 GIS DESIGN AND IMPLEMENTATION 3**  
Prereq.: GEOG 378 or permission of instructor. Advanced study of geographic information systems and applications. Students will prepare a proposal to develop a GIS for a municipality or non-profit organization. Portions of the database will be implemented. Concentration on vector software. F(e) [c]
- GEOG 490 CONNECTICUT 3**  
Explanation and analysis of man's occupancy of Connecticut, employing the concept of areal differentiation, the methodology of historical geography, field investigation, and directed individual research. F(e)
- GEOG 514 STUDIES IN SYSTEMATIC GEOGRAPHY 3**  
Prereq.: Permission of adviser and instructor. Advanced study in one of systematic specialties of the department. May be taken more than once for credit. On demand.
- GEOG 516 STUDIES IN REGIONAL GEOGRAPHY 3**  
Prereq.: Permission of adviser and instructor. Advanced study in one of regional specialties of the department. May be taken more than once for credit. On demand.
- GEOG 518 STUDIES IN GEOGRAPHICAL TECHNIQUES 3**  
Prereq.: Permission of adviser and instructor. Advanced study in one of the geographical techniques. May be taken more than once for credit. On demand.
- GEOG 595 SPECIAL PROJECT IN GEOGRAPHY 3**  
Prereq.: GEOG 598 and permission of graduate adviser. Completion of an advanced project in geography under the supervision of a faculty member. Requirements include preparation of a paper and an oral presentation on the project. On demand.
- GEOG 598 RESEARCH IN GEOGRAPHY 3**  
Prereq.: Permission of adviser. Designed to familiarize student with techniques and resources associated with research in field of geography. Practical application. F
- GEOG 599 THESIS 3**  
Prereq.: GEOG 598 and permission of graduate adviser. Preparation of the thesis under the supervision of the thesis adviser. S
- ## GERMAN
- GER 410 BUSINESS GERMAN I 3**  
Prereq.: Permission of instructor. Development of the oral and written skills needed for bilingual work in the fields of business, tourism, science, technology, law enforcement, social service and international relations. F
- ## HISTORY
- HIST 423 COLONIAL PERIOD OF AMERICAN HISTORY 3**  
Prereq.: HIST 261 or equivalent or permission of instructor. Development of America to 1763. F

- HIST 424 ESTABLISHMENT OF A NEW NATION** 3  
Prereq.: HIST 261 or equivalent or permission of instructor. Establishment of the United States of America from 1763 to 1800. S
- HIST 425 ERA OF NATIONAL DEVELOPMENT** 3  
United States from 1800 to 1850. F
- HIST 426 THE UNITED STATES, 1850-1896** 3  
The US from the Compromise of 1850 to *Plessy v. Ferguson* (1896): Civil War, Reconstruction and the shift of public concern to problems of industrialization, urbanization and immigration. S
- HIST 427 THE UNITED STATES, 1890-1933** 3  
Industrial growth, immigration, political reform, the Great Depression and the rise of the United States as a world power. F
- HIST 428 THE UNITED STATES SINCE 1933** 3  
Major political, social, economic, cultural and diplomatic developments since 1933. S
- HIST 430 ECONOMIC HISTORY OF EUROPE** 3  
Emphasis on economic and industrial development of period since Industrial Revolution. F
- HIST 433 HISTORY OF ANCIENT GREECE** 3  
Greek institutions from Mycenaean period to accession of Constantine. F
- HIST 434 HISTORY OF ANCIENT ROME** 3  
Roman institutions from regal period to reign of Constantine. S
- HIST 435 HISTORY OF EARLY MEDIEVAL EUROPE** 3  
The Late Roman Empire to the 11th century. S(e)
- HIST 436 HISTORY OF LATER MEDIEVAL EUROPE** 3  
The Crusades to the Great Schism. S(o)
- HIST 441 RENAISSANCE AND REFORMATION** 3  
History of Europe during the Age of Transition and the Era of Religious Wars, 1300-1648. F(e)
- HIST 442 EUROPEAN HISTORY, 1650 TO 1815** 3  
Social, economic, political and cultural forces of period in relationship to formation of modern society and government. S(e)
- HIST 443 EUROPEAN HISTORY, 1815-1918** 3  
Political, economic, and social institutions in relation to rise of liberalism, nationalism, socialism and imperialism. F
- HIST 444 EUROPEAN HISTORY, 1918 TO THE PRESENT** 3  
National and international problems of European states. S
- HIST 445 EUROPEAN INTELLECTUAL HISTORY, 1750-1870** 3  
European philosophic, social, and political thought from Romanticism through Realism, including Marxism, Nationalism, Darwinism and Positivism. F(e)
- HIST 446 EUROPEAN INTELLECTUAL HISTORY, 1870-PRESENT** 3  
Contemporary European philosophic, social, and political thought. Topics covered include Irrationalism, Aestheticism, Neo-positivism, Existentialism and Fascism. S(e)
- HIST 453 HISTORY OF MODERN CHINA** 3  
China during late Ch'ing, Republican and Communist periods. F
- HIST 454 HISTORY OF MODERN JAPAN** 3  
Japan during the 19th and 20th centuries. S
- HIST 456 CHINESE INTELLECTUAL HISTORY** 3  
The major intellectual, social and political texts that shaped the Chinese historical tradition and formed the basis for the development of East Asian civilization. F(o)
- HIST 457 THE FAMILY IN CHINESE HISTORY** 3  
Prereq.: HIST 351 or permission of instructor. Study of family structure and organization in Chinese history with special attention to the Confucian paradigm. Topics include the family and the state: men, women and children in the family; and the family as an economic unit. F
- HIST 463 CONSTITUTIONAL HISTORY OF THE UNITED STATES TO 1900** 3  
Study of nation's fundamental law as influenced by political, economic and social forces. F(e)
- HIST 465 ECONOMIC HISTORY OF THE UNITED STATES** 3  
American economy from its agricultural beginnings through stages of its commercial, industrial and financial growth.
- HIST 466 HISTORY OF AMERICAN TECHNOLOGY** 3  
The history and development of technology in America, emphasizing sources of technology, its impact on the work place, on the reorganization of production and management and on change in the larger society. F
- HIST 469 AFRICAN AMERICANS IN THE TWENTIETH CENTURY** 3  
Political, economic, social and cultural developments in Black American since 1900. F(o)
- HIST 472 MODERN MIDDLE EAST** 3  
Historical developments in the 20th century with a special emphasis on political, social and economic conflicts. F
- HIST 473 HISTORY OF JUDAISM** 3  
Analysis of major themes in the historical development of Judaism from ancient times to the present. S
- HIST 474 HISTORY OF THE ARAB-ISRAELI CONFLICT** 3  
History of the Arab-Israeli conflict from the time of Israel's creation as a modern nation-state until the present. S
- HIST 480 MODERN POLAND** 3  
Examination of the course of modern Polish history, including the restoration of independence in 1918, World War II, communist rule, Solidarity and the recovery of sovereignty in 1989. F(e)
- HIST 483 HISTORY OF INTER-AMERICAN RELATIONS** 3  
Inter-American relations from inception of Monroe Doctrine to present. F(e)
- HIST 484 HISTORY OF MEXICO** 3  
Mexico from high culture of Mayans through conquest, colonial period, independence and national development. S(e)
- HIST 488 AMERICAN BUSINESS HISTORY** 3  
Historical examination of the forms and strategies employed in business in America. S(o)
- HIST 489 AMERICAN LABOR HISTORY** 3  
Historical examination of the response of American Labor to technology and the development of a formal institutionalized labor movement. S(e)
- HIST 493 DIRECTED READINGS IN HISTORY** 3 or 6  
Prereq.: Senior or graduate standing and approval of instructor. Individual program of studies for students with special interests and abilities. Topics vary from semester to semester. Not more than three credits to be taken in one semester. On demand.
- HIST 495 HISTORIOGRAPHY** 3  
European and American historical writing and philosophies of history. S
- HIST 497 TOPICS IN HISTORY** 3  
Historical focus on a facet of history in order to help clarify current domestic

and/or world developments. May be repeated with different topics for up to 6 credits.

**ALL 500-LEVEL COURSES REQUIRE PERMISSION OF INSTRUCTOR**

- HIST 532 STUDIES IN ANCIENT GREEK AND ROMAN CIVILIZATION** 3  
Study of selected topics. IR
- HIST 540 SEMINAR IN EUROPEAN HISTORY** 3 or 6  
Selected problems in historical research. IR
- HIST 542 SEMINAR IN MODERN RUSSIAN HISTORY** 3  
Selected topics in 19th- and 20th-century Russia with emphasis on multinational developments. S(o)
- HIST 550 SEMINAR ON CHINA IN THE NINETEENTH CENTURY** 3  
China as she sought to make the transition from a traditional to a modern state. F(e)
- HIST 552 SEMINAR ON CHINA IN THE 20TH CENTURY** 3  
Investigation of the birth and development of communism in China since 1918. S(e)
- HIST 560 SEMINAR IN AMERICAN HISTORY** 3 or 6  
Selected problems in historical research. IR
- HIST 564 PRE-CIVIL WAR REFORM IN AMERICA, 1800-1860** 3  
Analysis of the major social, moral, and religious reforms in antebellum America. IR
- HIST 565 SEMINAR IN 17th and 18th CENTURY AMERICA** 3  
Topics in 17th- and 18th-century American history. IR
- HIST 567 THE UNITED STATES IN THE 1920s** 3  
In-depth study of Age of Disillusionment via directed readings and seminar. S(e)
- HIST 568 SEMINAR ON THE NEW DEAL** 3  
Study of agencies and policies of New Deal and their impact upon institutions of United States. IR
- HIST 570 IMMIGRATION IN AMERICAN HISTORY** 3  
Study of major waves of immigration into United States in 19th and 20th centuries. F(o)
- HIST 583 SEMINAR IN LATIN AMERICAN HISTORY** 3 or 6  
Selected historical, political, social, cultural, or economic topics. IR
- HIST 593 DIRECTED STUDY IN HISTORY** 3  
Prereq.: Permission of graduate adviser and instructor. Selected readings and project appropriate to student's major field. Open only to students in M.S. program Plan C. IR
- HIST 598 RESEARCH IN HISTORY** 3  
Prereq.: 30 credits in History. Designed to familiarize students with techniques and resources associated with research in their specialization. Opportunity for practical application will be provided. IR
- HIST 599 THESIS** 6  
Prereq.: Permission of adviser. Preparation of thesis under the supervision of the thesis adviser.

## HUMANITIES

- HUM 490 CULTURE AND CIVILIZATION OF OTHER LANDS** 3  
Prereq.: Permission of instructor. Approach to better understanding of other lives and cultures as reflected in language, music, literature, art and folklore. IR
- HUM 494 FOREIGN STUDY THROUGH TRAVEL** 3 or 6  
Course will acquaint participants with civilizations of other countries through supervised travel abroad. Attention will be given to special needs and interests of participants. On demand.

## INDUSTRIAL TECHNOLOGY

- IT 402 TOPICS IN TECHNOLOGY** 1-3  
Prereq.: Permission of department chair. An individualized inquiry of comprehensive study into a selected technical area. The student may elect to examine processes, products or developmental aspects of modern industry. Open only to Industrial Technology and ITM majors. Course may be repeated for a maximum of 6 credits for different topics.
- IT 403 TECHNIQUES OF TECHNICAL TRAINING** 3  
Emphasis on instructional techniques and their application for the delivery of training programs to trainees in organizational settings. Areas of study include instructional objectives, presentation planning, delivery strategies, integration of audio-visual materials and development of approaches for assessing trainee achievements. IR
- IT 410 INDUSTRIAL SAFETY** 3  
Theory of industrial safety with emphasis upon fundamental concepts in the industrial environment. Emphasis will be placed on the psychological, sociological and physiological aspects of industrial safety.
- IT 411 INDUSTRIAL HYGIENE** 3  
Lectures and laboratory exercises covering evaluation and control of exposure to dust, fumes, mist, vapors, gases, radiation, noise and abnormal temperatures. F
- IT 414 INDUSTRIAL LOSS CONTROL MANAGEMENT** 3  
Loss control philosophy and techniques. Background information and specific techniques required to develop and implement an effective company-wide and on-site loss control program, personnel responsibilities and total safety program. S
- IT 415 FIRE PROTECTION AND PREVENTION** 3  
Measures related to safeguarding human life and preservation of property in prevention, detection, extinguishing fires. S
- IT 421 EVALUATION TECHNIQUES IN INDUSTRIAL HYGIENE** 3  
Prereq.: IT 411 or permission from instructor. Continuation of Industrial Hygiene with emphasis on instrumentation, data collection, interpretation and applications to safety standards and regulations. S
- IT 422 CONSTRUCTION SAFETY** 3  
Prereq.: IT 362 or permission of instructor. A study of safety problems in the construction environment with emphasis on the day to day activities of the construction safety coordinator. S
- IT 432 WORKER/SUPERVISOR RELATIONS** 3  
Prereq.: IT 362 or MGT 295 or permission of instructor. To develop the role of worker-supervisor relationships in manufacturing industries by covering such topics as productivity, supervision within contract guides, union/non-union manufacturing conflicts, Method/Time Study implementation. S
- IT 433 TECHNIQUES OF CONFERENCE LEADING** 3  
Practical course in techniques needed by conference leader. Student is encouraged to put into practice techniques learned, and is permitted to lead confer-



ences. Analysis of conference procedures, leader's responsibility in conference, selection and preparation of conference topics, use of auxiliary materials, techniques of control and summarization. On demand.

**IT 456 HAZARDOUS MATERIAL MANAGEMENT 3**  
Study of environmental regulations and their impact on industrial operations. Emphasis is on application of statutes, regulations and information sources concerning hazardous materials, waste handling and technical decisions pertinent to environmental and safety issues. S

**IT 457 CONSTRUCTION SUPERVISION 3**  
Prereq.: Senior standing. Examination of the role of the construction supervisor. Emphasis on personnel scheduling, time keeping, trade unions, superintendents and the duties of the project manager.

**IT 458 PRODUCTIVITY IMPROVEMENT 3**  
Course deals scientifically with analytical and creative problems affecting time. It covers the principles of methods design and work measurement. The student acquires skill in using motion study techniques and learns how to establish standards. Applications to product design, machine and tool design, process planning, production scheduling, plant layout, budgeting, sales prices, manpower requirements, wage incentives and methods improvement are studied. S

**IT 464 TOTAL QUALITY SYSTEMS I 3**  
Prereq.: STAT 104. Application of statistical techniques to meet the needs of continuous quality improvement in the industrial environment. Topics include variation, control and capacity. SPC for short run and advanced process control. Emphasis on developing a continuous quality improvement strategy through supplier certification standards. F

**IT 480 ROBOTICS 3**  
Prereq.: Senior standing or permission of instructor. The course provides an overview of the industrial robot to introduce the student to the science of flexible automata. The course emphasizes features, capabilities, programming, selection and implementation of industrial robots. F, SS [c]

**IT 481 MOBILE ROBOTICS 3**  
Prereq.: IT 480. An examination of sensate, mobile automata. Includes the elements of communication, computation and control which are essential to the achievement of autonomous machine operation. S [c]

**IT 500 INDUSTRIAL APPLICATIONS OF COMPUTERS 3**  
Prereq.: TC 113 or equivalent. The use of the computer as an industrial tool. Topics include writing and running programs for computer-assisted design analysis, computer generated numerical control programs, and computer verifications. F, SS

**IT 502 HUMAN RELATIONS AND BEHAVIOR IN COMPLEX ORGANIZATIONS 3**  
Analysis of human relations in technological organizations, including motivation, corporate processes, communication and power.

**IT 510 INDUSTRIAL PLANNING AND CONTROL 3**  
Principles underlying industrial management. Topics include organization for production, industrial risk, product research and development and the management of capital goods. S, SS

**IT 564 TOTAL QUALITY SYSTEMS II 3**  
Continuation of IT 464 with emphasis on the development and application of total quality system management (TQM) documents. Students will develop a planned quality document to meet domestic and international standards as defined by ISO-9000 and U.S. supplier certification programs. S

**IT 599 TECHNOLOGICAL ISSUES AND PROBLEMS 3**  
Extensive study of selected technological issues and problems. Course may be repeated for different topics, but student may not take this course for credit under the same topic more than once. IR

## INTERNATIONAL BUSINESS

**IB 491 SPECIAL TOPICS IN INTERNATIONAL BUSINESS 1-3**

Prereq.: Senior standing or permission of instructor. Study of selected topics in international business presented by international scholars and executives. Topics will be announced in advance and will vary from semester to semester. May be repeated from a maximum of 3 credits. IR

## INTERNATIONAL STUDIES

**IS 450 INTERNSHIP IN INTERNATIONAL STUDIES 3**

Students will work under faculty supervision in an international environment related to their academic track or planned program. Written reports are required. On demand.

**IS 570 MODERN WORLD ISSUES 3**  
Examination of contemporary world problems such as population, underdevelopment, ecological degradation, war and diplomacy and cultural extinction.

**IS 571 INTERNATIONAL DIVERSITY AND INTEGRATION 3**

Study of the institutions and attitudes involved in international integration. Factors which influence this process such as ethnic and cultural diversity will be considered. F

**IS 572 GLOBAL ECONOMIC INTEGRATION 3**  
Prereq.: ECON 200 and 201. Analysis of the global economy stressing integration in economic development and international trade. S

**IS 590 GRADUATE FIELD STUDY ABROAD 3-6**  
Course taught abroad. May be repeated for a maximum of 6 credits.

**IS 595 SPECIAL PROJECT IN INTERNATIONAL STUDIES 3**

Prereq.: IS 598 and permission of instructor. Advanced project in international studies under the supervision of a faculty member. Requirements include preparation of a paper and an oral presentation on the project. On demand.

**IS 596 INDEPENDENT STUDIES 3**  
Prereq.: Permission of adviser. Independent work in International Studies to meet individual interest in regions or topics not covered in the regular curriculum. Work will be under the supervision of an assigned faculty member. On demand.

**IS 597 GRADUATE SEMINAR IN INTERNATIONAL STUDIES 3**

Prereq.: Permission of instructor. Interdisciplinary seminar on one of the world's regions or countries. Aspects of its anthropology, economics, geography, history, government, politics and sociology will be considered in a synthetic approach.

**IS 598 RESEARCH IN INTERNATIONAL STUDIES 3**  
Prereq.: Permission of adviser. Designed to familiarize students with the techniques and resources associated with research in their specialization. Opportunity for practical applications will be provided. On demand.

**IS 599 THESIS IN INTERNATIONAL STUDIES 3**  
Preparation of the thesis under supervision of the thesis adviser.

## ITALIAN

**ITAL 441 ADVANCED ORAL PRACTICE I 3**  
Prereq.: Instructor's permission. Development of fluency in oral self-expression. Speech analysis to improve pronunciation and intonation. On demand.

- ITAL 442 ADVANCED ORAL PRACTICE II** 3  
Prereq.: ITAL 441 or instructor's permission. Further practice in oral self-expression. On demand.
- ITAL 460 ADVANCED WRITTEN ITALIAN** 3  
Prereq.: ITAL 335 or equivalent. Written expression of Italian, particularly in idiomatic free composition, to establish an appreciation for Italian style and develop the ability to express shades of meaning. On demand.
- ITAL 470 14TH CENTURY ITALIAN LITERATURE** 3  
Prereq.: ITAL 305 or instructor's permission. Study of the period with special emphasis on Dante, Petrarca, Boccaccio. On demand.
- ITAL 471 20TH CENTURY ITALIAN LITERATURE** 3  
Prereq.: Permission of instructor. Representative authors and literary movements of the 20th century. On demand.
- ITAL 476 16TH CENTURY ITALIAN LITERATURE** 3  
Prereq.: ITAL 305 or instructor's permission. Italian Renaissance major works with special emphasis on the Epic. On demand.
- ITAL 488 ITALIAN LIFE AND CULTURE** 3  
Prereq.: Permission of instructor. Discussion of contemporary Italian society, traditions and values. On demand.

## MANAGEMENT

- MGT 425 MANAGEMENT AND COLLECTIVE BARGAINING** 3  
Prereq.: MGT 295. Introduction to managerial problems in personnel and labor-management relations. Examination of issues encountered in the management of workers under collective bargaining agreements and in contract administration. Lectures and simulations will be used.
- MGT 431 COMPENSATION AND BENEFITS** 3  
Prereq.: STAT 201. A systematic exploration of compensation theory and practice including job analysis, design, and evaluations; pricing of job structures; wage incentives; profit sharing and fringe benefits and managing compensation systems.
- MGT 481 MANAGEMENT OF NOT-FOR-PROFIT ORGANIZATIONS** 3  
Prereq.: MGT 295. This course will apply the basic principles of management of profit-making organizations to those in not-for-profit sectors. Areas discussed will be the management problems affecting hospitals, charitable organizations, foundations and unions.
- MGT 490 MANAGEMENT TOPICS** 3  
Prereq.: Senior standing. Selected topics in management, organization theory, and human resources management as announced in advance. Subtitle and course content will vary from semester to semester and from section to section.
- MGT 494 ENTREPRENEURSHIP** 3  
Prereq.: FIN 295 or permission of the instructor. Entrepreneurship and its role as a fundamental component of our economic system is discussed. The resources needed to start a new business are outlined as a framework for the formulation of a well-conceived business plan.
- MGT 498 MANAGEMENT SEMINAR** 3  
Prereq.: Senior standing. Examination of the latest developments and organizational theory. Emphasis will be on current trends in the theory and practice of management using up-to-date management literature and research. Course content will vary from semester to semester.

## MANAGEMENT INFORMATION SYSTEMS

- MIS 400 DECISION SUPPORT AND EXPERT SYSTEMS** 3  
Prereq.: MIS 210, 220 and senior standing. The course provides an introduction to management information support systems, designed to aid managers and others in the decision-making process. These systems include Decision Support Systems (DSS), Group Decision Support Systems (GDSS), Executive Information Systems (EIS) and Expert Systems (ES). [c]
- MIS 410 DISTRIBUTED PROCESSING — NETWORKS AND TELECOMMUNICATIONS** 3  
Prereq.: MIS 210 and 220 and senior standing. The features of centralized, decentralized and distributed systems will be examined. The impact of distributed systems on the business enterprise will be exposed via the medium of case studies. Technology implications of computer hardware, software and communications are discussed as they relate to the design, development and implementation of distributed data processing systems. [c]
- MIS 420 INFORMATION SYSTEMS (IS) AUDIT, CONTROLS AND SECURITY** 3  
Prereq.: MIS 210, 220 and senior standing. An introduction to IS auditing. Emphasis on IS controls, types of IS audits, and concepts and techniques used in IS audits. Exposure to risk assessment and professional standards in the field of IS auditing. [c]
- MIS 450 ENTERPRISE STRATEGIES AND TRANSFORMATIONS** 3  
Prereq.: Senior standing. Organizational transformations are critical for continued market success in an increasingly complex and dynamic global environment. Emphasizes integrative strategies spanning all business functions which are needed by evolving and established enterprises.
- MIS 460 EMERGING TECHNOLOGIES FOR BUSINESS** 3  
Prereq.: Senior standing. Analysis of current topics and developments in emerging technologies. Application of these technologies to support decision-making in enterprises. Design of alternate information systems and strategies. IR [c]
- MIS 461 STRUCTURED SYSTEMS ANALYSIS AND DESIGN IN MIS** 3  
Prereq.: Completion of required MIS core or permission of MIS chair. Capstone experience within MIS. Development of business application systems using structured and object-oriented analysis and design. Use and evaluation of modeling techniques and CASE tools. Includes information systems architecture, enterprise modeling, project management and ethical issues. [c]
- MIS 496 PRACTICUM IN MANAGEMENT INFORMATION SYSTEMS** 3  
Prereq.: Permission of department chair. Students work on a real-world project under the direct supervision of a faculty adviser. Projects may be sponsored by a host organization. Student performance is monitored and evaluated in relation to conditions set forth in an approved Special Project Request Form. May be repeated for a maximum of 6 credits. On demand.
- MIS 498 INFORMATION AND DECISION SCIENCES SEMINAR** 3  
Prereq.: Senior standing. An examination of the current trends in the theory and business practices of information and decision sciences. On demand. [c]

## MARKETING

- MKT 413 INDUSTRIAL MARKETING** 3  
Prereq.: MKT 295 or 303. Organization, principles, policies, procedures and techniques used in effective and efficient buying and selling of materials, equipment, and supplies by business and industry. Emphasis on roles of purchasing agents in wholesale organizations and buyers in retail establishments.



- MATH 472 COMPUTER ORGANIZATION AND PROGRAMMING** 3  
Prereq.: CS 151 or MATH 471, and MATH 221. Course introduces concepts of assembler language, machine language, macro-instructions, subroutines, program check out, structure of assemblers, use of an operating system and the design of computer systems. Oriented toward mathematics and Modula II. No credit given to students with credit for CS 254. S [c]
- MATH 473 APPLIED ALGEBRA** 3  
Prereq.: MATH 228 and 366. Applications of abstract and linear algebra to the areas of statistics, computer science, actuarial science and applied mathematics. S(o)
- MATH 477 NUMERICAL ANALYSIS I** 3  
Prereq.: MATH 221, and MATH 471 or CS 151. Selected topics including difference operators, iterative methods of finding zeros of functions, interpolation and polynomial approximation, numerical integration and differentiation, matrices and systems of linear equations. F [c]
- MATH 478 NUMERICAL ANALYSIS II** 3  
Prereq.: MATH 221 and 471 or CS 151. Selected topics in numerical analysis with emphasis on computer solution of problems. S(e) [c]
- MATH 479 ELEMENTS OF APPLIED MATHEMATICS** 3  
Prereq.: MATH 221 and 471 or CS 151. The calculus of finite differences. Selected topics from differences, difference operators, summations, interpolation, numerical approximations, gamma, beta, and psi functions and the solution of difference equations. S(o) [c]
- MATH 483 GENERAL TOPOLOGY** 3  
Prereq.: MATH 221 and 366. Rigorous study of point-set topology. Topics include set theory, definition and basic properties of topological spaces, continuous functions, and homeomorphisms. F(o)
- MATH 486 COMPLEX VARIABLES** 3  
Prereq.: MATH 221. An introduction to the theory of functions of a complex variable. Topics include the field of complex numbers, complex analytic functions, elementary functions and their mapping properties, integration theory and power series expansion of analytic functions. S(e)
- MATH 491 ADVANCED CALCULUS** 3  
Prereq.: MATH 222. Topics from continuity and differentiability of functions of several variables, exterior differential forms, multiple and iterated integration, line integrals, Gauss', Green's and Stokes' Theorems. F(e)
- MATH 495 PRINCIPLES OF REAL ANALYSIS I** 3  
Prereq.: MATH 221 and 366. Introduction to functions of a real variable and their properties. Rigorous study of the real number system, topological properties of the real line, Cauchy sequences, limit and continuity properties of a real variable, metric spaces. F(o)
- MATH 505 STUDIES IN MATHEMATICS** 3  
Prereq.: MATH 213. Includes a study of networks, Boolean Algebra, number theory, geometric transformations and their applications and relationships to the elementary and middle school mathematics programs. IR
- MATH 515 ABSTRACT ALGEBRA I** 3  
Prereq.: MATH 366. Extension of basic group theory introduced in MATH 227, including normal subgroups, quotient groups, cyclic groups, permutation groups, classical isomorphism theorems and Sylow theorems. Also, an introduction to categories, lattices and rings. F(e)
- MATH 516 ABSTRACT ALGEBRA II** 3  
Prereq.: MATH 515, or MATH 228 and 466. Selected topics from module theory, Galois and field theory, homological algebra. S(e)
- MATH 520 PRINCIPLES OF ANALYSIS II** 3  
Prereq.: MATH 495. Topics include Riemann-Stieltjes integrals, functions of bounded variation, sequences and series of real numbers, power series. S(o)
- MATH 525 HIGHER GEOMETRY** 3  
Prereq.: MATH 221. Topics from higher-dimensional geometry. Foundations of several geometries and relationship of Euclidean Geometry to other geometries. Projective properties in a Euclidean (metric) setting. Selected topics from synthetic and analytic projective geometry. F(e)
- <sup>1</sup>MATH 531 BASIC CONCEPTS OF ELEMENTARY SCHOOL MATHEMATICS I** 3  
Prereq.: MATH 113. Analysis of concepts underlying contemporary mathematics program in elementary school. Emphasis is placed on both structure of mathematical content and procedures used in developing pupil understanding of concepts and processes.
- <sup>1</sup>MATH 532 BASIC CONCEPTS OF ELEMENTARY SCHOOL MATHEMATICS II** 3  
Prereq.: MATH 531, or permission of instructor. Continuation of MATH 531. Topics include those which are presently being taught in the K-8 curriculum with emphasis on content and methodology. With problem solving strategies as the main focus, the course will address geometry, probability and statistics, and developing the algorithms for teaching rationals and irrationals. Curriculum changes in mathematics for the 90s will also be examined S
- MATH 540 CURRICULUM PROBLEMS IN SCHOOL MATHEMATICS** 3  
Current issues in mathematics education. Study of some current major curriculum projects. Content basic to these programs is studied with emphasis on mathematical structure. Opportunity is provided for special investigation into topics of student's interest. S(e)
- MATH 543 SECONDARY SCHOOL MATHEMATICS FROM ADVANCED VIEWPOINT** 3  
Planned for teacher of secondary school mathematics. Major objective is to broaden and deepen teacher's knowledge of mathematics he/she teaches. Topics from secondary school mathematics are critically examined and advanced topics directly related to secondary school mathematics are included. Opportunity for discussion of teaching problems is provided. May be repeated with different topics for a maximum of 6 credits. SS
- MATH 580 DIRECTED STUDY IN MATHEMATICS** 3  
Prereq.: Permission of the instructor. A study of selected topics in mathematics. The area of study will depend on the instructor and the interests and needs of the student(s). May be repeated with different topics to a maximum of 6 credits. IR
- MATH 590 SPECIAL PROJECT IN MATHEMATICS** 3  
Prereq.: Completion of at least 21 credits in the student's planned program of graduate studies. The study of an advanced topic in mathematics/mathematics education, approved by the student's graduate adviser and supervised by a faculty member. Requirements include preparation and oral presentation of a paper on the topic. IR
- MATH 598 RESEARCH IN MATHEMATICS** 3  
Prereq.: STAT 453 and permission of adviser. Course designed to familiarize graduate student with techniques and resources associated with research in mathematics and mathematics education. Opportunity for practical application will be provided. S
- MATH 599 THESIS** 3 or 6  
Prereq.: Permission of the adviser. Preparation of thesis under guidance of the thesis adviser for students completing master's requirements under M.S. Plan A.
- <sup>1</sup> These courses cannot be used to meet requirements for a major or secondary concentration in mathematics and are not recommended by this department for use in meeting certification requirements in teaching secondary school mathematics.
- MODERN LANGUAGES**
- ML 400 TOPICS IN MODERN LANGUAGES** 3  
Prereq.: Permission of the instructor. Literary and language topics taught in

the target language. May be repeated with different topics for a maximum of 6 credits. On demand.

**ML 408 TEACHING MODERN LANGUAGES IN THE SECONDARY SCHOOLS 2**

Prereq.: Permission of the department. Discussion of techniques and instructional material for teaching modern languages in secondary schools.

**ML 420 INTERNSHIP IN FOREIGN LANGUAGES 1**

Prereq.: Appropriate 226 course or equivalent in target language. Practical field experience using the target language. One credit per eight-week unit. May be repeated to a total of three credits. On demand.

**ML 429 SEMINAR IN MODERN LANGUAGE TEACHING 3**

Prereq.: Permission of department. Theory and practice in teaching modern languages in elementary and secondary schools.

**ML 492 TOPICS IN LANGUAGE TEACHING 1-3**

Prereq.: ML 408 or ML 429. Special aspects of language teaching, such as creative uses of the language laboratory and other special aids, individualizing language instruction, teaching of literature and culture in the schools, will be emphasized. Topics may vary from section to section. Course may be repeated with different topics for up to 6 credits. IR

**ML 510 BILINGUAL BICULTURAL EDUCATION 3**

Prereq.: Functional command of a second language or permission of instructor. Principles and practices in the use of bilingual and bicultural materials in schools where two languages are used as medium of instruction.

## MUSIC

**MUS 400 PROJECT IN MUSIC 1-3**

Individual study in an area of student's choice. May take the form of performance, composition, paper, etc. to be determined in consultation with a Music Department adviser.

**MUS 401 TOPICS IN MUSIC 1-3**

Prereq.: Permission of the instructor. Selected topics in music to include specialized areas not covered in regular course offerings. May be repeated with different topics for up to 6 credits. IR

**MUS 430 MOZART AND HAYDN 3**

Prereq.: 9 credits in Music or permission of instructor. Historical and analytical study of the composers and selected works. IR

**MUS 431 BEETHOVEN 3**

Prereq.: 9 credits in Music or permission of instructor. Historical and analytical study of the composer and selected works. IR

**MUS 432 BACH AND HANDEL 3**

Prereq.: 9 credits in Music or permission of instructor. Historical and analytical study of the composers and selected works. IR

**MUS 434 CHAMBER MUSIC 3**

Prereq.: 9 credits in Music or permission of instructor. Study of chamber music from the Baroque to the present; selected works of major composers in the medium. IR

**MUS 436 CHORAL MUSIC 3**

Prereq.: 9 credits in Music or permission of instructor. Choral music from the Renaissance to the present; analysis of selected major works in the medium. IR

**MUS 439 SYMPHONIC MUSIC 3**

Prereq.: 9 credits in Music or permission of instructor. Survey of representative works in the medium from the Baroque to the 20th century. IR

**MUS 441 RESEARCH/BIBLIOGRAPHY SEMINAR 1**

Prereq.: MUS 222 or equivalent. Examination of primary and secondary

research sources and their application to modern musical scholarship. Representative research projects pursued. Open to Music majors only. IR

**MUS 470 MUSIC STRUCTURE AND STYLE 3**

Prereq.: Two semesters of undergraduate theory. A survey of the principles of music theory through analysis of representative forms from various style periods. Emphasis on aural awareness through melodic and harmonic dictation. IR

**MUS 495 ADVANCED COMPOSITION 2**

Prereq.: MUS 395 or permission of the instructor. Continuation of Music 395. Principles and techniques of musical composition, emphasis on larger forms and independent work. IR

**MUS 500 PROJECT IN MUSIC 1-3**

Prereq.: Permission of the instructor. Individual study in an area of the student's choice with the consultation of an adviser; may include written project, performance or composition. IR

**MUS 501 TOPICS IN MUSIC 1-3**

Prereq.: Permission of the instructor. Selected topics in music covering specialized areas not covered in regular course offerings. Open only to students with an undergraduate degree in music or with special permission of the department chair. May be repeated with different topics up to 6 credits. IR

**MUS 502 TOPICS IN MUSIC EDUCATION 1-3**

Prereq.: Permission of instructor. An in-service experience designed to meet the specific needs of the public school music teacher. May be repeated with different topics up to a maximum of 6 credits. SS

**MUS 503 TOPICS IN INSTRUMENTAL MUSIC EDUCATION 1-3**

Prereq.: MUS 316. Study of specialized areas of instrumental music for the experienced music educator. May be repeated with different topics for a maximum of 6 credits. SS

**MUS 504 PRINCIPLES AND FOUNDATIONS OF MUSIC EDUCATION 3**

Prereq.: Acceptance to the Masters of Science in Music Education. The study of the school music program from a historical, philosophical and psychological basis. Special emphasis on current research in pedagogy and trends in aesthetic education. F

**MUS 505 TOPICS IN PEDAGOGY AND CURRICULUM 1-3**

Prereq.: Permission of instructor. Exploration of specialized topics in music pedagogy and curriculum for the experienced music educator. May be repeated with different topics for a maximum of 6 credits. SS

**MUS 507 TOPICS IN CONDUCTING 1-3**

Prereq.: MUS 367 or 368, or permission of instructor. Selected topics in band, choral or orchestral conducting covering specialized areas for the experienced conductor. May be repeated with different topics for a maximum of 6 credits. SS

**MUS 509 HISTORICAL PERSPECTIVES IN MUSIC 3**

Prereq.: Acceptance into the Master of Science degree program in music. A study of major composers and compositions from the Renaissance to the present through lectures, assigned readings and individual research projects. IR

**MUS 510 CURRENT ISSUES IN MUSIC EDUCATION 3**

Prereq.: MUS 504 and 598, or permission of instructor. Contemporary issues in music education and how these interface with educational reform. Topics and projects include curriculum (music and interdisciplinary), research, assessment, equity and access. S [c]

**MUS 512 TOPICS IN STRING PEDAGOGY FOR ELEMENTARY AND SECONDARY STRING TEACHERS 2**

Prereq.: MUS 267 or 268 or equivalent. An intensive study of pedagogical techniques and exercises appropriate to elementary and secondary school students. May be repeated for a maximum of 6 credits with different content. SS

- MUS 515 TOPICS IN DIGITAL SYNTHESIZER TECHNIQUES** 2  
A study of selected aspects of digital synthesizer techniques and their application to the music classroom. May be repeated for a maximum of 6 credits with different content. SS
- MUS 520 MUSIC FOR CHILDREN WITH SPECIAL NEEDS** 2  
Prereq.: SPED 470. Areas include curriculum planning and adaptive techniques for reaching goals and objectives. Includes skill development and musical experiences for children with special needs. Does not fulfill the requirement for SPED 470 or SPED 565. SS
- MUS 526 DEVELOPING CHILDREN'S CHOIRS** 2  
Prereq.: MUS 310 or equivalent. Study of organizational techniques, resource materials and rehearsal techniques for developing children's choirs. SS
- MUS 532 TOPICS IN CHORAL LITERATURE FOR HIGH SCHOOL MUSIC TEACHERS** 2  
Prereq.: MUS 315. Study of selected choral literature and rehearsal techniques for the high school music teacher. May be repeated with different topics up to a maximum of 6 credits. SS
- MUS 536 THE MICROCOMPUTER IN THE MUSIC CLASSROOM** 2  
Survey of equipment and materials appropriate for use in teaching music in the classroom; emphasis on compatibility, quality and efficiency. SS
- MUS 540 ENSEMBLE** 1  
Prereq.: Permission of instructor. Study and performance of ensembles for various combinations. May be repeated for a total of 3 credits toward a degree program.
- MUS 551 ORFF SCHULWERK TEACHER TRAINING COURSE LEVEL I** 3  
Foundations and principles of the Orff Schulwerk process for teaching music to children; includes training in recorder pedagogy, ostination, bordun and canon. SS
- MUS 552 FOLK DANCE FOR ELEMENTARY MUSIC EDUCATORS** 2  
Study of materials drawn from the ritual dance repertoire of various cultures using scarfs, masks, hoops and sticks; instruction in the construction of props and costuming. SS
- MUS 553 KODÁLY PEDAGOGY** 2  
Prereq.: MUS 310 or equivalent. Principles of Kodály pedagogy and their application to K-6 music class including techniques for listening, music reading, ear training, rhythmic movement, and the use of solfeggio and hand signs. SS
- MUS 556 ORFF SCHULWERK TEACHER TRAINING COURSE LEVEL II** 3  
Prereq.: MUS 551. A continuation of Music 551; various accompaniment patterns, orchestrations and modulation. Rhythmic training including irregular rhythms and meters; continuation of soprano recorder and introduction of alto recorder. SS
- MUS 557 MIDDLE SCHOOL CLASSROOM TECHNIQUES** 2  
A study of curriculum activities and materials for use in the music classroom, including emphasis on movement, music technology, interdisciplinary projects, aleatoric music and music theatre and drama. SS
- MUS 558 TOPICS IN CHORAL LITERATURE FOR THE ELEMENTARY/MIDDLE SCHOOL MUSIC TEACHER** 2  
Prereq.: MUS 310 or equivalent. A study of selected choral literature and rehearsal techniques for elementary/middle school music teachers. Course repeatable under different topics for a total of 6 credits. SS
- MUS 559 TOPICS IN HIGH SCHOOL MUSIC CURRICULUM** 2  
Prereq.: MUS 315 or 316 or equivalent. Study of selected non-performance curricula for the secondary music teacher. May be repeated with different topics for a maximum of 6 credits. SS
- MUS 560 ORFF SCHULWERK TEACHER TRAINING COURSE LEVEL III** 3  
Prereq.: MUS 556. Continuation of MUS 556. Instrumental and vocal improvisation: advanced accompaniment; major, minor and modal folk and composed material; advanced recorder techniques. SS
- MUS 561 WOODWIND REPAIR** 2  
Fundamentals of woodwind repair including preventive maintenance, repadding, cork replacement and key regulation. SS
- MUS 563 BRASS REPAIR** 2  
Fundamentals of brass instrument repair including cork and key spring replacement, valve regulation, trombone slide alignment and soldering techniques. SS
- MUS 570 TOPICS IN VOCAL TECHNIQUES** 2  
Prereq.: MUS 259 or equivalent. Study of vocal techniques for selected age groups and/or levels of musical development. May be repeated for maximum of six credits with different content. SS
- MUS 572 TOPICS IN HIGH SCHOOL WIND ENSEMBLE/BAND LITERATURE** 2  
Study of selected literature for the high school band. May be repeated with different content for a maximum of 6 credits toward a degree program. SS
- MUS 573 STAGE BAND LITERATURE AND TECHNIQUES** 2  
Survey of materials for the stage band; development of rehearsal techniques; includes problems of orchestration and various jazz styles. SS
- MUS 574 ASSESSMENT OF MUSIC APTITUDE AND ACHIEVEMENT** 2  
Prereq.: MUS 315 or 316 or equivalent. Measurement and evaluation of music aptitude and performance including standardized tests such as PMMA, IMMA, and MAP; test reliability and validity; additive and continuous rating scales; student self-assessment; and the evaluation of student achievement in relationship to aptitude. SS
- MUS 575 TOPICS IN BAND** 2  
Prereq.: Graduate standing. Study of selected aspects of the public school band program. May be repeated for a maximum of 6 credits with different content. SS
- MUS 576 TOPICS IN ELEMENTARY AND JUNIOR HIGH SCHOOL BAND LITERATURE AND REHEARSAL TECHNIQUES** 2  
Prereq.: MUS 316 or equivalent. Study of selected literature and rehearsal techniques appropriate for the elementary and junior high school band. May be repeated with different content for a maximum of 6 credits. SS
- MUS 577 SECONDARY APPLIED MUSIC** 1  
Prereq.: Permission of instructor. Individual instrumental or vocal instruction in a secondary area of performance. May be taken more than once for credit. Fee: \$75 (subject to change)
- MUS 578 ADVANCED APPLIED MUSIC** 2  
Individual instrumental or vocal instruction in performance. May be taken more than once for credit. Fee: \$150 (subject to change)
- MUS 579 JAZZ IMPROVISATION I** 2  
Study of the function and usage of diatonic models in major and minor keys; the development of rhythmic interpretation in the jazz style and basic compositional/improvisational skills. SS
- MUS 585 TOPICS IN SCORE ARRANGING** 2  
Prereq.: MUS 390 or equivalent. Study of techniques and styles in arranging for selected instrumental and vocal groups. May be repeated for a maximum of 6 credits with different topics.

**MUS 590 SYMPHONY ORCHESTRA** 1  
Prereq.: Permission of instructor. Standard symphonic literature will be rehearsed for concert performance. No more than a total of 3 credits from Music 590, 591 and 592 may be taken for credit towards the degree. F

**MUS 591 CHORUS** 1  
Prereq.: Permission of instructor. Representative chorus works from the great composers will be rehearsed and performed. No more than a total of 3 credits from Music 590, 591, and 592 may be taken for credit towards the degree.

**MUS 592 MARCHING BAND-WIND ENSEMBLE** 1  
Prereq.: Permission of instructor. Various styles of band music and different compositions studied for performance each semester. No more than a total of 3 credits from Music 590, 591, and 592 may be taken for credit towards the degree.

**MUS 593 BRASS REFRESHER** 2  
Prereq.: MUS 262 or equivalent. Intensified instruction on brass instruments including pedagogical and theoretical aspects; evaluation of current materials available in the field. SS

**MUS 595 WOODWIND REFRESHER** 2  
Prereq.: MUS 261 or equivalent. Intensive instruction on woodwind instruments including pedagogical and theoretical aspects. SS

**MUS 596 PERCUSSION REFRESHER** 2  
Prereq.: MUS 263 or equivalent. Class instruction in basic percussion instruments, including theoretical and pedagogical aspects; evaluation of current materials available in the field. SS

**MUS 597 RECITAL** 3  
Prereq.: Permission of adviser and department approval. The preparation and presentation of a recital under the guidance of the appropriate applied music instructor. On demand.

**MUS 598 RESEARCH IN MUSIC** 3  
Prereq.: Acceptance into the degree program in Music. A study of sources, methods and types of research appropriate to the field of music. IR

**MUS 599 THESIS** 3  
Prereq.: Permission of graduate adviser. Preparation of the thesis under the supervision of the thesis adviser.

## NURSING

**NRSE 401 TRENDS AND ISSUES** 3  
Prereq.: Permission of instructor. Analysis and evaluation of trends and issues in health care delivery and nursing with emphasis on accountable professional behavior.

**NRSE 498 SPECIAL STUDIES IN NURSING** 1-6  
Prereq.: NRSE 302, 303, 304 and/or permission of instructor. Individualized plan to aid the learner in attainment of professional goals. Plan may consist of directed study of reading, clinical experience, individual instruction, research or other appropriate activities.

## PHILOSOPHY

**PHIL 401 SEMINAR IN ASIAN PHILOSOPHY** 3  
Prereq.: 6 credits in either Asian philosophy, Asian religion or Asian history; or permission of instructor. Study of selected topic as announced. S(o)

**PHIL 440 PROJECT IN APPLIED ETHICS** 3  
Prereq.: PHIL 220, 346 and six credits from PHIL 222, 240, 242, 244, 343, 345, 349. Research in applied ethics. May include a practicum. S

**PHIL 492 INDEPENDENT STUDY** 1-3  
Prereq.: Permission of instructor. Individual research in selected topics. Open

to any student who wishes to pursue a topic of special interest for which the student is qualified. On demand.

## PHYSICAL EDUCATION

**PE 400 GRADED CARDIAC EXERCISE TESTING** 3  
Prereq.: Permission of instructor, admission to Professional Program. Provides an opportunity to study theories, concepts, procedures, and techniques necessary for a cardiologist exercise specialist. Basic understandings of exercise prescription, community programs, intervention and rehabilitation and cardiac exercise programs will be emphasized.

**PE 401 IMPLEMENTATION AND EVALUATION OF HEALTH FITNESS PROGRAMS** 3  
Prereq.: PE 404, 400, admission to Professional Program. The development and implementation of health fitness programs in schools, business, and community agencies. Organization and administration of health fitness programs including the key components of exercise, weight control, nutrition, stress management and lower-back pain. F(e)

**PE 402 ORGANIZATION AND ADMINISTRATION OF PE** 3  
Prereq.: Admission into the Professional Program. Administrative procedures involved in conducting physical education activities, arranging programs, providing facilities, and handling staff-class details, finance, publicity, inter-scholastic and intramural activities. F

**PE 404 EXERCISE PHYSIOLOGY** 3  
Prereq.: PE 213, 214. Physiological factors which affect human performance in physical education and athletics will be studied. The acute and chronic effects of exercise on the respiratory, circulatory and muscular systems will be emphasized.

**PE 405 ELEMENTARY METHODS IN PE** 2  
Prereq.: PE 272, admission to Professional Program. Application of the child-centered, problem-solving approach as a method to learning fundamental concepts of movement. Discussion, observation and laboratory experience will provide theoretical background.

**PE 406 ADAPTED PHYSICAL EDUCATION** 3  
Prereq.: PE 213, 214, 305 and 272. Teaching strategies for coping with individual differences. Emphasis on assessment, programming, developmental and/or prescriptive teaching for all exceptionalities.

**PE 407 HUMAN PERSPECTIVES IN SPORT** 3  
Inquiry into the nature and expression of humans in sport. Topics include: the issues of competition and winning, amateurism vs. professionalism, the values of sport, causes and results of spectator behaviors. S

**PE 420 PERCEPTUAL AND MOTOR DEVELOPMENT** 3  
Prereq.: PE 213, 214, 305 and 272, PSY 235. Surveys the information concerning motor learning for the young learner. Special emphasis upon perceptual-motor learning and development of task analysis. F

**PE 422 MOTOR LEARNING** 3  
Prereq.: PE 213, 214, 305 and 272, PSY 235. Examines the principles of motor learning which affect skill acquisition on the part of secondary and post-secondary school learners. S

**PE 443 PRACTICUM IN EXERCISE COUNSELING** 3  
Prereq.: PE 375, 213, 404, 400, admission to Professional Program. Provides an opportunity for students to gain 150 clock hours of field experience in the Health Fitness Lab conducting prescribed exercise programs, usually for therapeutic and convalescent purposes.

**PE 444 INTERNSHIP IN HEALTH FITNESS** 6  
Prereq.: PE 443, admission to Professional Program. A sixteen-week period of time during the senior year will be spent in a Corporate Fitness or Commercial Fitness establishment where the student will demonstrate his/her ability to conduct a fitness/exercise program.

- PE 445 INTERNSHIP IN ATHLETIC TRAINING** 6  
Prereq.: PE 315, and admission to the Physical Education program. An eight-week period will be spent in an Athletic Department of the public schools or at the college level where the student will demonstrate his/her ability to conduct an athletic training program.
- PE 490 INDEPENDENT STUDY IN PHYSICAL EDUCATION** 1-3  
Prereq.: Junior standing and permission of department chair. Reading and research in approved topics under the guidance of a member of the department. May be repeated to a total of 3 credits.
- PE 514 PERCEPTUAL MOTOR DEVELOPMENT: EVALUATION AND PLANNING** 3  
Prereq.: PE 406 and permission of instructor. Organic, muscular, and structural handicaps that affect physical and emotional development will be analyzed. Evaluation and planning of programs for the handicapped. S(o)
- PE 516 CURRENT TOPICS IN ATHLETIC ADMINISTRATION** 3  
Current problems in the administration of athletic programs in schools and colleges. Included are topics in financing athletic programs, use of synthetic surface material, crowd control at contests, legality: eligibility and liability, certification of coaches and management of contest. The administration of intramural programs is reviewed. F(o)
- PE 519 SPORT BIOMECHANICS** 3  
Prereq.: PE 216 or equivalent or permission of instructor. Study of the mechanical analysis of sport skills, in order to improve teaching. The student is provided with a scientific basis for teaching correct form. F(o)
- PE 520 CURRENT ISSUES IN PHYSICAL EDUCATION** 3  
Reviews current trends and issues involved in the teaching of Physical Education in American schools. Emphasis is upon a discussion of new and innovative administrative procedures, programs, trends and problems. S(o)
- PE 522 PHYSICAL ACTIVITY AND HEALTH** 3  
Prereq.: PE 404 or permission of instructor. Study of the hypokinetic diseases of the human organism. Particular emphasis will be given to the beneficial effects of physical activity on the cardiovascular system, weight control, low back pain, longevity and participation of women in sports. S(o)
- PE 523 THEORIES OF HIGH LEVEL PERFORMANCE IN SPORT** 3  
Study of empirical and experimental theories of high level performance. The sciences of physiology, biomechanics, and psychology will be utilized as they affect human performance. F(o)
- PE 524 SPORT, PHYSICAL EDUCATION, ATHLETICS AND THE LAW** 3  
The varied aspects and impact of law in professional sport, physical education, and athletics. Emphasis on negligence, product liability and risk management. F
- PE 598 RESEARCH IN PHYSICAL EDUCATION** 3  
Prereq.: Permission of the adviser. Designed to familiarize students with techniques and resources associated with research in their specialization. Opportunity for practical application will be provided.
- PE 599 THESIS IN PHYSICAL EDUCATION** 3  
Prereq.: 15 credits of approved graduate study including PE 598. Preparation of the thesis under the supervision of the thesis adviser.
- PHYS 425 MODERN PHYSICS** 3  
Prereq.: PHYS 305 or equivalent. Special theory of relativity; quantum aspects of matter and of electromagnetic radiation; hydrogen atom; optical and X-ray spectra. F
- PHYS 442 ELECTROMAGNETICS** 3  
Prereq.: MATH 222, PHYS 305. Field theory of electromagnetism. Magnetic fields of currents, magnetic materials, electromagnetic induction and Maxwell's Equations. F(o)
- PHYS 450 ADVANCED LABORATORY** 1  
Prereq.: PHYS 331 and 425. A study of the 400 kv Van de Graaf accelerator, particle detection electronics, and a study of induced nuclear reactions. One three-hour laboratory per week. S
- PHYS 452 INDEPENDENT STUDY IN PHYSICS** 1  
Prereq.: Approved plan of study by arrangement with instructor and approval of department chair. Special work in laboratory or theory to meet individual requirements in areas not covered by regular curriculum. May be taken more than one semester up to a limit of 4 credits.
- PHYS 460 SEMINAR IN PHYSICS** 1  
Prereq.: At least junior or senior standing or permission of instructor. (Alt: open to junior or senior physics majors in the B.A. & B.S. programs and graduate students.) Through individual readings, discussions and presentations, students will study contemporary topics in various fields of physics. One conference hour per week. May be taken a maximum of two times for credit. IR
- PHYS 470 QUANTUM MECHANICS I** 3  
Prereq.: PHYS 425. Limits of classical physics, wave packets and uncertainty, Schrodinger wave equation, eigafunctions and eigenvectors, one-dimensional potentials, wave mechanics, operator methods. S
- PHYS 471 QUANTUM MECHANICS II** 3  
Prereq.: PHYS 470. Three-dimensional Schrodinger equation, angular momentum, radial equation, hydrogen atom, operator matrices and spin, addition of angular momentum, plus additional topics to be chosen by instructor. IR
- PHYS 490 TOPICS IN PHYSICS** 3  
Selected studies in physics which are not offered presently in the curriculum of the department. Course may be repeated for different topics. No topic may be taken for credit more than once. IR
- PHYS 505 MATHEMATICAL PHYSICS** 3  
Prereq.: Undergraduate physics minor; MATH 222. Introduction to basic mathematical methods of theoretical physics, such as linear algebra (matrices), vector analysis, partial differential equations, orthogonal functions and complex variables presented with physical illustrations. F
- PHYS 515 CLASSICAL MECHANICS** 3  
Prereq.: PHYS 220 and 505. Classical mechanics presented as basis of concepts and methods, of modern physics. Variational methods Lagrangian and Hamiltonian formulations, canonical transformations. S
- PHYS 598 RESEARCH IN PHYSICS** 3  
Prereq.: 15 credits of approved graduate study and permission of department. Course concerned with instrumental techniques of research in physics. Student is to become familiar with the literature of physics and is expected to search journals and report on a specific problem.
- PHYS 599 THESIS** 3  
Prereq.: PHYS 598 and permission of the adviser. Preparation of the thesis under the supervision of the thesis adviser.

## PHYSICS

- PHYS 411 MECHANICS II** 3  
Prereq.: PHYS 220. Mechanics of continuous media, wave motion, special relativity and introduction to Lagrange's and Hamilton's Equations. IR

## POLITICAL SCIENCE

- PS 410 DEMOCRACY AND HUMAN RIGHTS** 3  
Prereq.: PS 104 or 110. Examination of the theory and practice of democ-



racy, particularly in light of human rights requirements. The topics of freedom, political participation, and economic-social rights will be examined in light of various empirical and normative models of democracy and specific country cases. S

**PS 415 GOVERNMENT, BUSINESS, AND PUBLIC POLICY 3**

Prereq.: PS 110. Analysis of the pattern of interaction between business and government in the American administrative and political process, with attention to how we as members of society are affected by and may influence this process. S

**PS 416 MANAGEMENT AND DELIVERY OF GOVERNMENT SERVICES 3**

Prereq.: PS 340 or permission of instructor. Exploration and analysis of new ideas and concepts of government service delivery and management, privatization, user fees, joint public/private ventures, contracting out, voucher system, public entrepreneurship, democratic and ethical problems with new approaches. F

**PS 420 GOVERNMENT AND POLITICS OF LATIN AMERICA 3**

Historical, social, economic and ideological factors impacting contemporary government and politics in Latin America. S(o)

**PS 421 GOVERNMENT AND POLITICS OF AFRICA 3**

Historical, social, economic and ideological factors impacting contemporary government and politics in Africa. S(o)

**PS 425 ASIAN POLITICS 3**

Prereq.: PS 104. Examination of the government and politics of East and South Asia with major focus on Japan, China and India. Emphasis on historical and cultural forces shaping politics. Western impact on Asia and cross-national comparisons. S

**PS 430 THE AMERICAN PRESIDENCY 3**

Prereq.: PS 110 or permission of instructor. Office of President and place in the political system, colonial antecedents and modern counterparts. Emphasis on the presidency's functional and institutional development, contemporary role in politics and public policy and interplay between man and office. S

**PS 431 THE LEGISLATIVE PROCESS 3**

Prereq.: PS 104, 110 or permission of instructor. Structure, behavior, and operation of U.S. Congress. Comparison with state legislatures. Interrelationships with executive and judicial branches. Problems of popular representation. Analysis of growth and expansion of governmental control through social legislation and administrative rulemaking. IR

**PS 432 URBAN POLITICS AND GOVERNMENT 3**

Selected urban conditions and problems such as housing, the racial crisis, power structure, the resolution of conflict, local ideology, intergovernmental relations, partisan politics, group behavior, forms of government, politics of planning, regionalism, transportation and communication. Field research projects. IR

**PS 433 TWENTIETH CENTURY POLITICAL THOUGHT 3**

Contemporary approach to politics, such as systems analysis, group theory, game theory, decision making, structural-functional analysis and simulation. F

**PS 434 GOVERNMENT AND POLITICS OF THE MIDDLE EAST AND NORTH AFRICA 3**

Historical background, contemporary setting, political processes, and major problems of some countries of the Middle East and North Africa. S

**PS 435 RUSSIA AND EASTERN EUROPE 3**

Government and politics of Russia and of selected Eastern European countries, such as Poland, Hungary, Ukraine and Yugoslavia. IR

**PS 436 PERSONNEL AND HUMAN RESOURCES IN THE PUBLIC SECTOR 3**

Structure and political role of the Civil Service, evolution of government

employment, current personnel policies, rights and responsibilities of the public servant, formal tasks such as examination, recruitment, position classification, training and evaluation, ethics in public service, and collective bargaining. F

**PS 437 POLITICS OF ARAB NATIONALISM 3**

Evolution of the Arab nationalist movement in the Middle East. Examines the impact of Arab nationalism on regional and global politics and evaluates the efforts of Arab nationalists to accomplish their objectives of Arab unity, non-alignment and socialism. S

**PS 438 PUBLIC POLICY AND ADMINISTRATION IN DEVELOPING NATIONS 3**

Prereq.: PS 104 or 110 or permission of instructor. Politics and administration of governmental programs and policies in developing nations. Special emphasis on cases in Africa, Asia and Latin America. IR

**PS 439 U.S. MIDDLE EAST POLICY 3**

Examination of the evolution of United States foreign policy towards the Middle East since W.W. II. Emphasis placed on the sources, determinants and goals of United States policy and the challenges facing the United States in the region. IR

**PS 445 PUBLIC POLICY ANALYSIS AND EVALUATION 3**

Prereq.: Permission of instructor or two courses in political science, geography, economics or sociology; plus completion of, or simultaneous registration in, PS 344, SOC 400 or MATH 125. An investigation in perspectives and methods of measuring public policies.

**PS 446 THE BUDGETARY PROCESS 3**

Prereq.: PS 110 and 340. Examination and analysis of budgeting as an administrative and political process, with attention to techniques and reform efforts. F

**PS 447 ADMINISTRATIVE LAW 3**

Prereq.: PS 110, PS 331 and 340 recommended. Study of administrative agencies and the legal boundaries within which they operate. Constitutional case law and the Uniform Administrative Procedures Act will be applied to agency rule-making and regulation. Current controversies over the role of administrative agencies.

**PS 448 THE POLITICS OF HUMAN SERVICES 3**

Study of the politics and administration of government programs that deal with human problems such as poverty, crime, health, manpower development and housing.

**PS 480 GOVERNMENT INTERN EXPERIENCE 3**

Prereq.: Junior or senior status with 2.50 grade point average or higher. Students who apply and are admitted to this program are assigned to work in state, local, and federal government departments for a minimum of two days a week. To be taken concurrently with PS 481; not open to students who have completed PS 482 and 483. By application.

**PS 481 INTERN SEMINARS AND RESEARCH 3**

Prereq.: Junior or senior status with 2.50 grade point average or higher. Open only to students concurrently enrolled in PS 480. Seminars and research projects and papers related to work assignments of PS 480.

**PS 482 GOVERNMENT INTERN EXPERIENCE 6**

Prereq.: Junior or senior status. A minimum of 3.00 grade point average unless special departmental discretionary exception is approved by the dean of Arts and Sciences. Students who apply and are admitted are assigned to work on a full-time basis in public or political offices. Must be taken concurrently with PS 483 and cannot be taken by students who have completed PS 480 and 481. No more than 3 credits of PS 482 can be credited toward a Political Science major.

**PS 490 DIRECTED READINGS IN POLITICAL SCIENCE 3 or 6**

Prereq.: Permission of instructor. Individual programs of study for students with special abilities or interests in political science. On demand.

**PS 491      ADVANCED STUDIES IN  
POLITICAL SCIENCE** 1-6

Extensive study of selected problems in political science. Students may count no more than six credits toward the 30-credit requirement. By application. On demand.

**PS 492      POLICY STUDIES** 3

Prereq.: PS 110 and 340. Analysis and evaluation of specific policy issues at the state and national levels of government. Topics will vary from year to year. If topics differ, may be taken more than once. IR

**PS 561      THEORY OF PUBLIC ORGANIZATION** 3

Classic and modern theories of public organization. Examination of questions of organizational structure and process at both the informal and formal levels; attention to the issues of leadership, motivation, public policy formulation, and the role of public organizations in modern democracy. IR

## PSYCHOLOGY

**PSY 428      ADULT DEVELOPMENT AND AGING** 3

Prereq.: PSY 235 or 236. Study of behavior, dynamics and developmental processes from early adulthood through old age and death.

**PSY 430      PSYCHOLOGY OF MINORITY GROUPS** 3

Prereq.: PSY 112 or permission of instructor. Review of psychological research and theories pertaining to the study of minority groups. Implications for clinical work and community education will be discussed. S

**PSY 435      ORGANIZATION AND  
PERSONNEL PSYCHOLOGY** 3

Consideration of structure, problems, human behavior and personnel functions in various types of organizations.

**PSY 440      MOTIVATION** 3

Prereq.: Three courses in psychology. Physiological and psychological variables in selected motivational processes. Problems of measurement, empirical findings and theoretical research. Readings in contemporary literature.

**PSY 446      INTRODUCTION TO THE  
PSYCHOLOGY OF COUNSELING** 3

Prereq.: Three courses in psychology. Introduction to the basic assumptions and theoretical approaches in the counseling process. Students wishing to become trained as counselors are advised to contact the Department of Health and Human Services Professions. IR

**PSY 448      PSYCHOLOGY OF WOMEN** 3

Review of research and theories pertaining to the psychology of women. The dynamic aspects of being female in the development of cognitive, emotional, motivational and social behavior is emphasized. Psycho-social implications and consequences of changing sex roles will be examined.

**PSY 450      PHYSIOLOGICAL PSYCHOLOGY** 3

Prereq.: One laboratory course in biological sciences and two courses in psychology. Analysis of relationships between bodily processes and behavior.

**PSY 454      DRUGS AND BEHAVIOR** 3

Prereq.: PSY 112. Overview of the major classes of psychoactive drugs and their effects on the brain and behavior. Legal drugs, such as alcohol and caffeine, and illegal drugs are considered.

**PSY 460      BEHAVIOR MODIFICATION:  
THEORY AND PRACTICE** 3

Prereq.: PSY 200 or permission of instructor. Application of learning principles to the modification of both normal and abnormal behavior. The settings for application include areas such as personal, social, and marriage counseling; individual and group psychotherapy; formal and informal education and reeducation; personal, vocational and correctional rehabilitation.

**PSY 462      PSYCHOLOGY OF EARLY CHILDHOOD** 3

Prereq.: PSY 235 or 236. Study and observation of young children (birth to age six), with emphasis on the developmental origins and dynamic processes of behavior within this age range.

**PSY 470      THEORIES OF PERSONALITY** 3

Prereq.: Three courses in psychology. Nature of personality theory, and critical analysis of major contemporary theories of personality, including empirical evidence relevant to these theories.

**PSY 480      PSYCHOLOGY OF DYING AND DEATH** 3

Prereq.: PSY 112 or equivalent. Psychological issues of death, dying and suicide. Topics include death and denial, fear of death, grief and bereavement, child's/adolescent's views of death, psychological stages of dying and euthanasia.

**PSY 490      HISTORY AND SYSTEMS OF PSYCHOLOGY** 3

Prereq.: PSY 112, three other courses in psychology. Historical study with emphasis on general philosophical bases, development of psychology as an experimental science and comparative analysis of principal modes of psychological inquiry.

**PSY 496      INTERNSHIP IN PSYCHOLOGICAL  
APPLICATIONS** 3

Prereq.: Written permission of instructor. Supervised work in public and private agencies and institutions requiring the application of psychological principles. A study of appropriate references and a written report of procedures and conclusions required. May be repeated for a total of 6 credits.

**PSY 498      TOPICS IN PSYCHOLOGY** 1-3

Study of selected topics in psychology. Topics announced each semester. May be repeated under different topics for a total of 6 credits.

**PSY 499      INDEPENDENT READING AND RESEARCH  
IN PSYCHOLOGY** 1-3

Prereq.: Written permission of instructor. Directed independent studies in psychology. May be repeated for a total of 6 credits. On demand.

**PSY 512      SEMINAR IN DEVELOPMENTAL PSYCHOLOGY** 3

Prereq.: PSY 112 or equivalent or permission of instructor. Study of human development from conception through old age, including analysis of theory and research findings.

**PSY 526      PSYCHOLOGY OF LEARNING** 3

Prereq.: PSY 235 or 512 or equivalent or permission of instructor. Not open to graduate students who have had undergraduate courses in psychology of learning or educational psychology. Introduction to research and theories of learning with emphasis on implications for classroom procedures.

**PSY 530      PSYCHOPATHOLOGY** 3

Prereq.: Admission to M.A. or M.S. program and PSY 330 or equivalent or permission of instructor. Psychopathological conditions and their etiologies will be considered in the context of differing major theoretical perspectives. In-depth information about the diagnosis and assessment of abnormal behavior will be provided. Recent research will be reviewed. S

**PSY 545      INTRODUCTION TO CLINICAL PSYCHOLOGY** 3

Prereq.: Acceptance to M.A. in Psychology or permission of instructor. Survey of current clinical practice, theory and research with an emphasis on ethical issues. F

**PSY 550      INTRODUCTION TO COMMUNITY PSYCHOLOGY** 3

Introduction to the history, central assumptions and methodologies of community psychology. F

**PSY 551      PRIMARY PREVENTION** 3

Prereq.: PSY 550. Intensive examination of the theoretical and empirical underpinnings of primary prevention programs in mental health. S

**PSY 553      DEVELOPING PREVENTION PROGRAMS** 3

Prereq.: PSY 551 or permission of instructor. Application of prevention

strategies in institutional and/or community settings. Focus on identifying local issues, selecting and/or creating appropriate materials, presentation skills and program evaluation. F

**PSY 554 MANAGING PREVENTION PROGRAMS 3**

Prereq.: PSY 553 or permission of the instructor. Discussion of skills necessary to organize and manage a prevention program in an institution or community agency setting. Topics would include community needs assessment, proposal writing, budget management, long-term planning, personnel selection and interagency coordination. S

**PSY 590 ADVANCED TOPICS IN PSYCHOLOGY 3**

Prereq.: Acceptance to M.A. in Psychology or permission of instructor. Study of advanced topics in psychology. Topics will vary and will be announced each semester. May be repeated under different topics for a total of 6 credits. IR

**PSY 595 INTERNSHIP IN PREVENTION APPLICATIONS 3**

Prereq.: PSY 554 and permission of instructor. Supervised internship at an agency or institution that provides prevention services. Seminars and evaluations that measure student progress will be conducted by a University supervisor and the cooperating prevention field specialist. On demand.

**PSY 596 PSYCHOLOGICAL RESEARCH: DESIGN AND ANALYSIS I 3**

Prereq.: Admission to M.A. program, STAT 215 and PSY 222 or equivalent or permission of instructor. Topics include experimental and quasi-experimental design, program evaluation, single case and survey design, with application of statistical software packages (e.g., SAS). Each student will plan an independent research project. F [c]

**PSY 597 PSYCHOLOGICAL RESEARCH: DESIGN AND ANALYSIS II 3**

Prereq.: PSY 596. An overview of research methods in psychology, continued from PSY 596. Each student will complete the independent project proposed in PSY 596. S [c]

**PSY 598 RESEARCH IN PSYCHOLOGY 3**

Designed to familiarize student with techniques and resources associated with research in psychology. Opportunity for practical applications. Not open to students enrolled in M.A. in Psychology program except with permission of adviser and Psychology Department chairperson. S(o)

**PSY 599 THESIS 3 or 6**

Prereq.: 21 credits of graduate work. Students must consult with their adviser before registering for thesis credits. Preparation of the thesis under the supervision of the thesis adviser.

## READING

**RDG 569 FOLKTELLING ART AND TECHNIQUE 3**

Prereq.: RDG 588. Study of the art and techniques of storytelling. Develop competency in the oral tradition of folkteiling. Investigate the planning of study units and activity programs for use in elementary and secondary schools. IR

**RDG 578 TEACHING WRITING IN THE ELEMENTARY SCHOOL 3**

An integration of theories, practices and techniques as related to teaching writing in the elementary schools. Students, in conjunction with the instructor, design lessons, construct models, and collect children's writing efforts for their level.

**RDG 582 WORKSHOP FOR DEVELOPING LANGUAGE ARTS SKILLS 3**

Prereq.: RDG 200 or equivalent. Examination of commercially prepared materials in spelling, writing, listening and speaking and analysis of specific skills they develop. Some sessions will be workshop-type where materials will be

created for developing specific spelling, writing, listening and speaking skills. This course may not be used to fulfill certification requirements. IR

**RDG 585 READING IN CONTENT AREA 3**

Prereq.: RDG 200 or equivalent. Investigation of materials and procedures used for teaching reading in content area. Special emphasis on vocabulary and comprehension development.

**RDG 586 LITERACY INSTRUCTION FOR DIVERSE POPULATIONS I 3**

Prereq.: RDG 200 and 330 or equivalents. Current trends and issues on language, ethnicity and social class as they impact on literacy instruction for children of diverse backgrounds with an emphasis on sociolinguistic perspectives. F

**RDG 587 BIBLIOTHERAPY 3**

Identification, selection and effective use of books that address problems confronting young people from pre-school age to adolescence. Concerns include physical and mental handicaps, divorce, death, alcoholism, drug abuse, neglect. S

**RDG 588 TEACHING CHILDREN'S LITERATURE 3**

Study of wide variety of literature for children. Investigation of the appreciation for literature with children. Competency in storytelling and writing or original stories and poems will also be developed.

**RDG 589 CREATIVE LANGUAGE ARTS 3**

Prereq.: RDG 330 or equivalent. Creative aspects of language activities both written and oral for elementary school children are considered toward stimulating such work in the classroom. Essential goals of language arts programs will be studied.

**RDG 590 CURRENT TRENDS IN DEVELOPMENTAL READING K-12 3**

Prereq.: RDG 200 or 440 or equivalent. Survey of current reading practices and materials in the schools. Emphasis on developmental reading from pre-school through high school and into the adult years.

**RDG 591 DEVELOPMENTAL READING IN PRIMARY GRADES 3**

Prereq.: RDG 200 or 590. Comprehensive study of factors involved in teaching reading readiness, and reading in primary grades: developmental in use of experience stories; introducing first books; developing a sight vocabulary, word recognition techniques and comprehension skills. F

**RDG 592 DEVELOPMENTAL READING IN INTERMEDIATE GRADES 3**

Prereq.: RDG 200 or 590. Comprehensive study of materials, techniques and skills of developmental programs in Grades 4-8. Attention is given to problems in developing comprehension and use of study skills. Reading in content areas will be emphasized. S

**RDG 593 DEVELOPMENTAL READING IN SECONDARY SCHOOLS 3**

The Basic Skills Development program in elementary school reviewed. Study of the need for continuing systematic instruction in reading for pupils throughout grades 7-12. Organization of such a program, materials, and methods currently in use, and means of evaluation are considered. F(e)

**RDG 594 DIAGNOSIS OF READING DIFFICULTIES 3**

Prereq.: RDG 591, 592 or 593. May not be taken concurrently with RDG 595. Study and interpretation of selected tests and instruments useful in analysis of physical, intellectual, social and emotional factors related to reading difficulties.

**RDG 595 REMEDIAL AND CORRECTIVE TECHNIQUES IN READING 3**

Prereq.: RDG 594. Study of principles of remedial-corrective reading, methods of analysis and interpretation, and materials useful in correction of reading difficulties.

- RDG 596 CLINICAL PRACTICES IN READING** 6  
Prereq.: RDG 595. Diagnosis and treatment of reading difficulties and disabilities. Case study prepared for pupil tutored during term. Open to MS certification students only.
- RDG 598 SEMINAR IN READING RESEARCH** 3  
Prereq.: 15 s.h. in graduate reading courses. Advanced studies in reading research as well as basic reading research studies are reviewed. Emphasis will be on the articulation between research findings and reading practices in schools. The significance of the findings of research will be studied through prescribed readings, written and oral reports, and seminar discussion. S
- RDG 667 MULTICULTURAL LITERATURE IN THE CLASSROOM** 3  
Prereq.: RDG 588 or ENG 491 or 492. A variety of teaching methods will be studied and applied to multicultural and multiethnic books for children in the elementary and middle grades. The implementation of various teaching methodologies as part of a whole language learning and teaching philosophy will be explored. S(e)
- RDG 675 READING AND WRITING AS INTEGRATED PROCESS** 3  
Prereq.: RDG 330 or 589. Integration of theories, practices and techniques as related to reading-writing in the elementary school. Students, in conjunction with the instructor, design lessons, construct models and collect children's writing efforts for their level. F (o)
- RDG 680 CURRENT TRENDS AND ISSUES IN READING AND LANGUAGE ARTS** 3  
Prereq.: M.S. degree, and either RDG 591 or 592 or equivalent or permission of instructor. Current trends and current issues in reading and language arts. Focus on recent research and its application to reading and language arts. Courses will focus on recent research and its application to reading and language arts instruction in school settings. F
- RDG 686 LITERACY INSTRUCTION FOR DIVERSE POPULATIONS II** 3  
Prereq.: RDG 586; RDG 667 and permission of instructor. Strategies and techniques for promoting and expanding literacy among children of diverse backgrounds. Models of theoretical frameworks and analytic strategies that address children's diverse educational needs will be practiced. S(o)
- RDG 690 READING MATERIALS & MODALITIES** 3  
Prereq.: RDG 591 or 592. Investigation of linguistic, phonic, analytic and modified alphabetic approaches and their relationships to learning modes. Story content of printed materials and its relation to needs and interests of children will receive attention. S(o)
- RDG 692 SPECIALIZED DIAGNOSIS & REMEDIAL TECHNIQUES** 3  
Prereq.: RDG 594 and 595. Specialized diagnostic procedures and materials in reading for perceptually, neurologically, and psycholinguistically disabled children. Role of children's literature, bibliotherapy and cultural implication of story content are examined. Consultants from specialized areas, such as medicine and psychology will be used as resource persons. S(e)
- RDG 694 ORGANIZATION, ADMINISTRATION AND SUPERVISION OF READING PROGRAMS** 3  
Prereq.: 15 credits of graduate study. Study of patterns of organization, administration, evaluation, and supervision of various types of reading programs in schools. F(e)
- RDG 696 PRACTICUM FOR READING CONSULTANTS** 3  
Prereq.: RDG 596 and 692. Work experience under guidance of a certified reading consultant. Experience includes supervision of reading programs, diagnosis and remediation of specific disability problems and in-service workshops. F
- RDG 698 RESEARCH SEMINAR** 3  
Prereq.: 24 credits of graduate study. In-depth individual study of research pertaining to reading materials, programs and methods. Research reports required.

## RUSSIAN

- RUS 441 ADVANCED ORAL PRACTICE I** 3  
Prereq.: Instructor's permission. Development of fluency in oral self-expression. Speech analysis to improve pronunciation and intonation. F
- RUS 442 ADVANCED ORAL PRACTICE II** 3  
Prereq.: RUS 441 or instructor's permission. Further practice in oral self-expression. S

## SCIENCE AND SCIENCE EDUCATION

- SCI 418 TEACHING SCIENCE IN THE OUT-OF-DOORS** 3  
Prereq.: Two science courses. Development of leadership skills and instructional techniques necessary for teaching science in the outdoor classroom. The methods and materials for developing and conducting an outdoor education program in science are discussed. Three hours a week; field studies are required. F(o)
- SCI 420 HISTORY OF SCIENCE** 3  
Prereq.: Three courses in science or mathematics or permission of instructor. Historical development of biological and physical science, interdependence of various areas of science and relation of scientific progress to society.
- SCI 425 SCIENCE AND MODERN THOUGHT** 3  
Survey of the interaction of the natural sciences and other disciplines and the development of contemporary society. The treatment of scientific topics will be non-technical with emphasis placed on their cultural and intellectual aspects. IR
- SCI 452 INDEPENDENT STUDY IN SCIENCE** 1-3  
Prereq.: Approved plan of study by arrangement with the instructor and approval of a science department chair. Includes special work in the laboratory or study of theory to meet the individual requirements in areas not covered by the regular curriculum. May be taken for more than one credit up to a limit of 4 credits. On demand.
- SCI 485 STUDIES IN SCIENCE** 1-3  
Selected studies in the sciences which are not offered presently in the curriculum of the science departments. Course may be repeated under different topics, but student may not take this course for credit under the same topic more than once.
- SCI 500 SCIENCE AND THE CITIZEN** 3  
Discussion of the nature and values of science and the implications of science in other areas such as religion, medicine, environment, government and education. No previous preparation in physical science is required.
- SCI 520 THE PHYSICAL SCIENCES** 3  
Study of basic physical and chemical phenomena with emphasis on materials suitable for use in the elementary grades. Course aims to broaden and deepen background of elementary school teacher of science; opportunity is provided through demonstrations and laboratory work to gain functional understanding of physical science concepts. S(e)
- SCI 530 THE EARTH SCIENCES** 3  
Study of basic earth science phenomena with emphasis on materials suitable for use in the elementary grades. Course aims to broaden and deepen background of elementary school teacher of science; opportunity is provided through demonstrations and laboratory work to gain functional understanding of earth science concepts. S(o)
- SCI 540 TEACHING BIOLOGICAL SCIENCES IN THE ELEMENTARY SCHOOL** 3  
Study of biological phenomena with emphasis on materials and experiments suitable for use in the elementary grades. Course aims to broaden and deepen background of the elementary school teacher; opportunity is provided through demonstrations and laboratory work to gain functional understanding of biological science concepts. F(e)

**SCI 555 TEACHING OF SCIENCE  
IN THE ELEMENTARY SCHOOL 3**

Course, planned for in-service teachers, is to help students become acquainted with materials, content, and problems of teaching science in elementary schools, so they may initiate and develop programs of science in own classrooms.

**SCI 556 TEACHING SCIENCE TO YOUNG CHILDREN 3**

Prereq.: Permission of instructor. Develops teaching strategies which assist young children in expanding their awareness, understanding and appreciation of their natural environment. Teachers will learn active involvement techniques and will prepare "hands-on" science curriculum materials for use with children from preschool through grade 3. IR

**SCI 570 TEACHING OF SCIENCE  
IN THE SECONDARY SCHOOL 3**

Problems related to such matters as science objectives and trends, curriculum materials, textbooks, equipment and visual aids. Course is primarily intended for liberal arts majors in graduate certification programs or for in-service teachers to help them initiate and develop programs of science for own classrooms. F

**SCI 580 TOPICS IN SCIENCE EDUCATION 3**

Topics will vary each time course is offered. Combination of lecture, discussion, inquiry sessions, and student presentations. May be taken more than once for credit under different topics. IR

**SCI 595 SPECIAL PROJECT IN SCIENCE EDUCATION 3**

Prereq.: Completion of at least 21 s.h. in the student's planned program of graduate studies and SCI 598. The study of an advanced topic in Science Education, approved by the student's graduate adviser and supervised by a faculty member. Requirements include preparation of a paper on the topic. S(e)

**SCI 598 RESEARCH IN SCIENCE EDUCATION 3**

Prereq.: Permission of adviser. Course is designed to familiarize students with research techniques and science and educational literature particularly applicable to science education in elementary or secondary school. S(o)

**SCI 599 THESIS (SCIENCE EDUCATION) 3**

Prereq.: 21 credits of approved graduate study, and permission of adviser. Preparation of the thesis under the supervision of the thesis adviser.

**SOCIAL SCIENCE****SSCI 420 TEACHING SOCIAL STUDIES IN  
SECONDARY SCHOOLS 2**

Prereq.: Acceptance into the Professional Program in History/Social Studies. Concepts, methods, and materials for teaching social studies in secondary schools.

**SOCIAL WORK****SW 433 INDEPENDENT STUDIES IN SOCIAL WORK 3**

Prereq.: Senior standing and permission of instructor. Student must present a written study proposal to the department chair at least one week prior to registering for this course. Readings and research in selected areas of social work. On demand.

**SW 436 HEALTH AND SOCIAL WORK 3**

Prereq.: SW 226 and 227 or permission of instructor. Examination of health issues such as cancer, AIDS, Alzheimer's and other disabilities; prevention, treatment and attitudes; policies and programs in both public and private sectors which impinge upon the lives of clients with health problems. IR

**SW 437 CHILD WELFARE I 3**

Prereq.: SW 226 and 227, or permission of instructor. Examination of the role of the social worker in meeting the needs and protecting the rights of children. IR

**SW 438 CHILD WELFARE II 3**

Prereq.: SW 226 and 227, or permission of instructor. Examination of current social issues such as war, poverty and divorce, that impact the lives of children. IR

**SW 441 PUERTO RICANS IN TRANSITION: A SOCIAL  
WORK PERSPECTIVE 3**

Prereq.: Permission of instructor. Overview of critical areas in understanding the Puerto Rican population on the island and in the U.S. Puerto Rican history, migration, demographic trends, culture, socio-political issues, family and gender roles will be explored, in addition to health, education, employment and poverty. Micro/macro approaches to providing culturally relevant intervention. IR

**SW 442 THE SOCIAL CONSEQUENCES OF  
IMMIGRATION 3**

Prereq.: Permission of instructor. Explores the development of immigration policies, social service delivery structures and practices that help social workers provide services to immigrants and refugees. IR

**SW 478 CURRENT TOPICS IN SOCIAL WORK 3**

Analysis and evaluation of special topics in the general field of social work. Topics will vary from year to year. If topics vary, may be taken more than once; not to exceed 6 credits. IR

**SOCIOLOGY****SOC 401 DEVELOPMENT OF SOCIOLOGICAL THOUGHT 3**

Prereq.: SOC 110. Development of sociological thought from its original evolutionary emphasis to the early 20th century: differences between social and sociological thought. The contributions of Spencer, Marx, Durkheim, Simmel, Weber and selected other classical theorists. F

**SOC 402 CONTEMPORARY SOCIOLOGICAL THOUGHT 3**

Prereq.: SOC 110. Sociological thought from early 20th century to present time. Compares and contrasts contemporary schools of sociological thought: consensus, conflict, symbolic interaction and systems theories. S

**SOC 411 POPULATION AND SOCIETY 3**

Prereq.: SOC 110. Investigation of determinants and consequences of demographic trends emphasizing an historical cross-cultural approach. Special attention to population policies. F

**SOC 433 INDEPENDENT STUDIES IN SOCIOLOGY 3**

Prereq.: Senior standing and permission of instructor. Student must present a written study proposal to the department chair at least three weeks prior to registering for this course. Readings and research in selected fields of sociology. On demand.

**SOC 440 DEATH AND DYING:  
SOCIOLOGICAL IMPLICATIONS 3**

Prereq.: SOC 110. Different cultural, social, and historical perspectives on death and their impact on social roles and institutional change. Problems faced by the health care profession in meeting the needs of the terminally ill and the bereaved. Student will be required to have a field experience with a terminally ill patient and/or bereaved family. S(e)

**SOC 452 COMPLEX ORGANIZATIONS 3**

Prereq.: SOC 110. Systematic study of large-scale, bureaucratic organizations with emphasis on relations among the organization's members, the organization as a social entity, and its social and physical environment. S

**SOC 475 SEMINARS IN SOCIOLOGY 3**

Prereq.: SOC 110. Examination of selected topics in sociology. IR

**SOC 478 CURRENT TOPICS IN SOCIOLOGY 3**

Prereq.: SOC 110. Analysis and evaluation of special topics in the general field of sociology. Topics will vary from year to year. This is not a seminar. If topics differ, may be taken more than once. IR

**SOC 480 SEMINAR IN RESEARCH METHODS AND DATA ANALYSIS 3**  
Prereq.: SOC 222, and STAT 215 or 104. Intensive exposure to research process and data analysis in sociology. Individual data collection projects and computer-based multivariate analysis techniques are required. F [c]

## SPANISH

**SPAN 410 BUSINESS SPANISH I 3**  
Prereq.: SPAN 336 or permission of instructor. Development of skills geared to specific situations which would be encountered in business offices, foreign firms, travel agencies and the like. F

**SPAN 411 BUSINESS SPANISH II 3**  
Prereq.: SPAN 336 or 410 or permission of instructor. Additional practice in the oral and written skills needed for bilingual work situations. Emphasis on commercial translation. S

**SPAN 435 SPANISH PHONETICS AND DICTION 3**  
Prereq.: Senior or graduate standing and permission of instructor. Phonetic theory and practice to improve oral expression. F

**SPAN 441 ADVANCED ORAL PRACTICE I 3**  
Prereq.: Permission of instructor. Development of fluency in oral self-expression. Speech analysis to improve pronunciation and intonation. F

**SPAN 442 ADVANCED ORAL PRACTICE II 3**  
Prereq.: SPAN 441 or permission of instructor. Continuation of SPAN 441. On demand.

**SPAN 451 CONTRASTIVE STRUCTURES OF SPANISH AND ENGLISH 3**  
Prereq.: Senior or graduate standing and permission of instructor. Scientific analysis of Spanish as contrasted with English; phonetic theory, description of morphological systems and syntactic analysis. Application of these principles to the writing of structural drills and practice therein. S

**SPAN 460 ADVANCED GRAMMAR AND COMPOSITION 3**  
Prereq.: Senior or graduate standing and permission of instructor. Course in written expression of Spanish, particularly in idiomatic free composition, designed to establish appreciation for Spanish style and to develop ability to express shades of meaning. IR

**SPAN 471 20th CENTURY SPANISH LITERATURE I 3**  
Prereq.: Permission of instructor. Detailed study of the Generation of '98. F(o)

**SPAN 472 20th CENTURY SPANISH LITERATURE II 3**  
Prereq.: Permission of instructor. Representative authors and literary movements after the Generation of '98. S(e)

**SPAN 476 CERVANTES 3**  
Prereq.: Permission of instructor. *Don Quixote*, with consideration of Cervantes' other writings. On demand.

**SPAN 525 CONTEMPORARY SPANISH-AMERICAN POETRY 3**  
Prereq.: Permission of instructor. A study of major Spanish-American poets and poetic themes from Modernism to the present. S(e)

**SPAN 530 MODERN SPANISH NOVEL 3**  
Prereq.: Permission of instructor. A study of significant novels from the generation of 1898 to the post Spanish Civil War period. S(e)

**SPAN 535 CONTEMPORARY SPANISH-AMERICAN NOVEL 3**  
Prereq.: Permission of instructor. Study of representative Spanish-American novels of 20th century. S(o)

**SPAN 551 DRAMA OF GOLDEN AGE 3**  
Prereq.: Permission of instructor. Study in depth of representative plays by great dramatists of Golden Age. S(o)

**SPAN 553 SPANISH ROMANTICISM 3**  
Prereq.: Permission of instructor. A study of 19th century literary realism with a consideration of its historical background. Particular emphasis given to the novel. IR

**SPAN 555 THE SPANISH-AMERICAN DRAMA 3**  
Prereq.: Permission of instructor. Development of drama in Spanish-America from its origins to present. IR

**SPAN 561 TOPICS IN HISPANIC LITERATURE 3**  
Prereq.: Permission of instructor. Detailed study of a literary figure, movement, or theme. Subject will vary from semester to semester. IR

**SPAN 588 CONTEMPORARY SOCIETY IN THE SPANISH-SPEAKING WORLD 3**  
Prereq.: Permission of instructor. Contemporary society in the Spanish-speaking world, its institutions, traditions and values.

**SPAN 598 RESEARCH IN SPANISH STUDIES 3**  
Prereq.: Departmental approval and at least two graduate courses in literature or linguistics. Seminar designed to permit student to develop under supervision a research paper in an aspect of Spanish or Spanish-American literature, culture or linguistics or to begin thesis research.

**SPAN 599 THESIS 3**  
Prereq.: 15 credits of approved graduate study and approval of adviser. Preparation of the thesis under the supervision of the thesis adviser.

## SPECIAL EDUCATION

**SPED 420 BASIC MANUAL COMMUNICATION I 3**  
Introduction to the Manual Alphabet and American Sign Language of the Deaf designed to provide basic skill in non-verbal communication. F

**SPED 421 BASIC MANUAL COMMUNICATION II 3**  
Prereq.: SPED 420 or permission of instructor. Continuation of the Manual Alphabet and American Sign Language of the Deaf designed to provide further skill in non-verbal communication. S

**SPED 423 ASSESSMENT, INSTRUCTION AND CURRICULAR ADAPTATIONS FOR PRESCHOOLERS 3**  
Prereq.: SPED 315 and acceptance into the Professional Program. Development of Individualized Education Programs, adapting curricula and the utilization of assessment and teaching strategies to promote the development and independence of preschoolers with disabilities in community and integrated school settings. Taken concurrently with EDEC 423. Field experience required.

**SPED 480 CHARACTERISTICS AND EDUCATION OF THE EMOTIONALLY DISTURBED 3**  
Overview of the education of the emotionally disturbed. Topics include: characteristics, identification, etiology and theoretical approaches.

**SPED 481 CHARACTERISTICS AND EDUCATION OF THE LEARNING DISABLED 3**  
Overview of the education of the learning disabled. Topics include: characteristics, identification, etiology, types of disabilities and theoretical approaches.

**SPED 482 CHARACTERISTICS AND EDUCATION OF THE MENTALLY RETARDED 3**  
Overview of the education of the mentally retarded. Topics include: characteristics, identification, classification, etiology, development and theoretical approaches.

- SPED 483 APPLIED BEHAVIORAL ANALYSIS IN EDUCATION SETTINGS 3**  
Prereq.: Admission to the professional program. Specific procedures for the analysis and modification of student behaviors in regular and special education settings. Field experience required.
- SPED 484 EDUCATIONAL ASSESSMENT OF THE EXCEPTIONAL LEARNER I 3**  
Prereq.: Admission to the professional program. In-depth examination of formal and informal assessment materials and techniques used in evaluating self-help skills, processing abilities and academic achievement in individuals with learning and/or behavior problems. Topics include: procedures for test selection and the scoring and interpretation of test results.
- SPED 485 EDUCATIONAL ASSESSMENT OF THE EXCEPTIONAL LEARNER II 3**  
Prereq.: SPED 480, 481, 482, 484. Further emphasis on the administration and interpretation of assessment instruments. Topics also include data integration, specialized assessment methods and the communication of assessment results.
- SPED 486 METHODS AND MATERIALS FOR THE EXCEPTIONAL LEARNER 3**  
Prereq.: RDG 200 or 315, SPED 480, 481, 482, 484 and 487. Adapting and creating materials and methods in language arts, mathematics, science, social studies and career/ vocational education. Existing materials in these areas will also be examined.
- SPED 487 PROGRAM PLANNING AND CURRICULUM FOR THE EXCEPTIONAL LEARNER 3**  
Prereq.: Admission to the professional program and SPED 480, 481, 482, and 484. SPED 484 may be taken concurrently. An examination of techniques for classroom organization and planning, writing goals and objectives, developing Individualized Educational Programs and organizing and structuring group instruction.
- SPED 488 PRACTICUM WITH EXCEPTIONAL LEARNERS I 6**  
Prereq.: RDG 200, SPED 480, 481, 482, 483, 484, 486, and 487. SPED 483 and 486 may be taken concurrently. Supervised teaching in special education classrooms, agencies or institutions. Attendance at seminars is required. Student must make application to the Special Education office before October 1 for Spring, and before March 1 for Fall.
- SPED 489 PRACTICUM WITH EXCEPTIONAL LEARNERS II 6**  
Prereq.: SPED 488. SPED 485 may be taken concurrently. Supervised teaching in special education classrooms, agencies or institutions. This experience will involve a different setting, age group, and type of exceptionality from SPED 488. Attendance at seminars is required. Student must make application to the Special Education office before October 1 for Spring, and before March 1 for Fall.
- SPED 498 INDEPENDENT STUDY IN SPECIAL EDUCATION 3**  
Directed independent studies in special education. May be repeated for a total of 6 credits.
- SPED 501 EDUCATION OF THE EXCEPTIONAL LEARNER 3**  
Examines growth and development of exceptional learners including handicapped, gifted and talented, those who may require special education, and methods for identifying, planning for and working effectively with the special needs population in educational settings. Meets State of Connecticut requirement for teacher certification.
- SPED 506 FOUNDATIONS OF LANGUAGE FOR THE EXCEPTIONAL CHILD 3**  
A review of the basis of language competence in the exceptional child including: phonology, morphology semantics, syntax and other component factors.
- SPED 510 INCLUSIVE EDUCATION 3**  
Prereq.: Certification in any area of education or permission of instructor. Identification of the issues, legislation and litigation affecting inclusion as a method of integrating special needs children in regular education. Methods and assessment strategies of learning which facilitate inclusion along with alternate curriculum and classroom management strategies will be presented.
- SPED 530 THE FAMILY, THE SCHOOL, AND THE HANDICAPPED CHILD 3**  
Examination of issues that arise within families with handicapped children and between these families and school personnel. IR
- SPED 532 ADVANCED TOPICS IN EMOTIONAL DISTURBANCES 3**  
Prereq.: Certification in Special Education. Various models and methodologies for teaching this specific population at both the elementary and secondary level will be addressed. IR
- SPED 533 ADVANCED TOPICS IN LEARNING DISABILITIES 3**  
Prereq.: Certification in Special Education. Overview of current theory and practice in various aspects of learning disabilities including advanced topics in etiology, identification, classification, assessment and programming. IR
- SPED 536 INTRODUCTION TO THE AUTISTIC CHILD 3**  
Historical and current views regarding the characteristics, etiology and prognosis of autism will be examined. Current educational and treatment programs will be reviewed, as well as practical management strategies that can be employed within the classroom, home or institution. IR
- SPED 566 PUPIL PERSONNEL SERVICES IN SPECIAL EDUCATION 3**  
Prereq.: Certification in special education. Federal and state laws and regulations for the handicapped are studied. Emphasis is placed on the theories and processes in pupil personnel services and pupil planning and placement teams.
- SPED 577 INTEGRATIVE SEMINAR 3**  
Prereq.: Certification in special education. Integration of theories, practices and issues as related to provision and delivery of services to exceptional learners. Students in conjunction with the instructor, will evaluate their current professional skills and develop and carry out an independent study to increase their professional competence.
- SPED 578 THE JUVENILE OFFENDER AS AN EXCEPTIONAL LEARNER 3**  
Study of the educational characteristics of the juvenile offender. A review of current educational interventions. F
- SPED 580 THE SPECIAL EDUCATION TEACHER AS CONSULTANT 3**  
Prereq.: Certification in teacher education or special education. Examination of the support services provided to the regular classroom teacher, including programming, management, and monitoring, for the purpose of educating the mildly handicapped child in the "mainstream."
- SPED 590 EARLY INTERVENTION FOR INFANTS, TODDLERS, AND PRESCHOOLERS WITH SPECIAL NEEDS 3**  
Prereq.: Matriculation in M.S. program or permission of instructor. Study of children, ages birth to six, with handicaps or at-risk for developmental delays. Identification and development of intervention plans for these children and their families. IR

## STATISTICS

- STAT 400 STATISTICAL QUALITY CONTROL 3**  
Prereq.: STAT 216 or 201 or IT 464 or permission of the instructor. Statistical introduction to quality control. Topics include statistical quality, construction

and analysis of control charts for variables and attributes, capability analysis, reliability and acceptance sampling.

**STAT 416 MATHEMATICAL STATISTICS II** 3  
Prereq.: STAT 315. Continuation of theory and applications of statistical inference. Elements of sampling, point and interval estimation of population parameters, tests of hypotheses and the study of multivariate distributions. S

**STAT 440 BIOSTATISTICAL METHODS** 3  
Prereq.: STAT 216 or 201 or 453 with permission of the instructor or STAT 416. Statistical methods applied to the analysis of health and biological data with emphasis on multivariate methods. Computer packages assist in the design and interpretation of models fitted to health data. S(o) [c]

**STAT 451 APPLIED STOCHASTIC PROCESSES** 3  
Prereq.: STAT 315 and MATH 228. Introduction to Stochastic Processes. Topics include Markov, Poisson, birth and death, renewal, and stationary processes. Statistical inferences of Markov processes are discussed. S(e)

**STAT 453 APPLIED STATISTICAL INFERENCE** 3  
Prereq.: STAT 104. Statistical techniques used to make inferences in experiments in social, physical and biological sciences and in education and psychology. Topics include populations and samples, tests of significance concerning means, variances and proportions and analysis of variance. F

**STAT 455 EXPERIMENTAL DESIGN** 3  
Prereq.: STAT 201 or 216 or 416 or equivalent. Introduction to experimental designs in statistics. Topics include complete randomized blocks, Latin square and factorial experiments. F(e)

**STAT 456 STATISTICS LABORATORY** 3  
Prereq.: CS 151, and STAT 201 or 216 or equivalent. Study of SAS, one of the major statistical packages now available in computer libraries. Includes data manipulation and a study of the SAS statistical procedures and analysis. S(e) [c]

**STAT 465 NONPARAMETRIC STATISTICS** 3  
Prereq.: STAT 201 or 216 or 416. General survey of nonparametric or distribution-free test procedures and estimation techniques. Topics include one-sample, paired-sample, two-sample and k-sample problems as well as regression, correlation and contingency tables. Comparisons with the standard parametric procedures will be made and efficiency and applicability discussed. F(o)

**STAT 467 LINEAR MODELS** 3  
Prereq.: STAT 416 and MATH 228. Introduction to the methods of least squares. Topics include general linear models, least squares estimators, inference and hypothesis testing. F(o)

**STAT 470 APPLIED MULTIVARIATE ANALYSIS** 3  
Prereq.: STAT 216 or 201 or 453 with permission of the instructor or STAT 416. Introduction to analysis of multivariate data with examples from economics, education psychology and health care. Topics include: multivariate normal distribution, Hotelling's T<sup>2</sup>, multivariate regression, analysis of variance, discriminant analysis, factor analysis and cluster analysis. Computer packages assist in the design and interpretation of multivariate data. S(o) [c]

**STAT 475 MATHEMATICAL STATISTICS III** 3  
Prereq.: STAT 416 or equivalent. Continuation of theory and applications of statistical inference. Advanced topics in the estimation of population parameters and the testing of hypotheses. Introduction to Bayesian methods, regression, correlation, and the analysis of variance. F(e)

**STAT 476 TOPICS IN STATISTICS** 3  
Prereq.: Permission of instructor. Topics depending on interest and qualification of the students will be chosen from sampling theory, decision theory, probability theory, Bayesian statistics, hypothesis testing, time series or advanced topics in other areas. May be repeated under different topics to a maximum of 6 credits. S(o)

## TECHNICAL COURSES

**Note: These are laboratory courses designed to develop technical competence; for majors in Technology Education, Industrial Technology, and the Industrial Technical Management program.**

**TC 405 APPLIED TECHNICAL TOPICS** 1-3  
Laboratory oriented course of in-depth coverage of a selected technological topic or field of study. Course may be repeated for maximum of 6 cr. for different topics, but students may not take this course for credit under the same topic more than once. IR

**TC 416 PRINCIPLES OF NUMERICAL CONTROL** 3  
Prereq.: TC 316 or permission of the instructor. Study of the principles and concepts essential for numerical control part programming and machine tool operation. Laboratory experiences will include: word address programming, computer-aided programming and N/C machine tool setup and operation. [c]

**TC 442 LITHOGRAPHY** 3  
Prereq.: TC 212. Study of photo-offset lithography, covering all phases of lithographic reproduction. Emphasis on layout, composition, process camera work, platemaking and offset press work. Continuous tone photography. [c]

**TC 443 ELECTRONIC COMMUNICATIONS** 3  
Prereq.: TC 223, 233 and 323. Study of electronic communication systems. Provides a familiarization with the principles of telephone, AM and FM radio, television and microwave. Laboratory activities concern the design, fabrication, maintenance and servicing of systems. S

**TC 445 CONSTRUCTION INDUSTRIES** 3  
Prereq.: TC 215. Comprehensive study of carpentry and related construction industries. Emphasis toward gaining modern concepts of wood technology. S

**TC 446 TOOL AND DIE FUNDAMENTALS** 3  
Prereq.: TC 316. Introductory study of and experiences in design and construction of tools, dies and work-holding devices used in tooling for manufacturing. [c]

**TC 455 CONSTRUCTION PROJECT MANAGEMENT** 3  
Prereq.: Senior standing. Examination of the role of Construction Project Manager. Emphasis on administrative procedures, quality control, time and cost control, resource management, field office practices, construction claims processing, job site meetings and correspondence.

**TC 462 ADVANCED GRAPHIC ARTS TECHNIQUES** 3  
Prereq.: TC 442. As in graphic arts industry, course will provide integrated experience of advanced instruction in both letterpress and offset printing. Experiences will include advanced camera work leading to half-tone photography, process color photography and other camera manipulations. Cultural and historical aspects of graphic arts and industrial visitation. [c]

**TC 472 INTRODUCTORY AND PUBLICATIONS PHOTOGRAPHY** 3  
Professional and laboratory course of instructors and students interested in photography. Principles of camera, camera handling, exposure, lighting, taking black and white pictures and slides, composition, developing, printing and enlarging. Darkroom plans and equipment listings will be evaluated. Students will prepare black and white pictures and slides. Field trips to selected photographic studios. Open to all students. F, SS

**TC 521 COMPUTER ASSISTED DESIGN AND DRAFTING** 3  
Prereq.: TC 112, TC 121, or equivalent, or permission of the instructor. In-depth utilization of computer technology to create and modify two and three-dimensional engineering drawings. Space geometry, vector analysis and specialized drafting conventions will be used to generate a data base for a variety of design-drafting applications. This course is laboratory-oriented and intended to further the student's knowledge in drawing preparation using the computer and associate peripherals.



**TC 526 COMPUTER INTEGRATED MANUFACTURING 3**  
Prereq.: Computer literacy or permission of instructor. Study of the technical implications of computer hardware, software and communications for controlling the manufacturing process. Concepts for systems integration will be introduced relating to the creation, storage, analysis, transmission and modification of design and manufacturing engineering data. Laboratory experience will involve CAD/CAM integration, distributive numerical control and process control. IR

**TC 591 INDEPENDENT STUDY IN INDUSTRIAL/ENGINEERING TECHNOLOGY 3**  
Purpose is to allow students to undertake studies of special areas in industrial/engineering technology which fit their particular program of study. Problems may require individual research in the initiation and application of industrial/engineering technology relating to new areas or fields. Course may be repeated for maximum of 6 credits under different topics, but students may not take this course for credit under the same topic more than once. IR

**TC 599 TECHNOLOGICAL ISSUES AND PROBLEMS 3**  
Extensive study of selected technological issues and problems. Course may be repeated for different topics, but students may not take this course for credit under the same topic more than once. IR

## TECHNOLOGY EDUCATION

Courses designed to develop professional competence; for majors in Technology Education. Courses also suitable as electives for Education, Counseling, and Technology majors.

**TE 400 TEACHING OF TECHNOLOGY EDUCATION 3**  
Prereq.: Acceptance into the Professional Program. A professional course which stresses preparation for student teaching, or supervised teaching, and objectives, planning techniques and problems of teaching technology education at the secondary, middle and elementary school levels. Required of all undergraduate majors in technology education, and graduate students in the technology education certification program. This course is a prerequisite to student teaching. F

**TE 410 COMMUNICATION SYSTEMS 3**  
Prereq.: 24 credits of technical (TC) courses including TC 113, 121, and 212; or permission of instructor. Laboratory application of graphic and electronic communication systems which extend human capability with focus on how the individualized components function together as a given system. Research and laboratory activities will include computer-aided design, desktop publishing, photography and telecommunications. F(o)

**TE 411 ANIMATION GRAPHICS 3**  
Prereq.: TC 112 or 121 or 122. Using animation software, digitizing equipment, and paint/draw programs to produce two- and three-dimensional presentations, slide shows and videotapes. IR [c]

**TE 412 COMPUTER-AIDED PUBLISHING 3**  
Prereq.: TC 113. Course designed to present and apply the basic concepts of electronic publishing. Instruction and laboratory activities will focus on software usage, applying accepted design techniques and producing appropriate materials for classroom implementation. IR [c]

**TE 420 PRODUCTION SYSTEMS 3**  
Prereq.: 24 credits of technical (TC) courses including TC 118 and 215; or permission of instructor. Laboratory application of the systems and technical means used to manufacture and construct products. Students will create designs, prototypes, tooling, transport devices, line production techniques and quality control mechanisms. S(e)

**TE 428 RESEARCH AND EXPERIMENTATION 3**  
Prereq.: Completion of 18 credits of required technical (TC) courses. Planning, directing and evaluating, effective research procedures with emphasis on the application of research and experimentation to the teaching of technology education and its relationship to mathematics, science and social studies. F

**TE 430 TRANSPORTATION SYSTEMS 3**  
Prereq.: 24 credits of technical courses including TC 114 and 214; or permission of instructor. Laboratory application of the systems which extend the means of transportation beyond the physical capability of the human body. Includes terrestrial, atmospheric, marine and space transportation technologies and their social, environmental and economic impact. F(e)

**TE 450 TECHNOLOGICAL ENTERPRISE 3**  
Prereq.: TE 410, 420, and 430; or permission of instructor. Synthesis of the production, transportation and communication systems used to organize and operate an entrepreneurial business endeavor through laboratory application. S(o)

**TE 459 TECHNOLOGY EDUCATION IN THE ELEMENTARY SCHOOL 3**  
Prereq.: Junior standing. Elective for technology education majors who wish to examine technology education activities suitable for elementary school. Integrating such activities with typical grade school curriculums. IR

**TE 460 CONSTRUCTIVE ACTIVITIES FOR NON-TECHNICAL TEACHERS 3**  
To provide in-service or pre-service personnel with the techniques and skills necessary to use basic tools and materials to enhance their teaching. Emphasis will be placed on "hands-on" experiences with tools and materials, and experiences with group activities relating to industry, technology, careers and occupations. Not open for credit to majors in School of Technology. IR

**TE 488 INDEPENDENT STUDIES IN TECHNOLOGY EDUCATION 1-3**  
Prereq.: Senior or graduate standing and permission of instructor. Directed independent studies in Technology Education for students who wish to pursue specialized areas which are not covered in regular course offerings. May be repeated with different topics for a maximum of 6 credits. On demand.

**TE 500 SEMINAR ON NEW PROGRAMS 3**  
Prereq.: Completion of certification requirements in technology education or vocational education. The seminar will focus on the implementation procedure for developing new programs of Industrial Education across the spectrum of education. Attention will be given to teacher and facility utilization, program outcomes and evaluation. IR

**TE 510 COMPUTER APPLICATIONS FOR TECHNOLOGY EDUCATION 3**  
Prereq.: TC 121 or equivalent. Use of microcomputer applications as a basis to develop and deliver units of study, laboratory activities, student records, and database management techniques for use in technology education programs. IR [c]

**TE 512 PROGRAM AND COURSE DEVELOPMENT: THEORIES AND PRACTICES 3**  
Study of course/program development founded on current understandings of cognition and application of knowledge and skill with emphasis on adult technical programs. Also suitable for K-12 teachers/administrators. IR

**TE 513 PROFESSIONAL STRATEGIES FOR TEACHING TECHNICAL SUBJECTS TO ADULTS 3**  
Approaches and strategies designed for use with adult learners. The development, presentation and evaluation of student-prepared lessons unique to technical subjects will be emphasized. IR

**TE 520 READINGS IN TECHNOLOGY 3**  
Study of the nature of technology from a variety of perspectives. Students will explore, in-depth, the issues relative to the creation, use and control of technology and its impacts on individuals and society. F

**TE 540 CURRICULUM MATERIALS IN TECHNOLOGY EDUCATION 3**  
Preparation of curriculum guides, instruction sheets, lesson plans, tests, special references, appropriate texts and use of audio-visual material in technology education and vocational-technical education will be studied and evaluated. IR

**TE 550 SUPERVISION AND ADMINISTRATION  
IN TECHNOLOGY EDUCATION** 3  
Prereq.: Teaching experience or permission of the instructor. An overview of the role and function of the department supervisor in technology education. Not applicable for state certification in supervision. IR

**TE 560 TECHNOLOGICAL DEVELOPMENTS** 3  
Study of major technological developments in communication, transportation, and production from a historical perspective. Emphasis on how humans moved from the stone age and the major developments along the way. IR

**TE 580 TECHNOLOGY ASSESSMENT AND  
FORECASTING** 3  
Study of technological systems using scenario development, computer modeling and paradigm construction. Emphasis on assessing and forecasting technological change, developing appropriate technology and technology transfer. IR

**TE 590 TECHNOLOGY EDUCATION  
FACILITY PLANNING** 3  
Emphasis will be given to a systems approach to facility and environmental planning for industrial education, including philosophical commitment, effective laboratory design and plant layout, equipment, selection and requisition procedure. IR

**TE 595 INDUSTRIAL AND TECHNICAL WORKSHOP** 3  
Prereq.: Completion of 21 credits in graduate program or permission of instructor. Significant problems and trends in industrial and technical education are explored using research relating to organization, content, and techniques in specific fields. Scholarly investigation of meaningful aspects of industrial education: professional development, technical updating, federal and state legislation relating to industrial education programs and new and experimental programs. IR

**TE 596 SPECIAL PROJECT IN  
TECHNOLOGY EDUCATION** 3  
Prereq.: 21 credits in Planned Program and TE 598. Study of an advanced topic in technology education approved by adviser and a special project co-adviser. Requirements include a paper on the topic. At the option of the advisers, an oral presentation may also be required. IR

**TE 598 RESEARCH IN TECHNOLOGY EDUCATION** 3  
Familiarization with techniques and resources associated with research in the student's specialization. Opportunity for practical application will be provided. (To be taken during the first credits of the graduate program.) S

**TE 599 TOPICS IN TECHNOLOGY EDUCATION** 3  
Prereq.: Completion of 21 cr. of graduate work including TE 598 or ED 598, or permission of instructor. An examination of topics, problems or areas of interest to advanced graduate students' professional and/or technological field will be undertaken. May be repeated under different topics for up to 6 credits. IR

## THEATRE

**TH 447 ACTING IV** 3  
Prereq.: TH 347 and departmental permission. Performance considerations in scene study and role development, with emphasis on plays of varying styles and different periods. F(o)

**TH 465 CREATIVE DRAMATICS FOR CHILDREN** 3  
Trains teachers to develop the imagination, creativity, and communication skills of children ages five through 12. Includes pantomime, theatre games, improvisation and formal theatre experience. S

**TH 480 PROJECTS: DANCE** 1-3  
Prereq.: Permission of instructor. Individual projects in choreography, research or production under the guidance of Dance/Theatre staff. IR

**TH 481 PROJECTS: SCENERY** 1-3  
Prereq.: TH 316 and departmental permission. Individual projects in reading, research, or production under guidance of member of theatre staff.

**TH 482 PROJECTS: COSTUMING** 1-3  
Prereq.: TH 332 and departmental permission. Individual projects in reading, research or production under guidance of member of theatre staff.

**TH 483 PROJECTS: ACTING A** 1-3  
Prereq.: TH 347 and junior standing and departmental permission. Individual projects in reading, research or production under guidance of member of theatre staff.

**TH 484 PROJECTS: ACTING B** 1-3  
Prereq.: TH 483 and departmental permission. Individual projects in reading, research or production under guidance of member of theatre staff.

**TH 486 PROJECTS: LIGHTING/SOUND, STAGE  
MANAGEMENT** 1-3  
Prereq.: TH 318 and departmental permission. Individual projects in reading, research or production under guidance of member of theatre staff.

**TH 487 PROJECTS: RESEARCH** 1-3  
Prereq.: TH 374 or departmental permission. Individual projects in reading, research or production under guidance of member of theatre staff.

**TH 488 PROJECTS: DIRECTING** 3  
Prereq.: TH 485 and departmental permission. Individual direction of student production under faculty supervision.

**TH 489 STUDIES IN THEATRE/DRAMA** 3  
Prereq.: Permission of instructor. Selected area of theatre and/or drama not covered in other courses. Topic varies. May be repeated for credit. IR

**TH 490 SUMMER THEATRE WORKSHOP** 3 or 6  
Prereq.: Permission of instructor. Students in Summer Theatre Workshop learn theatre by participating in a true summer theatre production program. The core of the production company is comprised of faculty directors and designers. Enrollees in Summer Theatre Workshop work side by side with this highly experienced core company, filling out the cast and production staffs as needed. The faculty of the program endeavors to utilize students according to their desires and abilities. May be repeated for additional credit. SS

## VOCATIONAL-TECHNICAL EDUCATION

### Certification courses

**VTE 400 EVALUATING STUDENT ACHIEVEMENT IN  
VOCATIONAL TECHNICAL EDUCATION** 3  
Prereq.: VTE 113. Procedures for evaluating achievement of instructional objectives with application in occupational education subjects. S

**VTE 415 PRINCIPLES OF VOCATIONAL EDUCATION** 3  
Introduction to the principles and philosophy of vocational education and its impact on society. A brief historical development of vocational education, supportive legislation, characteristics of the various program field, delivery systems and current issues and problems.

**VTE 430 OCCUPATIONAL UPDATE PRACTICUM** 6  
Practicum for vocational education teachers individually designed to update their skills and knowledge relative to occupational changes in business and industry. Teachers identify occupational specialty skills in which they need greater proficiency, formulate a framework of training objectives, participate in group seminars and acquire experiences within cooperating firms. Program supervision by University faculty with assistance by cooperating firms. IR

**VTE 440 HUMAN RELATIONS IN THE WORKPLACE** 3  
A study of human relations with emphasis on self-awareness, role multiplicity and the effect of life stresses on the adult in the workplace. Attitudes, values and communication techniques are explored in the context of effective inter-

personal relationships. Concepts of group dynamics and adult learning are addressed with emphasis on recognition and skill development. F

**VTE 450 PRINCIPLES AND ORGANIZATION  
OF COOPERATIVE WORK EDUCATION 3**

The development and organization of work experience programs at the secondary school level. Examines those activities necessary to establish, maintain, and improve cooperative work education programs. F

**VTE 455 RELATED INSTRUCTION AND REGULATIONS  
WITHIN COOPERATIVE WORK EDUCATION 3**

Examines the relationship between cooperative work education, private industry and agencies within the State Department of Labor. Emphasis upon how these organizations interface related instruction and on-the job training for the cooperative work education student. S

**VTE 470 ADMINISTRATION OF VOCATIONAL  
STUDENT ORGANIZATIONS 3**

Organization, development and management of vocational student organizations, including history, legal structure and requirements, public relations, fund raising, development of leadership and evaluations procedures.

**VTE 490 TOPICS IN VOCATIONAL  
TECHNICAL EDUCATION 1-3**

Special purpose programs designed to meet the needs of selected groups of vocational teachers or directed independent studies for individual students. Provides a mechanism that encourages the vocational instructor to elect, with the guidance of University faculty, job-specific and short-term selective experiences to ensure the instructor's technical expertise. May be repeated on different topics to a maximum of 6 cr. (Contact Dr. Mary Furtado Holloway, School of Technology, prior to registration.) On demand.

**VTE 515 PRINCIPLES AND ADMINISTRATION  
OF VOCATIONAL GUIDANCE 3**

Survey of major topics in vocational guidance: History, career development theory, testing, counseling, job placement, needs of special groups, administration, legal, ethical and philosophical issues. Equal time is devoted to conceptual and practical applications. F

**VTE 520 SUPERVISION OF VOCATIONAL  
AND TECHNICAL EDUCATION 3**

Prereq.: Teaching experience. Roles and functions of supervisors of vocational and technical education on the local and state level. F

**VTE 521 ORGANIZATION AND ADMINISTRATION OF  
VOCATIONAL AND TECHNICAL EDUCATION 3**

Prereq.: Teaching certificate and teaching experience. Organizational patterns, administrative practices and legal requirements of federally supported programs in vocational and technical education on the local and state level. S

## WOMEN'S STUDIES

**WS 400 FEMINIST THEORY 3**

Prereq.: WS 200 or permission of instructor. Examination of central theoretical and critical concepts, ideas and traditions in the development of feminist theory. S



# FACULTY, ADMINISTRATIVE STAFF, LIBRARIANS

Note: Date of appointment to Central Connecticut State University in parenthesis.

- ELIZABETH N. AARONSOHN**, Ed.D., University of Massachusetts; *Assistant Professor of Teacher Education* (1991).
- HELEN ABADIANO**, Ph.D., Ohio State University; *Assistant Professor of Reading and Language Arts* (1992).
- FATEMAH ABDOLLAHZADEH**, Ph.D., Loughborough University; *Professor of Computer Science* (1989).
- FAROUGH ABED**, Ed. D., Indiana University; *Professor of Educational Leadership* (1993).
- ABIGAIL ADAMS**, Ph.D., University of Virginia; *Assistant Professor of Anthropology* (1996).
- JEAN ALICANDRO**, M.S., Central Connecticut State University; *Assistant Director, Student Center* (1984).
- PAUL L. ALTIERI**, Ph.D., Boston College; *Professor of Economics* (1975).
- GAVRO ALTMAN**, Ph.D., University of Belgrade; *Professor of Political Science* (1992).
- GABRIEL D. ALUNGBE**, Ph.D., University of Florida; *Assistant Professor of Engineering Technology* (1991).
- MARIA ALVAREZ**, B.A., Central Connecticut State University; *Degree Auditor* (1983).
- THOMAS ANDREWS**, M.S., Central Connecticut State University; *Director of Clinical Practices, Associate Professor of Teacher Education* (1968).
- MICHAEL ANSARRA**, B.S., Cornell University; *Assistant Director of Athletics, Compliance* (1995).
- ALI ANTAR**, Ph.D., University of Connecticut; *Professor of Physics and Earth Sciences* (1980).
- HELEN APTHORP**, Ph.D., University of Connecticut; *Assistant Professor of Special Education* (1992).
- JAMES V. ARENA**, Ph.D., University of Connecticut; *Associate Professor of Chemistry* (1989).
- RICHARD I. ARENDS**, Ph.D., University of Oregon; *Dean, School of Education and Professional Studies (on leave 1996-97)* (1991).
- DOMINGO ARIAS**, M.A., Catholic University of Chile; *Assistant Director, Career Services and Cooperative Education* (1991).
- ROBERT F. ARIOSTO**, Ed.D., Teachers College-Columbia University; *Vice President of Student Affairs and Dean of Students* (1986).
- EDWARD R. ASTARITA**, M.S., Columbia University; *Associate Professor of Marketing* (1975).
- LOUIS AULD**, Ph.D., Bryn Mawr College; *Associate Professor of Modern Languages* (1987).
- CAROL SHAW AUSTAD**, Ph.D., North Texas State University; *Professor of Psychology* (1987).
- STEPHEN A. BACON**, Ph.D., University of New Hampshire; *Professor of Mathematics* (1970).
- ROSS J. BAIERA**, M.A., Ohio University; *Assistant to the Dean, Arts and Sciences, and Professor of English* (1967).
- ABNER S. BAKER III**, Ph.D., University of Oregon; *Associate Professor of History* (1970).
- BURT R. BALDWIN**, Ph.D., Boston College; *Professor of Sociology* (1972).
- JOSEPH K. BANNON**, C.P.A., M.B.A., Boston University; *Assistant Professor of Accounting (on leave 1996-97)* (1974).
- LINDA BARILE**, Ph.D., University of Connecticut; *Associate Professor of Health and Human Services* (1995).
- JOHN BARKER**, B.S., Central Connecticut State University; *Assistant Director of Information Services* (1992).
- STUART BARNETT**, Ph.D., State University of New York-Buffalo; *Associate Professor of English* (1992).
- ANDREW W. BARON**, Ed.D., University of Maryland; *Associate to the Dean, School of Technology, and Professor of Industrial Technology* (1969).
- CHARLES BASKERVILLE**, Ph.D., New York University; *Professor of Physics and Earth Sciences* (1990).
- EUGENE BATEN**, Ed.D., Harvard University; *Associate Professor of Management and Organization* (1988).
- JOHN E. BEAN**, P.E., M.S., University of Connecticut; *Assistant Professor of Engineering Technology* (1991).
- GREGORY BELANGER**, M.S., University of New Orleans; *Assistant Professor of English* (1989).
- STUART R. BENNETT**, Ph.D., Texas A & M University; *Associate Professor of Industrial Technology* (1980).
- DAVID ROBERT BENTZION**, M.A., Michigan State University; *Assistant Professor of English* (1967).
- JAY BERGMAN**, Ph.D., Yale University; *Professor of History* (1990).
- FELTON BEST**, Ph.D., The Ohio State University; *Associate Professor of History* (1991).
- KAREN C. BEYARD**, Ph.D., Arizona State University; *Executive Officer for Academic Development* (1986).
- CHARLOTTE BISSON**, M.S., Central Connecticut State University; *Director of Admissions and Records* (1979).
- ANTHONY R. BLAZINI**, B.S., Pennsylvania State University; *Assistant to the Director of Residence Life; Residence Hall Director* (1995).
- STANISLAUS BLEJWAS**, Ph.D., Columbia University; *CSU Professor of History* (1974).
- DAVID BLITZ**, Ph.D., McGill University; *Associate Professor of Philosophy* (1989).
- MARGARET BOGLARSKI**, M.S., Central Connecticut State University; *Assistant to the Director for Study Abroad* (1995).
- RICHARD L. BONACCORSO**, Ph.D., University of Connecticut; *Professor of English* (1975).
- LYNN BONESIO**, B.A., Mount Holyoke College; *Associate Director of Admissions and Records* (1990).
- FRED BONVICINI**, M.S., Central Connecticut State University; *Assistant Director of Residence Life* (1980).
- MOLLIE H. BORNSTEIN**, M.S., Central Connecticut State University; *Professor of Art* (1972).
- MOLLY BORST**, M.S., Central Connecticut State University; *Admissions Representative* (1995).
- CONSTANCE C. BOSTON**, M.S.W., University of Connecticut; *Director, Office of Prevention and Counseling* (1987).
- LAURA BOWMAN**, Ph.D., Kent State University; *Associate Professor of Psychology* (1989).
- RITA BRANN**, B.A., Central Connecticut State University; *Assistant to the Dean of Enrollment Services* (1992).
- GWENDOLINE O. BRATHWAITE**, M.S., Central Connecticut State University; *Property and Inventory Control Coordinator* (1989).
- SHARON BRAVERMAN**, M.S., Central Connecticut State University; *Assistant Counselor, Coordinator of Student Services and Advising, School of Business* (1992).
- CASSANDRA BROADUS-GARCIA**, Ph.D., Ohio State University; *Assistant Professor of Art* (1994).
- RICHARD BRODY**, Ph.D., Arizona State University; *Associate Professor of Accounting* (1993).
- H. HAINES BROWN, III**, Ph.D., Michigan State University; *Associate Professor of History* (1968).
- WALTON BROWN-FOSTER**, Ph.D., University of Michigan; *Associate Professor of Political Science* (1984).
- JAMES BRUNER**, B.S., Daniel Webster College; *IJET Business Manager* (1994).
- PETER A. BUDWITZ**, C.P.A., M.S., Bucknell University; *Associate Professor of Accounting* (1971).
- CHRISTINE P. BUKOWIEC**, *Director of Business Services* (1964).
- WILLIAM BUMPUS**, J.D., Yale University; *Associate to the Dean, School of Business, and Associate Professor of Law* (1993).
- THOMAS BURKHOLDER**, Ph.D., University of Virginia; *Assistant Professor of Chemistry* (1992).
- SANDRA FLYNN BURNS**, Ph.D., University of Connecticut; *Professor of Earth Sciences and Science Education* (1972).
- WENDY WILTON BUSTAMANTE**, B.S., Central Connecticut State University; *Administrative Assistant to the President* (1986).
- JAMES BUXTON**, M.F.A., University of Pennsylvania; *Associate Professor of Art* (1991).
- HOLLY CAIRNS**, M.A., Edinboro University of Pennsylvania; *Assistant to the Director of Residence Life; Residence Hall Director* (1993).
- GLORIA CALIENDO**, Ph.D., University of Connecticut; *Assistant Professor of Modern Languages* (1991).
- THOMAS J. CALLERY, JR.**, M.F.A., University of Oregon; *Associate Professor of Theatre* (1983).
- JOAN M. CALVERT**, M.S., Rensselaer Polytechnic Institute; *Associate Professor of Computer Science* (1982).
- BARBARA A. CANDALES**, M.S.W., University of Connecticut; *Assistant Professor of Social Work* (1995).
- ANTHONY CANNELLA**, M.A., University of Pennsylvania; *Associate Professor of English* (1984).
- ANTONE B. CAPITAO**, Ph.D., University of Connecticut; *Associate Professor of Physical Education and Health Fitness Studies* (1971).
- LEEDS M. CARLUCCIO**, Ph.D., Cornell University; *Professor of Biological Sciences* (1966).
- CAROL J. CARTER**, Ed.D., University of Massachusetts; *Associate Professor of Educational Leadership* (1991).
- DOUGLAS R. CARTER**, Ph.D., University of Illinois; *Associate Professor of Biological Sciences* (1991).
- STEVEN CAVALERI**, Ph.D., Rensselaer Polytechnic Institute; *Professor of Management and Organization* (1980).
- CYNTHIA B. CAYER**, B.A., Southern Connecticut State University; *Director of Alumni Affairs* (1988).
- EMILY CHASSE**, M.L.S., University of Rhode Island; *Associate Librarian, On-line Services* (1982).
- ADOLFO CHAVARRO**, Ph.D., State University of New York-Stonybrook; *University Ombudsman and Associate Professor of Psychology* (1987).
- YUANQIAN CHEN**, Ph.D., University of Kansas; *Assistant Professor of Mathematical Sciences* (1992).
- CELIA C. CHOW**, Ph.D., University of Illinois; *Associate Professor of Physics and Earth Sciences* (1968).
- PAUL P. CHU**, Docteur en Sciences Psychologiques, Université Libre De Bruxelles; *Associate Professor of Psychology* (1969).
- RICHARD CHURCHILL**, M.L.S., University of Rhode Island; *Assistant Librarian, Head of Government Documents* (1992).
- NINA CICCETTI**, M.S., Central Connecticut State University; *Associate Director of Residence Life* (1984).
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- MICHAEL R. CIPRIANO**, Ph.D., Columbia University; *Professor of Art* (1973).
- GEORGE F. CLAFFEY**, Ed.D., Indiana University; *Associate Professor of Business Education* (1979).
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- FAYE COHEN**, M.S., Central Connecticut State University; *Assistant Professor of Business Education* (1965).

- RALPH COHEN**, Ph.D., University of Missouri; *Assistant Professor of Health and Human Service Professions* (1993).
- FRANK COLE**, M.S.M.E., Rensselaer Polytechnic University; *Assistant Professor of Engineering Technology* (1992).
- JOHN D. CONWAY**, Ph.D., University of Connecticut; *Associate Professor of English* (1969).
- DOROTHY COOK**, Ph.D., University of Connecticut; *Professor of English* (1973).
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- WAYNE COOK**, Ph.D., Boston University; *Professor of English* (1967).
- ALICE COOPERSTEIN**, M.B.A., University of Hartford; *Associate Professor of Accounting* (1969).
- STEPHEN COX**, Ph.D., Michigan State University; *Assistant Professor of Sociology* (1996).
- TIMOTHY CRAINE**, Ph.D., Wayne State University; *Assistant Professor of Mathematical Sciences* (1993).
- ANN P. CRAVEN**, D.P.E., Springfield College; *Professor of Physical Education and Health Fitness Studies* (1967).
- ROBERT CROUSE**, Ph.D., University of Rhode Island; *Associate Professor of Mathematical Sciences* (1987).
- LOURDES CRUZ**, B.A., Central Connecticut State University; *Degree Auditor* (1994).
- GAIL CUETO**, Ph.D., New York University; *Assistant Professor of Teacher Education* (1994).
- MARY CUSTY**, M.A., Saint Joseph College; *Associate Director of Information Services* (1990).
- MARY M. CUTLER**, Ph.D., University of Connecticut; *Associate Professor of Finance* (1987).
- DANIEL D'ADDIO**, D.M.A., University of Michigan; *Assistant Professor of Music* (1996).
- RONALD R. DAIGLE**, Ph.D., Clark University; *Professor of Economics* (1976).
- TENNYSON T. DARKO**, M.B.A., Old Dominion University; *Assistant Director of Information Services* (1988).
- BARRY A. DAVIES**, Ed.D., University of Maine; *Associate Professor of Reading and Language Arts* (1976).
- SHARON W. DAVIS**, M.M., Northwestern University; *Professor of Music* (1969).
- WILLIAM W. DAVISON**, Ph.D., University of Connecticut; *Professor of Industrial Technology* (1969).
- RAY A. DeCORMIER**, Ph.D., University of Bradford (England) Management Center; *Associate Professor of Marketing* (1983).
- JAMES A. DeLAURA**, Ed.D., University of Northern Colorado; *Professor of Industrial Technology and Interim Dean of Graduate Studies and Research* (1976).
- ELENE DEMOS**, Ph.D., University of Wisconsin-Madison; *Associate Dean; Interim Dean, School of Education and Professional Studies* (1996-97) (1991).
- HENLEY H. DENMEAD**, M.M., Indiana University; *Professor of Music* (1971).
- DAVID J. De NUCCIO**, Ph.D., University of Tennessee; *Professor of Biological Sciences* (1964).
- KENNETH DeSTEFANIS**, B.S., Southern Connecticut State University; *Assistant Director of Athletics* (1985).
- RAY C. DETHY**, Ph.D., Ohio State University; *Professor of Management and Organization* (1973).
- VIRGINIA W. DETHY**, Ed.D., Temple University; *Professor of Special Education* (1974).
- WADE DEVLIN-SCHERER**, Ph.D., Syracuse University; *Associate Professor of Educational Leadership and Teacher Education* (1995).
- HOWARD DICKENMAN**, M.S., Central Connecticut State University; *Head Basketball Coach* (1996).
- CHARLES W. DIMMICK**, Ph.D., Tulane University; *Professor of Physics and Earth Sciences* (1972).
- FRANCISCO DONIS**, Ph.D., CUNY Graduate Center; *Assistant Professor of Psychology* (1992).
- MARIANNE J. D'ONOFRIO**, Ph.D., The Ohio State University; *Professor of Management Information Systems* (1989).
- LYNN DONOVAN**, M.A., Rider College; *Assistant Women's Basketball Coach* (1994).
- DARYLL C. DOWTY**, M.S., Central Connecticut State University; *Professor of Engineering Technology* (1979).
- WILLIAM J. DRISCOLL**, Ph.D., University of Connecticut; *Professor of Mathematical Sciences* (1969).
- KIMBERLEY A. DUMOUCHEL**, B.S., University of Connecticut; *Assistant Director, Career Services and Cooperative Education* (1988).
- ROBERT DUNNE**, Ph.D., Lehigh University; *Assistant Professor of English* (1992).
- THOMAS EISENLOHR, JR.**, M.S., Central Connecticut State University; *Assistant Dean of Enrollment Services* (1971).
- GHASSAN EL-EID**, Ph.D., University of Nebraska; *Associate Professor of Political Science* (1989).
- MOHAMED ELTOWEISSY**, Ph.D., Old Dominion University; *Assistant Professor of Computer Science* (1996).
- GLORIA EMEAGWALI**, Ph.D., Ahmadu Bello University; *Professor of History* (1991).
- HENRY S. ENCK**, Ph.D., University of Cincinnati; *Executive Assistant to the President for International Development (on leave 1996-97)* (1968).
- PARKER ENGLISH**, Ph.D., University of Western Ontario; *Associate Professor of Philosophy* (1995).
- DOUGLAS B. ENGWALL**, Ph.D., State University of New York at Buffalo; *Professor of Psychology* (1975).
- KAREN ENGWALL**, M.Ed., University of Missouri-Columbia; *Assistant Counselor, Prevention and Counseling* (1995).
- MARY L. ERTEL**, M.A., University of Connecticut; *Associate Professor of Sociology* (1970).
- LINDA JANE EVANS**, Ph.D., Boston College; J.D. University of Connecticut Law School; *Professor of Sociology* (1973).
- SCOTT EVON**, *Assistant Director of Information Services* (1994).
- SHERINATU O. FAFUNWA-NDIBE**, M.F.A., University of Massachusetts; *Associate Professor of Art* (1990).
- DAVID FEARON**, Ph.D., University of Connecticut; *Professor of Management and Organization* (1986).
- KENNETH L. FEDER**, Ph.D., University of Connecticut; *Professor of Anthropology* (1977).
- LISA MARIE FELLAGE**, B.A., Central Connecticut State University; *Assistant Director, Center for International Education* (1987).
- CATHERINE FELLOWS**, M.Ed., Boston University; *Associate Professor of Physical Education and Health Fitness Studies* (1977).
- WILLIAM J. FERGUSON**, D.P.S., Pace University; *Associate Professor of Management and Organization* (1980).
- RONALD J. FERNANDEZ**, Ph.D., University of Connecticut; *Professor of Geography* (1969).
- MARGARET FERRARA**, Ph.D., Texas A & M University; *Associate Professor of Teacher Education* (1992).
- VICTOR L. FINIZIO**, Ph.D., University of Iowa; *Professor of Theatre* (1965).
- DOROTHY FINN**, B.A., Smith College; *Assistant Director of Development* (1993).
- ROBERT M. FISCHBACH**, Ph.D., Ohio State University; *Associate Professor of Communication* (1979).
- F. WILLIAM FISCHER**, Ph.D., University of Connecticut; *Professor of Special Education* (1975).
- BARTON FISHER**, *Coordinator of Athletic Development* (1995).
- ROBERT J. FITZSIMMONS**, Ph.D., University of Iowa; *Professor of Psychology* (1961).
- THOMAS B. FLAHERTY**, Ph.D., Tulane University; *Assistant Vice President of Academic Affairs and Director of Planning and Institutional Research* (1970).
- EDWARD FORCE**, Ph.D., Indiana University; *Associate Professor of Modern Languages* (1966).
- DOMENIC FORCELLA**, M.E.P., Yale School of Forestry and Environmental Studies; *Environmental Health/Safety Officer* (1995).
- CAROL A. FORD**, Ph.D., University of Maryland; *Professor of Psychology* (1969).
- WALTER (TAD) FOSTER**, Ed.D., University of Illinois; *Associate Professor of Technology Education* (1992).
- JAMES E. FOX**, M.S., Central Connecticut State University; *Associate Dean, Finance and Administration* (1966).
- CHRISTINE DOYLE FRANCIS**, Ph.D., University of Connecticut; *Assistant Professor of English* (1993).
- FRANK J. FRANGIONE**, Ph.D., University of Michigan; *Professor of Physical Education and Health Fitness Studies* (1970).
- RAYMOND D. FROST**, Ph.D., University of Miami, Coral Gables; *Associate Professor of Management Information Systems* (1992).
- FRANCIS J. GAGLIARDI**, M.S., Southern Connecticut State University; *Associate Director of Library Services* (1963).
- VINCENT C. GAGLIARDI**, M.F.A., University of Iowa; *Professor of Theatre* (1968).
- SEAN GALLAGHER**, M.F.A., University of Arizona; *Assistant Professor of Art* (1993).
- DONALD R. GALLO**, Ph.D., Syracuse University; *Professor of English* (1973).
- BRENDAN GALVIN**, Ph.D., University of Massachusetts; *Professor of English* (1969).
- DIANA GARCIA**, M.F.A., San Diego State University; *Assistant Professor of English* (1994).
- ELENA GARCIA**, M.A., Interamerican University of Puerto Rico; *Director of Student Financial Aid Advising* (1994).
- ANTONIO GARCIA-LOZADA**, M.A., University of Maryland; *Assistant Professor of Modern Languages* (1994).
- PATRICIA GARDNER**, B.S., Eastern Connecticut State University; *Admissions Representative* (1995).
- ALFRED GATES**, Ph.D., University of Connecticut; *Assistant Professor of Engineering Technology* (1994).
- DAVID M. GERWIN**, M.A., Columbia University; *Assistant Professor of History* (1995).
- GEORGE GEYER**, M.S., Temple University; *Associate Professor of Physics and Earth Sciences* (1964).
- GILBERT GIGLIOTTI**, Ph.D., Catholic University; *Assistant Professor of English* (1992).
- CHARLES GNIZAK**, Ph.D., Kent State University; *Associate Professor of Accounting* (1994).
- ELEANOR GODWAY**, Ph.D., York University; *Associate Professor of Philosophy* (1987).
- MARC B. GOLDSTEIN**, Ph.D., University of Michigan; *Professor of Psychology* (1978).
- MARGARET GRAGLIA**, B.F.A., University of Hartford; *Non-credit Program Administrator, IJET* (1992).
- SHAUN GREEN**, B.S.C., Davis and Elkins College; *Soccer Coach* (1986).
- MARIE GUARINO**, Ph.D., Columbia University; *Assistant Professor of History* (1992).
- DORIS HONIG GUENTER**, M.A., St. Joseph College; *Coordinator of the Women's Center* (1995).
- CHRISTOPHER HAAS**, B.A., University of Hartford; *Procurement Specialist, IJET* (1994).
- MARGARET HAASE**, M.S., Central Connecticut State University; *Assistant Professor of Industrial Technology* (1977).
- MARY PAT HAGER**, M.B.A., Rensselaer Polytechnic Institute; *Counselor II, Education and Professional Studies* (1988).
- SYLVIA HALKIN**, Ph.D., University of Wisconsin; *Associate Professor of Biological Sciences* (1992).
- LAWRENCE HALL**, M.S., Central Connecticut State University; *Assistant Director of Admissions and Records* (1991).
- PATRICIA HALL**, D.B.A., Old Dominion University; *Assistant Professor of Finance* (1994).
- PHILIP P. HALLORAN**, Ph.D., University of Connecticut; *Associate Professor of Mathematics* (1991).
- GLORIA HAMPL**, M.S., Central Connecticut State University; *Assistant Professor of Psychology* (1966).
- JOHN J. HAMPTON**, D.B.A., George Washington University; *Dean, School of Business* (1995).
- KAREN HANSEN**, M.A., Tufts University; *Associate Dean of Student Affairs* (1978).

- DAVID HARACKIEWICZ, Ph.D., Springfield College; *Assistant Professor of Physical Education and Health Fitness (1993).*
- JOHN E. HARMON, Ph.D., Boston University; *Professor of Geography (1979).*
- PATRICIA HAVEL, M.S., Central Connecticut State University; *Associate Director, Career Services and Cooperative Education (1984).*
- THOMAS HAZUKA, Ph.D., University of Utah; *Assistant Professor of English (1992).*
- JOHN A. HEITNER, Ph.D., University of Rochester; *Associate Professor of English (1965).*
- FAITH HENTSCHEL, Ph.D., Yale University; *Professor of Art (1983).*
- RAMON L. HERNANDEZ, M.S., Central Connecticut State University; *Assistant Director, The Advising Center (1988).*
- ELIZABETH HICKS, M.S., Southern Connecticut State University; *Associate Director, The Advising Center (1978).*
- JANE M. HIGGINS, M.Ed., University of Missouri; *Director of Residence Life (1980).*
- JUNE B. HIGGINS, Ph.D., University of Rochester; *Associate Dean, Arts and Sciences, and Professor of Psychology (1970).*
- ALLAN M. HIRSH, M.A., Tulane University; *Associate Professor of English (1965).*
- STEVEN HOROWITZ, Ph.D., University of Utah; *Assistant Professor of Psychology (1991).*
- MAXINE HOWELL, M.A., Adelphi University; *Assistant Professor of Teacher Education (1990).*
- JUDITH A. HRICENIAK, Ph.D., University of Connecticut; *Professor of Health and Human Service Professions (1973).*
- A. PABLO IANNONE, Ph.D., University of Wisconsin; *Professor of Philosophy (1983).*
- ANITA JACKSON, Ph.D., University of Kansas; *Associate Professor of Marketing (1994).*
- BRIAN JANISKEE, Ph.D., Michigan State University; *Assistant Professor of Political Science (1996).*
- LOFTUS JESTIN, Ph.D., Yale University; *Professor of English (1973).*
- CHUN JIN, Ph.D., University of Southwestern Louisiana; *Assistant Professor of Mathematical Sciences (1994).*
- FREDERICK JOHNSON, B.S., Central Connecticut State University; *Assistant Director, Information Services (1994).*
- LOIS B. JOHNSON, B.A., Southern Connecticut State University; *Manager of Personnel Services (1992).*
- LOUISE B. JOHNSON, M.F.A., Ohio University; *Professor of Theatre (1968).*
- LYNN JOHNSON-CORCORAN, M.L.S., University of Rhode Island; *Associate Librarian, Collection Development (1977).*
- CAROL A. JONES, Ph.D., University of Surrey; *Professor of Chemistry (1989).*
- CHARLES JONES, JR., M.S., Central Connecticut State University; *Director of Intercollegiate Athletics (1970).*
- LISA JONES, M.S., Central Connecticut State University; *Assistant Director of Student Financial Aid Advising (1993).*
- WILLIAM C. JONES, JR., Ph.D., Purdue University; *Professor of Computer Science (1969).*
- CATHERINE H. JOST, B.A., Central Connecticut State University; *Assistant Director of Alumni Affairs (1994).*
- JAMES F. JOST, M.S., Central Connecticut State University; *Associate Dean of Student Affairs (1971).*
- EDDIE JOYCE, M.S., Southern Connecticut State University; *Associate Professor of Teacher Education (1969).*
- YANAN JU, Ph.D., University of Belgrade; *Professor of Communication (1991).*
- RICHARD L. JUDD, Ph.D., University of Connecticut; *President (1964).*
- ELIAS KAPETANOPOULOS, Ph.D., Yale University; *Professor of History (1968).*
- MIMI KAPLAN, B.A., University of Connecticut; *Assistant to the Director, Office of Sponsored Programs (1994).*
- MARTIN A. KAPPER, Ph.D., Louisiana State University; *Assistant Professor of Biological Sciences (1992).*
- PAUL KARPUR, Ph.D., University of California; *Associate Professor of Modern Languages (1992).*
- MARIE A. KASCUS, M.S.L.S., University of Illinois; *Librarian, Head, Serials (1972).*
- JUDY KAWAMOTO, M.A., University of Nebraska-Lincoln; *Assistant Director of Student Activities and Leadership Development (Programs) (1989).*
- GEORGE KAWECKI, M.S.Ed., Central Connecticut State University; *Assistant Professor, Intercollegiate Athletics (1992).*
- FRANCIS E. KEEFE, Ph.D., University of Kentucky; *Interim Director of Advising Center (1988).*
- LAURA KEEZING, B.A., Drew University; *Assistant Director, University Relations (1989).*
- JOHN J. KELEHER, M.A., University of Connecticut; *Associate Professor of Athletics (1978).*
- DIX J. KELLY, M.S., Central Connecticut State University; *Associate Professor of Mathematics (1964).*
- ALAN KENDRIX, B.A., Moorehouse College; *Director, Flexible Manufacturing Networks Center, IIET (1993).*
- DAVID A. KIDCKEL, Ph.D., University of Massachusetts; *Professor of Anthropology (1977).*
- PETER J. KILDUFF, B.A., Central Connecticut State University; *Director of University Relations (1989).*
- KI HOON KIM, Ph.D., University of Connecticut; *Professor of Economics (1967).*
- SARAH S. KING, Ph.D., University of Southern California; *Professor of Communication (1984).*
- THOMAS R. KING, Ph.D., University of Wisconsin; *Assistant Professor of Biological Sciences (1992).*
- BRADLEY P. KJELL, Ph.D., University of Wisconsin; *Associate Professor of Computer Science (1992).*
- LAWRENCE D. KLEIN, Ed.D., Indiana University; *Professor of Teacher Education (1970).*
- DEAN KLEINERT, B.A., New York University; *Director of Sponsored Programs (1993).*
- ROGER A. KLINKENBORG, Ph.D., University of Wisconsin-Madison; *Assistant Professor of Modern Languages (1991).*
- PATRICIA KOPERA, B.S., General Motors Institute; *Assistant to the Director, Manufacturing Applications Center, IIET (1995).*
- ROBERTA KOPLOWITZ, B.S., Central Connecticut State University; *Coordinator, Student Athlete Support Center (1993).*
- CHARLOTTE KOSKOFF, Ph.D., J.D., University of Connecticut; *Associate Professor of Teacher Education (1974).*
- JANICE M. KOZOVICH, M.A., University of Chicago; *Assistant Librarian, Circulation (1976).*
- GEORGE KU, Ed.D., Utah State University; *Professor of Technology Education (1972).*
- CATHERINE KURKJIAN, Ph.D., University of Northern Colorado; *Assistant Professor of Reading and Language Arts (1995).*
- PATRICIA A. LANE, B.A., Wesleyan University; *Assistant Director of University Relations (1995).*
- ELIZABETH LANGHORNE, Ph.D., University of Pennsylvania; *Assistant Professor of Art (1992).*
- JOHN C. LARKIN, Ed.D., University of Maryland; *Professor of Technology Education (1967).*
- DANIEL LAROSE, Ph.D., University of Connecticut; *Assistant Professor of Mathematics (1996).*
- KRISTINE LARSEN, Ph.D., University of Connecticut; *Associate Professor of Physics and Earth Sciences (1989).*
- LINDA LAURENT, Ph.D., New York University; *Associate Professor of Music (1992).*
- MARGARET LEAKE, M.A., University of Connecticut; *Director of Educational Support Services (1986).*
- ROBERT M. LeBARON, A.A., Manchester Community College; *Associate Director of Architectural Services (1990).*
- WONSICK LEE, Ph.D., State University of New York at Buffalo; *Associate Professor of Management and Organization (1994).*
- BARRY H. LEEDS, Ph.D., Ohio University; *CSU Professor of English (1968).*
- LENNARD LEMA, C.M.E., M.S., Central Connecticut State University; *Associate Professor of Engineering Technology (1978).*
- PETER LEMAIRE, Ph.D., Ohio University; *Associate Professor of Physics and Earth Sciences (1988).*
- PAULETTE LEMMA, D.Ed., Pennsylvania State University; *Associate Professor of Teacher Education (1988).*
- SUSAN D. LESSER, M.B.A., Bentley College; *Associate Director, Center for International Education (1989).*
- LAURA LEVINE, Ph.D., University of Michigan; *Assistant Professor of Psychology (1994).*
- MARGARET LEVVIS, Ph.D., University of Tennessee; *Assistant Professor of Philosophy (1993).*
- STEPHEN H. LEWIS, M.S., University of Michigan; *Associate Professor of Mathematical Sciences (1969).*
- CHENG SING LIEN, M.A., Southern Illinois University; *Associate Professor of Modern Languages (1973).*
- PENELOPE LISI, Ph.D., University of Wisconsin; *Associate Professor of Educational Leadership (1994).*
- MARIA LIZANO DiMARE, Ed.D., University of Hartford; *Assistant Professor of Educational Leadership (1996).*
- BRIAN G. LOFMAN, M.B.A., University of California, Los Angeles; *Assistant Professor of Marketing (1990).*
- KIMBERLY S. LONDON, M.Ed., Springfield College; *Assistant to the Director of Residence Life; Residence Hall Director (1994).*
- DAVID E. LOSS, C.P.A., M.B.A., Northeastern University; *Professor of Accounting (1970).*
- JAMES C. LOUGHLIN, Ph.D., Clark University; *Professor of Economics (1968).*
- BARBARA LUKAS, M.S., Central Connecticut State University; *Associate Director of Admissions and Records (1988).*
- DENISE M. LYNCH, Ph.D., Fordham University; *Professor of English (1969).*
- DRINA P. LYNCH, M.A., Central Connecticut State University; *Assistant Dean of Graduate Studies (1970).*
- EDWARD T. LYNCH, JR., M.B.A., J.D., University of Connecticut; *Associate Professor of Law (1978).*
- KEVIN M. LYNCH, Ph.D., Duquesne University; *Professor of English (1968).*
- JEAN MAIN, B.S., University of Connecticut; *Financial Aid Counselor (1995).*
- SANTIAGO MALAVE, B.A., Central Connecticut State University; *Assistant Manager of Personnel Administration (1989).*
- WAYNE R. MAMED, M.S., Central Connecticut State University; *Associate Director of Operations and Events, Student Center (1984).*
- JOHN MANTZARIS, Ph.D., Wesleyan University; *Professor of Chemistry (1961).*
- KATHY A. MARTIN, Ph.D., University of Virginia; *Associate Professor of Biological Sciences (1990).*
- C. CHARLES MATE-KOLE, Ph.D., University of Leicester; *Associate Professor of Psychology (1996).*
- EDWARD J. MAYDOCK, M.B.A., Columbia University; *Assistant Professor of Engineering Technology (1981).*
- DONALD P. McDONOUGH, M.A., Columbia University; *Associate Professor of English (1982).*
- JEFFREY McGOWAN, Ph.D., CUNY Graduate Center; *Assistant Professor of Mathematical Sciences (1992).*
- MARK McGUIRE, B.S., Connecticut State University; *Associate Director of Information Services (1985).*
- SCOTT McKENNA, M.S., Central Connecticut State University; *Assistant Director, Student Center, Operations and Event Services (1991).*
- JOSEPH McKEON, Ph.D., Fordham University; *Associate Professor of Philosophy (1984).*
- THOMAS P. McNULTY, C.P.A., M.B.A., New York University; *Assistant Professor of Accounting (1977).*

- BARBARA S. MEAGHER**, M.L.S., Southern Connecticut State University; *Assistant Librarian, Reference* (1977).
- JUAN C. MELIN**, Ph.D., University of Iowa; *Assistant Professor of Mathematical Sciences* (1993).
- SERAFIN MENDEZ-MENDEZ**, Ph.D., University of Massachusetts; *Associate Professor of Communication* (1990).
- MELISSA A. MENTZER**, Ph.D., University of Oregon; *Assistant Professor of English* (1991).
- FAITH W. MERRIMAN**, M.S., University of Illinois; *Associate Librarian, Serials* (1972).
- NORTON H. MEZVINSKY**, Ph.D., University of Wisconsin; *Professor of History* (1967).
- ROBERT S. MICEK**, B.A.R.C.H., University of Michigan; *Campus Architect* (1988).
- SUSAN W.S. MILLAR**, Ph.D., Rutgers University; *Assistant Professor of Geography* (1995).
- DANIEL J. MILLER**, Ph.D., University of Texas; *Associate Professor of Management and Organization* (1993).
- DANIEL S. MILLER**, Ph.D., University of Connecticut; *Associate Professor of Mathematical Sciences* (1982).
- GEORGE B. MILLER**, M.S., University of West Virginia; *Professor of Mathematical Sciences* (1965).
- SPENCER MILLER**, B.S., Central Connecticut State University; *Assistant Director, Information Services* (1993).
- THOMAS MIONE**, Ph.D., University of Connecticut; *Assistant Professor of Biological Sciences* (1992).
- MARGARET MITCHELL**, Ph.D., Pennsylvania State University; *Associate Professor of Management and Organization* (1993).
- JOHN R. MITRANO**, Ph.D., Boston College; *Assistant Professor of Sociology* (1994).
- ANDREW MOEMKA**, Ph.D., State University of New York-Albany; *Professor of Communication* (1990).
- DAVID A. MONTI**, Ed.D., Hofstra University; *Professor of Reading and Language Arts* (1973).
- ANTONIA C. MORAN**, J.D., University of Connecticut Law School; *Associate Professor of Political Science* (1988).
- CAROL MORAN**, *Purchasing Manager* (1986).
- DANIEL MORAN**, M.S., Central Connecticut State University; *Associate Dean, Finance and Administration* (1987).
- VICTORIA MORLEY**, M.A., Central Connecticut State University; *Assistant Professor of Physical Education and Health Fitness Studies* (1992).
- STEPHEN MORRIS**, Ph.D., University of Pennsylvania; *Assistant Professor of Philosophy (on leave 1996-97)* (1992).
- STEPHEN MOSCOVE**, Ph.D., Oklahoma State University; *Professor of Accounting* (1991).
- RONALD J. MOSS**, Ph.D., Rutgers University; *Assistant Dean, School of Education and Professional Studies* (1991).
- GEORGE R. MUIRHEAD**, Ph.D., University of Iowa; *Interim Vice President for Academic Affairs* (1949).
- DANIEL MULCAHY**, Ph.D., University of Illinois; *Professor of Teacher Education* (1992).
- RICHARD MULLINS**, M.S., Central Connecticut State University; *Director, Technical Training Center, IJET* (1993).
- DONNA B. MUNROE**, M.A., University of Connecticut; *Associate Vice President of Personnel Administration* (1985).
- FRANCES NADEAU**, M.L.S., Southern Connecticut State University; *Associate Librarian; Head, Curriculum Laboratory* (1990).
- LAURIE NAPIERSKI**, B.A., Central Connecticut State University; *Assistant Director, Business Services* (1987).
- CHARLES W. NEVILLE**, Ph.D., University of Illinois; *Professor of Computer Science* (1973).
- STEVEN B. NEWMAN**, Ph.D., State University of New York-Albany; *Professor of Physics and Earth Sciences* (1978).
- BARBARA J. NICHOLSON**, Ph.D., University of Alberta, Edmonton; *Assistant Professor of Biological Sciences* (1995).
- MARY ANN NUNN**, Ph.D., University of Virginia; *Assistant Professor of English* (1993).
- PATTI LYNN O'BRIEN**, Ph.D., University of Michigan; *Professor of Reading and Language Arts* (1970).
- OLUSEGUN ODESINA**, Ph.D., Iowa State University; *Associate Professor of Industrial Technology* (1988).
- JACK R. OLCOTT**, Ph.D., Boston University; *Associate Professor of Physical Education and Health Fitness Studies* (1970).
- CORNELIUS O'LEARY**, J.D., University of Connecticut; *Associate Vice President for Community and Regional Development* (1993).
- KEVIN OLIVA**, B.A., Central Connecticut State University; *Admissions Representative* (1992).
- SCOTT R. OLSON**, Ph.D., Northwestern University; *Professor of Communication* (1985).
- NANCY ORGANEK**, Ph.D., University of Connecticut; *Assistant Professor of Health and Human Service Professions* (1994).
- DUANE A. ORLOSKE**, M.S., Central Connecticut State University; *Director, Student Center Operations and Event Services* (1974).
- ANDREA G. OSBURNE**, Ph.D., Cornell University; *Professor of English* (1975).
- PETER OSEI**, Ph.D., University of Tennessee; *Assistant Professor of Biology* (1993).
- SHELLEY A. OSTERREICH**, M.L.S., Pratt Institute; *Assistant Librarian, Technical Processing* (1980).
- HARRY PACHECO**, B.S., Trinity College; *CONNCAP Site Coordinator, Educational Support Services* (1995).
- JOAN E. PACKER**, M.L.S., University of Texas; *Librarian, Head, Reference* (1971).
- NARASIMHACHARI PADMA**, Ph.D., University of Madras; *Professor of Mathematical Sciences* (1966).
- KI-TAI PAE**, Ph.D., University of Connecticut; *Professor of Economics* (1971).
- GEORGE A. PAGE**, Ph.D., Wesleyan University; *Professor of Chemistry* (1967).
- ANASTASIOS PAPATHANASIS**, Ph.D., University of California; *Professor of Economics* (1984).
- MICHAEL A. PARK**, Ph.D., Indiana University; *Professor of Anthropology* (1973).
- MARIA P. PASSARO**, Ph.D., City University of New York; *Associate Professor of Modern Languages* (1989).
- SUSAN E. PEASE**, Ph.D., Florida State University; *Professor of Criminal Justice* (1989).
- CLIFFORD L. PELLETIER**, M.S., University of Rhode Island; *Associate Professor of Computer Science* (1976).
- CLAYTON A. PENNIMAN**, Ph.D., University of New Hampshire; *Assistant Professor of Biological Sciences* (1992).
- LAUREN PERDUE**, Ph.D., State University of New York at Stony Brook; *Associate Professor of Psychology* (1992).
- DONNIE J. PERKINS**, M.S., Hartford Graduate Center; *Executive Assistant to the President for Human Relations and Director of Affirmative Action* (1995).
- JOSHUA PERLSTEIN**, M.F.A., University of Massachusetts-Amherst; *Assistant Professor of Theatre* (1992).
- RAYMOND J. PERREAULT, JR.**, Ph.D., University of Maryland; *Professor of Industrial Technology* (1989).
- PAMELA PERRY**, D.M.A., University of Hartford; *Associate Professor of Music* (1990).
- WARREN PERRY**, M.S., Hunter College CUNY; *Assistant Professor of Anthropology* (1993).
- CARMELA PESCA-CUPOLO**, Laurea, University of Salerno; *Assistant Professor of Modern Languages* (1995).
- JANIS PETRILLO**, M.S., Southern Connecticut State University; *Educational Support Services, CONNCAP Site Coordinator* (1987).
- PAUL PETTERSON**, Ph.D., University of Massachusetts at Amherst; *Assistant Professor of Political Science* (1995).
- NICHOLAS PETTINICO, JR.**, M.S.Ed., Niagara University; *Interim Vice President for University Affairs* (1982).
- IRENA PEVAC**, Ph.D., University of Belgrade; *Assistant Professor of Computer Science* (1992).
- EVELYN PHILLIPS**, Ph.D., University of South Florida; *Assistant Professor of Anthropology* (1994).
- RICHARD A. PICERNO**, Ph.D., University of Connecticut; *Professor of Modern Languages* (1966).
- ASBURN R. PINNOCK**, B.A., University of West Indies; *Instructor of Teacher Education* (1995).
- KATHERINE PIROG**, M.A., Trenton State College; *Assistant Trainer* (1985).
- SCOTT PLUGGE**, M.M., Northwestern University; *Assistant Professor of Music* (1994).
- KATHERINE POIRIER**, M.A., University of Connecticut; *Assistant Director, Student Center* (1993).
- DONALD POMERANTZ**, Ph.D., University of Connecticut; *Professor of Modern Language* (1963).
- KENNETH J. POPPE**, M.S., Central Connecticut State University; *Associate Director, Career Services and Cooperative Education* (1980).
- THOMAS A. PORTER**, Ph.D., Harvard University; *Assistant to the President* (1996).
- JASON B. POWELL**, M.P.A., University of Hartford; *Director of Public Safety* (1991).
- ORLO A. POWELL, JR.**, D.Eng., Yale University; *Associate Professor of Engineering Technology* (1985).
- HEATHER MUNRO PRESCOTT**, Ph.D., Cornell University; *Associate Professor of History* (1992).
- WILLIAM PRINGLE**, M.S., Rensselaer Polytechnic Institute; *Assistant Director of Information Services* (1994).
- CHARLES PROHASKA**, Ph.D., University of New Mexico; *Professor of Marketing* (1986).
- MELVIN G. PRONGA**, M.S., University of Iowa; *Associate Professor of Mathematical Sciences* (1967).
- ZBIGNIEW PRUSAK**, Ph.D., University of Connecticut; *Assistant Professor of Engineering Technology* (1994).
- MICHAEL RACZ**, M.A., Fairfield University; *University Judicial Coordinator* (1984).
- GERALDINE R. RADACSI**, M.A., Trinity College; *Associate Director of University Relations* (1980).
- PRIYA RAI**, M.L.S., Pratt Institute; *Librarian; Head of Technical Processing* (1977).
- AWILDA REASCO**, M.S.W., University of Connecticut; *Associate Director, Educational Support Services* (1987).
- BRENDA A. REILLY**, D.P.E., Springfield College; *Professor of Athletics* (1971).
- PAUL RESETARITS**, Ph.D., University of Connecticut; *Professor of Industrial Technology* (1984).
- JANICE M. RESKA**, M.P.A., University of Hartford; *Assistant Director of the Advising Center* (1982).
- FRANK R.A. RESNICK**, M.S., Indiana University; *Interim Vice President for Finance and Controller* (1977).
- JULIE RIBCHINSKY**, M.M., Eastman School of Music; *Associate Professor of Music* (1978).
- LISA RICCI**, M.S.O.M., Central Connecticut State University; *Coordinator of Academic Computer Support Services* (1985).
- SANFORD E. RICH**, M.A., Ball State University; *Associate Professor of Industrial Technology* (1959).
- ALFRED C. RICHARD**, Ph.D., Boston University; *Professor of History* (1966).
- WILFRED E. RICHARD**, Ph.D., University of Waterloo; *Assistant Professor of Geography* (1995).
- TIMOTHY J. RICKARD**, Ph.D., University of Kansas; *Assistant to the President for International Education and Professor of Geography* (1971).
- KAREN RIEM**, Ph.D., University of Connecticut; *Assistant Professor of Teacher Education* (1994).
- ANTHONY RIGAZIO-DIGILIO**, Ed.D., University of Massachusetts; *Associate Professor of Educational Leadership* (1990).
- KAREN A. RITZENHOFF**, Ph.D., University of Minnesota; *Assistant Professor of Communication* (1994).
- CRAIG ROBINSON**, B.S., Millersville State University; *Planetarium Curator* (1985).
- KATHLEEN ROCKWOOD**, M.S., Southern Connecticut State University; *Coordinator of Professional Devel-*



- opment, *School of Education and Professional Studies* (1994).
- PETER A. RODRIGUES**, M.S., Central Connecticut State University; *Assistant Professor of Technology Education* (1972).
- MARIE-CLAIRE ROHINSKY**, Ph.D., University of Caen; *Assistant Professor of Modern Languages* (1992).
- RUTH E. ROLLIN**, Ph.D., Colorado State University; *Professor of Biological Sciences* (1986).
- THOMAS A. ROMAN**, Ph.D., Syracuse University; *Professor of Physics and Earth Sciences* (1985).
- GERARD ROSA, JR.**, M.M., Yale University; *Professor of Music* (1962).
- JUDITH ROSENBERG**, Ph.D., University of Connecticut; *Professor of Health and Human Service Professions* (1981).
- MYRA ROSENSTEIN**, M.D., State University of New York-Buffalo; *Medical Director of Health Service* (1987).
- DAVID A. ROSS**, M.S., Central Connecticut State University; *Associate Dean of Student Affairs* (1968).
- MARIA LOURDES ROXAS**, Ph.D., University of Georgia; *Associate Professor of Accounting* (1993).
- HENRY RUDZINSKI**, B.S., Central Connecticut State University; *Coordinator, Computer Integrated Manufacturing Systems, School of Technology* (1990).
- JOHN D. RUTHERFORD**, A.M.L.S., University of Michigan; *Associate Librarian, Library Systems* (1987).
- BRENT RUTKOWSKI**, B.A., Wright State University; *Assistant Director of Athletics/Sports Information* (1985).
- EDWARD RYBCZYK**, Ed.D., University of Bridgeport; *Executive Director, Institute for Industrial and Engineering Technology* (1990).
- NANJUNDIAH SADANAND**, Ph.D., University of Connecticut; *Professor of Physics and Earth Sciences* (1984).
- H. A. SALAHU-DIN**, Ph.D., Kansas State University; *Associate Vice President for Academic Affairs/Dean of Enrollment Services* (1990).
- RICHARD J. SALAMON**, Ph.D., University of Connecticut; *Professor of Physics and Earth Sciences* (1966).
- EDWARD SARISLEY**, P.E., Ph.D., University of Connecticut; *Professor of Engineering Technology* (1982).
- JACQUELINE K. SCHENCK**, B.A., Central Connecticut State University; *Assistant Librarian, Head of Acquisitions* (1966).
- DWIGHT SCHERBAN**, Ph.D., University of Connecticut; *Associate Professor of Marketing* (1977).
- RAE SCHIPKE**, Ph.D., University of Pennsylvania; *Associate Professor of English* (1993).
- ROBERT SCHNEEWEISS**, M.Ed., University of Miami; *Director of Student Activities and Leadership Development* (1974).
- BARBARA L. SCHREIER**, M.S.W., University of Pittsburgh; *Associate Professor of Social Work* (1980).
- PEGGY SCHUBERTH**, M.S., Central Connecticut State University; *Associate Dean of Enrollment Services/Director of Continuing Education* (1983).
- SAMUEL R. SCHULMAN**, Docteur de l'Université de Paris; *Professor of Modern Languages* (1965).
- SUSAN N. SEIDER**, Ed.D., Pennsylvania State University; *Associate Professor of Teacher Education* (1990).
- BENJAMIN SEVITCH**, Ph.D., Indiana University; *Associate Professor of Communication* (1975).
- JAMES SFIRIDIS**, Ph.D., University of Connecticut; *Associate Professor of Finance* (1990).
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Mary Pat Hager, Counselor II  
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Margaret Graglia, Non-credit Program Administrator  
Christopher Haas, Procurement Specialist  
Alan Kendrix, Director, Flexible Networks Manufacturing Center  
Patricia Kopera, Assistant to the Director, Manufacturing Applications Center

Richard Mullins, Director, Human Resource Development Center and Technical Training Center  
Cynthia Walker, Conference Center Coordinator, Institute for Industrial and Engineering Technology  
Ronald Webb, Director, Manufacturing Application Center  
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Wayne H. Westerman, Associate Director  
Shou-San Wang, Assistant Director  
Regina Klonis Dardzienski, Visual Media Designer  
Lawrence H. Buck, Chief Engineer-Television  
Timothy J. Scott, Material Storage Supervisor  
Diane J. Seaburg, Support Staff

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Mimi Kaplan, Assistant Director

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Francis J. Gagliardi, Associate Director  
Marie A. Kascus, Librarian  
Joan Packer, Librarian  
Prya Rai, Librarian  
Emily S. Chasse, Associate Librarian  
Lynn M. Johnson-Corcoran, Associate Librarian  
Faith A. Merriman, Associate Librarian  
Frances A. Nadeau, Associate Librarian  
John D. Rutherford, Associate Librarian  
Ewa Wolynska, Associate Librarian  
Richard Churchill, Assistant Librarian  
Janice M. Kozovich, Assistant Librarian  
Barbara Sullivan Meagher, Assistant Librarian  
Shelley A. Osterreich, Assistant Librarian  
Jacqueline K. Schenck, Assistant Librarian  
Nicholas Tomaiuolo, Assistant Librarian  
June Sepia Welwood, Assistant Librarian  
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Lawrence Hall, Assistant Director

Molly Borst, Admissions Representative  
Patricia Gardner, Admissions Representative  
Kevin C. Oliva, Admissions Representative  
Heather Sorrentino, Admissions Representative  
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Ewa J. Jankowski, Support Staff  
Denise Lee, Support Staff  
Ivette Matos, Support Staff  
Migdalia S. Pabon, Support Staff  
Charles Sklener, Support Staff

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Lourdes Cruz, Degree Auditor  
Mariette L. Gimmartino, Unit Supervisor  
Gayle M. Spring, Head Clerk  
Darlene Jordan, Support Staff  
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Rita Brann, Assistant to the Dean  
Louise Olszewski, Administrative Assistant  
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Lucy Donadio, Support Staff  
Michelle Lynes, Support Staff  
Dale Macken, Support Staff  
Jean Scotella, Support Staff

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Lisa Jones, Assistant Director  
Paula Wilson, Assistant Director  
Jean Main, Financial Aid Counselor  
Jackie Parmenter, Head Clerk  
Cheryl Johnson, Support Staff  
Colen Moore, Support Staff  
Stephanie Scappacia, Support Staff  
Linda Thompson, Support Staff

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Marilyn J. Cormier, Administrative Assistant to the Controller  
James E. Fox, Associate Dean  
Peggy C. Porter, Administrative Assistant to the Associate Dean  
Gail Kreneck, Director of FRS Operations

##### Accounting

Brian P. Wood, Associate Accountant  
Barbara I. Woynar, Associate Accountant  
Barbara J. Coughlin, Associate Accountant

##### Bursar's Office

Charles G. Wallach, Bursar  
Karen Kaine Smith, Fiscal Administrative Assistant  
Patricia Coccozza, Support Staff

##### Cashier's Office

Dorothy Vesci, Fiscal Administrative Officer  
Tara Crescentini, Support Staff

Rose M. Taricani, Support Staff  
Denise Zipp, Fiscal Administrative Assistant

##### Grants Administration

Kathleen A. Knopf, Assistant Accountant

##### Business Office (Davidson)

Christine P. Bukowiec, Director of Business Services  
Lucy Cannamela, Support Staff  
Jo-Ann Myers, Support Staff

##### Accounts Payable

Major Ruth, Accountant  
Elizabeth Fangiullo, Support Staff  
Rose Harrington, Support Staff  
Rae M. Rudzinski, Support Staff  
Robert Kennedy, Support Staff  
Barbara Masciotra, Support Staff

##### Mail Services (Student Center)

Peter D. Clark, Mail Service Supervisor  
Katherine A. Arasimowicz, Support Staff  
Gary Behm, Support Staff  
Melvin G. Bigley, Support Staff  
Rocco A. Nesta, Support Staff  
Jeremy Schuberth, Support Staff

##### Payroll

Marie L. Boilard, Payroll Officer 2  
Lynn A. Carlson, Payroll Officer 1  
Magdiel Ortiz, Support Staff  
Lori Padua, Support Staff

##### Purchasing

Carol Moran, Purchasing Manager  
Thomas J. Brodeur, Jr., Purchasing Services Officer  
Michael Pallon, Purchasing Services Officer  
Kathy Kuziak, Support Staff  
Carol H. Janak, Support Staff  
Patricia A. Michaud, Support Staff  
Frances Antinerella, Support Staff

##### Travel/Telecommunications

Laurie Napierski, Assistant Director, Business Services  
Deborah A. Peterson, Fiscal Administrative Assistant  
Mary L. Wood, Support Staff

##### University Operator (Police Station)

Leanne M. Valengavich, Lead Operator  
Constance M. Yard, Operator

##### Copy Center

Joseph W. Parys, Duplicating Technician  
Brendan C. Kelly, Duplicating Technician

##### Information Services (Barnard)

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Mary Custy, Associate Director  
Mark McGuire, Associate Director  
John Barker, Assistant Director  
Douglas Cook, Assistant Director  
Tennyson Darko, Assistant Director  
Scott Evon, Assistant Director  
Rick Johnson, Assistant Director  
Spencer Miller, Assistant Director  
William Pringle, Assistant Director  
Chris Simcik, Assistant Director  
Lisa Ricci, Coordinator, Academic Computer Support Services  
Robert Carlson, Computer Operations Supervisor  
Dan Beeler, Computer Operator  
Gilbert Olson, Help Desk Operator  
Christine Madden, Support Staff

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Santiago Malave, Assistant Manager, Personnel Services

Diane Mazza, Administrative Assistant to the  
Associate Vice President

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Laurel P. Carlson, Support Staff  
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Domenic Forcella, Environmental Health/Safety Officer  
Anthony F. Baltimore, Sergeant  
Toddnie A. Cherry, Sergeant  
Carlos I. Gil, Sergeant  
Paul Tanasi, Jr., Sergeant  
Robert W. Woynar, Sergeant  
Thomas E. Burke, Officer  
Humberto L. Centeno, Officer  
Rolando Centeno, Officer  
Christopher V. Cervoni, Officer  
Brett Cheezic, Officer  
Salvatore Ciarleglio, Officer  
Steven J. DiPietro, Officer  
David W. Dumond, Officer  
Michael Gallo, Officer  
Karyl B. Lembo, Officer  
Karin E. Marocchini, Officer  
Craig M. Nolan, Firefighter  
William V. Rupenski, Officer  
William R. Smith, Officer  
Gary D. Suess, Detective  
Joseph J. Wilchinski, Jr., Officer  
Marilyn C. Haney, Administrative Assistant  
Beth Birdsell, Dispatcher  
Beverly L. Luke, Dispatcher  
Marcella J. Thayer, Dispatcher

#### Facilities Management (East Hall)

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Administration  
Wayne R. Antonini, Director of Facilities Management  
Rene E. Karas, Support Staff  
Judith A. Weiss, Support Staff

#### Construction and Capitol Projects

Robert Micek, University Architect  
Robert LeBaron, Associate Director, Architectural  
Services  
Joseph S. Virgadula, Construction Coordinator

#### Physical Plant

Thomas J. Bottone, Plant Facilities Engineer II  
Frank W. Scarlett, Maintenance Supervisor  
Joshua J. Bottone, Support Staff

#### Craftworkers

##### Carpenters

Roland Collin, Maintenance Supervisor (Carpentry)  
David J. Balducci, Qualified Craftworker  
Paul J. Borawski, Qualified Craftworker  
Valentine J. Cresentini, Jr., Qualified Craftworker  
Jackson Fort, Qualified Craftworker  
Richard K. Knowles, Qualified Craftworker  
Albert A. Wollman, Qualified Craftworker

##### Electricians

Norman Charbonneau, Maintenance Supervisor  
(Electrical)  
Stephen Brochu, Qualified Craftworker  
Gary L. Catucci, Qualified Craftworker  
James M. Donnelly, Qualified Craftworker  
Jeffrey L. Kaczynski, Maintenance Supervisor  
(Electrical)  
Paul M. Marsan, Qualified Craftworker  
Charles W. Roberts, Qualified Craftworker

##### Locksmiths

Louis J. Pandolfo, Maintenance Supervisor  
(Locksmith)  
Laura L. Partyka, Support Staff  
Donald J. Ouellette, Qualified Craftworker  
David Sanko, Qualified Craftworker

#### Masons

Steven M. Chester, Qualified Craftworker

#### Painters

James W. Boyle, Skilled Maintainer  
Youal Eichouzadeh, Qualified Craftworker  
Willie J. Mitchell, Qualified Craftworker

#### Preventive Maintenance

Charles J. Bugnacki, Maintenance Supervisor  
(General)  
James A. Cararini, Qualified Craftworker  
Electrician  
Joseph H. Deloy, Qualified Craftworker Carpenter  
Linda M. Hale, Qualified Craftworker Mason  
Salvador Ortiz, Skilled Maintainer  
Fredrick J. Ward, Qualified Craftworker Plumber

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Support Services  
Robert T. Tajmajer, Building Superintendent  
Joseph A. Truglio, Building Superintendent

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Joseph F. Mangene  
Tommie Newton  
John R. Zielinski

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Felix C. DeJesus, Jr.  
Raymond J. Lewonczyk  
Sophie W. Mackenzie  
Paolino Mangiafico  
Peter W. Mangiafico  
Jozef A. Mazurek  
Robert Pasquell  
Frederick L. Savage

#### Custodians

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Maria D. Alvarez  
Shermiran M. Baba  
Allen L. Bishop  
Deborah Bleau  
Rena Boston-Surratt  
Hank Bryant  
Silvano Carillo  
Teresa Czyzewska  
Felix DeJesus  
Teresa DeJesus  
Hayg Der Aprahamian  
Thomas Dubowsky, Jr.  
Angel L. Guisao  
Rosa M. Guisao  
Richard Lamarre  
Elisabetta Liburdi  
Peter W. Mangiafico  
William M. Marzi  
Luis Medina  
Gerald W. Michaud  
Preston W. Miller  
Miriam Oliveras  
John S. Prescott  
Nelson Rodriguez  
Frances M. Rose  
Waldo Santos  
Daisy A. Tarlton  
Justo C. Torres  
Terry A. Wilson

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(Landscaping)  
Anthony S. Bleau  
Damien E. Cordero  
Benjamin Ewing  
David M. MacKenzie

#### Jeffrey Parsons

Dean L. Winslow

#### Powerhouse

Rob J. Gagne, Plant Facilities Engineer I  
Joseph P. Kulak, Maintenance Supervisor (Plumbing)

#### Stationary Engineers

Kevin M. Butler  
Kevin J. DeSimone  
William F. LaBier  
Ronald J. McLellen  
Mark J. Palmese  
Jeffrey R. Sacharko

#### Boiler Tenders

Isadore Bezio  
Bruce R. Earl  
Ernesto Salcedo

#### Plumbers/Steamfitters

Gary A. Cusson, Qualified Craftworker  
Ernest A. Frick, Jr., Qualified Craftworker  
Jose M. Ortiz, Skilled Maintainer  
Neal J. Palmese, Qualified Craftworker  
Edward J. Wojas, Qualified Craftworker

#### Receiving and Stores

Gwendoline Brathwaite, Property Control Coordinator

#### Material Storage Managers

John H. Dabrowski  
Richard A. Larose  
Richard Lepore

#### Skilled Maintainers

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Marcellino A. Hill  
Mark Varhol  
David Thibodeau, Driver/Equipment Operator

#### Storekeepers

Steven J. Berry  
Brian D. Chagnon  
Lorraine S. Gallo  
Richard P. Pelletier

## STUDENT AFFAIRS

### VICE PRESIDENT AND DEAN OF STUDENTS (Davidson)

Robert F. Ariosto, Vice President and Dean of Students  
Karen A. Hansen, Associate Dean  
James F. Jost, Associate Dean  
David A. Ross, Associate Dean  
Michael B. Racz, Judicial Coordinator  
Joyce E. Gray, Administrative Assistant to the Vice President

### Campus Ministry

Rev. Denise Clapsaddle, Protestant Campus Ministry  
(Sam May)  
Father George Couturier, Catholic Campus Ministry  
(Newman House)  
Scott Selig, Jewish Campus Ministry (Sam May)  
Isam Qasim Sharief, Islamic Campus Ministry (Sam May)

### Health Service (Marcus White Annex)

Dr. Myra Rosenstein, Medical Director  
Patricia B. Zapatka, Health Care Provider  
Debra Jepson, Health Care Provider  
Heidi Huguley, Support Staff

### Intercollegiate Athletics (Kaiser)

Charles Jones, Jr., Director  
To be named, Associate Director  
Kenneth A. DeStefanis, Assistant Director, Facilities  
Michael Ansarra, Assistant Director, Compliance  
Brent Rutkowski, Assistant Director, Sports Information  
Lisa Meyers, Fiscal Administration Officer

Karen S. Goulet, Administrative Assistant  
 Sharon L. Hornik, Administrative Assistant  
 Howard Dickenman, Basketball Head Coach  
 Salvatore P. Cintorino, Football Head Coach  
 Shaun Green, Soccer Head Coach  
 To be named, Women's Soccer Head Coach  
 John J. Keleher, Men's Cross Country and Track Head Coach

Leopoldo Uzcategui, Women's Volleyball Head Coach  
 George Kawecki, Women's Cross Country-Track Head Coach

Ronald Pringle, Softball Head Coach  
 George Redman, Baseball Head Coach  
 Brenda A. Reilly, Women's Basketball Head Coach  
 To be named, Swimming Head Coach  
 Victor Stone, Tennis Head Coach  
 Lowell D. Lukas, Golf Head Coach  
 Katherine B. Pirog, Head Athletic Trainer  
 Joseph Vigdorichik, Material Storage Supervisor  
 Sal Mangiafico, Maintenance  
 Larry Tagnon, Custodian

**Judicial Coordinator's Office (Barrows)**  
 Michael Racz, Coordinator

**Prevention and Counseling (Willard)**  
 Constance Boston, Director  
 Michael S. Terezakis, Counselor  
 Karen M. Engwall, Assistant Counselor  
 Leona P. Dinielli, Administrative Assistant

**Residence Life (Barrows)**  
 Jane M. Higgins, Director  
 Nina Cicchetti, Associate Director  
 Fred Bonvicini, Assistant Director  
 Anthony R. Blazini, Residence Hall Director  
 Holly Cairns, Residence Hall Director  
 Jacqueline S. Cobbina, Residence Hall Director  
 Kimberly London, Residence Hall Director  
 Susan M. Redman, Administrative Assistant  
 Carol Kelpinski, Support Staff

**Student Center (Student Center)**  
 Duane A. Orloske, Director  
 Wayne R. Mamed, Associate Director  
 Jean S. Alicandro, Assistant Director, Student Personnel  
 Katherine A. Poirier, Assistant Director, Meetings, Planning, Events  
 Scott M. McKenna, Assistant Director, Student Center Operations and Event Services  
 Shari Cook, Support Staff  
 Marcia N. Gallo, Support Staff  
 Susan Kelley, Support Staff  
 Brenda T. Madore, Support Staff  
 Candid Rivera, Support Staff  
 Russell A. Winslow, Support Staff  
 Maureen D. Zukowski, Support Staff

**Student Activities/Leadership Development (Student Center)**  
 Robert Schneeweiss, Director  
 Susan Sweeney, Associate Director  
 Judy A. Kawamoto, Assistant Director  
 Patricia W. Anderson, Support Staff  
 Rosario P. Soares, Support Staff

**Student Development Center**  
**Advising Center (Willard)**  
 Francis E. Keefe, Interim Director  
 Elizabeth H. Hicks, Associate Director  
 Ramon L. Hernandez, Assistant Director  
 Montez Johnson, Assistant Director  
 Janice M. Reska, Assistant Director  
 Nancy I. Arroyo-Sadlowski, Support Staff  
 Ann P. Maltais, Support Staff

**Career Services and Cooperative Education (Willard)**  
 To be named, Director  
 Patricia M. Havel, Associate Director  
 Kenneth J. Poppe, Associate Director

Domingo A. Arias, Assistant Director  
 Sarah Cobrain, Assistant Director  
 Kimberley A. Dumouchel, Assistant Director  
 Thomas Rodden, Assistant Director  
 Joseph A. Zeoli, Assistant Director  
 Kathy Dubay, Support Staff  
 Linda M. Vinci, Support Staff

**Educational Support Services (Memorial Hall SW Quad)**  
 Margaret M. Leake, Director  
 Harry Pacheco, CONNCAP Site Coordinator  
 Janis Petrillo, CONNCAP Site Coordinator  
 John Stephenson, Upward Bound Site Coordinator  
 Awilda Reasco, Associate Director  
 Karen D. Perezi, Administrative Assistant

**Special Student Services (Willard)**  
 George R. Tenney, Director and Associate Counselor

**Women's Center (Marcus White)**  
 Doris Honig Guenter, Director

## UNIVERSITY AFFAIRS

**OFFICE OF THE VICE PRESIDENT (Davidson)**  
 Nicholas Pettinico, Jr., Interim Vice President for University Affairs  
 Cornelius O'Leary, Associate Vice President for Community and Regional Development

**Alumni Affairs (Barrows Penthouse)**  
 Cynthia B. Cayer, Director of Alumni Affairs  
 Catherine H. Jost, Assistant Director of Alumni Affairs  
 Janice A. Ahearn, Support Staff

**Development (Barrows Penthouse)**  
 To be named, Director of Development  
 Barton Fisher, Coordinator of Athletic Development  
 Dorothy E. Finn, Assistant Director for Annual Giving  
 K. Elaine Rice, Support Staff

**Office of University Relations (Barnard)**  
 Peter J. Kilduff, Director  
 Geraldine R. Radacsi, Associate Director  
 Laura A. Keezing, Assistant Director  
 Patricia A. Lane, Assistant Director  
 Evelyn A. Parker, Support Staff



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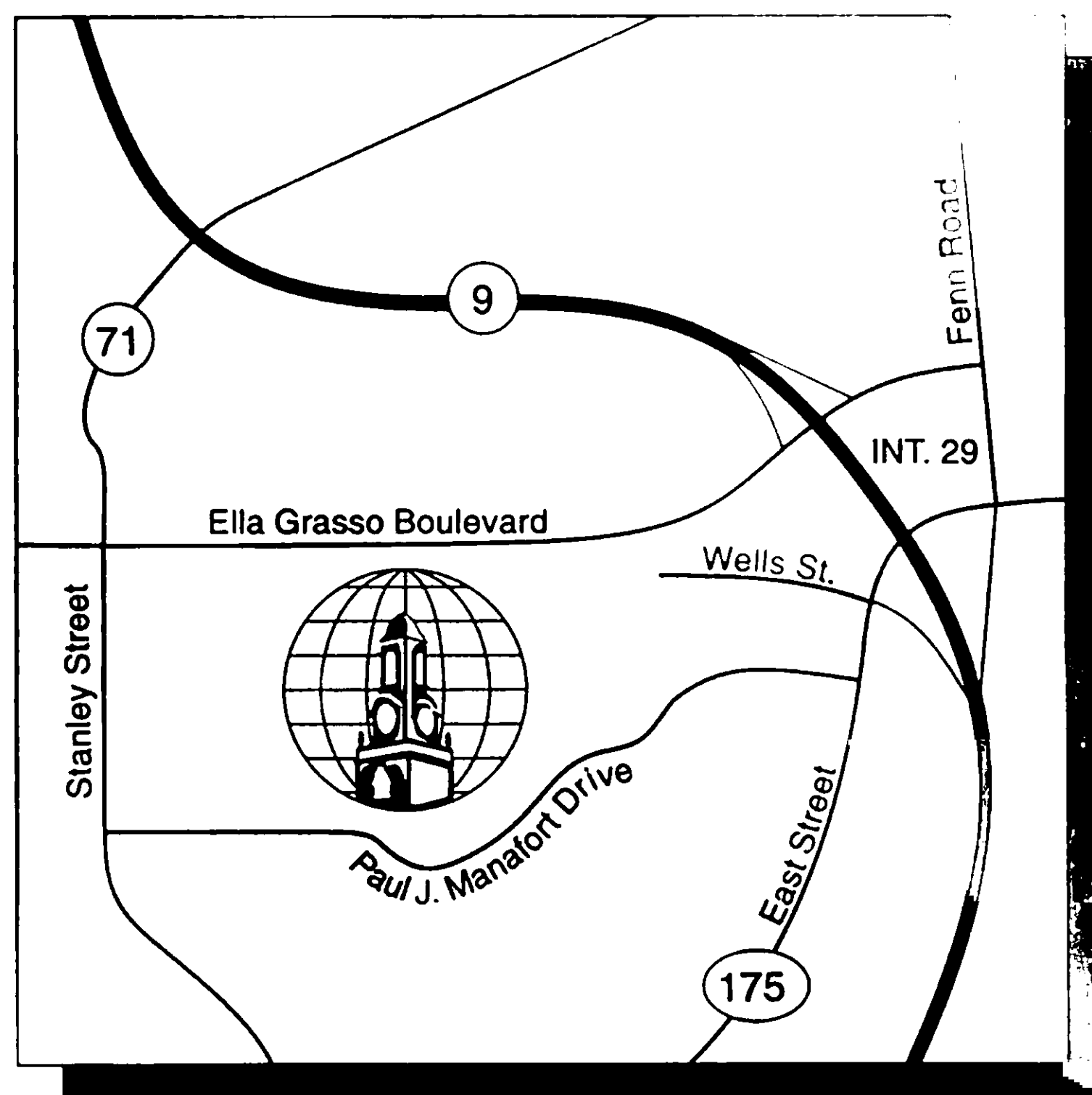
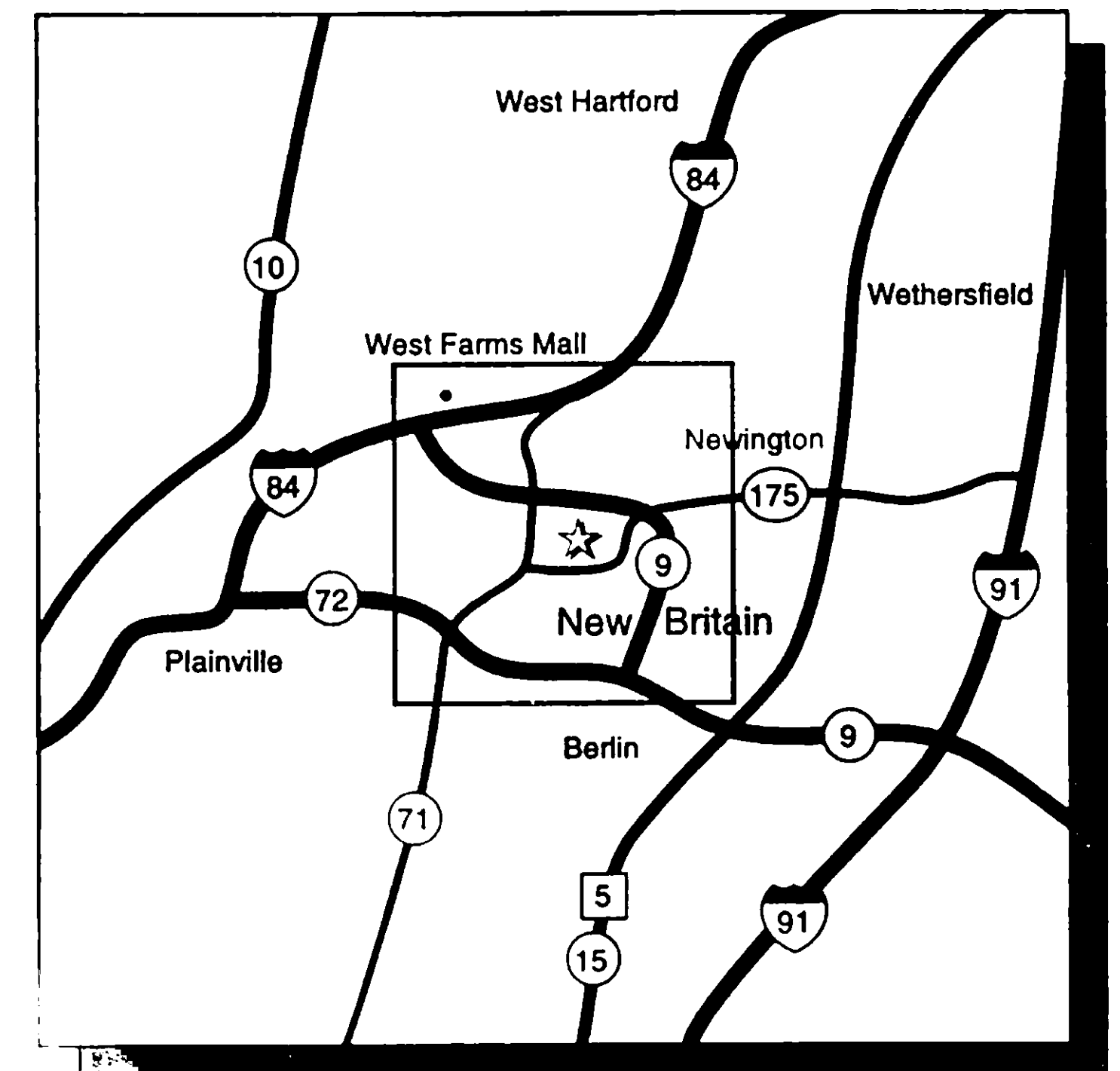
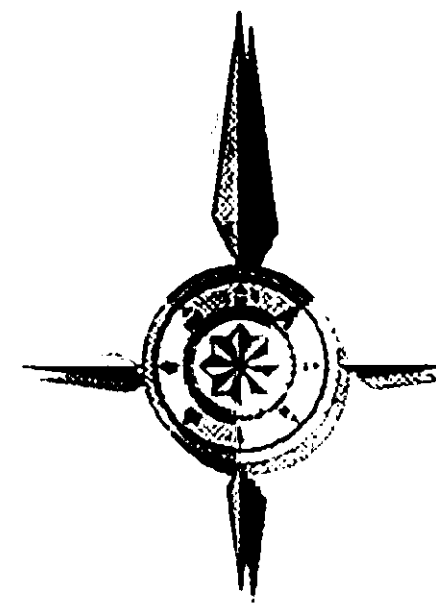
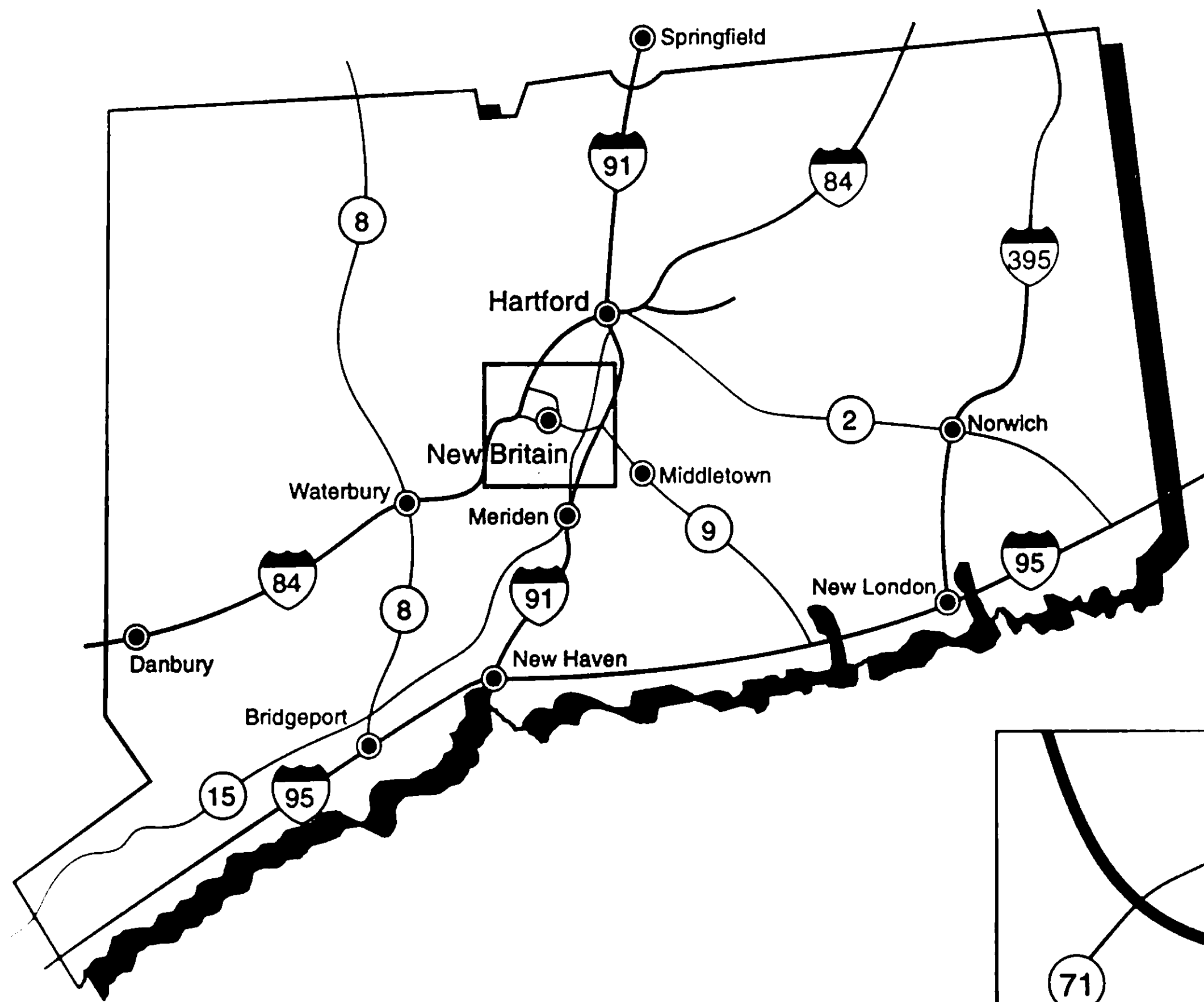
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# NOTES

# DIRECTIONS TO CENTRAL CONNECTICUT STATE UNIVERSITY



## FROM THE NORTH

Take I-91 South to I-84 West to Exit 39A, to Rte. 9 South. Take Exit 29 off Rte. 9 South to Ella Grasso Boulevard and take a right turn to the University. *Alternate Route:* Take I-91 South to I-84 West to Exit 40 (Corbins Corner), take a left turn at the end of the exit ramp, and a right turn at the next traffic light onto Rte. 71 South, 3 miles to the University.

## FROM THE SOUTHWEST

Take I-95 North to I-91 North to Exit 22 North to Rte. 9 North. Follow Rte. 9 to Exit 29, Cedar Street (Rte. 175). At the traffic light at the end of the ramp, take a left turn to the second traffic light, and take a right turn onto Paul Manafort Drive to the University.

## FROM THE SOUTHEAST

Take I-95 South to Rte. 9 North to Exit 29, Cedar Street (Rte. 175). At the traffic light at the end of the ramp, take a left turn to the second traffic light, and take a right turn onto Paul Manafort Drive to the University.

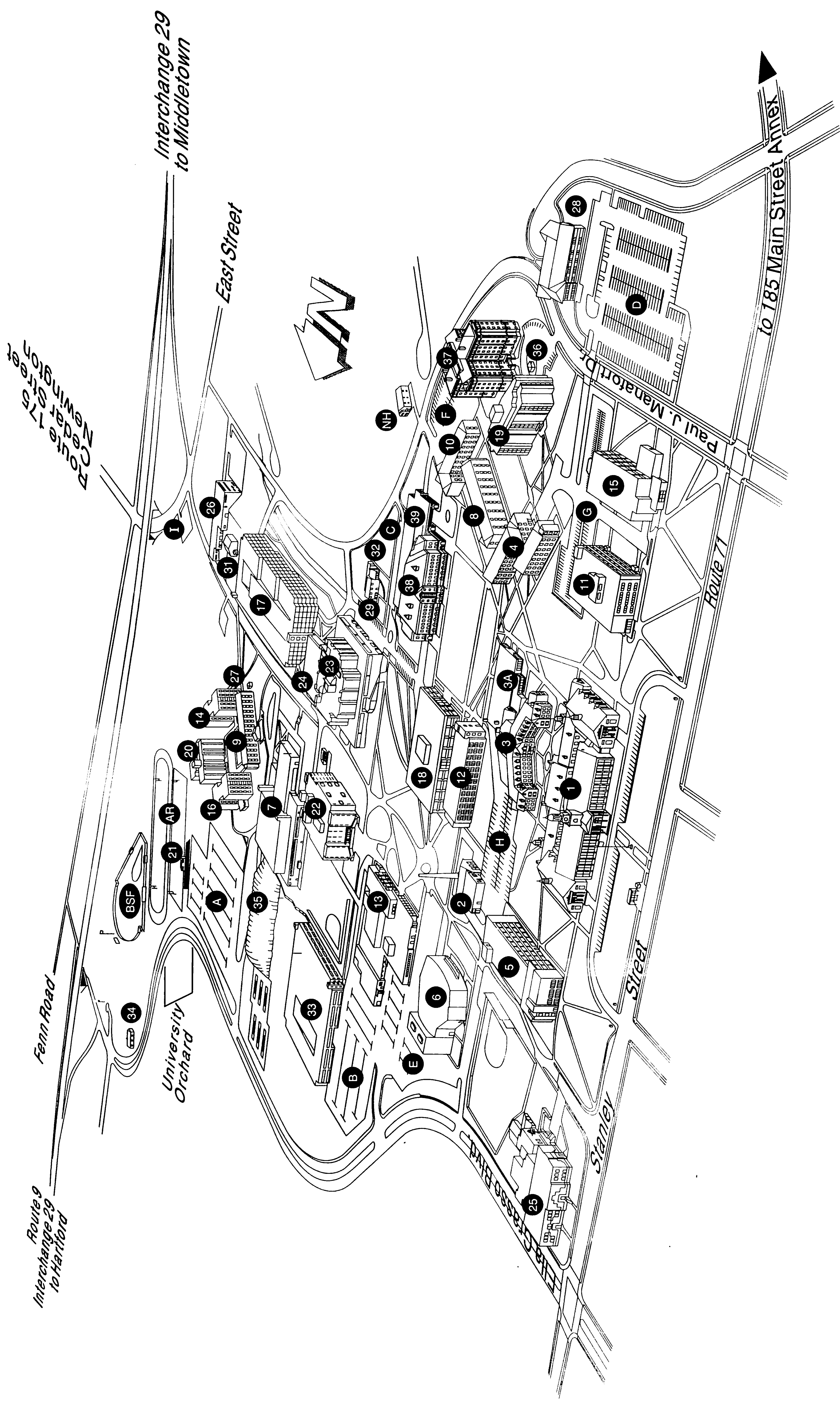
## FROM THE EAST

Take I-84 West to Exit 39A to Rte. 9 South. Take Exit 29 off of Rte. 9 to Ella Grasso Boulevard and take a right turn to the University. *Alternate Route:* Take I-84 West to Exit 40, (Corbins Corner), take a left turn at end of exit ramp, and a right turn at the next traffic light onto Rte. 71 South. Follow Rte. 71 South 3 miles to the University.

## FROM THE WEST

Take I-84 East to Exit 39A, to Rte. 9 South. Take Exit 29 off of Rte. 9 South to Ella Grasso Boulevard and take a right turn to the University. *Alternate Route:* Take I-84 East to Exit 35, Rte. 72 East (New Britain exit). Follow Rte. 72 East to Rte. 9 North and take Exit 29 to Cedar Street (Rte. 175). At the traffic light at the end of the ramp, take a left turn to the second traffic light, and take a right turn onto Paul Manafort Drive to the University.

# CENTRAL CONNECTICUT STATE UNIVERSITY



1	Lawrence J. Davidson Hall	20	Robert C. Vance Hall	37	F. Don James Hall
3	Marcus White Hall	22	Elihu Burritt Library	38	Classroom/Office Building (planned)
3a	Marcus White Hall Annex	23	Nicolaus Copernicus Hall	39	South Parking Garage (planned)
4	Clarence Carroll Hall	24	Construction Structures Lab (planned)	AR	Arute Field
5	Henry Barnard Hall	25	James J. Maloney Hall/Fine Arts Center	BSF	Balf Savin Field
6	Herbert D. Welte Hall	26	East Hall	NH	Newman House
7	Harrison J. Kaiser Hall	28	Charter Oak State College (planned)		PARKING (A-I, 17, 33)
8	Catherine Beecher Hall	29	Police and Public Safety Building		
9	Samuel J. May Hall	35	Kaiser Annex		
10	Seth North Hall				
11	Emma Hart Willard Hall				
12	Maria Sanford Hall				
13	The Student Center				
14	Robert E. Sheridan Hall				
15	Frank J. DiLoreto Hall				
16	Thomas A. Gallaudet Hall				
18	Memorial Hall				
19	Mildred Barrows Hall				

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