



....guiding your educational journey...

COURSE CATALOG

2011-2012



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This Course Catalog attempts to present information as accurately and completely as possible.

Mitchell College reserves the right to change any of the provisions, statements, policies, curricula, procedures and regulations found in this Course Catalog.

COLLEGE CALENDAR

2011 - 2012

FALL SEMESTER

August

- 26 New Students Move-In/Check-In
Convocation - 3:00 p.m.
- 26-31 New Student Orientation
- 31 Returning Students
Move-In/Check-In

September

- 1 First Day of Classes
- Add/Drop Begins
- 5 Labor Day - No Classes
- College Offices Closed
- 9 Add/Drop Ends
- 14 Founder's Day
- 17 Constitution Day
- 30 Early Academic
Reports Due to Registrar

October

- 10 Columbus Day - No Classes
Admissions Fall Open House
- 12 Faculty Professional
Development Program 2:00-7:00pm
- 14-16 Fall Weekend for Parents & Family
- 21 Mid-term Grades Due to Registrar

November

- 7 Pre-Registration Begins
- 11 Last Day to Withdraw from Class
- 12 Admissions Interview Day
- 18 Last Day of Classes Before
Thanksgiving Break
Pre-Registration Ends
Residence Halls Close
- 19-27 Thanksgiving Break - No Classes

December

- 7 Last Day of Classes Before Finals
- 8-15 Final Examination Period
- 10 Admissions Interview Day
- 149 Grades Due to Registrar

WINTER SEMESTER

January

- 4-17 Winter Session - Mini-mester
- 14 Admissions Interview Day
- 16 Martin Luther King Jr. Day
- College Offices Closed - No Classes

SPRING 2012

January

- 18 All Students Move In/Check In
- 19 First Day of Classes
Add/Drop Begins
- 26 Add/Drop Ends

February

- 10 Early Academic Reports Due
- 11 Admissions Winter Open House
- 20 Presidents' Day - No Classes
- College Offices Closed
- 22 Faculty Professional
Development Program 2:00-7:00pm

March

- 2 Mid-term Grades Due to Registrar
- 3 Admissions Interview Day
- 9 Last Day of Classes
Before Spring Break
- 10-18 Spring Break Week - No Classes

April

- 6 Last Day to Withdraw from Class
- 9 Pre-Registration Begins
- 10 & 12 Admissions Junior Days
- 14 Admissions Accepted Students Day
- 20 Pre-Registration Ends
- 25 Academic & Student Affairs
Awards Ceremony 1:00 p.m.

May

- 1 Last Day of Classes Before Finals
- 2-8 Final Examination Period
- 9 Graduates' Grades Due to Registrar
- 12 68th Commencement - 10:00 a.m.

THE PRESIDENT'S MESSAGE

Greetings from Mitchell College!

Sailing on the Thames River off Mitchell Beach and Long Island Sound ... exhibiting athleticism on the playing field ... organizing a fund-raiser for the Business Club ... showing off an "A" paper to an academic advisor ... discussing a successful internship experience with a professor one-on-one ... these are familiar scenes at Mitchell College.

Our students' accomplishments are **our** accomplishments. It is for this reason that we take such care in providing students with the essential tools for success.



At Mitchell, students are full participants in the mission of the College to provide a transformational experience for themselves and their fellow students. As a result, the Mitchell College community expects no less from them than from the staff and faculty in terms of their behavioral commitments to the C.A.R.E.S. Value Model. Mitchell students are committed to demonstrate Character, Achievement, Respect, Engagement and Service. We believe these five values provide direction and our community of scholars, mentors and role models is committed to nurturing them both inside and outside of the classroom.

Students at Mitchell embark on one of the most meaningful and significant journeys of their lives. We are dedicated to providing an educational experience grounded in the liberal arts tradition and relevant to contemporary society. Mitchell's living-learning environment is designed to help students realize their full potential. Mitchell College firmly believes that in order to be professionally successful and personally satisfied in whatever endeavor students decide upon, they must have a head filled with knowledge, a heart motivated by compassion, and hands ready to take action to make a difference in the world.

We want students to 'Navigate their future' and we encourage them to begin their journey at Mitchell College. The lighthouse on our college seal is emblematic. We believe that Mitchell is a beacon, a navigational tool providing students with guidance and direction in their efforts to achieve and succeed.

With warm wishes for a successful and challenging learning adventure,

A handwritten signature in cursive script that reads "Mary Ellen Jukoski". The ink is dark and the signature is fluid and legible.

Mary Ellen Jukoski, Ed.D.
President

MISSION STATEMENT & CORE VALUES

Mitchell College, a private institution of higher education, provides a transforming educational experience. Within a diverse and student-centered community and with an emphasis on holistic student development, Mitchell College supports individual learning differences, nurtures untapped academic potential, and instills professional knowledge and skills necessary for students to contribute to an ever-changing world.

CORE VALUES

Integrity

Responsibility

Commitment to Personal Excellence

Service

Mutual Respect and Cooperation

Safe, Inclusive and Diverse Community

Approved by the Board of Trustees on May 11, 2007.

HISTORY OF MITCHELL COLLEGE

Mitchell College was established in 1938 as New London Junior College by a group of New London citizens to provide higher education opportunities to local residents, as well as students from neighboring states.

Set on the former estate of New London businessman, Alfred Mitchell, the 65-acre campus largely consists of buildings and land received from an unencumbered gift of the Gregor, Bingham and Jeans families. The campus borders the sandy banks of the Thames River in a quiet, residential neighborhood of historic New London.

In 1950, the name Mitchell College was officially adopted by the trustees to honor the descendants of the Alfred Mitchell family, principal benefactors of the College since its founding.

Mitchell College is a private coeducational independent college offering bachelor and associate degrees in over 20 programs of study, as well as the distinctive Thames Academy post-graduate program. The College is dedicated to providing a challenging education in a caring and cooperative student-centered environment. In addition, Mitchell College has transitioned to a four-year athletics program competing athletically with 13 varsity intercollegiate teams as a member of NCAA Division III.

ADMISSION TO MITCHELL COLLEGE

Admission Policy

Our admissions requirements are designed to help the College select those students best able to benefit from the educational experiences at Mitchell College. Our basic admissions requirement is that students have graduated from high school or its equivalent. In all cases, we consider academic performance and potential, recommendations, and a personal interview, which is required. Submission of SAT and ACT scores is optional. International students whose native language is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL).

The Admission Review Committee also gives recognition to students with different talents, contrasting backgrounds and geographical origins. We admit students without regard to race, color, gender, disability, age, sexual orientation, and national and ethnic origin.

Admission to the College

Students may apply to Mitchell College as either a freshman or transfer student. Students who have earned Associate Degree from Mitchell College or another accredited university will be granted full junior status. However, certain prerequisite courses may be necessary to satisfy degree requirements.

Admission of International Students on F-1 VISA

The College welcomes applications from international students, and strongly urges them to complete the application process well in advance of the projected date of enrollment. Early application is necessary because of the substantial amount of time required to file for nonimmigrant (F-1) student status, and to make appropriate travel arrangements.

Secondary school graduates and students who have attended post-secondary institutions in other countries and are applying for an F-1 Visa are subject to the following procedures:

1. Send a completed application for admission and a nonrefundable \$30 (US) application fee to the Mitchell College Admissions Office.

2. Forward an official record of work completed at the secondary school attended (and all post-secondary institutions attended) to the Mitchell College Admissions Office. They must include a certified translation for all documents in languages other than English.

3. Submit evidence that English proficiency is adequate to undertake a full academic program at the College.

4. If a student's native language is not English, they must:

- a. Submit the official score report from the Test of English as a Foreign Language (TOEFL). Students must obtain a score of at least 500 on the written test, or a score of 71 IBT on the computer test, to be considered for admission.

- b. As an alternative to taking the TOEFL, international students residing in the United States may show evidence of having successfully completed an official English Language School (ELS) Language Center program. The ELS Language Center must forward an official score report to the Mitchell College Admissions Office; or

- c. They may substitute the Scholastic Aptitude Test (SAT) as an alternative to the TOEFL exam. The official score report must be forwarded from the College Entrance Examination Board directly to the Mitchell College Office of Admissions Office.

- d. Another alternative to taking the TOEFL is the Advanced Placement International English Language Exam (APIEL). An official APIEL score report must be sent from the College Board directly to the Admissions Office. Students must receive a score of 3 or higher to be considered for admission.

5. If their native language is not English and their TOEFL scores are below 500 on the written test, or 173 on the computer test, they may apply to the College's English as a Second Language (ESL) Intensive English program.

6. They must submit to Mitchell College at least one letter of recommendation from a school official at the institution they last attended.

7. In addition to the above requirements, the Admissions Office must be provided with a Declaration of Finance or bank statement proving financial responsibility. A copy of financial documentation provided to the U.S. Immigration Service will suffice.

Photographs of any of the required documents are unacceptable. An I-20 Form will be issued only after they meet all of the above admission requirements, send the College verification of financial responsibility, and are actually admitted.

Mitchell College offers limited merit-based financial assistance to international students who have been admitted with an F-1 Visa. Newly admitted students holding visas other than an F-1 should consult directly with our Financial Aid Office concerning the availability of need based financial aid.

Admission to the Spring Semester

Each year the College enrolls students in January who begin classes in the spring semester (late January). If enrolling in January, students may complete degree requirements at midyear two or four years later, or may accelerate this schedule by attending winter or summer sessions.

Admissions Decisions

The College acts upon applications based on a plan of rolling admissions, which means that we reach most decisions promptly following the submission of the application and all records. Because new students may enter the College in September or January, students may file an application at any time during the year.

If students apply for admission, they will be notified of their status by means of a letter. The letter will define the nature of their acceptance and indicate when they must reply in the form of an advance deposit. A reply signifying an intention to enroll as a full-time student takes the form of an advance deposit of \$300.00. The deposit is refundable until May 1st for the fall semester (beginning in September), or until January 4th for the spring semester (beginning in mid January). Any deposits received for these semesters become nonrefundable after these dates.

Early Decision

Freshman applicants who are certain that Mitchell College is their first choice college and who have decided that they will attend Mitchell College if admitted are encouraged to apply as early decision candidates. Students applying under this option will be notified of the admissions decision prior to other applicants. And, if they are offered admission, they agree to withdraw all applications they may have submitted to other colleges and pay a \$300.00 (US) tuition deposit within two weeks of notification. The early decision deadline is November 15th and the notification deadline is December 15th.

Early Admission

Early Admission is designed for exceptional students who wish to enter Mitchell College on the completion of their junior year in high school. Final requirements for the high school diploma are completed during the freshman year at Mitchell College. An interview and a recommendation from the student's principal are required.

Admission Procedures

To apply to Mitchell College as a degree candidate, students must follow these steps:

1. File an application for admission and a \$30 (US) application fee. The nonrefundable application fee is required of all new applicants and is payable when applying for admission. Mail the application and fee to:

**Office of Admission
Mitchell College
437 Pequot Avenue
New London CT 06320**

Students may also apply for admission from the College's website: www.mitchell.edu. Applicants who apply on-line do not have to pay the \$30 (US) application fee.

2. Ask the high school guidance office to forward official high school record and letter(s) of recommendation. If students have attended college or other post-secondary programs, they must submit an official transcript from those institutions or programs.

3. Submission of SAT and ACT scores is optional.

4. Arrange for an interview with a Mitchell College Admissions Counselor.

5. If applying for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed on-line at www.fafsa.ed.gov. The Mitchell College school code is 001393. Financial aid is available for the fall and spring semesters; there is no financial aid for the winter and summer semesters.

Campus Visits

It is strongly recommended that students visit Mitchell's beautiful campus before making a commitment to enroll. They are welcome to visit before or after filing an application. The Admissions Office is open to visitors on weekdays from 9 a.m. to 5 p.m. and on select Saturday mornings, as well as during numerous Open Houses throughout the year. Please arrange an appointment by calling 1-800-443-2811.

Life Experience

For the nontraditional student, there are several methods used to provide credit for prior experiential and noncollegiate sponsored learning. Formal, noncollegiate training is evaluated in accordance with the guidelines of the American Council on Education College Credit Recommendation Service and the Connecticut Credit Assessment Program sponsored by Charter Oak State College. For work and/or life experience learning, the students are directed to two alternative programs. Students may elect to earn credit through the Portfolio Assessment Program offered through Charter Oak State College or the Portfolio Development Program offered through the State of Connecticut's Community College System. Students may receive information on these two programs in the Registrar's Office.

Advanced Placement (AP) Credit

Mitchell College participates in the Advanced Placement Program (AP) administered by the College Entrance Examination Board (CEEB). If students have taken college-level courses while in high school, they may participate. The College will grant credit for AP exam grades of three or higher in the following subjects: biology, chemistry, English composition, English literature, French, German, history, Latin, mathematics, physics and Spanish. For more information, contact the Admissions Office.

Admission to Part-Time Study

Students are considered part-time if they take fewer than 12 credits in any given semester. They may enroll as part-time students during the fall, winter, spring or summer semester. The desire to learn and the ability to profit from college courses are the basic criteria for initial enrollment. Academic Advisors are on hand to help students select appropriate courses.

Students may register for courses as a part-time student through the College Registrar at appropriate times, usually six weeks before a semester begins. Summer Session students are also considered part-time. Part-time students must apply for admission as a Mitchell College degree candidate before they complete 15 credits or if they wish to apply for veteran's benefits. If they wish to apply credits earned at other colleges toward a Mitchell degree, they should make an appointment with the Admissions Office and apply as a degree candidate before enrolling at Mitchell.

Financial aid may be available to part-time students for the fall and spring semesters if they have made application through the Admissions Office and have registered for six or more credits per semester. No financial aid is awarded for the winter and summer semesters.

Appealing an Admissions Decision

Appeals of admission decisions are reviewed on a case-by-case basis. Students seeking an appeal should submit their request, in writing, to the Associate Vice President for Enrollment Management. The decision to act on an appeal is solely the associate vice president's decision.

Credit for Non-Traditional Learning

Mitchell recognizes that many adults come to the College with a variety of college level learning experiences that occurred outside the traditional classroom. Credit for formal courses taken outside the classroom and university setting are evaluated following the guidelines of the American Council on Education College Credit Recommendation Service, the National Program on Noncollegiate Sponsored Instruction, and the Connecticut Credit Assessment Program sponsored by Charter Oak State College. Consult the Registrar's Office for additional information.

Credit by Examination

Credit by Examination allows students who have already studied the subject matter of a course offered

by Mitchell to earn credit by passing an examination which covers the course material. The College accepts credit by examination following the guidelines of the American Council on Education College Credit Recommendation Service. Examples are the College Board's College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Support (DANTES). Each test result is evaluated for credit by the Registrar's Office.

Credit for Military Training

Mitchell College uses the Guide to the Evaluation of Education Experiences in the Armed Forces, an American Council of Education publication, to evaluate military credits. Students should consult the Registrar's Office.

Admission to the Learning Resource Center (LRC)

The Learning Resource Center (LRC) is an academic support program designed for students with specific diagnosed learning disabilities and/or ADHD. The primary goals of the LRC are to promote effective college learning skills, student self-advocacy, and independence.

Each student participating in the program works with learning and writing specialists in regularly scheduled sessions. An individualized program is developed based on each student's unique strengths and weaknesses. Students may receive up to four sessions of support each week. As students develop the skills needed to be independent learners, they may choose to reduce this level of support.

The College's Office of Disability Support Services assists any student with any documented disability to access those classroom, testing and facilities accommodations to which they may be entitled by law. There is no fee for this service.

Students must complete a separate application process to be considered for the LRC. There is a fee for the additional academic support services beyond entitled accommodations. Admission to Mitchell College for students with learning disabilities and/or ADHD is not dependent on being accepted into the LRC for services.

Students who want to be considered for LRC support services beyond entitled accommodations should forward the information listed below to the LRC. It is the student's choice to submit this

information which will be used solely to determine the appropriateness of the student for the LRC and the ability of the LRC to meet the student's needs. All information will be kept confidential.

- Results of a complete psychoeducational evaluation
- Recommendations for classroom, testing and facilities accommodations made by the professional who completed the psychoeducational evaluation
- A definitive diagnosis of a learning disability and/or ADHD
- Any additional information on the student's medical, physical or social-emotional functioning that may have an impact on the student's academic performance
- A letter of reference from the student's teacher that addresses the following:
 - why the student wants to go to college
 - what the student is interested in studying at college
 - a description of the impact of the student's learning disability on their academic performance

All documentation should be less than three years old and must be administered by a qualified professional with the necessary credentials and experience to diagnose learning disabilities and/or ADHD.

FINANCIAL AID AT MITCHELL COLLEGE

Regardless of which college students choose, higher education requires a major investment of time, energy and funds. Many families are understandably concerned about how to meet educational costs. This section is a guide to the policies and practices of the Office of Financial Aid Services at Mitchell College. It is designed to help students understand the complexities of financing their education and for use as a reference should they experience financial problems in the future.

Because it is never possible to cover every situation that a student and the student's family may encounter, we want to encourage students to present problems specific to their situation to a Financial Aid Officer in person, by telephone or by mail. Our goal is to help them solve financial problems at Mitchell so that they will be free to concentrate on academic pursuits. There are few financial situations we haven't encountered before, so do not hesitate to ask us for advice.

Application Guidelines

Financial aid comes in many different forms, from free funds (in the form of grants and scholarships) to low-interest loans and work study programs. Remember to apply every year. Financial aid is renewable every year, provided students remain in satisfactory academic standing and continue to demonstrate financial need. The amount and kind of aid received is reviewed each year so that any changes in the family financial situation, as well as any changes in Mitchell's fees, can be taken into account. All things remaining similar, the freshman aid award usually provides a rough indication of the level and kind of aid students may expect to receive in subsequent years.

Parental Contribution

Mitchell assumes that students' families will continue to support them during their undergraduate years according to their ability to pay as determined by the Free Application for Federal Student Aid (FAFSA) analysis and Mitchell's institutional standards. If parents stop supporting them for reasons other than ability to pay, it is not possible for Mitchell to accept the parental responsibility for financial support. Nor is it possible for Mitchell to aid students who declare themselves independent when the income and assets of their family indicate an ability to contribute.

In the case of divorced parents, the income of the student's custodial parent (or in cases of joint custody, the parent with whom the student spends the majority of time) will be taken into consideration when determining the student's financial need. If the custodial parent has remarried, federal law requires that the present spouse's information also be reported on the FAFSA.

Deadlines

For planning purposes, it is important that all application materials are completed in as much detail as possible and submitted on time. We ask that students please pay careful attention to the deadlines and follow instructions. If students and their family fail to submit the required materials on time, they risk losing an award.

How To Apply

All students desiring need based financial aid must complete the FAFSA either on-line or in paper format. The FAFSA must be submitted to the Federal Processor after January 1 and before April 1 to have priority financial aid consideration at Mitchell College.

Be sure to include Mitchell College on the FAFSA. Our Title IV Code is 001393.

Students selected for verification must send signed copies of tax returns and W-2 forms (for both parents and students), and a completed Federal Verification Worksheet as well as any other requested information.

If students send their FAFSA to the Federal Processor, they will receive verification from the Department of Education that they have received their FAFSA. Mitchell College will receive an Institutional Student Information Report (ISIR), which includes the Expected Family Contribution (EFC). Once the file is complete, student need will be calculated and he/she will receive an award letter. The award letter will show award amounts being offered. He/she must sign and return the award letter and the accompanying paperwork to finalize the award.

Priority Date

All financial aid applications should be completed by April 1. Applications completed on or before the priority date will receive first consideration for financial aid awards. However, applications will be processed as long as funds remain available.

The Financial Aid Package

Packaging is the term which describes the way an institution like Mitchell combines funds from various sources to meet financial need. Such combinations are necessary because it is generally impossible to meet everyone's need from a single financial aid source. First, Mitchell determines the expected family contribution and subtracts that contribution from the student budget to determine financial need. This need is met with an award, which may include a combination of loan, work study job, grant or scholarship.

GRANTS AND SCHOLARSHIPS

Grants and scholarships are known as gift aid. They do not have to be paid back.

Federal Pell Grant

The eligibility/amount of this federal program is determined by a federal formula. In 2010 - 2011, the awards ranged from \$555 to \$5,550.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This funding assists the neediest students as determined from the student's FAFSA results. These funds will be awarded to Pell eligible students first.

Connecticut Independent Colleges Student Grant Program

These awards are made to Connecticut residents with demonstrated financial need. The amount per student varies not to exceed the maximum amount established by the state.

Mitchell Grants

The Mitchell Grant is offered to eligible students based on their financial need and availability of funds.

The Sibling Scholarship

The Mitchell College Sibling Scholarship is awarded to students enrolled full-time at Mitchell College who also have siblings enrolled full-time at Mitchell College during the same enrollment period. The value of the scholarship is \$1000 per year, per sibling.

Mitchell Merit Scholarships

Mitchell College offers merit scholarships:

The Mitchell Valued Potential (MVP) Scholarships are competitive merit awards based on the potential to contribute to the College and the community. Selection is based on leadership potential, volunteerism, involvement in school activities or other special talents. In order to maintain this scholarship, they must participate in the campus MVP program during the academic year.

Mitchell Academic Incentive Scholarships (MAIS) and Lighthouse Scholarships (LH) are based on the potential for academic success. Students must maintain a 2.75 cumulative GPA while at Mitchell to remain eligible for the MAIS scholarship. A 2.5 GPA is required for the LH.

Alumni Scholarship - The Alumni Scholarship is awarded to students when they first enroll in Mitchell College. New students may receive a \$500 Alumni Scholarship if the Financial Aid Office receives a letter of recommendation from the alumni supporting the student. To remain eligible for this scholarship the student must maintain a 2.5 cumulative GPA or higher.

CARES Scholarship of Southeastern Connecticut - A \$3,000 scholarship open to senior students from southeastern Connecticut, Fisher's Island and Washington County (RI) high schools and is based on students exhibiting 3 out of the 5 following values - Citizenship, Achievement, Respect, Engagement and Service. Their guidance counselor must recommend students for the scholarship. To maintain the CARES scholarship, recipients must earn at least a 2.5 cumulative GPA or higher at the end of each academic year.

Presidential Baccalaureate Award - A \$10,000 scholarship for students who transfer to Mitchell College with an associate's degree and a minimum 3.0 cumulative grade point average. Students must maintain a 3.0 or higher cumulative GPA while at Mitchell to remain eligible for this scholarship. Students must be attending classes on the Mitchell campus to qualify. To be considered for this scholarship, applicants must be accepted by May 1st for the fall semester and November 1st for spring applicants.

Transfer Award - A \$5,000 scholarship for students who transfer to Mitchell College with an as-

sociate's degree and a minimum 2.5 cumulative grade point average. Students must be attending classes on the Mitchell campus to qualify. In order to maintain this scholarship, students must maintain a 2.5 cumulative GPA while at Mitchell.

SCHOLARSHIPS & AWARDS

Michael T. Jenkins, II '96 MVP Scholarship- This scholarship is awarded annually to the student who has raised his or her grade point average the most from the fall semester to the spring semester of his or her freshman year, and has demonstrated financial need. First preference will be given to MVP students. The award is named for Michael T. Jenkins, II who was cited for this achievement after raising his GPA to a 3.2. Michael died tragically on June 1, 1995 from injuries sustained in an automobile accident. It is through the generosity of Michael's family and friends that his memory is perpetuated through the awarding of this scholarship.

Behavioral Sciences

The David W. H. Harvey Scholarship - Established in honor of David W. H. Harvey, former Dean of the College. This award is given to a returning student demonstrating academic achievement and excellence in the behavioral sciences. The recipient is selected on the basis of merit and future potential within the program.

The Human Development and Family Studies Merit Award - This award is presented to students whose scholastic achievements and field work accomplishments stand out in the department. Recipients also demonstrate an appreciation, understanding, and commitment to life span development within diverse sociocultural contexts that could lead to later research with the potential for solving important human development and families studies issues and concerns.

The Behavioral Science Service Award -This award is presented to a student who in the judgment of the department has demonstrated exemplary dedication and service to the discipline. Recipients of this award are recognized for their hard work and commitment to the Behavioral Sciences Department, with a particular emphasis on depth of effort and variety of service.

The Donald B. Helms Merit Award in

Psychology - Established in 2004 by the Behavioral Science Department, this award is in honor of Donald B. Helms, a Mitchell College faculty member who distinguished himself for over 30 years as a master teacher, critically acclaimed author and dedicated researcher. This award is given to students, who as a result of their educational background and research productivity, are deemed likely to make significant contributions to the Behavioral Sciences.

Business Administration

The Harvey Mallove Scholarship - Established in memory of Harvey Mallove, former trustee and mayor of New London. Given annually to an academically superior, continuing student distinguished in the study of business administration.

The Carmin Cimino Small Business Studies Scholarship - Established in 2004 by the Business Club, under the direction of professor and club advisor Carmin Cimino. Carmin was the driving force behind the Business Club and Business Program for over 25 years. This scholarship is given to a returning four-year student in the Business Administration program who has demonstrated academic achievement and a commitment to college and community service.

The Business Administration Award -Established by the College this award is given to the graduating full-time and part-time students in the business program, who have attained the highest grade point average in the department.

The Thomas E. Piacenti '59 Scholarship- Established in 2000 by Marietta Piacenti, the widow of Thomas E. Piacenti '59, in his memory. Mr. Piacenti was active in New London in real estate, insurance and politics and as director of the New London Sewer Authority, where he was instrumental in building the regional water pollution control facility. The scholarship provides financial aid for students. First preference for the award is for majors in business and related areas.

Communication Arts and Humanities

The Eugene O'Neill Award in Creative Writing - Established by the College, this award is presented to the student who produces outstanding literary work during the academic year.

The Merit Award for Graphic Design -

Established by the College, this award is presented to a student judged to be outstanding in graphic design.

The Merit Award for Studio Art and Drawing

- Established by the College, this award is presented annually to the student judged to be outstanding in studio art.

The José Melis Scholarship - This scholarship honors the name of the distinguished pianist and entertainer, José Melis, whose two children attended the College. It recognizes exceptional academic achievement especially in a foreign language.

The George A. Mugge Scholarship - Established in 1985 in memory of George A. Mugge, former chair of the History and Government Department. The scholarship is given annually to an academically superior, returning student distinguished in the study of history or political science.

The George A. Mugge Award in History & Government

- Established in memory of George A. Mugge, former chair of the History and Government Department. The award is given for academic excellence in history and government.

The Edna L. Tyler Award

- Established by the New London League of Women Voters, this award is given to the student who demonstrates an awareness of the principles of self-government established in the Constitution of the United States and an interest in the promotion of political responsibility through informed and active participation of citizens of government.

The John K. Balentine, Sr. Award for English

- Established in 1972 by Mr. and Mrs. Myron H. Hendel, former trustees, in memory of John K. Balentine, Sr., a former professor of Latin who joined the Mitchell staff in 1950 as Director of the Evening Division. He also taught English as a member of the associate faculty before being named Associate Director of Admissions in 1966. The award is presented to a continuing student who clearly demonstrates excellence in literary studies.

The Merit Award in English

- Established by the College, this award is presented to the student(s) judged to be outstanding in effort, improvement, and achievement in freshman English courses.

Education

The Early Childhood Education Award - Established by the College, this award is given annually to the student demonstrating academic achievement and excellence in Early Childhood Education.

The Early Childhood Education Perseverance Award

- Established by the College, this award is given annually to the student demonstrating perseverance and academic excellence in their aspiration to meet the standards for the professional role as early childhood educator.

Hospitality and Tourism

The Hospitality and Tourism Award of Excellence

- This award is presented to the student who in the judgment of the department has demonstrated exemplary service to the Hospitality and Tourism industry and dedication to the study of Hospitality and Tourism at Mitchell College.

Law & Justice Policy Studies

The Criminal Justice Award

- Established in 2003 by the College, this award is given annually to the student outstanding in the discipline.

The Homeland Security Award

- Established by the College, this award is given annually to the student outstanding in the discipline.

Science, Technology, Environmental Studies and Mathematics

The Solomons Scholarship

- Established in 1986 by Marie Solomons in memory of Dr. I.A. Solomons III, the developer of penicillin, Director of Chemotherapeutic Research at Pfizer and a former trustee. The scholarship is given annually to an academically superior, continuing student distinguished in the study of life science.

The Science Award

- Established by the College, this award is given annually to the graduating student who has maintained the highest academic standing in the science program.

The Special Distinction Science Award - A special award presented to the student showing the most improvement in the science program.

The Chemistry Achievement Award - Established by the College, this award is presented to a student who has shown outstanding accomplishment in the study of chemistry.

The Dr. Ephraim P. Rivard Award for Excellence in Mathematics - This award, named for the former head of the Mathematics Department, is presented to the student who attained the highest average in selected mathematics courses.

The John Merrill Computer and Information Systems Award - This award is given to the student with the highest standing in the program as well as an overall high scholastic record. The award honors John Merrill, who introduced computers to Mitchell College and developed the Computer Information Systems curriculum. He was an outstanding teacher in mathematics, physics and computer information systems.

Sport and Fitness Management

The Sport Management Program Award - Established in 2002 by the College, the award is presented for outstanding academic achievement in the study of sport management.

The Physical Education, Recreation and Fitness Award - Established by the College, this award is given annually to the student judged to be outstanding in the discipline.

Scholar Athlete

Top Freshman Female Scholar Athlete - This award goes to the freshman female athlete who has the highest cumulative GPA through December of the academic year.

Top Freshman Male Scholar Athlete - This award goes to the freshman male athlete who has the highest cumulative GPA through December of the academic year.

Top Female Scholar Athlete - This award goes to the sophomore, junior or senior female athlete who has completed two seasons of competition with the highest cumulative GPA through December of the academic year.

Top Male Scholar Athlete - This award goes to the sophomore, junior or senior male athlete who has completed two seasons of competition with the highest cumulative GPA through December of the academic year.

Office of the President & Dean of the College

The Eugene "Jack" Ferryman Award - Established by friends and family of Jack Ferryman '74, late beloved husband of Margaret Ferryman '91 and an exemplar of "above and beyond" citizenship. This award is for a student who has demonstrated a degree of citizenship and service to the College community above and beyond that anticipated by peers and mentors.

The Ted and Barbara Hargrove Service Award - Established to honor Ted Hargrove, former public relations director of Mitchell College, and his late wife Barbara, his official assistant and the unofficial hostess of many college social functions. This award recognizes meritorious service as their dedication exemplified during their long association with the College.

The Richard W. Lawrence Memorial Award - Established in 1965 by Mrs. Anita Simpson, former dean and acting president of the College, in memory of Richard W. Lawrence, a New York civic leader. Given annually to a graduate who, in the opinion of the faculty, has done most to uphold and practice those ideals of good citizenship in a democratic society to which Mr. Lawrence devoted a life of patriotic and unselfish service.

The Darlene A. Mattis Shah '81 Memorial Scholarship - The scholarship was established by Attorney Sarette Briggs Williams '80, in memory of her roommate Darlene Mattis Shah. The fund is now maintained by Attorney Williams together with members of Darlene Mattis Shah's family and honors a continuing student who has confronted personal crisis or adverse circumstances with bravery, dignity, and optimism while working toward his or her educational goals.

The Marchelle Hall Owens Award for Social Service - This award was established by Marchelle Owens to demonstrate her appreciation for help she received from Mrs. Doris Levinson, a member of the Mitchell College faculty, while she was a student. A monetary gift is given to the graduating senior and credit identified for textbooks is given to the continuing

student who best exemplify the ideals of social service through participation in the activities of social agencies.

The Nathan Hale Award - In 1776, a young New London schoolmaster gave his life for his country. By both word and deed, he created a superior model for American men and women to follow in combining the academic tradition with good citizenship. The Nathan Hale Award is given to the student who, in the opinion of the President of the College, has most closely followed this example of service to country, community and college.

The Richard R. Braley (USMC, Ret.) Award - Established in 2010 by faculty and staff member Denise Braley, this award honors her husband Richard R. Braley, USMC, Ret., a veteran of the Vietnam War with special honors. The award is given annually to two students who are also veterans of the U.S. Marines or Navy, in recognition of service to their country and their academic dedication and achievements here at Mitchell College.

The Board of Trustees Award for Academic Achievement - A sum of money and an engraved plaque are awarded to an individual who has attained the highest academic standing in the graduating class. Distinguishing criteria include highest QPA and a minimum of 45 credit hours earned at Mitchell College.

The Faculty Award for Academic Achievement - A sum of money and an engraved plaque are awarded to an individual who has attained the second highest academic standing in the graduating class. Distinguishing criteria include second highest QPA and a minimum of at least 45 credit hours earned at Mitchell College.

Athletic Awards

Alumni Excellence Award - The Alumni Association gives an award to a male and female graduate, recommended by the Department of Athletics, who have achieved the highest degree of competence in sports while also attaining outstanding academic records.

Wilbur S. Baratz Varsity M Award - The Wilbur S. Baratz Award, established in memory of Mr. Baratz, an avid tennis player, by his widow, is given to the male and female considered the best all-around athletes in the varsity sports program.

Coaches' Trophy - This trophy is awarded to the person who contributes most to varsity athletics, whether or not he or she is an outstanding athlete.

The Michael T. Jenkins Memorial Award - This award is presented to the member of the Mitchell College baseball team who, through determination, has overcome life's adversities.

Honor Societies

Alpha Chi is a coeducational, national college honor scholarship society with the purpose of promoting academic excellence and exemplary character among college and university students and honoring those who achieve such distinction. Its name derives from the Greek words meaning truth and character. Alpha Chi admits to membership students from all academic disciplines and may invite to membership no more than the top 10 percent of the junior and senior classes.

Alpha Phi Sigma is the only national criminal justice honor society for criminal justice majors. The society recognizes academic excellence of undergraduate and graduate students of criminal justice as well as juris doctorate.

Chi Alpha Sigma honors those student-athletes who have earned varsity letters while maintaining a 3.4 or better GPA throughout their junior and senior years. The honor society also fosters good citizenship, moral character, and friendship among academic achievers in college athletics.

Delta Alpha Pi International Honor Society was founded in 2004 at East Stroudsburg University of Pennsylvania and is open to undergraduate students with disabilities who have completed a minimum of 24 credits and achieved a cumulative grade point average of 3.10 (on a 4.00 scale). Membership in Delta Alpha Pi presents students with an opportunity to change the negative stereotype of disability by developing their skills in leadership, advocacy and education. The Greek letters stand for Disability, Achievement and Pride

Phi Theta Kappa is an international honor society for students pursuing an associate degree. Established in 1918 to recognize and encourage scholarship, Phi Theta Kappa provides opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

Phi Epsilon Kappa honor society is a national professional society for persons engaged in or pursuing careers in health, physical education, recreation, or sport management. Phi Epsilon Kappa's three approaches for attaining our ideal are physical, education, and knowledge. The foundation of our honor society is based upon the three pillars of peace, friendship, and brotherly love.

Psi Chi is the national honor society in psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications.

Sigma Alpha Pi - A chapter of the National Society of Leadership and Success. The society is a community of leaders and a worldwide training organization dedicated to creating lasting, positive change through achievement and leadership education. Invitation to the Society is based upon achieving a minimum academic GPA and or on the recommendation of two Mitchell College faculty.

Community Scholarships

The Community Foundation of Southeastern Connecticut - The Community Foundation of Southeastern Connecticut was founded in 1982 as the Pequot Foundation to create a permanent endowment to serve New London and its ten surrounding towns in perpetuity. The Foundation has awarded more than \$5 million to local organizations and individuals for charitable purposes.

The Frank Loomis Palmer Fund - The Frank Loomis Palmer Fund of Fleet Bank was established in 1936 by the will of Mr. Palmer's daughter, Virginia Palmer, for the benefit of organizations, corporations, societies, institutions and trusts located or operating in the city of New London for exclusively religious, charitable, scientific, literary, historical or educational purposes.

WORK STUDY

Federal Work Study Program

The Federal Work Study Program (FWS) is offered to eligible students based on financial need as determined by the FAFSA form. The positions are on campus and

the student is paid bi-weekly for hours worked. The money earned is not deducted from the student's account unless arrangements are made with the Bursar's office. To secure a position the student must meet with the work study coordinator during the first two weeks of school.

LOANS

Since grant funds are limited, most students are awarded loans to help with their educational expenses. The following is a description of the loan programs that are currently available to assist Mitchell College students:

Federal Direct Stafford Loan Subsidized

The Stafford Loan is a low-interest, federally subsidized loan available to students who demonstrate financial need. The maximum loan amount is \$3,500 for a first-year student; \$4,500 for students with 28 credits; and \$5,500 for juniors and seniors. The interest rate is currently at a fixed rate not to exceed 4.5%. As long as students attend college at least halftime, they will not accumulate interest on this loan or have to pay it back. They must begin repaying the loan six months after leaving school or dropping below halftime. The lender charges the borrower an Origination Fee and Insurance Premium Fee. These charges will be subtracted from the total "requested amount" before a check is drawn from the lender unless the lender waives these fees.

Federal Direct Stafford Loan Unsubsidized

The Unsubsidized Federal Stafford Loan is a low-interest (6.8%) loan available to eligible students regardless of financial need. Although the terms of this loan are similar to the Federal Stafford Loan, students are responsible for interest charges while they are matriculated. The maximum limit for both the Federal Stafford and Unsubsidized Stafford combined is the same as those listed above, plus an additional \$2,000 in an unsubsidized stafford loan. Independent students may borrow up to an additional \$4,000 a year in an Unsubsidized Stafford Loan (\$5,000 for juniors and seniors).

Federal Perkins Loan

Federally funded Perkins Loans are awarded to students based on need. This loan will not be deducted from the bill until a student signs a Promissory Note. There are no additional fees charged for this loan. The interest rate is 5%.

Federal Direct Plus Loans

Parents of dependent students may apply for a Plus Loan to assist with educational expenses. These loans are not need-based, but all borrowers must meet specific eligibility requirements before a Plus Loan is approved. Eligible parents may borrow up to the cost of attendance minus any financial aid awarded during the period of enrollment. (If the parent is denied the Plus Loan, the student may take out an Unsubsidized Stafford loan.) All parents are required to fill out a pre-approval if they wish to apply for a PLUS Loan. The interest rate is currently 7.9%.

CT FERP (Connecticut's Family Education Loan Program)

The program is available to CT residents or a student who is attending a Connecticut school. This loan is the debt of the student, however, the student does need a co-applicant. The approval of this loan is based on a healthy income to debt ratio of the co-applicant. Only interest payments are required while the student is in school.

Additional Information about Federal Loans

Loans will not be credited to a student's account until a promissory note has been signed. Federal loans are usually disbursed twice in the year, at the beginning of each semester. Because the signing of any promissory note carries with it the obligation of repayment after graduation, students must complete an entrance interview which describes the provision of the loan programs with the counselors at the Office of Financial Aid or on-line to be sure future repayment obligations are clear. Forgiveness of debt in return for certain kinds of work in the public interest after graduation is possible. See the Office of Financial Aid for more information. Students must also complete exit counseling when they leave Mitchell or drop below 6 credits.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

In keeping with the mission of Mitchell College a student's academic progress for continuance of financial aid will not be measured until the end of their first year of attendance. At that point their academic progress will be measured both quantitatively and qualitatively. A student must meet both standards to be making satisfactory academic progress. No student will be given

financial aid for more than 150% of the normal completion time for their program.

A student, who at the time of measurement, fails to make satisfactory academic progress will be placed on probation for the following semester. At the end of that time they must have achieved satisfactory progress or they will be denied federal financial aid.

If a student is notified that he/she lost federal financial aid eligibility, he/she has the right to appeal to the Director of Financial Aid in writing within 2 weeks of the date of the letter informing the student of the loss. This letter should state the mitigating circumstances which contributed to the poor academic performance. An appeal committee will make an evaluation and notify the student of the results by letter within 2 weeks of the date of the letter of appeal. This decision will be final. If the student's letter of appeal is accepted, one more semester of probation will be granted.

Satisfactory Academic Policy is under review due to changes in federal requirements.

Standards for Satisfactory Progress

Full-time student (enrolled for at least 12 credits per semester):

Credits	Cumulative GPA	Time Frame
20	1.5	Year 1
40	1.75	Year 2
60	2.0	Year 3
80	2.0	Year 4
100	2.0	Year 5
120	2.0	Year 6

Part-time student (enrolled for at least 6 credits per semester):

Credits	Cumulative GPA	Time Frame
10		1.5 Year 1
20	1.5	Year 2
30	1.5	Year 3
40	1.75	Year 4
50	1.75	Year 5
60	2.0	Year 6
70	2.0	Year 7

80	2.0	Year 8
90	2.0	Year 9
100	2.0	Year 10
110	2.0	Year 11
120	2.0	Year 12

TUITION AND FEES

Investing in a college education is one of lifetime's most important decisions. Although expensive, the lifelong benefits - both financial and educational - of a college degree far outweigh its costs. Studies consistently show that earning a college degree is the best way to prepare for an unpredictable future and lead an educated and fulfilling life.

At a private college such as Mitchell, with small classes, personalized instruction, excellent teaching, comprehensive support services and programs, and a wide breadth of co-curricular and recreational activities, costs to families is a major concern. We know that Mitchell, like the nation's other leading colleges, must work hard to keep tuition affordable.

The College is committed to providing financial aid to families who demonstrate need so that Mitchell remains accessible to the increasing number of students who can benefit from our philosophy of "educating for success." In 2009-2010, more than 90 percent of our students received financial aid. We also award merit scholarships to students who have demonstrated or possess the potential for academic or leadership excellence. (For more detailed information about Financial Aid, see pages 11-18.

STUDENT STATUS FOR BILLING PURPOSES

Full-Time Status

Students are considered full-time if registered for at least 12 credits per semester. Students may register for up to 18 credits. Registration for more than 18 credits is granted only by permission of the Vice President of Academic Affairs and Dean of the College.

Comprehensive fee for the 2011-2012 Academic Year

Full-time Resident Student:

\$40,206 (includes a nonrefundable \$300 tuition deposit)

Full-time Commuter Student:

\$27,714 (includes a nonrefundable \$300 tuition deposit)

Part-time Student:

If students take 9,10 or 11 credits:

\$9,748 per semester

If students take fewer than 9 credits:

\$300 per credit hour

Fees for Part-time Students:

Registration fee per semester \$35

Computer courses \$50

Science courses with labs \$50

Learning Resource Center

Supplemental charge:

Level I: \$6,800 per academic year

Level II: \$3,400 per academic year

Level III: no charge

Miscellaneous Charges:

Exam Makeup Fee \$30

Drama Fee \$50

Application Fee \$30

Returned Checks \$25

Transcripts \$5

Auditing Fee \$225 per credit hour

For each credit hour in excess of 18: \$300

Summer/January Sessions

Consult with the Office of Admission, the Registrar's Office or the Bursar's Office for current tuition, room, board and S.T.E.P. costs for Summer and January sessions.

Payments

No grades, transcripts or records will be issued to students who are delinquent in their financial accounts with Mitchell College.

Payment Due Dates

For the fall semester, unless the student enrolls in the Monthly Payment Plan Option, full payment of tuition and fees must be received in the Bursar's Office by July 1; for the spring semester, full payment of tuition and fees must be received by January 1.

Fees Explained

Auditing fee: Offers students opportunity to participate in a course on a noncredit basis, for 75% of the part time per credit hour tuition rate.

The cost to residents of unlimited local and on-campus calling and personal voice messaging through a telephone jack located in each residence hall room is built into the comprehensive fee, however, students must bring their own telephones. In addition, the cost of cable TV to each student room in the residence halls is included in the comprehensive fee

Full-Time Students Due Dates

Nonrefundable Tuition Deposit \$300: Due by April 1; due on a rolling basis thereafter

Total Fall Semester Costs Due: July 1

Total Spring Semester Costs Due: January 1

A statement of semester charges (not including books) is mailed to each full-time student in ample time to meet the payment schedule. Notice is mailed for deposits 30 days prior to due date.

Part-Time Student Due Dates

Tuition Payment Due: At registration

Miscellaneous Charges Due: At registration

Monthly Payment Plan

Mitchell College offers a payment plan beginning in either May or July and the cost is a one-time non-refundable annual enrollment fee of \$100. More details are available from the Bursar's Office.

Responsibility for Expenses

It is the responsibility of students to assure their bills are paid. MasterCard, VISA and Discover credit cards may be used to pay tuition and fees. Details on time payment plans can be found through the Bursar's Office. Students who fail to pay outstanding bills will not be allowed to register for the next semester. Students are responsible for all costs of collection and interest incurred on past due debts.

Failure to pay the tuition and fee bills or make alternate payment arrangements by the prescribed dates will result in the student being withdrawn from the College, including the loss of campus housing, if applicable. In such circumstances, students who wish to be reinstated for the semester must settle their outstanding debt in

full and reregister for classes and housing on a space-available basis through the Registrar's Office and to the Campus Life Office, respectively.

Tuition Deposit

A \$300 nonrefundable deposit is required of all full-time students. For students entering in September, this deposit will be split and credited to each semester. Students entering in January are credited with the full amount. Priority at the time of room draw is given to students whose tuition deposit has been paid.

Security Deposit

Full-time students must make a security deposit, which is included in a student's first semester billing. Resident students must deposit \$200, while commuters deposit \$50. This deposit is held until a student graduates or withdraws, and is used to pay for any outstanding damage assessments, fines, parking tickets, or other costs before the balance, if any, is returned.

Books and Incidentals

The purchase of books and supplies are not included in the general Mitchell College charges and vary somewhat in each case, depending on the number of registered courses. All students are expected to have adequate financial resources to acquire books and classroom supplies by the beginning of classes.

For the convenience of students, Mitchell College provides a full-service Bookstore, located in the Michael's Dairy Complex in front of the Yarnall Athletic Center. The Bookstore carries the required texts for the courses offered and sundries for personal requirements and needs. Purchases of books and supplies may be paid by cash, check, money order, MasterCard or Visa. In case of withdrawal, the price of books and supplies will not be refunded.

Student Health Insurance

All full-time students at Mitchell College must be covered by an insurance plan that will cover the student's health and medical needs while they are enrolled and living on or near campus. The College offers a basic student health and accident policy if a student is not covered by other insurance. The 2011-2012 health insurance fee is \$825. Details can be obtained from the Bursar's Office.

Students are responsible for providing information to Mitchell College regarding health insurance coverage. This waiver can be completed by visiting the website: <https://consolidatedhealthplan.com/group/83/home>. Students who do not provide this information to the Bursar's Office by the required date will be charged for the College's student health and accident insurance plan.

Refund Policy

The intent of our refund policy is to protect the financial interest of Mitchell College, a nonprofit institution; to ensure the facilities will be used by students who genuinely seek a college education; to protect the financial rights of the students; and to meet legal requirements.

Refunds are considered in accordance with the policies described below to any student who has officially withdrawn in writing from Mitchell College. The official notice of withdrawal from the College must be submitted in writing to the Registrar's Office. The Registrar will determine the last date of attendance for credit purposes. Students who withdraw from the College before the end of the academic year will have their financial aid adjusted accordingly. Institutional grants and scholarships will be reduced in proportion to any tuition credit received as defined below.

Fees

Registration fees are not refundable unless Mitchell cancels a course. Any charges for late payment fees and group health insurance are not subject to pro rata withdrawal credit or tuition withdrawal credit.

Refund Policy: Title IV Financial Aid Refund (Federal Funds Only)

When a recipient of a federal grant or loan completely withdraws from Mitchell College during the semester, the College must calculate the amount of Title IV (federal) grant or loan assistance that the student earned as of the withdrawal date. The federal programs subject to this refund policy are: Federal Pell Grant, Federal Academic Competitiveness Grant, Federal Direct Stafford Loan, Federal Supplemental Education Opportunity Grant (SEOG), Federal Perkins Loan, Federal District Parent Loan for Undergraduate Students (PLUS) and other grant or loan assistance authorized by Title IV of the Higher Education Act, as amended.

Federal Student Aid (FSA) funds are awarded based on the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws during a period of enrollment, the amount of federal aid that was earned up to that point is determined by a specific formula. If a student received (or school or parent received on the student's behalf) less assistance than the amount earned, the student may be able to receive those additional funds. If a student received more assistance than what was earned, the excess funds must be returned by the school and/or the student. The amount of assistance that is earned is determined on a pro rata basis. For example, if a student completed 30% of a period of enrollment, then the student has earned 30% of the assistance that was scheduled to be received. Once a student has completed more than 60% of the period of enrollment, then the student has earned all of the assistance that was scheduled to be received for that period.

If a student did not receive all of the funds that were earned, a post-withdrawal disbursement may be due to the student. If the post-withdrawal disbursement includes loan funds, the student can choose to decline the loan funds so that additional debt is not incurred. Mitchell College can use all or a portion of the post-withdrawal disbursement (including loan funds), for tuition, fees, and room and board charges. For all other school charges, the school needs the student's permission to use the post-withdrawal disbursement. If permission is not given, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce the debt at the school.

There are some FSA funds that were scheduled to be received that cannot be *earned* once a student has withdrawn because of other eligibility requirements such as not submitting the required loan forms.

The requirements for federal funds when a student withdraws are separate from Mitchell College's refund policy for institutional aid; please refer to the section "Institutional Refund Policy." Therefore, a student may still owe funds to the College to cover unpaid institutional charges. Mitchell College may also charge a student for any FSA program funds that the school was required to return.

If you have questions about the federal program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on *Student Aid on the Web* at student.ed.gov. Sample worksheets are available for your review by contacting the staff in the Bursar's Office.

Special Student Status

Students who have been admitted to the College and who enroll in a program of study less than half time can be eligible to receive Federal Pell Grant and assistance from the Federal Work Study and Federal Supplemental Educational Opportunity Grant programs, providing the student is making satisfactory academic progress towards a degree at Mitchell College.

If enrolled less than half time, the student is not eligible for the Federal Direct Stafford Loan and the Federal Direct Parent Loan for Undergraduate Students. Mitchell College aid can only be offered to a student who has been admitted to the College and attends at least half time, and is making satisfactory academic progress towards a degree.

No aid is available for guest students who attend Mitchell College on the Twelve College Exchange program or National Theater Institute. Those students should apply through their home institutions.

A student who changes to Special Student status is ineligible for Mitchell College aid. If a student has received loans for prior years, those loans will enter repayment status. Please consult a financial aid counselor to understand the implications regarding this status.

Institutional Refund Policy

1. PURPOSE

The intent of our refund policy is to protect the financial interest of the College, a nonprofit institution, to insure the facilities will be used by students who genuinely seek a college education, to protect the financial rights of the students, and to meet legal requirements.

2. DEFINITIONS

3. THE POLICY

a. The College's refund policy will adhere to the following schedule with the exception of Title IV Financial Aid Funding:

- Before the first day of classes 100% refund
- Within the first week of classes and before add/drop period 100% refund
- By the end of second week of classes 80% refund
- By the end of third week of classes 60% refund
- By the end of fourth week of classes 40% refund
- By the end of fifth week of classes 25% refund
- After the end of the fifth week No refund

b. Withdrawal from Mitchell College shall entitle the student to a refund of tuition, room and/or board, breakage deposit, less the advance deposit for that semester. This refund will be calculated based on the above-referenced schedule.

c. Enrollment period is defined as the first day of classes to the last day of final exams within a semester.

d. Any student who receives Title IV (federal student aid) and withdraws from the college will have their federal aid prorated for up to 60 percent of the enrollment period. After the 60 percent point in the period of enrollment there are no unearned funds. Title IV funds must be returned no later than 45 days from the determined date of the student's withdrawal.

e. If the student was awarded a MVP Scholarship and it has not been earned, the award will be reversed and the amount owed would be the student's responsibility.

f. Institutional aid will be calculated using Mitchell College's refund policy.

g. All other outside grants and scholarships will be refunded based on the guidelines of the grantors.

h. Registration fees are not refundable unless Mitchell College cancels a course.

i. Any charges for other fees, such as library fees, parking tickets are not eligible for refund. Group health insurance is not eligible for pro rata withdrawal credit or tuition withdrawal credit.

4. PROCEDURE

a. Refunds are initiated when a student has officially withdrawn from Mitchell College.

b. The Registrar will determine the last date of attendance for credit purposes.

c. Students who withdraw from the College before the end of the academic year will have their financial aid adjusted accordingly.

5. REFERENCES

Department of Education www.ifap.ed.gov

Veterans

The U.S. Department of Veteran's Affairs, upon proper certification and verification, contributes its support by monthly payments directly to the student.

All full-time and part-time veterans must be admitted to Mitchell College as matriculated students before enrollment papers will be submitted to the U.S. Department of Veteran's Affairs.

Under Chapter 31, Title 38, the U.S. Department of Veteran's Affairs should provide complete coverage of tuition, fees, books, etc. However, any unsupported charges will be billed directly to the student. Under Chapters 17, 30, 35 and 1606, it is the direct responsibility of the student to pay all semester charges, in full, prior to registration.

STUDENT AFFAIRS

Residence Life

The College offers three traditional residence halls on the upper campus: Simpson, Saunders, and Matteson. Each upper campus residence hall contains four floors of double rooms with a common bathroom on every floor, and houses approximately 120 students. There is a large lounge on the first floor of each building for studying, watching television, or spending time with friends. Laundry facilities are provided in every building.

Mariner Hall is a four-story 114 bed suite-style residence hall and houses our upper class students. Each suite consists of three double bedrooms, a kitchenette, and two full bathrooms. Rooms are climate controlled, including central air conditioning. There are laundry facilities and community meeting rooms in the hall.

Harbor House, Moorings, and Fairhaven, are located on Pequot Avenue, and make up the waterfront residence halls. These historic Victorian and Colonial homes each house between 20 and 30 students and offer the best water views on campus. Each hall has a lounge, laundry room and common area bathrooms.

Living in the residence halls provides educational opportunities and supports your academic experience at Mitchell College. Therefore, if you do not live at home, it is expected that you live on campus. Juniors and Seniors may petition the Vice President for Student Affairs & Dean of Students Office to move off campus by meeting established criteria. All students living in Mitchell residence halls must be on the 19 meals a week board plan.

A full-time residence hall director lives in each residence hall. These professional staff members are committed to fostering an environment that encourages personal growth and development. Residence hall directors provide programs to meet the social, emotional, cultural, and recreational needs of students, as well as counseling and referral services for students who may be experiencing difficulty. As the chief disciplinary officer for the residence hall, the residence hall director promotes student responsibility and accountability while providing involvement opportunities and leadership experiences.

In addition to the residence hall director, a team of four to six Resident Assistants live in each residence hall. A Resident Assistant is an upper-class student who serves as a peer mentor to students, providing support and encouragement as needed.

At Mitchell College, residence halls are living-learning communities where students take responsibility for their environment and hold one another accountable for their actions. The residence life program promotes understanding and respect, while fostering opportunities to establish lasting friendships. Faculty involvement through study groups, lectures and workshops make the residence halls an extension of the formal classroom setting.

Health Services

As the provider of health care for all full-time students on the Mitchell College campus, the Health and Wellness Department offers services through a partnership with L&M Physician Associates. Students have access to a team of medical professionals, including a registered nurse available Monday through Friday from 9 to 5PM, a nurse practitioner and a physician, available by appointment. When necessary, referrals can be made to some of the area's top medical specialists, located in close proximity to the campus. While most services are covered by the student health fees, services such as immunizations, physicals, emergency room visits, pharmaceuticals, medical supplies, blood work, medical procedures and consultations off campus are not covered. Charges from such services are billed to student accounts and can be submitted to the appropriate insurance carrier for reimbursement. It is recommended that students have an insurance card on their person at all times.

Health Records and Immunizations

All students are required to submit proof of immunizations and complete a health form prior to beginning their first semester at Mitchell College. Student athletes must provide an additional medical form yearly that clears them to play NCAA Division III athletics. Detailed information about these processes is mailed to all incoming students after they have been accepted to the College.

Students must comply with Connecticut State Law that requires all matriculating students born after December 31, 1956, to present proof of measles/rubella and the varicella immunization as a condition of enrollment. In September 2002, the State of Connecticut passed legislation that requires all students residing in campus housing to be immunized against Meningococcal disease, with two exceptions 1) a physician certifies that such vaccination is medically contraindicated, or 2) a student presents a statement that vaccination is contrary to religious beliefs of the student. This must be done before arriving on campus for the semester. Students who do not submit a Health Record (on college forms) and complete state mandated immunization requirements will not be permitted to register. All student health information/records are kept confidential and are only divulged by the Health Center Staff to the Vice President for Student Affairs/Dean of Students, the Director of Health and Wellness and emergency medical staff as needed. Specific questions about health records or immunization documentation can be addressed by contacting the Health and Wellness Department at (860) 701-5195.

Health Insurance

All full-time students (resident & commuters) are required to have medical coverage under either a parent/guardian/spouse's insurance coverage or through a program offered by the college. Information on the college's insurance plan is mailed to students before the start of the fall semester, the option to purchase the college insurance or to identify other coverage is provided. For students who subscribe to the college's insurance plan, certain accident and sickness expenses, on or off campus, are covered in accordance with provisions of the policy, the effective dates of the policy are:

Counseling

The Health and Wellness Counseling Center provides short term counseling services to students to ensure ongoing wellness. During college, students may require varying degrees of assistance, for personal, social, or academic purposes, our professional counselors provide free and confidential services to meet these needs. If appropriate, students requiring a more in-depth treatment would be referred by the Counseling Center to an off-campus agency. Students who wish to use these supports may schedule an appointment by phone, email or in person. During the initial counseling session, the counselor will assess the needs of the student and

develop a plan to address areas of concern. This may include short-term weekly counseling sessions, participation in a support group, or referral to community resources. In the instance, where a student presents a danger to themselves or others on campus the student is required to have a psychological evaluation completed off-campus before being readmitted to Mitchell College. Once the evaluation is completed, a plan for the student's reintegration into the community must be drawn up and approved by the Director of Health and Wellness and the Vice President for Student Affairs & Dean of Students.

Health Education and Prevention Programming

The Health and Wellness Department also provides preventative and educational programs, workshops, and clinics on campus throughout the year. These include: substance abuse prevention, stress management training, contraceptive and STI education including free HIV and STI testing, self esteem and healthy relationship workshops, self help groups, nutritional counseling, and screening along with supports for depression, eating disorder, and alcohol abuse. Questions about counseling services and support services on campus can be directed to the Director of Health and Wellness at (860) 701-7787.

Student Right to Privacy

The primary concern of the Health and Wellness staff is the health and safety of all students. Mitchell College values and respects an individual's right to privacy. Therefore, health information will not be released without student consent. However, if in the judgment of health care providers a serious condition exists that threatens the health and safety of the student or campus community, a parent or guardian may be notified and appropriate college personnel may be consulted. Students under the age of eighteen are notified that in cases of serious illness, accidents, or behavioral issue, parents or guardians will be contacted and informed of medically necessary treatment plans.

Campus Safety

A staff of professional campus safety officers provides security on campus 24-hours a day, seven days a week. The 65-acre campus is well lit and safe, located along the Thames River in one of New London's historic residential neighborhoods.

Community Resource Teams

In 2011 the Campus Safety Department introduced a new initiative designed to improve our service to the Mitchell College community. The Campus Safety Department has been formed into “Community Resource Teams” or CRTs. With the CRTs individual officers are assigned to specific Residence Halls. Their undertaking is to develop a rapport with the students thereby making Campus Safety officers more approachable and accessible to support the students here on campus. Along with this initiative, the Campus Safety Department works closely with the Residence Life, Health & Wellness, and Student Activities staffs.

Annual Campus Security/Fire Safety Report

A link is provided for you on the Mitchell College web page if you wish to review the Campus Safety Department’s Annual Campus Security/Fire Safety Report. To access the report just click on the “Campus Safety” section then look for the link on the bottom of the page.

Student Activities

The staff and faculty at Mitchell College believe that involvement in extra-curricular activities leads to personal growth and that academic success is strengthened through exposure to various leadership and citizenship opportunities. Students are expected to become involved in campus activities outside the classroom. Participation in clubs, intramurals, weekend trips, service programs, and other campus or community activities enhance the College experience for all students.

Student clubs and organizations are a reflection of student, faculty, and staff interests. Each year new clubs are formed to match the interests of the Mitchell community. Currently, the College sponsors co-curricular academic clubs, including the Business Club, the Behavioral Sciences Club, the Early Childhood Education Club, and the Pre-Law Society. In addition, seven academic honor societies are active on the campus: Alpha Chi, Phi Theta Kappa, Alpha Phi Sigma, Psi Chi, Chi Alpha Sigma, Phi Epsilon Kappa and Sigma Alpha Pi. The Student Government Association’s Executive Board provides leadership for campus involvement groups, such as the Campus Activities Board. Extracurricular clubs and organizations such as the ACROSS Gaming Club, Alumni Council, Communications Club, Dance Club, Environmental Club, Hillel, Mitchell College Drama Society, Peer Educator Group, Radio Club, and Rugby Club, are all ways for

students to contribute to the betterment of the Mitchell College community while making friends and gaining important life skills.

New Student Orientation

Prior to the start of the academic year, new students participate in a comprehensive New Student Orientation program. This “pre-college” experience allows new students to become comfortable with their new community and to learn about the academic and social standards of Mitchell College. Students will have the opportunity to interact with faculty, staff, and students through a variety of workshops and activities. A program for parents is provided, as well. Parents and guardians are encouraged to participate.

MVP Program

The Mitchell Valued Potential (MVP) program annually awards competitive, merit scholarships to students based on their potential to contribute to Mitchell College and the greater New London community. MVP scholarships are awarded to students who demonstrate potential in the areas of leadership, volunteerism, and academics. Assessment for an MVP award is made during the on-campus interview and through the application process to Mitchell College.

The purpose of the program is to provide adequate scholarship funding to enable students to have the time, incentive, positive reinforcement, and commitment to develop their unique potential. All MVP students are required to participate in a series of leadership meetings and to complete a designated number of campus involvement or community service hours. MVP awards for upper-class students are based on performance in and commitment to the program while maintaining the appropriate grade point average. Students must reapply for the MVP scholarship each year.

Commuter Students

A significant portion of the Mitchell College student population is made up of commuting students, who have chosen to live at home while attending college on a full-time or part-time basis. Commuting students are a vital segment of the Mitchell community and the College offers a variety of programs and services to meet the needs of this special group.

The Commuter Student Association provides the Mitchell College commuter student population with

a place to meet and socialize with other commuting students. It is also a good place to express concerns specific to commuting students. The Commuter Student Association meets weekly, usually during the lunch hour. All are welcome, though the agenda items are most relevant to commuting students.

Commuter students are eligible to participate in a campus meal plan offered through Sodexo dining services. A variety of options are available and students should contact the Sodexo Office on the first floor of the Clarke Center for more information.

Commuters can keep up-to-date on campus activities through the Mitchell Mariner facebook page. For more information about the services available to commuting students contact the Office of Student Activities at (860) 701-5052.

LIBRARY AND INFORMATION SERVICES (LIS)

Mission and Purpose

Library and Information Services (LIS) is dedicated to the support of teaching, learning, scholarship, and innovation by:

- Vitally supporting a learning/living environment that is respectful of ideas, individuals and scholarly pursuits;
- Developing proactive, student-centered services;
- Providing access to relevant technology and information resources accessible in a variety of formats;
- Initiating and sustaining campus-wide partnerships.

LIS is responsible for furthering Information and Communication Technology (ICT) literacy as one of the seven core competencies in the College's Ability Based Education model. Through a proactive and curriculum-integrated approach to ICT literacy, LIS actively promotes the development of lifelong learning by empowering individuals with the ability to find, evaluate, and use information efficiently, effectively, critically, and ethically.

Facilities

The Mitchell College Library resides on two levels attached to the Bond House on the southeastern corner of campus. The Library houses circulating, reference, and periodical literature collections in print and non-print formats. Quiet study and collaborative learning alike are supported in a welcoming atmosphere.

Flexibility in the use of space within the Library is achieved through wireless network access on both levels and the availability of circulating laptops. Instructional and training space may be accommodated as needed on the lower level. In cross-disciplinary support of curriculum, the Library presents a variety of art exhibitions and hosts other cultural events throughout the course of the academic year.

Curriculum Support

Curriculum Support provides research instruction, reference services, and collection development through the following initiatives:

- Curriculum integrated ICT literacy for all freshmen. The Curriculum Support team works closely with the LIS Educational Technologist to ensure that a strong foundation is laid for freshmen through the First Year College curriculum, specifically in the First Year Seminar, College Writing and Research, and the Introduction to Communication Technology courses.
- Customized in-class instruction for all levels of users. Class presentations are tailored, either for a particular assignment or to cover a variety of specific topics and emphasize active learning; effectiveness is achieved through the cultivation of close partnerships with faculty and ongoing assessment of learning outcomes.
- Student support at any time during Library hours, as needed, both within the Library and via online reference services.
- One-on-one consultation by appointment for students who would like extended and focused guidance in developing research strategy and exploring different information sources.
- Collection development efforts that primarily target resources (such as research databases, electronic books and journals, and downloadable books) for building virtual collections of distinction, while also supporting current and relevant in-house collections.
- LIS web presence that serves as a dynamic virtual extension of collections, programs, and support services; and that supports meaningful research and information seeking pursuits.

Educational Technology

The Educational Technology unit provides classroom technology support, media services, and technology integration into the educational experience through:

- Support of ICT Literacy in partnership with the Curriculum Support team through classroom instruction in the effective and appropriate use of communication technologies.
- Individualized support of students in their utilization of electronic tools and applications for the enhancement of information presentation.
- Promotion and advocacy for the broad use and

availability of accessible technology in support of the student learning experience.

- Guidance to faculty on current trends in educational technologies and technology enabled learning spaces.
- Faculty consultation in the strategic selection and use of technology for enriching teaching and learning.

User Services

User Services provides front-line operations essential to the use of Library collections and technology-based resources, including:

- Library hours that are tailored to meet the needs of students and that are extended leading up to and during exam periods.
- Circulation and management of a wide range of physical collections including books, videos, music, recorded books, juvenile literature, and course reserves.
- Interlibrary loan and transit hold services in partnership with Libraries Online, Inc. (LION), a consortium of approximately 30 Connecticut libraries committed to direct sharing of resources; as well as state- and nation-wide cooperative lending services.
- Servicing of educational technology needs through the circulation and management of laptops, camcorders, digital cameras, and related presentation equipment.
- Coordination with the Educational Technology unit for the delivery of video-on-demand and streaming services.
- Support of students, faculty, and staff in the use of campus and Library technology, including one-on-one assistance with wireless network connectivity, printing, Microsoft software applications, Mariner Mail, and the College's emergency alert system.
- Technology purchasing discounts, including those with Dell, Apple, and Microsoft; guidance in technology purchasing and repair services.

Archival Collections

LIS facilitates access to primary historical resources through:

- Organization and management of the College Archive.
 - Membership in the New London Historical Society in support of curriculum related research.
- Student Employment and Internships

LIS offers a variety of opportunities for Mitchell College students to gain professional experience in a work environment. Students assist with a wide range of services including Library front desk operations, collections processing, archives management, and classroom technology maintenance.

Contact Us

LIS staff offers one-on-one assistance with any of the above services. Answers to many questions and access to a variety of resources are also available on the LIS website via www.mitchell.edu.

Email: askLIS@mitchell.edu
Phone: (860) 701-5156
Web and chat via: www.mitchell.edu

ATHLETICS

The tradition of the scholar-athlete is not only alive, but thriving at Mitchell. Mitchell College is a member of NCAA Division III, and currently competes in the New England Collegiate Conference (NECC) and the Eastern College Athletic Conference (ECAC). If you enjoy being a part of a team, crave exciting times and competitive play, then we invite you to explore Mitchell College's athletic program. What makes our program truly special is that our student-athletes enjoy success – not just on the playing field but also in the classroom. Our athletics program seeks to help students develop a better understanding and appreciation of education and character through the life lessons offered within the sports experience including intercollegiate, intramural and recreational offerings.

2011-2012 Intercollegiate Athletics Teams

MEN

Baseball
Basketball
Cross Country
Golf
Lacrosse
Sailing
Soccer
Tennis

WOMEN

Basketball
Cross Country
Sailing
Soccer
Softball
Tennis
Volleyball

Mitchell College Intramurals

Intramurals are an important outlet for the students at Mitchell College. The goal of the intramural program is to operate a student driven program that meets the needs and interests of all Mitchell College students. Past programs have included flag football, beach volleyball, basketball, wiffleball, softball, fun runs, dodge ball, soccer, sailing, tennis and fitness programs.

Facilities

Students have access to the college gymnasium and the new 4,000 sq. ft. fitness center, waterfront and recreational venues. Areas are provided for volleyball, basketball, soccer, flag football, softball, tennis cardiovascular and weight training on campus. A fleet of ten Vanguard Flying Juniors sailing boats, six 420's racing sailing boats, and a launch boat are maintained and at the Mitchell dock for sailing and educational programs.

GENERAL INFORMATION

Dining Services

The College features a common dining area where all resident students eat their meals. Commuters, staff and faculty are also offered meal plans to join the resident students in the Clarke Center dining area. Operated by Sodexo Campus Services, the dining room is a newly renovated, attractive facility overlooking the plaza, the campus and the Thames River. The openness of design invites comfort and community interaction. Campus dining includes fresh and healthy options like Panini grilled sandwiches, stir fry and vegetarian entrees, along with classic favorites of pizza and pasta, char grill and traditional selections. Beyond the meal plans, students have access to a variety of retail items throughout the day.

The Dining Hall menu features two entrees at each meal, one of which is a vegetarian alternative; deluxe salad bar, pasta bar, exhibition cooking station, made-to-order pizza, grill specials and two soup selections. Food service is available Monday through Friday from 7:30 am to 7:00 pm in the main dining area and late night options until 1:00 pm in the café. Brunch and dinner are available on weekends and holidays.

There is a strong focus on healthy eating options and lifestyles. Sodexo offers the “Balance-Mind-Body-Soul” dining innovation which is a wellness program that promotes healthier lifestyle choices. A key resource for students is www.balancemindbodysoul.com which is available as a link from the College’s website.

All resident students are required to participate in the 19 Meal Plan offered by the College. It includes 3 meals per day Monday through Friday and 2 per day on Saturday, Sunday and holidays. There is also an enhancement bonus of \$50 in Flex Money which all residents receive at the beginning of the semester. These funds work as a debit system and can be utilized at any campus dining location. Any student can add to this fund at anytime throughout the year. Certain meal plans offered to commuter students, faculty and staff also include a Flex Money enhancement.

Nondiscrimination Statement

Mitchell College does not discriminate on the basis of race, color, gender, sexual orientation, religion, creed, nationality or ethnic origin, age, marital status, political beliefs, veteran status or disability in admission to, access to, treatment in, or employment in its programs and activities.

Statement Condemning Racism, Intolerance, Other Acts of Hatred or Violence Based on Difference

In recent years, there has been increasing social awareness of the problem commonly termed “harassment.” Mitchell College prohibits any form of harassment based on race, color, religion, gender, disability, age, veteran status, sexual orientation, ancestry, national origin, gender identity, or any other class protected by applicable law.

Racism has a long history, and despite increasing consciousness about the problem, incidents may occur which must be addressed. For an academic institution, where the integrity of the education process and the mutual respect of faculty, students and staff are of utmost importance, instances of racial insensitivity or harassment are serious problems.

Sexual harassment is understood to encompass a wide range of behavior, including the coercion of a person into a sexual relationship, the subjection of the person to inappropriate verbal or physical sexual attention, retaliation for a refusal to comply with sexual demands or the creation of a hostile environment. In an academic institution, where the integrity of the academic process and the mutual respect of faculty, students, administrators and staff are of vital importance, sexual harassment is of great concern and any instances of inappropriate behavior are treated seriously.

The College community is committed to the active promotion of racial and religious understanding and to honest, open and equitable dealings with racial, sexual, ethnic and other differences.

The President has designated the Director of Human Resources or the individual supervisor to hear complaints of sexually or racially offensive behavior

on the part of faculty members and staff. Complaints on behalf of students alleging harassment by other members of the student body are subject to review under College disciplinary procedures. The President has designated the Director of Residence Life to hear such complaints.

Drug-Free Campus and Workplace Acts

The College is in compliance with The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989. The College makes an annual distribution in writing to each student and employee which includes:

- 1) Standards of conduct that prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees;
- 2) Disciplinary sanctions for violations of standards of conduct that include dismissal from the College;
- 3) A description of applicable local, state and federal legal sanctions for unlawful possession, use or distribution of illicit drugs and alcohol;
- 4) A description of health risks associated with the use of illicit drugs and the abuse of alcohol; and
- 5) A description of drug and alcohol counseling, treatment, rehabilitation and retry programs.

Student Right-to-Know and Campus Security Act

The College distributes an annual security report to all students and employees and to all applicants upon request, in accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542) and Connecticut State Law (90-259). The report includes the following information:

- 1) Campus policies regarding the reporting of crimes; policies regarding drugs, alcohol and weapons; policies regarding the identification and admission of visitors to campus; description of campus safety and their relationship to state and local police; orientation programs for students regarding campus safety.
- 2) A uniform campus crime report concerning crimes committed in the two preceding calendar years.
- 3) A crime report concerning arrests for liquor and drug violations and for weapons possessions for the preceding calendar year.

The Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment) and The Fair Information Practices Act

Annually, Mitchell College informs students of the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment) and the Fair Information Practices Act of 1975. The College complies fully with these statutes, which were designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act. Copies of the Buckley Amendment can be found in the Registrar's Office.

The College ADA Statement (12/2009):

"In compliance with, and in the spirit of, the Americans with Disabilities Act of 1990 and applicable disability law, Mitchell College is committed to addressing the educational needs of all students. If any student has a disability that is documented with the Learning Resource Center, please contact the instructor as soon as possible. The instructor will assist you to make the appropriate accommodations and arrangements. If you have a disability, but it is not documented with the Learning Resource Center, see the Director of the Learning Resource Center as soon as possible. The Director will discuss the documentation required and support services that may be available to you at Mitchell College."

Public Notice Designating Directory Information

The College includes, but does not limit itself in designating, the following student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion:

- The student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

- A student may withhold disclosure of any category of information under the Family Educational and Privacy Act of 1974. To withhold disclosure, the student must file written notification with the Office of the Registrar by the end of the second week of classes of the academic year in which s/he enters.

Liability

Mitchell College exercises all security measures and controls within its means to protect and safeguard the student and his or her possessions. However, the College does not, nor can it, assume any responsibility, nor does it provide insurance coverage for the loss of, or damage to, a student's personal property or effects when stolen, damaged or destroyed. Mitchell College also offers a separate insurance policy that can be purchased by the student to cover their personal property. The cost and policy materials are available from the Bursar's office. It is recommended that those students whose parents are covered by a homeowner's policy investigate the possibility of obtaining a rider to the policy to cover the above hazards, where the policy does not originally cover such contingencies.

Advancement Program

Mitchell College has evolved over the years with considerable help from concerned and generous donors. The need for philanthropy is greater today than at any other time in our history. Tuition alone cannot support the improvements, additions and innovations demanded by the 21st century, nor can it maintain our dedication to academic excellence.

The Advancement Office is responsible for raising funds for the College and for alumni relations.

Advancement Office staff raise money in a variety of ways: through alumni support and through special solicitations to parents, individuals, corporations and foundations. Some gifts are sought for support of general operations of the College; others are intended for specific purposes, including academic scholarships, improvements to buildings and their contents, and for support of new and expanding academic programs. The Office keeps alumni, parents and other friends informed about the College through the alumni magazine "Mitchell Today" (also available online) and announcements about events and special opportunities for support.

Students can help in fundraising efforts in a variety of ways. To inquire about volunteering your time and talents, call 701.5092.

Support for Mitchell College that works: Investments in the College by alumni, parents, faculty and others associated with the College have funded many of the campus facilities that students use daily. The funds and other gifts from our donors provide crucial funding for all aspects of the College. Donors are entitled to many benefits, including discounts at the College bookstore, a Mitchell College Beach pass, and use of the Library.

Alumni Association: Graduates of Mitchell College automatically become members of the Alumni Association. Alumni have many opportunities for involvement with the College and they all receive "Mitchell Today." Alumni are encouraged to submit Class Notes, which keep classmates apprised of what they are doing and where they live. Working with the Alumni Office, the Alumni Association sponsors the annual Reunion every year and maintains an alumni webpage on Mitchell College's website. Alumni recruit potential new students, provide leadership to the Alumni Board, and offer internships to current students.

We consider students "alumni in residence," and all students are welcome to stop by the office to learn more about the Alumni Association.

The Advancement office is located in the Umbrella House and is open during normal business hours.

Our Role in the Community

Mitchell College has a long tradition of community service to Southeastern Connecticut. Our faculty and staff members and our students are active in the community. Members of the College's Mitchell Valued Potential program perform community service in exchange for tuition scholarships. Government agencies, local schools and social service organizations benefit from the many Mitchell students earning credit through academic internships and practica. Local residents are encouraged to attend the lectures, performances, films and other presentations held on campus. The 26-acre Mitchell Woods offers recreation opportunities for all to enjoy, free of charge.

Community and Professional Programs

Mitchell College's picturesque 68-acre waterfront campus is the ideal setting for grand to intimate events. These programs were established to promote the use of the College's facilities and grounds. Faculty, staff and visitors seeking to reserve campus space will work with Community & Professional Programs to identify the optimum location for their event. Student club and organization reservations are submitted to the Director of Student Activities who processes requests. In addition to facility reservations, Community & Professional Programs includes all aspects of noncredit programs and services including summer camps and workshops, continuing education, and evening and weekend classes.

CAMPUS INFORMATION

Geographic Location

New London, known historically as “The Whaling City,” is an interesting industrial, maritime, tourism and transportation hub located midway between Boston and New York on Interstate 95 and Amtrak’s main Northeast Corridor line. Two other nationally-recognized institutions of higher education, Connecticut College and the United States Coast Guard Academy, are also located in New London.

The Southeastern Connecticut region is one of New England’s fastest growing, and is developing as a national tourist destination. Nearby Mystic, Connecticut is home to many historic and tourist attractions including the Mystic Aquarium and Institute for Exploration, Mystic Seaport and a quaint downtown shopping village. The rustic shoreline towns of Stonington and Old Lyme attract many visitors as well. Foxwoods Resort Casino and the Mohegan Sun Casino located in the heart of the region’s woodlands, draws thousands of vacationers daily. Mitchell’s 68-acre campus sits in a scenic, historic residential section of the city and is divided into two distinct parts. The lower campus, from the stretch of sandy beaches of the Thames River to Montauk Avenue, contains most of the College’s academic and public buildings and the waterfront residence halls on Pequot Avenue. The upper campus, to the west of Montauk Avenue, contains the College’s four largest residence halls, the athletic center and playing fields.

The upper campus includes **Alfred Mitchell Woods Park**, given to the College in 1983 to maintain as a recreational preserve for the public as well as for its own students. The park includes a pond, nature path, hiking trails and baseball fields.

Academic Buildings

Bingham Hall houses the science and computer laboratories and classrooms. Several high-tech computer labs, offering both PC and Mac computers can be found on Bingham Hall’s first floor.

Nathan Hale Hall contains classrooms on the first and second floors and faculty offices on the third floor. Campus Safety and a student lounge are on the first floor.

Chappel Cottage, a two-story stone house that formerly served as a residence for the Alfred Mitchell Woods Park caretaker, is the home of the Mitchell College Children’s Learning Center, a private preschool facility operated by the College. The Children’s Learning Center also serves as a laboratory for students in the Early Childhood Education program.

The Duquès Center, our newest academic building, houses the Learning Resource Center, Career Center, Academic Advising and Tutoring Center.

The Mitchell College Library is housed in a two-story building on the southeastern corner of campus. In this facility, Library and Information Services (LIS) professionals provide research, curriculum, educational technology, and applications support to the campus community. The main reading and service areas, audiovisual resources, circulating media equipment, reference and periodical collections, and Mac and PC workstations, and library instructional space are on the lower level. Wireless capabilities exist on both levels. Laptops may be checked out for use within the building when they are not in use for instructional purposes.

Common Buildings

The **C. Douglas Yarnall Athletic Center**, located on the upper campus, contains a 1,200-seat gymnasium, a health fitness center, men’s and women’s locker rooms, an equipment room, training room, classrooms and an office for the Athletic Department staff and Physical Education Department faculty.

The Student Health Center, a recent addition to the C. Douglas Yarnall Athletic Center, contains health services, examination rooms, and counseling offices.

Mitchell Hall, once the Alfred Mitchell family’s summer home, serves as the main administration building, and includes offices for the President, Vice President of Academic Affairs, Vice President for Administration and Finance, the Business Office, Registrar, Director of Human Resources, Director of Communications, Office of Community and Professional Programs. Located on its uppermost levels are the offices for the University of New Haven, which offer evening courses on the Mitchell campus.

Henry Hall, built in 1994 along the Thames River, houses the Office of Admissions and Financial Aid.

The Umbrella House, formerly the residence of Mitchell's presidents, overlooks the Thames River and is the College's Alumni Center. The first floor is used for small receptions, gatherings and meetings. The second floor houses the offices of the Vice President for Institutional Advancement, the Advancement Officer and the Director of the Annual Fund.

The Waldo E. Clarke Center, located at our main entrance on Montauk Avenue, contains the main and private dining halls on the ground level and the Vice President for Student Affairs Offices of Residential Life, Student Activities, Student Services, Student Government and a 500-seat auditorium on the second level.

The auditorium, which includes a wooden, proscenium stage, is the scene of dances, lectures, concerts, movies and a variety of other campus events.

The Robert C. Weller Center, built in 1984, is connected to the Clarke Center. The ground level houses the newly renovated Cyber Café. The second level serves as the site for scholarly and business meetings as well as for awards banquets, alumni reunions and social gatherings.

The Mailroom is housed in the quaint Victorian cottage situated between Nathan Hale Hall and Bingham Hall.

Residence Halls – Thames Academy

Eastwinds is located on Gardner Avenue, a residential street to the south of the campus near the Thames River. Eastwinds contains double and triple occupancy rooms on three floors and academic lounges on the first floor.

Residence Halls - Waterfront

Fairhaven, Moorings, and Harbor House are part of the three-building cluster on Pequot Avenue overlooking the Thames River. Each residence hall contains double and triple occupancy rooms on three floors, and a student lounge on the first floor.

Residence Halls - Upper Campus

Four residence halls are located on the upper campus. Three of the four halls contain double student rooms, a student lounge, laundry and bathroom facilities. Each student room is also equipped for telephone, cable TV and computer access with T-1 internet capability. Saunders Hall houses up to 122 students, Simpson Hall houses up to 121 students and Matteson Hall houses up to 120 students. The fourth, and newest, Mariner Hall, offers suite style living, with six students to a suite, a lounge, gameroom, cable TV, internet access and kitchen.

Michael's Dairy Ice Cream Shop and **The Campus Bookstore** are located on Montauk Avenue near the upper campus residence halls and athletic center. Michael's Dairy is run by interns from the business program of study at the College.

DIRECTIONS TO MITCHELL COLLEGE

From Springfield and Hartford

From Springfield, follow Interstate 91 South to Hartford. Take Route 84 East to Route 2 East to Route 11 in Colchester. When the expressway ends, go left for one mile. Turn right onto Route 85 for 13 miles into New London. Turn right onto Route 213 (Colman Street) to the end, then turn left onto Route 1 (Bank Street) and take the second right onto Montauk Avenue. Proceed 1 1/2 miles. After passing Michael's Dairy (big red barn) on the right, turn left onto Granada Terrace to the end. Turn right onto Pequot Avenue. Henry Hall (Admissions and Financial Aid Offices) is on left. There are signs posted along the way.

From Worcester

Take Route 395 in Auburn, South to Exit 77. Take left onto Route 85 to Route 213 (Colman Street) as described above.

From Boston and Providence

Proceed South on Interstate 95. After crossing the Gold Star Memorial Bridge over the Thames River in Groton, take Exit 83 to Colman Street. Turn left onto Colman Street to the end. Turn left into Route 1 (Bank Street) and take second right into Montauk Avenue. Proceed 1 1/2 miles. After passing Michael's Dairy (big red barn) on the right, turn left onto Granada Terrace to the end. Turn right onto Pequot Avenue. Henry Hall (Admissions and Financial Aid Offices) is on left. There are signs posted along the way.

From New York

Take Interstate 95 North to Exit 82 (Broad Street - Route 85). Turn right at the end of the exit ramp onto Broad Street, follow to the second traffic light and turn right onto Colman Street. Follow Colman Street to the end. Turn left onto Bank Street (Route 1) and take your second right onto Montauk Avenue. Proceed 1 1/2 miles. After passing Michael's Dairy (big red barn) on the right, turn left onto Granada Terrace to the end. Turn right onto Pequot Avenue. Henry Hall (Admissions and Financial Aid Offices) is on left. There are signs posted along the way.

Public Transportation

New London is served by Greyhound Bus Lines and Amtrak Train Station. Both are 3 miles from Mitchell Campus. The Groton-New London Airport is located 7 miles from campus in Groton, CT.

ACADEMIC INFORMATION AND STANDARDS

Responsibility for Degree Requirements

Mitchell College fosters the independence of students. For this reason, the responsibility for successful degree completion lies with the student.

We provide students with a wealth of resources that should ensure that accurate information about degree requirements is available. The College Catalog, faculty members, academic advisors, staff of the Academic Success Center and the Registrar's Office are all sources of information about program requirements. Students should seek these sources whenever they have questions.

It is assumed that:

1. Students must do the full work required in a given course.
2. Students are at all times responsible for their academic progress and standing, including course requirements, graduation requirements, credit rules, quality point average regulations, waivers of requirements, withdrawals from courses or withdrawal from the College.

Attendance

The Faculty of the College believes that in order for a college student to derive the maximum benefits of a course, regular attendance is necessary as is the punctual and adequate preparation of assignments. Absence from class jeopardizes the student's academic standing. Absence also detracts from the value of the class for the instructor and for other students. Class absence, for whatever cause, is a handicap both to the instructor and to the student. Class absence is therefore strongly discouraged. The attendance guidelines and regulations found in this catalog have as their goal the academic welfare of the student. There is no excused absence. A student is expected to complete all course work.

Unit of Credit

Mitchell College operates on a semester basis. One credit is equivalent to 50 minutes of instructional time per week for 15 weeks.

Normal Course Load

The normal credit load for a full-time student is dependent on the Academic Program in which he/she is enrolled (normally 5 or 6 courses each semester). The academic advisor will work with the student to make sure the course load is consistent with the plan for success.

A student whose GPA is less than 2.5 will not be allowed to enroll in more than 18 credits in any one semester. If a student has a compelling reason for an exemption from this policy, a petition should be made to the Dean of the College, through the academic advisor.

Classification of academic levels (effective with the Fall 2009 Term):

Credits Earned	Classification
0 - 27	First Year
28 - 57	Sophomore
58 - 89	Junior
90 +	Senior

Graduation

In order to graduate, there are several conditions which must be satisfied:

- Students must fulfill all course requirements in their chosen curriculum, earning at the minimum, passing grades in all required courses and a minimum of 30 credits at Mitchell. If enrolled in a bachelor degree program, they must earn their final 30 credits at Mitchell College.
- They must achieve a final GPA of 2.0 or greater for course work at Mitchell, except for the Early Childhood Education HDFSTeacher Cert. bachelor program which requires a final GPA of 2.7.

- They must file an Application for Degree form by October 1st for December graduation and by February 1st for May graduation to notify the Registrar's Office of their expectation to fulfill requirements.
- They must meet all General Education requirements.
- Students use the check sheet from the year they enter College unless a more recent check sheet has been approved by the department chair.
- Students who have not completed their credit requirements by spring semester of their graduation year may apply to walk at Commencement if they need to complete 6 credits at bachelor level or 3 credits at associate level. The student does not receive a diploma until all requirements are completed.

Graduation Honors

Upon completion of all graduation requirements, outstanding academic achievement will be recognized as follows:

- Cum Laude - Honors: 3.0 - 3.49 GPA
- Magna Cum Laude - High Honors: 3.5- 3.94 GPA
- Summa Cum Laude - Highest Honors: 3.95 - 4.0 GPA

Graduation honors are listed in the commencement program and are included on the student's transcript.

Dean's List

The Dean's List is announced at the end of the fall and spring semesters. Students who meet the following requirements are eligible.

1. Must be a matriculated student.
2. Part-time students are eligible for Dean's List status for every 12 credits completed.
3. Must have a Grade Point Average of 3.5 or higher for the given semester.
4. May not have any Incomplete, Withdrawal or Failing grades for the given semester.

Notation of Dean's List honors will be recorded on the student's transcript.

Commendable Scholar

Commendable Scholars are announced at the end of the fall and spring semesters.

Students who meet the following requirements are eligible:

1. Must be a matriculated student.
2. Part-time students are eligible for commendable scholar status for every 12 credits completed.
3. Must have a Grade Point Average between 3.0 and 3.49 for the given semester.
4. May not have any Incomplete, Withdrawal or Failing grades for the given semester.

Notation of Commendable Scholar honors will be recorded on the student's transcript.

Early Academic Reports

Submitted to the Registrar by faculty after the 4th week—to any student:

- Whose average is below a C grade,
- Who has excessive absences, and/or
- Whose skill level, in the faculty member's judgment, puts the student at risk of failure.

Mid-Term Grade Reports

Submitted to the Registrar by the faculty after the 7th week—grades/comments for all students.

Final Semester Grades

Submitted to the Registrar at the end of the semester—grades/comments for all students.

Grade System

Mitchell College currently uses a 4.0 grade system within a fifteen (15) week semester. The grades issued and their current values in associated grade points are as follows:

Grade Definition Grade Points

- A+ 4.00
- A Excellent 4.00
- A- 3.67
- B+ 3.33
- B Good 3.00
- B- 2.67
- C+ 2.33
- C Average 2.00
- C- 1.67

D+ 1.33

D Unsatisfactory but Passing 1.00

D- 0.67

F Failure 0.00

Other grades not included in semester or cumulative Grade Point Average (GPA):

W - Withdrawal: Assigned when a student officially withdraws from a course before the withdrawal deadline.

P - Pass: assigned in Pass/Fail courses or where student has taken an equivalency test to receive credit for the course. Counts as credits earned but no grade points are assigned.

AU - Audit: Student elected to attend course without having to meet the requirements. No credit is received and no grade points are assigned.

I - Incomplete: A temporary mark when a student has not completed all course requirements. The requirements must be completed by the end of the following semester, otherwise, the mark will revert automatically to a Failure (F).

Calculation of Grade Point Average

Each grade that a student receives at Mitchell College has a corresponding grade point value. See Grade System on previous page.

The following administrative grades do not carry grade point values: P (Passing), W (Withdrawal) and AU (Audit). An incomplete does not carry a grade point value.

To calculate a grade point for a course, first take the number of grade points earned for a grade and multiply that times the number of credits that the course earned. Example: a grade of "B" in a three (3) credit course = 3.00 grade points x 3 credits earned = 9.00 grade points; an "A" in a two (2) credit course = 4.00 grade points x 2 credits = 8.00 grade points.

To calculate GPA, first determine the total credits attempted and the total grade points earned. Credits attempted include the total credit hours of all courses taken at Mitchell College where a grade other than W, P, I or AU has been assigned, less the credit hours for any courses that have been repeated. A course is included in the credits attempted only once, regardless of the number of attempts made to complete the course. To calculate the total grade points earned,

add up the grade points earned for each course included in the credits attempted. Then divide the total grade points by the total credits attempted. For example: if 60 credits have been completed and a total of 195 grade points have been earned, then the GPA = $195/60 = 3.25$.

The grade point average includes only courses taken at Mitchell College. Courses taken at other institutions are not calculated into the grade point average, and the grade attained may not be used to improve the grade point average.

DEFINITION OF TERMS

The College uses various terms to describe courses and their relationship to a student's curriculum. There are a number of terms that students may hear that describe their status at Mitchell College. Understanding these terms will make life a little easier and the experience more rewarding.

Add-Drop

Once the semester starts, a student may discover that for one reason or another the previously arranged schedule is no longer appropriate and a change is desirable. For that purpose, Mitchell College has set aside the first six (6) days of classes as an Add-Drop period when a student may make valid schedule changes. (See Add-Drop under the policy section for more information.)

Auditing a Course

Students have the option to taking a course for no credit. (See Auditing a Course under the policy section for more information.)

Co-Requisite

In certain situations two courses may be necessary complements to each other. The knowledge presented in each is absolutely necessary for success in its partner. In such cases, the courses are co-requisite to each other and should be taken during the same semester.

Elective Courses

All degree programs allow students some flexibility in the choice of a certain number of courses. These areas where a student has choices are called electives. An elective is any course offered at Mitchell College which carries credit. The purpose of electives is to broaden the scope of a student's experience. Therefore, students should use electives to sample the offerings of disciplines away from their major.

Major

Within each degree program there is an area of focused study called the major. The major consists of a series of related courses which allow students to develop both breadth and depth in a particular academic field. In the case of the Liberal Studies major, the program is designed to allow them to maximize the

breadth of the program. Students undecided about their major participate in The Discovery Program in the first semester.

Major Change

Students who are considering changing their major, need to discuss the programs and implications of a change with their Academic Advisor. (See Major Change under the policy section for more information.)

Minor

Some academic departments offer minors for students that qualify for such an option. Restrictions and conditions apply to academic minors. Students may petition for the pursuit of a minor during their Sophomore or Junior year and work with their academic advisor and department chairperson to meet the requirements of the designated minor.

Matriculated Student

A student who has applied and been admitted to a degree program at Mitchell College. All forms of financial aid require that the student be matriculated.

Non-Matriculated Student

A student who has not yet applied for admission to Mitchell College. A student may take up to 15 credits as a non-matriculated student, but must apply for admission before taking any additional credits. Students enrolled in Thames Academy are not subject to the non-matriculated student limits as mentioned above.

Registered

This means that students have signed up to take classes. Registered does not mean the same as matriculated. Students must file an application with the Office of Admissions and be admitted to be matriculated.

Registration

During the spring semester for the subsequent fall and during fall semester for the following spring, Mitchell College provides students with the opportunity to select the courses they wish to take during the next semester.

Required Course

This is a course which must be completed before a student is allowed to graduate. Some courses such as CW101 are College wide requirements, some are requirements with certain degree programs and others are required only for certain concentrations. All courses which are required need to be completed before a student may graduate.

Sequential Courses

There are a number of majors where completion requires sequential courses. For example, in science a sequence requires students take both parts of a two-part course.

Student Status

Full-time student: Full-time status is defined as being registered for twelve semester hours or above at the end of the add/drop week during each of the fall and spring semesters.

Part-time student: Part-time status is defined as being registered for fewer than twelve credits as of the end of add/drop week. (See Determination of Enrollment Status under the policy section for more information.)

Transfer Student

Any student who, prior to acceptance at Mitchell College has accumulated college credits at another institution. (See Transfer under the policy section for more information.)

ACADEMIC POLICIES AND PROCEDURES

Academic Honesty

Students at Mitchell College are expected to maintain the highest standards of academic conduct. Most students conduct themselves with integrity and are disturbed when they observe others cheating or plagiarizing. Any form of academic dishonesty is condemned at Mitchell College, whether it occurs through cheating within a testing session or in the form of plagiarism in reports, term papers, themes or essays. The Dean of the College must be notified by instructors of any grade or course penalty. The Dean ensures that appropriate sanctions in place for offenders who have committed multiple violations of the academic honesty standards are applied.

Plagiarism, Multiple Submissions, Cheating

While *plagiarism*, whether from print or electronic sources, is often based on premeditated cheating in written assignments, it may result from the unintentional lifting of words, phrases, sentences, or paragraphs from other writers. Unfortunately, students often have received insufficient instruction about plagiarism during their secondary education. For this reason, inadvertent plagiarism committed by students who have not taken CW 101 and the First Year Seminar will not be subject to the same penalties as those who have completed these courses. It is recommended that professors require students who have committed inadvertent plagiarism, but have not taken these courses or comparable courses at other institutions, to revise the assignment with a writing tutor from the Academic Success Center. At the same time, if there is a clear indication of deliberate plagiarism by students who have completed CW101 and the First Year Seminar, they will be subjected to the more severe penalties, cited below.

Multiple submissions is the practice of submitting a single paper for credit in two or more different classes (in the same or in different semesters). This is prohibited and is a violation of the College standard of conduct of academic honesty.

Cheating involves looking at the work of another person and intentionally using that person's answers or information as one's own. Cheating during quizzes, tests or exams, both in class and out of class, are a serious violation of the College standard of conduct of academic honesty.

Reports and Penalties for Academic Dishonesty:

After students have taken CW101 and the First Year Seminar, all offenses of academic dishonesty, including the unintentional kind, must be reported to the Office for Academic Affairs/Dean of the College. Penalties during the student's enrollment at Mitchell College are as follows:

1. First offense involving:
 - (a) -Academic dishonesty with No evidence of premeditation: F in the quiz , exam, project, etc.
 - (b) -Academic dishonesty with definite evidence of premeditation: F in the course, with a notation of academic dishonesty in the permanent record.
2. Second offense involving academic dishonesty of any kind in any course: F in the course involved with notation of academic dishonesty in the permanent record.
3. Third offense involving academic dishonesty of any kind: Immediate dismissal from the College with notation of reason for dismissal in the permanent record.

In every case, the student will be advised by the instructor in writing of the violation of the standard of academic honesty and the sanction imposed. Students have the right to appeal a sanction.

The Appeal Process

1. Upon notification of the charge by the professor, the student may appeal to the professor.
2. Within five working days of receiving the professor's response, the student may appeal in writing to the chair of the department in which the course is offered.
3. Within ten (10) working days of receiving the student's appeal, the department chair will com-

municate his/her decision in writing to the student and a copy to the Office for Academic Affairs.

4. If the student is not satisfied with the finding, the student may appeal in writing to the Dean of the College. This must be done within ten (10) working days of the date of the communication from the department chair.

5. The Dean will convene the Academic Standing and Review Committee and notify the student in writing of the date of the hearing. The student has the right to appear before the committee and provide evidence and supporting witnesses.

6. The finding of the Academic Standing and Review Committee is final.

College Policy on Student Electronic Devices in the Classroom (FCW approved 12/2/09):

It is the right of every college student to be educated in an environment that is free from distraction from the educational activities being conducted in the classroom. To support students' right to a distraction-free educational environment, the following policy on use of electronic devices in the classroom is recommended to all faculty and students at Mitchell College:

▮ All electronic devices, including cell phones, MP3 players, iPods, or pagers, must be turned off during class time.

▮ In the case of medical emergency, or family need, when contact with the student is required, a cell phone may be left on during class time, with permission from the instructor. The cell phone must be set to vibrate to minimize the level of distraction for other students.

▮ Laptops are to be used only in the following circumstances:

- As an approved reasonable accommodation for a student with a disability certified by the Office of Disability Support Services/Learning Resource Center. Laptops used for the purpose of disability accommodation are restricted to this purpose only and may not be used for other purposes.

- There has been prior permission granted by the instructor to an individual student.

- There is a classroom requirement for laptop use initiated by the instructor.

▮ A student's use of electronic devices in the classroom without prior permission, including cell phones, MP3 players, iPods, or pagers may result in the student being requested to leave the classroom, and an absence may be recorded for the student for that class.

Academic Standing and Review

The Academic Standing and Review Committee made up of representatives from the faculty, the advising staff and the senior staff will convene as soon as feasible after the four week early warning period, after mid-terms, and at the end of each full semester to conduct an academic standing and review to determine the status of students who have had academic difficulty.

Two (2) criteria must be addressed: academic progress and academic performance. The Academic Standing and Review Committee will review the records of each student failing to meet either of the two criteria delineated in the following paragraphs. Students may become ineligible for Financial Aid if they fail to maintain satisfactory academic progress and academic performance.

Financial Aid Status

Financial Aid Probation: The student will be placed on Financial Aid Probation after any semester in which they fail to meet the minimum requirements for Satisfactory Academic Progress.

Ineligible for Financial Aid: The student becomes ineligible for financial aid if, at the end of a given semester in which they were on Financial Aid Probation, they fail to meet the minimum requirements for Satisfactory Academic Progress.

Satisfactory Academic Progress

Consistent with the philosophy of Mitchell College that a student should profit from and be responsible for the academic experience is the notion of Satisfactory Academic Progress.

Satisfactory Academic Progress is the accrual of a significant number of credits attempted by each student. Credits attempted in this definition cover all courses for which the student was enrolled, including courses from which the student withdrew, courses in which the student has an incomplete grade and all repeated courses. Courses audited by the student are not included. All students are expected to complete their program of study while attempting no more than 150% of the credit hours required for their program. For example, if a student is in a program of study that requires 120 credits, they cannot exceed 180 attempted credits (that is, 120 x 1.5) in completing their program.

A graduated academic progress scale is used. If a student has completed 30 or less credits, s/he must have completed at least 50% of all credits attempted to achieve satisfactory academic progress. Between 31 and 45 credits completed, the percentage is 60% of all credits attempted. The rate is set at 67% above 45 credits completed. This academic progress standard applies to all matriculated students full and part time. Students failing to meet the academic progress standard may be subject to dismissal from the College.

Satisfactory Academic Performance

Satisfactory academic performance and academic status is based on the Grade Point Average (GPA) achieved at defined levels of completed credits. At the end of every full semester, each student will be evaluated for academic performance and will be placed in one of five academic status categories: Acceptable, Warning, Probation, Suspension, or Dismissal.

After completing more than 60 credits, a student is expected to maintain a cumulative GPA of 2.00. A student falling below 2.00 will be placed on Academic Probation for one semester. The cumulative GPA must be brought up to a 2.00 by the end of the given semester or the student will be subject to dismissal.

At the recommendation of the Academic Standing and Review Committee, a student may be placed on Academic Suspension for one semester rather than dismissed. A student placed on Academic Suspension may not enroll for the semester (fall or spring) following the academic suspension. The student may enroll for the subsequent semester but must achieve a satis-

factory Semester and Cumulative GPA in the semester of the student's return or be subject to dismissal from the College.

Academic Status

Based on the results of the Academic Standing and Review Committee or as a result of a disciplinary hearing, a student may be placed under one of several Academic Status categories.

The table below delineates the criteria for the different academic categories at defined levels of credits completed.

Academic Warning: The student's performance is such that continued performance at this level is likely to diminish or eliminate the possibility of academic success and graduation. Performance must be improved or the student may be subject to Academic Probation or Dismissal.

Academic Probation: The student is in academic danger. Continued performance at this level will require separation from the College. The student is expected to secure additional help, curtail nonacademic activities, and reassess his or her participation in an academic program. The Dean of the College will set the academic expectations to be met. Failure to meet these expectations could result in dismissal from the College.

Academic Dean's Hold: A hold will be placed on a student's academic record if a student with an academic standing of "Probation" withdraws from the College during a semester. Since the student will likely be un-

The table below delineates the criteria for the different academic categories at defined levels of credits completed.

Credits Completed	Academic Status			Unsatisfactory Progress
	Warning	Probation	Dismissal	
0 - 15	1.50 - 1.99	0.00 - 1.49	Note 1	< 50% of all Credits Taken
16 - 30	1.50 - 1.99	0.00 - 1.49	< 1.00	< 50% of all Credits Taken
31 - 45	1.75 - 1.99	1.40 - 1.74	< 1.40	< 60% of all Credits Taken
46 - 60	N/A	1.60 - 1.99	< 1.60	< 67% of all Credits Taken
> 60	N/A	1.80 - 1.99	< 1.80	< 67% of all Credits Taken

Note 1: Students are not normally subject to dismissal after their first semester, however, the Academic Status Review Committee may recommend dismissal if the committee determines that further association with the College would not be beneficial to the student.

able to meet the academic progress standards toward a degree because of the withdrawal, the student must review academic standards with the Academic Dean prior to being given the opportunity to return to the College.

*Students who qualify for financial aid should also see financial aid requirements on page 11 of the catalog.

Suspension: Circumstances require the student to be separated from the institution. Either for social or academic reasons the student is not profiting from his or her association with Mitchell College. A suspended student may be allowed to return to the College if it can be demonstrated that the suspension has allowed the student to recommit his or her energy to the completion of a degree program.

Dismissal, Academically or Socially: : The student cannot profit from the Mitchell experience and is not likely to in the future. The student's presence may be deemed detrimental to the success of other students. Dismissal is generally irrevocable.

A first semester, full-time student with a GPA that falls below 0.50 at the end of the 1st semester will be academically dismissed with the right to appeal.

Appeal: The student has a right to appeal the College's decision regarding suspension or dismissal to the Dean of the College. The appeal must be in writing and must be received by the office of the Vice President for Academic Affairs/Dean of the College no later than a date specified in the dismissal letter. The appeal should contain any new information or extenuating circumstances that the student feels would mitigate the decision of the Academic Standing and Review Committee.

Add-Drop

Once the semester starts, a student may discover that for one reason or another the previously arranged schedule is no longer appropriate and a change is desirable. For that purpose, Mitchell College has set aside the first six (6) days of classes as an Add-Drop period where a student may make valid schedule changes.

To effect a change a student must meet with an academic advisor who approves the change and enters details into the computer.

If there are seats available in the class requested and the new schedule will produce no time conflicts for the student, a change will be allowed. Class availability during Add-Drop is severely limited. It is imperative that a student develop an acceptable schedule during the registration period. Courses dropped during this period are not reflected on the student's transcript.

Athletic Eligibility

Eligibility to represent Mitchell College in intercollegiate athletics competition:

A student-athlete shall maintain satisfactory progress toward a baccalaureate degree at Mitchell as defined in the College Catalog: page 31.

*A student on unsatisfactory status who has not achieved satisfactory progress, after summer and/or fall study and is therefore ineligible for athletic participation.

*Please refer to Student Athlete Handbook for further information on athletic eligibility.

Auditing a Course

Full-time students (12 credits or more) may audit any Mitchell College course with the permission of the instructor. They must register as an auditor at the Registrar's Office. No credit is earned. Part-time students also may audit courses on a space-available basis. Total credits for a part-time student may not exceed 11 in any combination of courses taken for credit or audit. There is a fee for an audited course.

Determination of Enrollment Status

There are three different types of enrollment status. Please read the following carefully and consult with an academic advisor if there are any questions.

I. Full-time status: Full-time status is defined as being registered for twelve semester hours or above at the end of the add/drop week during each of the Fall and Spring semesters. Full-time students are eligible for on-campus residency privileges and athletic participation. They pay the full College Fee.

II. Fewer than twelve credits:

1. Modified Status: the LRC student who, with the approval of the Director of the Learning Resource Center, is enrolled in fewer than twelve credits (at the end of the add/drop period).
2. LRC students with modified status are eligible for on-campus residency privileges and may

qualify for athletic participation. The Director of the Learning Resource Center will be responsible for informing the Director of Residence Life with the names of modified status LRC students eligible for on-campus housing. Modified Status students pay the tuition fees on the published part-time scale, the general College fees, and full room/board costs. They are eligible for full LRC services and pay the full fee for them. Their eligibility for financial aid is in accordance with federal and state regulations.

3. Part-time Status: all other students (i.e. not in the Modified Status) enrolled in fewer than twelve credits as of the end of add/drop week. Part-time students are billed for tuition on the existing scale. The issue of their contribution to the College Fee needs to be addressed.

Grade Changes

If a student believes an error has been made, the student has the right to appeal a grade received in a course. Within ten days of receiving the grade, the student should request, in writing, that the faculty member review the grade. The faculty member will explain, in writing, how the grade was calculated. If the student is dissatisfied with the outcome, the student has a right to appeal, in writing, to the department chair of the department in which the course is taught. The department chair notifies the student and the Dean of the College of his or her recommendation.

If the faculty member or department chair is unavailable in the summer or during the winter break, the student must wait until the College reopens to resolve the issue.

No grade may be changed without completing the Grade Change Form.

Incomplete

Students are expected to complete all course requirements during the normal semester. The 'Incomplete' mark is given only when, due to nonacademic circumstances beyond the student's control, the student has not completed a relatively small portion of course requirements. The work done to date of the petition must be of passing quality. The "I" is given only to students who have been attending and have been making regular progress.

In exceptional circumstances when a student determines s/he may be unable to meet all course requirements during the scheduled course period, the following guidelines and process are in place:

1. Students who believe they have legitimate reasons for missing a final examination or failing to complete course work may petition for a makeup examination or an extension to course work deadlines by completing a Petition for an Incomplete Grade in a Course Form and giving the completed form to the Office for Academic Affairs.
2. The "Incomplete" is entered by the Registrar only with prior approval. In all other circumstances, the instructor will assign a grade of F to course work or to examination requirements not met, and then calculate the final grade for the course in the usual way.
3. If no grade is submitted by the instructor by the last day of classes of the semester, the Registrar will assign a grade of F for the course.
4. Any student who is granted an Incomplete must complete all outstanding work, at the latest, by the last day of classes of the following semester. Therefore, incomplete work for fall semesters must be completed and submitted by the last day of classes in May and incomplete work for spring and summer semesters must be submitted by the last day of classes in December. Failure to meet these deadlines means that the Incomplete will revert to the original grade submitted by the faculty member or an F if no grade was submitted.
5. The final grade for the course will be calculated by the instructor and submitted to the Registrar upon completion of course requirements by the last day of classes of the semester.
6. Please note that because a GPA cannot be calculated for the semester in which the Incomplete is entered:
(i) any student who has an Incomplete mark on the transcript is not eligible for inclusion on the Dean's List or Commendable Scholars List for that semester;
(ii) eligibility for financial aid may not be determined until the Incomplete is removed, thereby delaying essential decisions which are made by the Financial Aid Office.

Independent Study

The opportunity to pursue Independent Studies is extended to a small number of sophomores, juniors and seniors who wish to explore areas that are not represented in the curriculum. It is defined as an individual library or laboratory research or creative

arts project under the direct sponsorship of a full-time faculty member. Independent Study requires traditional academic work involving reading, writing and experimental or special projects.

To arrange for an Independent Study, the student must define the project, find a faculty sponsor, and obtain approval from the department chair for the course prior to the start of the semester in which the Independent Study will be taken. The faculty member, the department chair and the Academic Dean must approve the project in order for the student to register for the course.

Approval will be based on a written application form available from the faculty sponsor or the Registrar's Office. It will require evidence of:

- The academic merit of the study
- The availability of resource material
- The student's own capacity to undertake the work, including a copy of the student's transcript

The minimum GPA for being considered for an Independent Study is 2.5. Once approved, the student will meet with the instructor once each week for one hour, although in some circumstances the nature of the subject matter may dictate less frequent meetings of longer duration. However, the minimum number of instructional hours in any given semester must be 15. The course is graded and normally carries three credits.

Major Change

Once students have embarked on a particular academic program, they may discover that the major selected does not fit their skills, interests and abilities. If they decide to change majors, they must meet with their academic advisor to discuss the proposed change. A change of major may require a reexamination of transfer credits, a change in the applicability of currently completed credits and possibly a delay in graduation. Changing a major may affect their graduation date. It is important to realize this before the change is completed. A student must obtain signatures from the Academic Advisor and the Department Chairs of the Exiting and Entering Departments. The Change of Major form is then forwarded to the Registrar's Office so the permanent record can be updated. Students wanting to move from an associate degree program to a bachelor degree program must apply for the status change through the Admissions Office.

Registration

During the spring semester for the subsequent fall and during fall semester for the following spring, Mitchell College provides students with the opportunity to select the courses they wish to take during the next semester. Prior to the actual dates of Registration, students are provided with copies of the Semester Schedule and the necessary registration materials so that they may plan their schedule. The student is expected to meet with an academic advisor to ensure that his/her selection of courses is academically and programmatically sound. The academic advisor enters registration details into the computer and spaces are reserved in classes pending payment of the tuition bill.

Repeat Courses

Any student wishing to repeat a course at Mitchell College may do so. The higher grade will be used to calculate the Grade Point Average. Both courses will be listed on the transcript.

Students also have the option of repeating the course at another accredited institution, with prior approval from the Mitchell College Registrar. They must earn a grade of C or better to transfer the credit back to Mitchell College. If the transfer course is accepted, it will fulfill their graduation requirement and both courses will be listed on their transcript; however, neither grade will be used to calculate their Grade Point Average.

Substitution of Courses

There may be times when the requirements of a particular degree program do not exactly match the student's needs. Under special circumstances, it may be possible for a student to arrange to substitute one particular class for another within the curriculum that the student is pursuing. Since the purpose of a course substitution is to tailor the curriculum to a particular student's needs, permission for the substitution must be obtained before the student registers for the course. To obtain permission for substitution within a curriculum, the student must first obtain a Course Substitution form from his/her academic advisor or the Registrar's Office. The student must then make an appointment with his/her academic advisor. The form requires the signature of the Department Chair. The form is then forwarded to the Office for Academic Affairs, and then to the Registrar's Office where the curriculum notation will be made.

Testing and Examination

All Tests and Examinations

Because of the requirement to submit interim semester grades, testing or some assessment procedure before four and seven weeks is necessary in first and second year courses. In third and fourth year courses, semester tests are given at the discretion of the faculty member. However, the results of this testing provides valuable information to the Academic Standing and Review Committee in determining student status and it is urged in all courses, irregardless of level.

Testing requiring accommodations

Any testing or final examination accommodation requested by a student and supported through documentation on file in the Learning Resource Center is the responsibility of the faculty member. However, the Learning Resource Center (LRC) staff is available to assist with any testing accommodation requests. If assistance is requested from the LRC, the following procedure must be followed:

- Testing Accommodation Request Forms are to be completed by the student, the course instructor and signed by the Learning Specialist at the LRC.
- The student delivers the signed form to the faculty member.
- The faculty member will stipulate on the form any special test conditions (i.e., use of a calculator, class notes, outlines, etc.) that may be permitted during the test/exam.
- Due to the large number of requests for testing accommodations, students are instructed to return completed Testing Accommodation Forms to the LRC at least three days prior to the test date and, in the case of Final Exams, one week prior to the last day of classes.
- If the accommodation is to take place in the LRC, a copy of the test/exam must be delivered to the LRC one day prior to the test/exam date by the faculty member.
- The faculty member must retrieve the completed test/exam from the LRC no later than one day after the test/exam date.
- Please note: The LRC staff will not proctor a test or exam that has been hand-carried to the Center by the student, and will not allow a student to hand-carry a test or exam back to the faculty member.

Final Examinations and Assessment

- A final assessment of outcomes in terms of student ability is mandatory in all courses.
- Final assessments may take many forms, including traditional final examinations at the conclusion of each semester according to a schedule published by the Registrar.
- Missed final examinations and other assessments cannot be made up unless there are exceptional circumstances.
- Assessment is the decision of the faculty member. However, the method of assessment, percentage of grade and calculation of final grades must be made clear to the student on the course syllabus.
- Faculty are also required to keep on file records of assessments and final grades for one year.

Final Examinations Requiring

Accommodations

- Any final examination accommodation requested by a student and supported through documentation on file in the LRC is the responsibility of the faculty member. As noted, the LRC staff is available to assist with any testing accommodation requests. If assistance is requested from the LRC, the same procedure must be followed:
 - Testing Accommodation Request Forms are to be completed by the student and signed by the Learning Specialist at the Learning Resource Center.
 - The student delivers the signed form to the faculty member. The faculty member will stipulate on the form any special material (i.e., use of a calculator, class notes, outlines, etc.) that may be permitted during the test/exam. Please ensure that the form is completely and accurately completed.
 - Due to the large number of requests for final examination accommodations, students are instructed to return completed Testing Accommodation Forms to the LRC at least one week prior to the last day of classes.
 - If the accommodation is to take place in the LRC, a copy of the exam must be delivered by the faculty member to the LRC one day prior to the exam date.
 - The faculty member must retrieve the completed exam from the LRC no later than one day after the exam date.
 - Please note: The LRC staff will not proctor a

final examination that has been hand-carried to the Center by the student, and will not allow a student to hand-carry an exam back to the faculty member.

Transferring Courses

Transferring to Mitchell College from another institution:

Any student who, prior to acceptance at Mitchell College has accumulated college credits at another institution must submit transcripts of those credits, prior to acceptance as a degree candidate, if the student wishes to have those credits applied to a Mitchell curriculum. In order to be accepted as transfer credit, a course must have a grade of "C" or better (except in the case of a repeat course, which must have a grade of "C" or better), fit into the Mitchell curriculum, satisfying a requirement or elective and carry credit from an accredited institution. Credits which are not applicable to the student's curriculum at Mitchell, even though they may otherwise be perfectly acceptable for transfer, will not be accepted. If a student changes majors, it may be necessary to review the original award of transfer credit in reference to the newly selected major. The grades earned for transfer credits cannot in any way be used to calculate the student's grade point average at Mitchell.

Transferring Courses from another Institution as a matriculated Mitchell Student:

There are circumstances, such as the need to make up a missed course, where it may benefit a student to take a course away from Mitchell College. This is especially common during the summer. However, bachelor degree candidates must earn their last thirty (30) credits at Mitchell College.

Should such circumstances arise, it is necessary that the student secure permission from Mitchell College to take the course, prior to registration for the course. In order to secure permission, the student must obtain a catalog description of the course and submit a hard copy to the Registrar's Office at Mitchell College. The Registrar will review the description and verify that it is an appropriate equivalent to the course at Mitchell College. If the replacement is valid, a notation will be made on the student's file. The student is responsible for making sure that an official transcript is submitted to Mitchell. The course must always satisfy the same requirements as any course reviewed for transfer credits.

Articulation Agreements

The College has in place a comprehensive transfer policy which allows for the consistent transfer of credit from regionally accredited institutions for appropriate coursework completed. In addition, the College has several articulation agreements with institutions from which there is significant interest and a pattern of student transfer. These agreements are revised periodically as curriculum changes occur.

Withdrawal from a Course

After the Add-Drop period has ended, a student may discover that special circumstances warrant discontinuation of a particular course. Withdrawal from any course without academic penalty may be permitted up until the date specified on the Academic Calendar. To withdraw from a course, a student must obtain a Course Withdrawal Form from the academic advisor or at the Registrar's office, assure the form is completed and signed by all parties noted on the form, and deliver the form to the Registrar's Office. A notation of W is recorded for the course in question. A grade point value is not assigned to the W notation.

If a full-time student withdraws to below twelve credits during the semester, s/he could lose eligibility to live in College housing. In the case of a non-LRC student who drops below twelve semester hours, the Dean of Students will make the decision about residence hall status. In the case of an LRC student, the Director of the LRC and the Dean of Students will make the decision.

If a student withdraws to below twelve semester hours, s/he will lose eligibility to participate in the athletic program.

Process for withdrawal to below twelve (12) semester hours:

1. In order to withdraw to below twelve semester hours, the full-time student must meet with the Academic Advisor who will sign a withdrawal form and, if approved, provide a rationale for the approval.
2. An LRC student must consult with the Learning Specialist.
3. The student must meet with the instructor, who must sign the form.
4. The student must then sign the withdrawal form, indicating that s/he has read the above policy and

understands the implications on housing, athletic participation, and financial aid status.

5. A resident student wanting to remain in campus housing must, at the same time as preparing the withdrawal form, get written permission from the Dean of Students. That letter will accompany the withdrawal form when delivered to the Registrar's Office for recording.
6. The decision will be copied to the Director of the LRC, Dean of Students, Director of Academic Advising and, as necessary, the Director of Financial Aid, the Academic Advisor, and the Bursar.

Policy on withdrawals and dismissals which occur during a semester

1. *Administrative Dismissal for Non-Compliance with Academic Requirements* - A student who, after review by the Academic Standing and Review Committee (ASRC), is deemed not to be meeting basic academic requirements in all course work, attendance, and attention to responsibilities and who started the semester on probationary status, may be dismissed from the College any time after the fifth week of the academic semester. The student will be notified in writing of the possibility of dismissal and will be given five week days from the date of the letter to meet with the advisor and instructors to resolve the situation. If the student does not contact his or her advisor and instructors and the situation is not resolved, the student may be dismissed by the ASRC.

Re-admittance to the College is not possible within the same semester. For subsequent semesters, re-admittance is by appeal to the Academic Standing and Review Committee. The appeal should be filed through the office of the Dean of the College.

2. *Administrative Withdrawal for Non-Attendance or Non-Compliance with Course/Faculty Standards* Students who are absent one-half or more of all class meetings in all courses by week five of a semester may be notified in writing by the instructor of the possibility of their being administratively withdrawn from the College. The student so notified will be given until five week days from the date of the notice to meet with advisors and instructors to resolve the situation. If attendance has not improved by week ten, the student may be withdrawn by the ASRC. The Academic Stand-

ing and Review Committee may administratively withdraw a student from all courses.

An individual instructor may request the ASRC to process an administrative withdrawal from his or her course if attendance is unsatisfactory. Re-admittance to the College is by appeal to the Academic Standing and Review Committee. The appeal should be filed through the office of the Dean of the College.

3. If a student does not attend class during the first two weeks of the semester, he or she will be removed from that class list by the Registrar.

Withdrawal from the College

In the course of a student's enrollment at Mitchell, it may become necessary for him or her to dis-continue participation in all classes during a given semester and leave the College for the remainder of that term. To ensure that a student does not receive grades of "F" on all courses in progress, it is important to withdraw officially from the College.

A student may officially withdraw from the College anytime during the semester up until Noon on the last full day of classes prior to the start of the Final Exam period. The Bursar's Office maintains a chart of refund amounts associated with the date of withdrawal. It is the student's responsibility to understand in advance of the request, the implications (including financial) in withdrawing.

To withdraw officially from the College, a student must meet with an academic advisor. The purpose of this meeting is not to question the student's decision but rather to make sure that all options have been explored and that the best possible resolution of the circumstances is achieved.

Once a determination has been made that a withdrawal is the best course for a student to follow, the academic advisor will generate an electronic Withdrawal Form which is sent to necessary campus offices and the student's faculty. This form officially notifies specific administrative offices that the student will be ending his/her attendance at Mitchell for that semester. This notice will also allow the Registrar's Office to convert the final grades for all of the student's courses to "W".

Leave of Absence from the College

The purpose of a Leave of Absence is to allow a student to separate from the institution for a finite period of time and to reserve the right to return within two (2) years without requiring readmission to the College. A leave of absence must be requested prior to the start of a semester and include a definite return date at the start of a semester, accruing to no more than two (2) full years after the student departs.

A formal request for the leave needs to be made by the student.

To request a leave of absence, the student should review the option with his/her academic advisor and to ensure that the decision is in the student's best interest. The student writes a letter to the Academic Dean requesting the leave and explaining the circumstances and then delivers it to the Academic Affairs Office in Mitchell Hall. The Academic Dean will review the request, consult with the Academic Advisor and Department Chairperson, and then notify the student of the decision regarding the request.

While on a Leave of Absence, the student is expected to inform the College of any changes in the planned return date. Under no circumstances will a leave of absence be extended beyond two (2) years. If a student does not comply with the leave of absence regulations, s/he must apply for readmission at the Admissions Office.

Special Academic Programs

Community Service

Mitchell College strongly encourages students to participate in community service as a means to contribute to society and broaden their learning experience. Community service is an integral part of the Mitchell Valued Potential program and is a required part of some courses.

One of the elements of the General Education Program requirements is Social Responsibility. Students will understand the importance of being a responsible member of society and participate in a community or college service activity. The College maintains an active directory of area not-for-profit agencies and organizations to help students find appropriate service opportunities. Students are encouraged to volunteer for college-sponsored events and activities as a means to contribute to the overall mission of Mitchell College.

First Year Seminar

To help first year students adjust to the intellectual and personal challenges of higher education, all first year students participate in a special course entitled First Year Seminar (FC101). The course engenders a sense of community and presents the opportunity to learn about the nature and expectations of higher education, the resources of Mitchell College, and to explore their own identity while developing the skills and understandings required to engage intellectual pursuits.

Discovery Program

Serving fall-semester associate and bachelor degree students, the Discovery Program is for those who need additional assistance in choosing an academic major and career path. The program is built upon the belief that students who are "undecided" about their choice of an academic major are often in a better position than their peers who have prematurely chosen a major, because the undecided student often realizes that there are many educational and career options which beg to be investigated and tested.

The Discovery Program encourages students to examine the world they live in, explore possibilities, and decide on a major in harmony with their understanding of self and their place going forward. Personal, proactive advising and a special one semester interdisciplinary course, Discovering the Human Adventure (HU101), work in consonance with the First Year Seminar (FC101) to motivate and guide students in making informed and realistic choices about the direction they need to follow.

It should be noted that the Discovery program (with the co-requisites, Discovering the Human Adventure and First Year Seminar) does not push students into a major, but shows them what opportunities are available at Mitchell College and elsewhere. If by the end of the pre-registration period at the conclusion of the first semester, a student is still unclear about the choice of major, he or she automatically will be enrolled in Liberal Studies (for associate degree students) or Liberal and Professional Studies/Individualized (for bachelor degree students). In most cases, whatever major the student chooses, Discovering the Human Adventure (HU101) will fulfill an elective requirement.

Discovering the Human Adventure

New students who are undecided about their academic major, may enroll in the one-semester course titled Discovering The Human Adventure. This interdisciplinary study explores current events, art, music, literature, philosophy and religion and the connections among them in the modern, global and contemporary world. The course also gives special attention to the relationships among societal expectations, cultural values, career paths and individual belief systems. Also, the course emphasizes the connections between subject matter by exploring topics from many different interdisciplinary perspectives. For example, an art exhibit is studied visually, historically, philosophically and psychologically. In addition, Mitchell faculty members and others from various disciplines serve as guest speakers, giving exposure to the different specialties.

One of the foundations of Discovering The Human Adventure is to help students explore what careers they might enjoy and what academic areas may be of interest. The course does not push students into a major, but shows them what opportunities are available at Mitchell College and elsewhere.

GENERAL EDUCATION

The Educated Person

The General Education Program is designed to embody the College's definition of an educated person and to reflect the goals of Mitchell College's Mission Statement. The General Education Program affords students the opportunity to acquire the knowledge, values and competencies to become successful, responsible and productive citizens in the diverse and global society of the twenty-first century. It also provides the skills necessary to meet the challenges of students' academic, professional and personal goals.

The Mitchell College General Education Program also emphasizes the integration of knowledge needed for continued life-long learning. Mitchell College is dedicated to providing a challenging education to all students including those who may be under prepared academically, possess untapped potential and who may have learning differences.

The learning objectives of the General Education Program are met through courses and activities that span both two-year and four-year degree programs. By integrating the general education and major degree programs, students are provided with a unique educational opportunity which is relevant not only to their interests and learning styles but to contemporary society.

The Program emphasizes the sequential development of skills and knowledge through the entire 2-year or 4-year program and it fosters:

- Information Literacy (The ability to retrieve, evaluate and use information effectively and ethically).
- Communication Skills (By oral, written and electronic means).
- Critical Thinking Skills (Comprehension, Application, Analysis, Synthesis, and Evaluation).
- Quantitative and Qualitative Analysis Skills (The ability to use these skills to solve problems).
- An Understanding and Appreciation of the World's Cultures and a Global Perspective (A respect for the diversity and an understanding of the commonalities among the cultures of the world).
- A Historical Perspective (An understanding of the historical process in the development of ideas).

- An Understanding of Wellness and Health (The knowledge and skills for a life-long healthy life-style).
- A Sense of Self and Social Responsibility (An understanding of the interdependent relationship between the individual and a diverse community and the responsibility of the individual to the global community).
- An Understanding of the Natural World (An understanding of fundamental scientific concepts and the application of the scientific method to problem-solving in the natural sciences).
- An Appreciation for the Liberal Arts (An understanding and appreciation of important concepts in the humanities, social sciences and sciences, and the interconnections among these disciplines).

The General Education Program Requirements

The goals of the General Education Program are met through:

- I. Content Area Requirements
- II. College Requirements
- III. Major Requirements

I. The Content Area Requirements

To develop an appreciation of the liberal arts and sciences and to ensure an adequate breadth of knowledge as a foundation for continued learning, students are required to take courses in each of the following five content areas (the goals of the General Education Program are reflected in the general education objectives of the specific content areas):

- Humanities (Literature, Fine Arts, History, Philosophy, World Language, Humanities)
- Social and Behavioral Sciences (Psychology, Sociology, Human Development, Economics, Government / Political Science)
- Mathematics
- Natural Sciences (Life and Physical Science)
- Physical Education and Health

II. College Requirements

Students must fulfill the College Requirements in two ways: by completing certain foundation courses and by enrolling in other designated courses across the curriculum in both the general education and major programs which meet the requirement.

Regardless of your major at Mitchell, you will be required to take a core selection of foundation courses that both help you reach a predetermined level of competency in three key areas of communication (written, oral, electronic). Students in every major must take an expository writing course (CW101), a research and writing course (CW102), an effective speaking course (CO103), and a computer information systems course (FC120). All incoming students also enroll in a course exploring identity and the college experience (FC101). This course provides a foundation for a successful experience at Mitchell.

The writing competency ensures that students will graduate from Mitchell with improved writing skills and be able to communicate in well planned, clear, concise, and thoughtful writing. The effective speaking competency promotes confidence in the oral presentation of ideas, and as preparation for professional life. The information technology competency gives an understanding of how technology is used as a tool across all disciplines and the impact of these uses on individuals and society, as well as practical knowledge of current computer software and hardware.

The second component of the College requirements is a series of designated courses from across the curriculum through which the student will acquire the knowledge and values to become successful, responsible and productive citizens in a global society.

- Communications
- Information Literacy
- Critical Thinking
- Ethics and Values
- American Institutions
- Global/Intercultural Perspective
- Understanding Diversity
- Social Responsibility

III. Major Requirements

The goals of the General Education Program are met through the following major requirements:

- Integration of the goals and objectives of the General Education Program throughout the major program.
- Major program specified course(s) requiring advanced communication/information literacy skills (baccalaureate programs) at the 300 or 400 level.
- Major program specified capstone, internship or course(s) requiring the integration and assessment of the General Education Program Goals at the senior

level (baccalaureate year program) as determined by the department.

General Education Course Requirements for Associate's Degree:

Minimum Credits: 31 (PE skills course credits not included)

General Education Course Requirements for Bachelor's Degree:

Minimum Credits: 40 (PE skills course credits not included)

I. Content Area Course Requirements:

Humanities:

For Associate's and Bachelor's Degrees:

Literature: 3 credits

Fine Arts: 3 credits- Music, Art, Theatre.

History: 3 credits

And for Bachelor's Degrees only:

Humanities elective (Literature, Fine Arts, History, Humanities, Philosophy, World Language): 3 credits

At least one of these courses must be at a 200 level or higher for the Bachelor's Degree.

Social and Behavioral Sciences:

For Associate's and Bachelor's Degrees:

Foundation course: 3 credits - PY105, SO103 or HD108

And for Bachelor's Degrees only: 3 credits (Psychology, Sociology, Human Development, Economics, or Government/Political Science)

Mathematics:

3-4 credits (C- grade or better)- Determined by placement test/Must be at a level determined by the major program

Must be at the level of MA104 or higher for Bachelor's Degree

Natural Sciences:

Associate's Degree: 4 credits

Bachelor's Degree: 4-8 credits (either one course covering both Physical and Life Science concepts or one course from each area)

II. College Course Requirements:

First Year Seminar: 1 credit

Physical Education:

Associate's Degree: One season intercollegiate sport

OR one PE Skills Course OR one PE three credit course.

Bachelor's Degree: Two seasons intercollegiate sport OR two PE Skills Courses OR one PE three credit course.

NOTE: Intercollegiate sport participation can include being a manager of a team.

Communications:

9 credits (C - grade or better in each course) - CW101 & 102, CO103.

CW 101 and 102 will incorporate computer-based assignments and a library/information literacy component. Completion of one WI or two W courses beyond CW101 and 102 with a C - grade or better. These courses will include computer-based assignments and a library/information literacy component. These courses may also meet requirements within the General Education or Major Programs.

For Bachelor's Degree: At least one course must be at a 200 level or above. 3 credits- FC120 (C - grade or better)

Information Literacy:

This requirement is fulfilled by First Year Seminar, the Communication courses listed above, and completion of the general education and major programs.

Critical Thinking:

This requirement is fulfilled by completion of the general education and major programs.

For Associate's Degrees: 3 of the following requirements must be met:

For Bachelor's Degrees: All 5 of the following requirements must be met:

Ethics and Values: At least one course designated E in the course catalog (may be determined by the major program)

American Institutions: At least one course designated AI in the course catalog

Global/Intercultural Perspective: At least one course designated G in the course catalog

Understanding Diversity:

At least one course designated D in the course catalog. Working and learning on a campus that promotes diversity

Social Responsibility:

Participation (during at least 2 semesters for Bachelor's Degrees or one semester for Associate's Degrees) in a community or college service activity or college sponsored club or organization; or one course with a SR designation.

E, AI, D, G, and SR COURSES may meet a CONTENT AREA COURSE REQUIREMENT or a MAJOR REQUIREMENTS BUT NOT BOTH. This restriction does not apply to W and WI courses.

NOTE: Certain programs will have specific General Education requirements.

III. Major Requirements:

Each major program will integrate the goals and objectives of the general education program.

For Bachelor's Degrees: A major program specified course(s) requiring advanced communications and information literacy skills at the 300 or 400 level.

A major program specified capstone, internship or course(s) requiring the integration and assessment of the General Education Program goals at the senior level.

ACADEMIC SUPPORT SERVICES

The Mitchell College community shares the belief that in all cases Academic Support Services are important to a student's academic success. The support services available at Mitchell College include:

- The Academic Advising Center
- The Career Center
- The Tutoring Center
- The Learning Resource Center

The Academic Advising Center

Mitchell College recognizes that the number one contributor to academic success is comprehensive academic advising. The academic advising staff is comprised of full-time academic advisors, faculty and learning specialists. They are professionally trained to help in all aspects of the transition to college, day-to-day challenges of college life, and most importantly, with making sound decisions in an academic program. To provide the best possible academic guidance, students and their advisors will work in collaboration with college and professional staff, including the Career Center, the Learning Resource Center and the Tutoring Center.

The Career Center

The Career Center provides career education and tools that lead to personal success and professional achievement. The design of our Four-Year Career Plan is to help students:

- Choose and apply academic and life experiences to achieve career fulfillment,
- Utilize campus resources to make better informed career decisions, and
- Advisor to Sigma Alpha Pi, The National Society of Leadership and Success, and Delta Alpha Pi, International Honor Society.

We help students move *aspiration* to *ability* through self-assessment instruments, job exploration, academic commitment, and implementing a personalized career plan.

With an abilities-based focus, The Career Center fosters growth in becoming productive, global citizens

of the 21st century. Sensitive to workplace needs, we link Mitchell's constituencies in an effort to help students weave academic knowledge with occupational realities, networks, and protocol, all vital elements in achieving lasting professional success.

The Career Center facilitates service learning opportunities and opens career vistas across the First-Year College curriculum. In workshops, through private counseling, or online resources, we help students and alumni prepare action plans that lead to internships, careers, and advanced study. All Mitchell community members have complimentary access to:

- Personal and professional assessment tools including Myers-Briggs and the Strong Interest Inventory
- Individualized career advising to develop customized career management plans
- Graduate school guidance
- Expert career support for students with disabilities
- **College Central Network:** a powerful 24/7 internship and career management tool linked to Mitchell's Career Center, business networks, a video library, and national job board: www.collegecentralnetwork.com/mitchell
- Business and alumni networks that partner in mentoring and job search efforts
- Résumé development and interview practice
- Campus Career events, job fairs, and professional development seminars
- Portfolio development and e-portfolio space
- Advisement to the College Chapter of Sigma Alpha Pi, The National Society of Leadership and Success

Tutoring Center

The primary goals of the Tutoring Center are to offer free tutoring in most subjects and to assist in improving writing, research, and computer skills. The Tutoring Center offers the following services:

- Individual and group sessions by appointment or walk-in
- Special help in developmental writing and basic composition
- Assistance in library research and term paper writing

- Assistance in writing across the curriculum
- Test and exam preparation
- Sessions on improving study skills

All staff members possess firsthand experience in the subjects they tutor. A member of the staff is available to assist in making appointments and for answering any questions about the Tutoring Center and its offerings.

Learning Resource Center

The Learning Resource Center (LRC), established in 1981, is a fee based comprehensive academic support program designed for students with specific Learning Disabilities and/or ADHD. The primary goals of the LRC are to promote the development of effective learning and study strategies, to foster independence as a learner and to promote effective self-advocacy skills. The LRC also serves as Mitchell College's Office of Disability Support Services and helps students with disabilities to access those classroom, testing and facilities accommodations to which they are entitled by applicable federal law.

Mission Statement of the Learning Resource Center:
 "The Learning Resource Center at Mitchell College, a personalized academic support program, assists students with documented learning disabilities, and /or ADD to become independent, life long learners."

Guiding Principles

The Learning Resource Center at Mitchell College holds these values as guiding principles for working with students:

- Encourage development of positive self regard
- Encourage a sense of responsibility
- Encourage a sense of independence
- Encourage a love of learning

LRC Program Description

The Learning Resource Center offers three levels of support services to students with disabilities: Comprehensive Support (LEVEL I); Enhanced Support (LEVEL II) and Entitled Support (LEVEL III). Level I and Level II supports are on a fee for service basis and are available to students with documented learning

disabilities and/or ADD. Students at Levels I and II work with Learning Specialists and Writing Specialists to develop skills and strategies for their academic work. Each specialist participates on a team composed of other Learning and Writing Specialists who are available for consultation on individual student challenges and for peer professional development and support.

The LRC policy is to start all students who are eligible for fee for service supports at Level I for the first full academic year.

Students need that amount of time to:

- Learn the multiple skills and strategies available to them
- To develop an increased comfort level with asking for support
- To develop the habits of regular attendance at support sessions

Students with any and all documented disabilities are entitled to Level III support services by applicable state and federal law (The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973). There is no additional charge for this support. Level III support does not offer the same skills and strategies work with a Learning and Writing Specialist as is available at Levels I and II.

Levels of Support

Level I: Comprehensive Support

LEVEL I is a comprehensive academic support program offering intensive academic support services as students make the transition from high school to college. At this level, Specialists arrange up to **FOUR** weekly sessions of academic support on an individual and/or small group basis. Individual sessions are designed for intensive work with a specific focus. The content and structure of the sessions are determined cooperatively by the student and the Learning and Writing Specialists to achieve the following objectives:

- Identify unique learning and writing strengths, styles and challenges
- Develop an individualized program of academic support
- Strategies and skills
- Encourage self advocacy and the transition to becoming an independent life long learner

Small group sessions are also used to help apply the skills and strategies acquired in individual sessions. Again, the content and structure of the small group sessions are determined cooperatively between the specialist and the students to achieve the following objectives:

- Learn how to work cooperatively with other students
- Demonstrate the value of group study and collaborative work
- Promote self confidence and independence through working with peers

Level II: Enhanced Support

Level II is an enhanced support program offering less involved support services to students who have successfully managed the initial transition to college level academic work. This level is **not typically** available to first year students. At this level, students and specialists arrange up to **TWO** weekly sessions of academic support on an individual and small group basis. These sessions may either be exclusively with a Learning Specialist, exclusively with a Writing Specialist, or a combination of the two. The decision is made in cooperation with the student and the specialists' team, but ultimately is the student's decision. This level is designed for students in their second or third year at Mitchell College who are ready to assume increasing responsibility for their educational needs and goals but who still may need periodic support and encouragement.

Level III: Entitled Support

Level III provides support to students with any and all documented disabilities to help them access those classroom, testing, and environmental accommodations to which they are entitled by applicable state and federal laws. Students at this level do not receive academic support services in the form of skills and strategies for learning, writing or coaching. Students who want only to access accommodations are encouraged to contact the Director of the LRC in order to determine their eligibility for services.

Academic Advising of LRC First-year Students

Learning Specialists have taken on the role of advising first year students participating at Level I. The advis-

ing process for students with disabilities is different in that the advisor helps the student consider accessibility concerns and the impact of their disabilities on learning. In addition to following college requirements, LRC advisors use specific guidelines in assisting students to develop a course schedule that can afford the student the best chance of success.

- Assist students in creating a schedule of courses that balances those the student excels in with those that are more challenging.
- Advise students that they may require additional semesters to complete their degree requirements if they consider enrolling in fewer credits than that of a full course load.
- Discuss the reading requirements for courses. Student with reading disabilities may not want to schedule many reading intensive courses in one semester.
- Discuss the importance of obtaining textbook information as early as possible for students who require alternative text formats. Using Learning Ally, scanning texts into digital format or locating digitized books may take more than a month.
- Determine the best time of day for the student to attend classes, taking into consideration the effects of possible prescribed medications, and/or mobility impairments. Students who require assistance to get to classes and those with ADD may have difficulty with early morning classes.
- Assist students in spacing their classes appropriately according to the way they learn best. Some students thrive when classes are close together, or all in the afternoon; others do best when classes are spread throughout the week and no two are back-to-back.
- Foster an atmosphere which will encourage the student to be open and forthcoming about the issues which confront them. The more information the student shares with the advisor, the more effectively they can work together to create an effective plan of study.

Academic Coaching for Empowerment (A.C.E.):

For students with documented Attention Deficit Disorder (ADHD) or documented Executive Function disabilities, Mitchell College's LRC offers an academic coaching program called Academic Coaching for Empowerment, or A.C.E. This program is available for students who are participating in the LRC at ei-

ther Level I or Level II. Academic Coaching is distinct from the work that is done by the Learning Specialist and the Writing Specialist because of the nature of the coaching relationship.

In the A.C.E. program, students and their coaches develop a unique relationship that is:

- Non-directive
- Individualized
- Non-judgmental
- Student-driven
- Co-active
- Students make an active choice to participate in coaching

Coaching is done with the students on a daily basis typically for a five to ten minute time period and uses the session time allocated to one of the regular specialist appointments. Students set three goals for the day and then develop strategies with their coach to accomplish their goals, with a review the next day to determine barriers and strategies for improvement.

Summer Transition Enrichment Program (S.T.E.P.):

S.T.E.P. is a residential transition summer program designed to help students take the first step toward academic success at the college level. Mitchell's S.T.E.P. is for recent high school graduates with a diagnosed learning disability and/or ADHD who are ready to begin college studies, but who want to strengthen study skills, get a head start on their coursework and become acclimated to the campus and the available supports. In addition to taking a three credit academic course, a one credit writing and reading course, and a one credit PE skills course, S.T.E.P. students will work with Learning and Writing Specialists in individual and small group sessions to:

- Gain an understanding of their learning style
- Strengthen writing skills
- Get a head start on fall studies and earn college credits
- Begin the adjustment to college life
- Gain greater confidence in their individual abilities
- Strengthen interpersonal skills through weekly social activities and trips
- Become acclimated to the Mitchell College Campus

- Begin the discussion of the A.C.E. coaching program

FIRST-YEAR COLLEGE

All students enter Mitchell's First-year College in the fall of their freshman year. The First-year College (FYC) is a comprehensive program designed to ease the transition from high school into college, increase student engagement in academic and co-curricular activities, and set the foundation for academic success. Our best faculty, staff, and students work with first-year students in a wide range of new and exciting academic and co-curricular initiatives. Several of the initiatives include:

First-year Academic Experience Freshmen Interest Groups (FIG)

First-year students live and work together as part of a Freshmen Interest Group (FIG). Student academic success increases when students are placed in cohort learning communities guided by professors who share academic interests with students. Students are assigned to FIGS according to a common interest in a theme of their choice.

Core Curriculum

The FIGs will consist of the first-year core curriculum courses: Introduction to College Writing, College Writing and Research, Information Technology Literacy for the 21st Century, Presentations, and First Year Seminar. These courses, taught over the first year, are linked within a collaborative format consisting of a common theme, a team of instructors, project based instruction and ability-based assessment.

Information and Communication Technology Literacy (ICT Literacy)

ICT Literacy represents a set of core competencies that Mitchell College recognizes as essential to 21st century learning, and is critical to the development of students' independence as information consumers, both throughout their college career and as life-long learners. ICT Literacy is embedded in our FYC core curriculum and supported by our Library Information Service Department and Technology Faculty and Staff.

First-year Seminar

In the Fall, First-year Seminar (FC101) helps new students engage quickly in the academic and student life on campus. First Year Seminar assists students in adjusting to the intellectual and personal challenges of the college environment. Through self-confrontation and feedback, students taking this seminar learn to better understand themselves, their role in the academic community and, ultimately, forge lasting ties with their professors and classmates. Academic support for First-year students is comprehensive and developmental. Services include professional advisors, tutors, and a nationally recognized Learning Resource Center.

Academic Support

Academic support for First-year students is comprehensive and developmental. Services include professional advisors, tutors, and a Nationally Recognized Learning Resource Center.

Academic Advising

Professional advisors play a critical role in our FYC. Advisors review incoming student academic folders, assign class schedules, develop early intervention strategies for at risk students, monitor academic progress and help students make a successful transition to college.

Academic Tutoring

Academic tutors provide free one-on-one sessions in subject areas, as well as programs to help improve writing, research, and study skills. Tutors are paid professionals holding Bachelor's or Master's degrees in their subjects.

Learning Resource Center

Our LRC is a nationally recognized support program for students with learning disabilities and/or ADD. The LRC provides on-going student assessment and academic support. The LRC trains and educates faculty and staff in best practices relating to students with learning disabilities.

Career Center

Career Counselors partner with students to prepare them to chart their own career path. The goal is to inte-

grate academic themes with job prospecting. Beginning in the FYC, career initiatives build service learning skills, explore academic majors, and open career vistas across the curriculum.

Student Life and Co-Curricular Programs

First year academic success and engagement is directly linked to the experiences students have outside the classroom. Students actively engaged in student life activities are more likely to be academically successful.

Student Life Programs

FYC provides Student Life Programs that involve and engage students. Students achieve a deeper level of involvement through creating student activities rather than simply enjoying the end product of being entertained. While we provide many activities that entertain students, we also promote activities that involve students in an active developmental process: A process that creates and maintains clubs and organizations, community service projects, leadership programs, and intercollegiate or recreational/intramural sports. This provides students with experiences that are actively doing not passively viewing.

Living & Learning Communities

FYC enhances residence life experience through themed and academic clusters within the residence halls. Students are assigned rooms within clusters according to their academic and social interests.

Living-Learning (L-L) programs are more satisfying and lead to a greater level of academic engagement and success. They are an extension of the FIG initiative providing additional peer and faculty support and cohesion within the living environment. In partnership with the Residence Life staff, faculty are assigned to the living-learning community within their academic area and are responsible for building connections between the academic and living experiences and personal lives of First-year students.

Recreational Sports Programs

FYC, in partnership with our Athletic Department and Residence Life, offers a recreational and intramural sports program for residential, nonresidential, and Thames Academy students.

This initiative provides First-year students with positive, healthy recreational experiences within their living community.

PROGRAMS AND DEGREE OFFERINGS

Mitchell College's academic programs offer an exceptionally wide range of disciplines. Founded in the liberal arts tradition, our courses of study provide a strong academic base and solid preparation for further study or career.

Each semester, students create a schedule to best suit their academic goals, combining required courses with a diverse selection of electives. Courses in the major often begin in the first semester.

Mitchell's academic core requirements, which help build a foundation for learning, are an integral part of all academic major programs. In these classes, students will learn to reason logically and communicate clearly, become familiar with modern scientific concepts and important historical developments. They will graduate with proficiency in computer skills, writing, public speaking, and mathematics.

Bachelor Degree Programs

BS Business Administration

- Graphic Design & Marketing
- Marketing
- Entrepreneurship
- Individualized

BS Communication

- Interpersonal & Organizational
- Production/Performance & Technology
- Global Studies

BA Criminal Justice

- Justice Studies
- Pre-Law
- Programs & Treatment

BS Early Childhood Education/Business

BA Environmental Studies

BA Homeland Security

BS Hospitality & Tourism

- Hotel/Resort Management
- Event Management
- Food Service Management

BS Human Development & Family Studies

BS HD with Teacher Certification in

Early Childhood Education

BA Liberal/Professional Studies

- Humanities
- Individualized

BS Liberal/Professional Studies

- Behavioral Science

BS Psychology

- Individualized
- Community
- Developmental

BS Sport/Fitness Management

- Sport Management
- Physical Education
- Health/Fitness
- Recreation Administration
- Sport Communication

Associate Degree Programs

AS Early Childhood Education

AS Graphic Design

AA Liberal Studies (multiple concentrations)

Certificate Program – One-Year

Thames Academy – PG Year

Homeland Security

Coaching

Minor Degree Programs

Mitchell College offers selected minors for students that qualify for such an option. Current approved programs exist in these 13 academic areas:

- Accounting
- Communication
- Early Childhood Education
- Event Management
- Film
- Food Service Management
- Gender & Sexual Studies
- Graphic Design
- History/Government
- Hotel/Resort Management
- Human Development & Family Studies
- Marketing
- Psychology
- Small Business Studies
- Sport & Fitness Management
- Theatre

Many restrictions and conditions apply to academic minors. Students may petition for the pursuit of a minor during their Sophomore or Junior Year and work with their academic advisor and department chairperson to meet the requirements of the designated minor.

BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration degree at Mitchell College is designed where open electives play a critical role in the educational experience. When you study business at Mitchell, you'll gain knowledge and skills valued by the business community and receive a well rounded education via a strong liberal arts program foundation.

The program provides a framework for building a successful career in the private, public or nonprofit sector. Within this framework, each student has the latitude to design an individual educational experience. Our ideal business graduate will become enriched by electives, broadening their exposure to other fields and perspectives, opening doors through new teachers and colleagues while acquiring new analytical approaches and abilities. This approach stems from our philosophy that students will take greater ownership of their educational path if empowered to do so.

While choosing electives that define what is unique about your academic experience, you'll develop proficiency in a broad range of technical and professional skills sought by employers; learn how to excel in a global business environment, and study in an environment that values ethical and socially responsible business practice.

We offer four academic programs:

- Individualized program; 10 core business courses, five concentration courses, and three open business electives plus 30 credits of open electives
- Entrepreneurship; 10 core business courses, five entrepreneurship concentration courses, and three open business electives plus 30 credits of open electives
- Graphic Design & Marketing; 10 core business courses, six design concentration courses, and two open business electives plus 30 credits of open electives
- Marketing; 10 core business courses, five marketing concentration courses, and three open business electives plus 30 credits of open electives

Minors offered by the Department include:

- Entrepreneurship
- Graphic Design
- Marketing
- Accounting

Put Your Mitchell Degree to Work

A degree in Business Administration from Mitchell College can prepare you for these exciting potential careers paths:

- Human Resource Specialist
- Public Relations Representative
- Product Brand Manager
- Account Executive
- Sales Manager
- Graphic Designer
- Marketing Director
- Accountant
- Selling & Sales Management
- Advertising Executive
- Financial Analyst/Researcher or Manager
- Financial Manager
- Project Manager
- Business Owner

**BUSINESS ADMINISTRATION – INDIVIDUALIZED
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122**

Freshman Year – Fall Semester

BU123 Introduction to Business	3
CW101 Intro to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Open Elective	3
Semester Credits	14

Freshman Year – Spring Semester

BU124 Principles of Marketing	3
_____ Behavioral Science Elective	3
CW102 College Writing and Research	3
_____ Humanities Elective	3
CO103 Effective Presentation OR	
FC120 Info/Tech Literacy	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Financial Accounting	4
_____ Business Elective	3
BU250 Management of Organizations	3
EC132 Microeconomics	3
_____ Open Elective	3
BU427 Exploring Career Options	1
Semester Credits	17

Sophomore Year – Spring Semester

BU110 Business Law	3
EC131 Macroeconomics	3
_____ Life & Phys. Science Elective	4
_____ Business Elective	3
MA__ Math 104+	3-4
Semester Credits	16-17

Junior Year – Fall Semester

_____ Business Elective	3
_____ Open Elective	3
BU340 Business Ethics	3
BU322 International Business	3
BU325 Financial Management	3
Semester Credits	15

Junior Year – Spring Semester

_____ Open Elective	3
_____ Business Elective	3
_____ Literature Elective	3
_____ Open Elective	3
HI___ History Elective	3
Semester Credits	15

Senior Year – Fall Semester

_____ Open Elective	3
_____ Business Elective	3
BU425 Internship I (Marketing)	3
_____ Open Elective	3
_____ Small Business Internship (approval or alternate)	3
Semester Credits	15

Senior Year – Spring Semester

_____ Business Elective	3
_____ Open Elective	3
_____ Fine Arts Elective	3
PE___ PE Requirement	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00
Major Code: 449

**BUSINESS ADMINISTRATION – ENTREPRENEURSHIP
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122**

Freshman Year – Fall Semester

BU123 Introduction to Business	3
CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Open Elective	3
Semester Credits	14

Freshman Year – Spring Semester

BU124 Intro to Marketing	3
CW102 College Writing and Research	3
_____ Social Science Elective*	3
_____ Open Elective	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Principles of Financial Acct	4
BU250 Management of Organizations	3
EC132 Microeconomics	3
HI____ History Elective	3
MA____ Mathematics (MA104+)	3/4
BU427 Exploring Career Options	1
Semester Credits	17-18

Sophomore Year – Spring Semester

BU110 Business Law	3
EC131 Macroeconomics	3
_____ Open Elective **	3
_____ Fine Arts Elective*	3
_____ Life and Physical Science Elective	4
Semester Credits	16

Junior Year – Fall Semester

BU311 Principles of Entrepreneurship	3
BU310 Marketing Research	3
BU340 Business Ethics	3
BU325 Financial Management	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

BU313 Strategic Product Development	3
_____ Open Elective	3
BU322 International Business	3
BU326 Entrepreneurial Creativity	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

_____ Business Elective	3
_____ Literature Elective (200+)	3
_____ Small Business Internship (with advisor approval)	3
_____ Open Elective	3
BU428 Business Plan Development	3
Semester Credits	15

Senior Year – Spring Semester

_____ Business Elective	3
_____ Open Elective	3
_____ PE Class	3
_____ Humanities Elective	3
_____ Open Elective	3
Semester Credits	15

General Education Electives: These are courses that fulfill the following general education requirements: Literature Elective, Fine Arts Elective, Humanities Elective, Behavioral Science Foundation Course elective, Behavioral Science Elective, Physical Education Electives, or General Electives used to meet the 40 credit General Education minimum requirement.

Open Electives: Any course offered by the College may be used as an Open Elective.

**BUSINESS ADMINISTRATION – MARKETING
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 123**

Freshman Year – Fall Semester

BU123 Introduction to Business	3
CW101 Intro to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Open Elective	3
Semester Credits	14

Freshman Year – Spring Semester

BU124 Intro to Marketing	3
_____ Behavioral Science Elective	3
CW102 College Writing and Research	3
_____ Humanities Elective	3
CO103 Effective Presentation OR	
FC120 Info/Tech Literacy	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Financial Accounting	4
MK201 Consumer Behavior	3
BU250 Management of Organizations	3
EC132 Microeconomics	3
_____ Open Elective	3
BU427 Exploring Career Options	1
Semester Credits	17

Sophomore Year – Spring Semester

BU110 Business Law	3
EC131 Macroeconomics	3
_____ Life & Phys. Science Elective	4
MK205 Fundamentals of Retailing	3
MA111 Statistics	4
Semester Credits	17

Junior Year – Fall Semester

BU325 Financial Management	3
_____ Open Elective	3
BU340 Business Ethics	3
BU322 International Business	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

_____ Open Elective	3
MK301 Supply Chain Management	3
_____ Literature Elective	3
_____ Open Elective	3
HI___ History Elective	3
Semester Credits	15

Senior Year – Fall Semester

MK401 Merchandise Management	3
_____ Business Elective	3
BU425 Internship I (with advisor approval)	3
_____ Open Elective	3
BU426/412/428 Internship II/ Practicum/Business Plan	3
Semester Credits	15

Senior Year – Spring Semester

_____ Open Elective	3
MK405 Sales and Strategic Partnerships	3
_____ Fine Arts Elective	3
PE___ PE Requirement	3
_____ Business Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00 Major Code: 449

*** General Education Electives:**

These are courses that fulfill the following general education requirements: Literature Elective, Fine Arts Elective, History Elective, Behavioral Science Foundation Course elective, Physical Education Electives, or General Electives used to meet the 40 credit General Education minimum requirement.

**BUSINESS ADMINISTRATION – GRAPHIC DESIGN & MARKETING
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122**

Freshman Year – Fall Semester

CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
GD101 Color and Concept Design	3
GD105 Computer Graphics	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
Semester Credits	14

Freshman Year – Spring Semester

AR103 Drawing and Composition	3
BU123 Introduction to Business	3
CW102 College Writing and Research	3
GD110 Graphic Design I	3
FC120 Info/Tech Literacy OR	3
CO103 Effective Presentation	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Prin. of Financial Accounting	4
EC132 Microeconomics	3
GD210 Graphic Design II	3
MA___ Mathematics(MA104+)	3
AR101 History & Appreciation of Art I	3
BU427 Exploring Career Options	1
Semester Credits	17

Sophomore Year – Spring Semester

BU110 Business Law	3
BU124 Marketing	3
EC131 Macroeconomics	3
GD260 Graphic Design III	3
BU250 Management of Organizations	3
Semester Credits	15

Junior Year – Fall Semester

_____ Literature Elective	3
_____ Open Elective	3
BU340 Business Ethics	3
_____ Open Elective	3
BU325 Financial Management	3
Semester Credits	15

Junior Year – Spring Semester

BU322 International Business	3
_____ Open Elective	3
_____ Social & Behav. Science Course	3
GD265 Materials and Techniques	3
_____ Life & Physical Science Elective	4
Semester Credits	16

Senior Year – Fall Semester

_____ Open Elective	3
_____ Open Elective	3
BU___ Business Elective	3
HI___ History Elective	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

_____ Open Elective	3
_____ Open Elective	3
GD299/BU412/BU428 Internship/ Internship/Practicum/Bus. Plan (with advisor approval)	3
_____ Physical Education Elective	3
_____ Open Elective	
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00 Major Code: 449

*** General Education Electives:**

These are courses that fulfill the following general education requirements: Literature Elective, Fine Arts Elective, History Elective, Humanities Elective, Behavioral Science Foundation Course elective, Behavioral Science Elective, Physical Education Electives, or General Electives used to meet the 40 credit General Education minimum requirement.

COMMUNICATION

Students enrolling in Mitchell College's Bachelor of Science Program in Communication have the choice of two unique concentrations. One area of study involves the Interpersonal and Organizational aspects of communication. The second area has a focus in Video Production, Performance, and Technology. An interdisciplinary major, the Communication program provides students with entry-level skills in written, oral, interpersonal and visual communication. Theoretical, historical and societal perspectives of communication are explored in a very individualized, supportive and challenging learning environment.

Learn Real World Skills in a Real World Setting

Communication students at Mitchell College gain valuable experience as reporters, editors, photographers, sales representatives and business managers for student publications, campus organizations and events. The College's new radio station provides the perfect setting for the honing of production and entertainment broadcasting skills. As a Communication major, students have the opportunity to complete two internships, enabling them to earn up to a total of 12 credit hours. A wide variety of internships are available in such areas as journalism, public relations, advertising, radio, television, graphic design, management, marketing, education, social services, and the arts.

Put Your Mitchell Degree to Work

Since the communication major emphasizes writing, research, speaking and visual communication, most graduates seek media-related careers such as:

- newspaper/magazine reporter
- photographer/videographer
- writer/editor
- producer
- on-air-talent
- radio/television technical support
- public relations/advertising
- special events coordinator
- media buyer
- account executive
- designer

Core Communication Courses (required of all communication majors):

- Introduction to Communication
- Communication & Technology
- Interpersonal Communication Skills
- Communicating in Groups
- Communication Internship I
- Communication Capstone Experience

Interpersonal/Organizational Choices (at least 8 courses for concentration):

- Communication & Society
- Information Technology & the Future
- Introduction to Communication Research
- Persuasion
- Communication & Conflict

**COMMUNICATION - INTERPERSONAL/ORGANIZATIONAL TRACK
BACHELOR PROGRAM**

Recommended Courses by Semester and Year

Total Credits to Graduate: 122

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC120 Info/Tech Literacy OR	3
CO103 Presentations	
FC101 First Year Seminar	2
CO101 Intro to Communication	3
TBA Beh Science Survey Course	3
Semester Credits	14

Freshman Year – Spring Semester

CW102 Writing/Research	3
CO103 Presentations OR	3
FC120 Info/Tech Literacy	
MA104+ College Math/Algebra	3
CO107 Communication & Technology	3
HD110 Race/Ethn/Culture (Beh. Sci #2)	3
Semester Credits	15

Sophomore Year – Fall Semester

BI143 Lab Science	4
CO126 Interpers Commun Skills	3
TBA Fine Arts Elective	3
CO___ Comm Concentration Elective	3
TBA Open Elective	3
Semester Credits	16

Sophomore Year – Spring Semester

EL___ Literature Elective	3
CO220 Communicating in Groups	3
HI105 US History	3
CO___ Comm Concentration Elective	3
TBA Open Elective	3
Semester Credits	15

Junior Year – Fall Semester

CO___ Comm Concentration Elective	3
CO___ Comm Concentration Elective	3
TBA Humanities Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	18

Junior Year – Spring Semester

CO___ Comm Concentration Elective	3
CO___ Comm Concentration Elective	3
PE___ Phys Ed Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

CO443 Communication Field Work 1	3
CO___ Comm Concentration Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

CO450 Communication Capstone	3
CO___ Comm Concentration Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 470

NOTE: Must complete all 5 general education areas!

Please refer to Advising Notes for classes that meet General Education requirements.

**COMMUNICATION - PRODUCTION/PERFORMANCE/TECHNOLOGY TRACK
BACHELOR PROGRAM**

Recommended Courses by Semester and Year

Total Credits to Graduate: 122

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC120 Info/Tech Literacy OR	3
CO103 Presentations	
FC101 First Year Seminar	2
CO101 Intro to Communication	3
TBA Beh Science Survey Course	3
Semester Credits	14

Freshman Year – Spring Semester

CW102 Writing/Research	3
CO103 Presentations OR	3
FC120 Info/Tech Literacy	
MA104+ College Math/Algebra	3
CO107 Communication & Technology	3
HD110 Race/Ethn/Culture (Beh. Sci #2)	3
Semester Credits	15

Sophomore Year – Fall Semester

BI143 Lab Science	4
CO/BU126 Interpers Commun Skills	3
TBA Fine Arts Elective	3
CO___ Comm Concentration Elective	3
TBA Open Elective	3
Semester Credits	15

Sophomore Year – Spring Semester

EL___ Literature Elective	3
CO220 Communicating in Groups	3
HI105 US History	3
CO___ Comm Concentration Elective	3
TBA Open Elective	3
Semester Credits	15

Junior Year – Fall Semester

CO___ Comm Concentration Elective	3
CO___ Comm Concentration Elective	3
TBA Humanities Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	18

Junior Year – Spring Semester

CO___ Comm Concentration Elective	3
CO___ Comm Concentration Elective	3
PE___ Phys Ed Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

CO443 Communication Field Work 1	3
CO___ Comm Concentration Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

CO450 Communication Capstone	3
CO___ Comm Concentration Elective	3
TBA Open Elective (per Advisor approval)	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 470

NOTE: Must complete all 5 general education areas!

Please refer to Advising Notes for classes that meet General Education requirements.

**COMMUNICATION - GLOBAL TRACK
BACHELOR PROGRAM**
Recommended Courses by Semester and Year
Total Credits to Graduate: 123

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC120 Info/Tech Literacy OR	3
CO103 Presentations	
FC101 First Year Seminar	2
CO101 Intro to Communication	3
GS101 Intro to Global Studies	
Semester Credits	14

Freshman Year – Spring Semester

CW102 Writing/Research	3
CO103 Presentations OR	3
FC120 Info/Tech Literacy	
TBA Beh. Science Sruvey course	3
CO107 Communication & Technology	3
HD110 Race/Ethn/Culture (Beh. Sci #2)	3
Semester Credits	15

Sophomore Year – Fall Semester

BI143 Lab Science	4
CO126 Interpers Commun Skills	3
MA104+ Mathematics	3
_____ Concentration Elective	3
TBA Open Elective	3
Semester Credits	16

Sophomore Year – Spring Semester

EL205 World Literature I (lit. exective)	3
CO220 Communicating in Groups	3
HI105 US History	3
GV210 Geography & Internat. Relations	3
TBA Open Elective	3
TBA Concentration Elective	3
Semester Credits	18

Junior Year – Fall Semester

CO425 Culture & Communication	3
PH223 World Religions (hum. elective)	3
TBA Fine Arts Elective	3
TBA Concentration Elective	3
TBA Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

HI345 History/Culture of Latin Amer.	3
PH301 Ethics & International Relations	3
PE____ Phys Ed Elective	3
TBA Concentration Elective	3
TBA Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

CO483 Communication Internship	3
TBA Concentration Elective	3
TBA Concentration Elective	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

CO450 Communication Capstone	3
TBA Concentration Elective	3
TBA Open Elective	3
TBA Open Elective	3
TBA Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 470

NOTE: Must complete all 5 general education areas!

Please refer to Advising Notes for classes that meet General Education requirements.

CRIMINAL JUSTICE

Mitchell College offers degree programs in the fascinating and rapidly-changing field of Criminal Justice.

In this program, you'll get the advantage of an excellent liberal arts foundation, while learning the ins and outs of the country's criminal justice system. Under the direction of Mitchell's highly knowledgeable faculty, you'll explore:

- Why people commit crimes
- How increased criminal activity has affected our society
- What the judicial system is doing to control criminal activity
- How advances in technology help solve crimes
- Law, social and behavioral sciences, the humanities and natural sciences as they relate to the criminal justice field

Criminal Justice students can choose either an Associate in Science or a Bachelor of Arts degree. The Bachelor of Arts program allows you to specialize in one of the following three concentrations:

- Programs & Treatment
- Pre-Law
- Justice Studies

The Pre-Law track provides students with the opportunity to participate in targeted legal oriented internships and concentrated pre-law coursework. You'll also take part in the Pre-Law Society - a student run organization that sponsors guest speakers and field trips, attends conferences and helps prepare students for the LSAT exam.

The Justice Studies track offers an appreciation of the full complexity of the American criminal justice system. Students will fully explore the social, legal, philosophical, and technological implications of American justice in the 21st century.

The Programs and Treatment track will focus on career preparation in the fields of correctional counseling, case management, program administration, victim advocacy, and substance abuse treatment. Specific internships with Probation, Parole, Corrections, and community based treatment programs offer a rich experience to complement the classroom component. The track also helps prepare the student for eventual certification as a substance abuse counselor.

Learn Real World Skills in A Real World Setting

Students in the Criminal Justice program get "hands on" experience right away. By visiting a local correctional institution, participating in a mock crime scene investigation, listening to professionals discuss career choices in the Annual Criminal Justice Lecture, and learning about crime prevention techniques, you'll have plenty of opportunities to get a realistic feel for your future career.

Also, Criminal Justice students at Mitchell College participate in our dynamic internship program. They gain practical skills they'll use in future positions by working "out in the field" with police, parole, and probation officers, in the local court system and in other settings. If you're a pre-law student, you'll participate in independent study and targeted internships. You'll also take part in the Pre-Law Society - a student-run organization that sponsors guest speakers and field trips, attends conferences, and helps prepare students for the LSAT.

Put Your Mitchell Degree to Work!

A degree in Criminal Justice from Mitchell College can prepare you for these potential careers:

- Juvenile Probation Officer
- Correctional Officer
- Police Officer
- Adult Probation Officer
- Parole Officer

CRIMINAL JUSTICE
BACHELOR PROGRAM (PROGRAMS & TREATMENT TRACK)
Recommended Courses by Semester and Year
Total Credits to Graduate: 127

Freshman Year – Fall Semester

CJ247	Introduction to Criminal Justice	3
CW101	Intro to College Writing	3
FC101	First Year Seminar	2
HS115	Intro Human Services/Welfare	3
SO103	Introduction to Sociology	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
	Semester Credits	17

Freshman Year – Spring Semester

CJ249	Intro to Corrections	3
CW102	College Writing & Research	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
SO104	Social Issues	3
PY105	General Psychology I	3
	Semester Credits	15

Sophomore Year – Fall Semester

CJ251	Juvenile Delinquency & Juv Justice System	3
CJ261	Substantive Criminal Law	3
CJ___	Criminal Justice Elective	3
HI115	Dev of Western Civilization I	3
_____	Humanities Elective	3
PE__	Physical Education Elective	3
	Semester Credits	18

Sophomore Year – Spring Semester

CJ245	Criminology	3
CJ320	Constitutional Criminal Proced	3
GV119	Amer Govt & Politics	3
MA___	Mathematics (MA104+)	3-4
_____	Lab Science Elective	4
	Semester Credits	16-17

Junior Year – Fall Semester

CJ326	Legal Issues in Corrections	3
CJ313	Crim Justice, Crime & Pub Pol	3
CJ315	Founds of Public Administration	3
MA111	Intro to Statistical Analysis	4
_____	Literature Elective	3
	Semester Credits	16

Junior Year – Spring Semester

CJ314	Victimology	3
CJ3__	Correctional Treatment Programs	3
CJ322	Policing in a Free Society	3
CJ411	Research Methods in Crim Justice	3
_____	Fine Arts Elective	3
	Semester Credits	15

Senior Year – Fall Semester

CJ___	CJ Assessment and Case Mgmt	3
CJ441	Senior Seminar in Crim Justice Communication	3
CJ445	Ethical & Philos Foundations of Criminal Justice	3
HD339	Systs & Theories of Family Devel	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CJ4__	CJ Intervention Strategies	3
CJ440	Indep Study in Crim Justice OR	
CJ442	Senior Criminal Justice Internship	6
CJ___	CJ Elective	3
_____	Open Elective	3
	Semester Credits	15

Cumulative GPA Required for Graduation: 2.00
Major Code: 437

**** Open Electives: Any course offered by the College may be used as an Open Elective.**

**CRIMINAL JUSTICE
BACHELOR PROGRAM (PRE-LAW TRACK)
Recommended Courses by Semester and Year
Total Credits to Graduate: 124**

Freshman Year – Fall Semester

CJ247	Introduction to Criminal Justice	3
CW101	Intro to College Writing	3
FC101	First Year Seminar	2
HS115	Intro Human Serv and Social Welfare	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
SO103	Introduction to Sociology	3
	Semester Credits	17

Freshman Year – Spring Semester

CJ249	Introduction to Corrections	3
CW102	College Writing and Research	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
_____	Open Elective	3
PY105	General Psychology I	3
	Semester Credits	15

Sophomore Year – Fall Semester

CJ251	Juvenile Delinquency & Juv Justice System	3
CJ261	Intro to Criminal Law	3
HI115	Dev of Western Civilization I	3
_____	Fine Arts Elective*	3
PE_	Physical Education Elective	3
	Semester Credits	15

Sophomore Year – Spring Semester

CJ245	Criminology	3
_____	Pre-Law Track Elective**	3
_____	Open Elective	3
MA_	Mathematics (MA104+)	3-4
_____	Life and Physical Science Elective	4
	Semester Credits	16-17

Junior Year – Fall Semester

_____	Pre-Law Track Elective	3
CJ313	Crim Justice, Crime & Pub Pol	3
CJ315	Found of Pub Administration	3
_____	Literature Elective*	3
_____	Pre-Law Track Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

CJ314	Victimology	3
CJ320	Criminal Procedures	3
CJ322	Policing in America	3
MA111	Intro. to Statistical Analysis	4
CJ305	Comparative Legal Systems	3
	Semester Credits	16

Senior Year – Fall Semester

CJ411	Research Methods in Crim Just	3
CJ441	Senior Seminar in Crim Justice	3
CJ445	Ethical & Philos Foundations in Criminal Justice	3
HD339	Systs & Theories of Family Devel	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CJ325	Law & Society	3
CJ442	Senior Criminal Justice Intern	6
_____	Humanities Elective*	3
_____	Pre Law Track Elective**	3
	Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 437

** Pre-Law Track Electives (Must complete each of the following area requirements):
 American History: HI245 and one of the following: HI105, HI106, HI297.
 Ethical Theory: CJ445, PH304, or HD305
 Economic Theory: EC131
 Pre-Calculus Mathematics: MA105 or MA109 (This is in addition to the Bachelor Program Mathematics requirement)
 Human Behavior: PY108
 American Political System: GV119 or CJ315/GV316/HS315

**CRIMINAL JUSTICE
BACHELOR PROGRAM (JUSTICE STUDIES)
Recommended Courses by Semester and Year
Total Credits to Graduate: 124**

Freshman Year – Fall Semester

CJ247	Introduction to Criminal Justice	3
CW101	Intro to College Writing	3
FC101	First Year Seminar	2
HS115	Intro Human Services/Welfare	3
SO103	Introduction to Sociology	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
	Semester Credits	17

Freshman Year – Spring Semester

CJ249	Intro to Corrections	3
CW102	College Writing & Research	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
SO104	Social Issues	3
PY105	General Psychology I	3
	Semester Credits	15

Sophomore Year – Fall Semester

CJ251	Juvenile Delinquency & Juv Justice System	3
CJ261	Substantive Criminal Law	3
CJ___	Criminal Justice Elective	3
HI115	Dev of Western Civilization I	3
_____	Fine Arts Elective	3
	Semester Credits	15

Sophomore Year – Spring Semester

CJ245	Criminology	3
CJ___	Criminal Justice Elective	3
GV119	Amer Govt & Politics	3
MA___	Mathematics (MA104+)	3-4
_____	Life & Physical Science Elective	4
	Semester Credits	16-17

Junior Year – Fall Semester

_____	Open Elective	3
CJ313	Crim Justice, Crime & Pub Pol	3
CJ315	Founds of Public Administration	3
CJ___	Criminal Justice Elective	3
_____	Literature Elective	3
PE___	Physical Education Elective	3
	Semester Credits	18

Junior Year – Spring Semester

CJ314	Victimology	3
CJ320	Criminal Procedures	3
CJ322	Policing in a Free Society	3
MA111	Introd to Statistical Analysis	4
_____	Humanities Elective	3
	Semester Credits	16

Senior Year – Fall Semester

CJ411	Research Methods in Crim Just	3
CJ441	Senior Seminar in Crim Justice	3
CJ445	Ethical & Philos Foundations in Criminal Justice	3
HD339	Systs & Theories of Family Devel	3
_____	Open Elective **	3
	Semester Credits	15

Senior Year – Spring Semester

_____	Open Elective	3
CJ440	Indep Study in Crim Justice OR	
CJ442	Senior Criminal Justice Interns	6
_____	Open Elective	3
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00
Major Code: 437

**Open Elective: Any course offered by the College may be used as an Open Elective.

EARLY CHILDHOOD EDUCATION

One of the most popular and dynamic programs at Mitchell College, the Early Childhood Education program offers you both the Associate and Bachelor degrees. The Bachelor program has two specializations, the Human Development and Family Studies with a concentration in Early Childhood Studies leading to Teacher Certification (Integrated Special Needs, Pre K-K, 1st-3rd Grade), and Early Childhood with a concentration in Business Administration.

Mitchell's comprehensive education program has earned full approval by:

- The CT State Department of Education
- The CT State Department of Higher Education

Our Teacher Education courses are designed to meet state and national standards set by:

- The National Association for the Education of Young Children
- The National Council for Accreditation of Teacher Education
- The CT State Department of Education Framework
- The Council for Exceptional Children

Learn Real World Skills in a Real World Setting

Whether you choose the teaching or nonteaching (administration) concentration, what makes Mitchell's Early Childhood Education program stand out from other colleges and universities is the amount of practical experience students gain in the field. You'll have plenty of opportunities to observe, apply theory, and learn from classroom experience. That practical experience, together with your specialized courses will prepare you for immediate employment or further study in a variety of degree areas and settings.

The College has a close relationship with numerous educational schools and programs in the area. Including NAEYC accredited childcare facilities, Charter, Magnet and traditional public school settings. Practical experiences are an integral part of Mitchell's Early Childhood Education program. Students get direct experience at NAEYC accredited schools in the community where we have partnerships supporting the growth and development of future teachers. Diverse public school settings will be used to enhance the teaching opportunities of teacher candidates.

The Early Childhood Education Club and the Business Club are two of the most active student organizations on campus. Club members participate in community outreach programs such as the Cat in the Hat Ball, National Week of the Young Child, and Read Across America and various other public service projects. Members have also presented at state, regional and national conferences.

Some career opportunities for students enrolled in the Early Childhood Education program include:

- Certified Public School Teacher, Pre-K through Grade 3
- School Readiness Teacher at a state funded preschool program
- Assistant/Director of a Child Care Program
- Early Childhood Program Director
- Early Childhood Administrator
- Infant/Toddler Educator
- Child Care Resource & Referral Personnel
- Family Child Care Provider
- Education Retail Specialist

To be accepted into the Human Development and Family Studies with a concentration in Early Childhood Studies leading to Teacher Certification, students must complete a separate application with the Education Department. Typically, students apply to the program at the end of their freshman or beginning of their sophomore year in college. **Acceptance into Mitchell College does not guarantee acceptance into the teacher preparation program. Any student that is interested in applying to the certification program must make an appointment with the Chair of the Department to review the criteria that must be met to pursue the HDFS with Early Childhood Certification Major. Additional information is available on the college web-site regarding applicant requirements.**

**EARLY CHILDHOOD EDUCATION
BACHELOR PROGRAM IN HUMAN DEVELOPMENT & FAMILY STUDIES
WITH ECE CERTIFICATION**

Recommended Courses by Semester and Year

Total Credits to Graduate: 128

Freshman Year – Fall Semester

CW101 College Writing	3
FC101 First Year College Seminar	2
HD108 Introduction to Human Development	3
PY105 General Psychology I	3
FC120 Info/Tech Literacy <u>OR</u>	
CO103 Effective Presentation	3
ED110 Intro to Early Childhood Educ.	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
FC120 Info/Tech Literacy <u>OR</u>	
CO103 Effective Presentation	3
ED222 Methods and Techniques	3
BI143 Life Sciences Elective	4
HD110 Introduction to Race, Ethnicity and Culture	3
Semester Credits	16

Sophomore Year – Fall Semester

PE120 Nutrition, Health & Safety for Teachers of Young Children	3
ED206 Mathematics, Science & Tech in Early Childhood Education	3
_____ Science Elective	3
ED274 Literacy Development in Early Childhood Education	3
MA_____ Mathematics (MA103+)	3
Semester Credits	15

Sophomore Year – Spring Semester

EL212 Children’s Literature	3
HI____ History (HI105/106)	3
ED261 Including Children with Exceptional Learning Needs	3
ED275 Music, Art, Aesthetics for the Young Child	3
HD209 Child Development	3
MA104+ Math Requirement Elective	3
Semester Credits	18

Junior Year – Fall Semester

PY215 Educational Psychology	3
HD/PY330 Behavioral Statistics	3
ED302 Social Studies in Early Childhood Education	3
ED380 Practicum Teaching (N-K)	3
ED381 Practicum Seminar	1
HD339 Systems and Theories of Family Development	3
Semester Credits	16

Junior Year – Spring Semester

HD446 Perspectives on Cross Cult. Dev.	3
HD/PY451 Families in Crisis	3
ED325 Reading & Lang. Arts in ECE	3
ED321 Comprehensive Reading Instr.	3
HD/PY331 Research Methods in Human Dev. & Family Studies I	3
Semester Credits	15

Senior Year – Fall Semester

_____ Fine Arts Elective	3
_____ Open Elective	3
ED415 Educational Eval. & Assessment	3
HD305 Ethics, Character & Moral Dev.	3
_____ Human Dev., Psych or Soc. Elect	3
HU____ Humanities Elective	3
Semester Credits	18

Senior Year – Spring Semester

ED432 Senior Seminar in Early Childhood Education	3
ED435 Observation and Student Teaching (Grade 1-3)	9
Semester Credits	12

Cumulative GPA Required for Graduation: 2.7 for Certification Students Major Code: 456

Including ALL undergraduate courses ever taken. All courses must be passed at the level of a C or better. NOTE: Taking 19 hours in one semester requires permission of the advisor and the Dean of Academic Affairs AND an additional fee.

**EARLY CHILDHOOD EDUCATION
ASSOCIATE PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 64**

Freshman Year – Fall Semester

CW101 Introduction to College Writing	3
ED110 Introduction to ECE	3
FC101 First Year College Seminar	2
MA___ Mathematics (MA102+)	3-4
PY105 General Psychology I	3
FC120 Info/Tech Literacy <u>OR</u>	
CO103 Effective Presentations	3

Semester Credits 17-18

Freshman Year – Spring Semester

ED222 Methods & Techniques	3
CW102 College Writing and Research	3
_____ Lab Science	4
HI___ History Elective (HI105-106)	3
FC120 Info/Tech Literacy <u>OR</u>	3
CO103 Communication Presentations	3

Semester Credits 16

Sophomore Year – Fall Semester

ED261 Including Children w/ Exceptional Needs	3
ED274 Literacy Development in ECE	3
HD108 Introduction to Human Dev.	3
HD110 Race, Ethnicity & Culture	3
PE120 Nutrition, Health and Safety for Teachers of Young Children	3

Semester Credits 15

Sophomore Year – Spring Semester

ED280 Observation & Student Teach. PreK	3
ED281 Associate Seminar in Student Teaching	1
ED275 Music, Art, Aesthetics for ECE	3
EL___ Literature Elective	3
HD209 Child Development	3
_____ Fine Arts Elective	3

Semester Credits 16

Cumulative GPA Required for Graduation: 2.0

Major Code: 38

*** General Education Electives: These are courses that fulfill the following general education requirements: Literature Elective, Fine Arts Elective, Behavioral Science Foundation Course Elective, Physical Education Electives, or Open Electives used to meet the 31 credit General Education minimum requirement.**

EARLY CHILDHOOD EDUCATION
BACHELOR OF SCIENCE WITH CONCENTRATION IN
BUSINESS ADMINISTRATION
Recommended Courses by Semester and Year
Total Credits to Graduate: 128

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
ED110 Introduction to ECE	3
MA___ Math (MA104+)	3
FC101 First Year Seminar	2
PY105 General Psychology I	3
FC120 Info/Tech Literacy OR	3
CO103 Effective Presentation	
Semester Credits	17

Freshman Year – Spring Semester

ED222 Methods and Techniques	3
CW102 College Writing and Research	3
_____ Lab Science	4
HD110 Race, Ethnicity & Culture	3
FC120 Info/Tech Literacy OR	3
CO103 Effective Presentation	
Semester Credits	16

Sophomore Year – Fall Semester

HD108 Intro to Human Development	3
ED274 Literacy Development in ECE	3
ED261 Including Children with Exceptional Learning Needs	3
PE120 Nutrition, Health and Safety for Teachers of Young Children	3
BU123 Intro to Business	3
Semester Credits	15

Sophomore Year – Spring Semester

ED280 Observ & Practicum Pre-K/K	3
ED281 Associate Seminar	1
ED275 Music, Art, Aesthetics for ECE	3
EL212 Literature Elective	3
HD209 Child Development	3
HI___ History Elective (105/106)	3
Semester Credits	16

Junior Year – Fall Semester

PY215 Educational Psychology	3
AC103 Principles of Financial Acc.	4
BU124 Intro to Marketing	3
BU340 Business Ethics	3
GV___ American Government Elective	3
Semester Credits	16

Junior Year – Spring Semester

ED313 Parent and Family Involvement	3
ED___ ECE Elective 300+	3
BU250 Management of Organizations	3
_____ Fine Arts Elective	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

ED414 Admin of ECE Programs	3
BU311 Principles of Entrepreneurship	3
BU324 Financial Management in ECE	3
BU425 Small Business Internship I	3
BU413 Small Bus Mktg & Comm	3
_____ Open Elective**	3
Semester Credits	18

Senior Year – Spring Semester

ED311 Play in ECE	3
BU420 Business Internship for ECE	6
BU428 Business Plan	3
_____ Humanities Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.0 Major Code: 38

****Open Elective: Any course offered by the College may be used as an Open Elective.**

General Education Check:

Requirement*	Met with:	Requirement**	Met with:
American Institution	HI105/106	Writing (c- or better)	ED 274
Diversity	ED 110	Writing (c- or better)	ED 313
Ethics & Values	BU340		
Global/Intercultural		Physical Education	PE 120
Social Responsibility	BI143		

*Must meet all 5 General Education areas. ** Writing – 2 (W) classes or 1 (W1) class (one at 200+); Physical Education - can be met with a Class (2-3 credits) or 2 semesters of a Varsity Sport. ***These general education electives do not have to be taken in the order listed above.

ENVIRONMENTAL STUDIES

Mitchell College's Bachelor of Arts Degree in Environmental Studies major at Mitchell College is an interdisciplinary program that prepares students to be stewards of the earth's natural resources in their roles as citizens, politicians and employees of industry or government. This interdisciplinary approach gives students the knowledge and the skills needed to fully understand the complexities of major environmental global issues.

Mitchell College's campus provides a unique location for the study of the environment. The campus includes a beach located on the Thames River and Mitchell Woods (a 26 acre wooded area with a pond). The college is within walking distance of beaches along the Long Island Sound and other marine environments. Bates Woods, Bluff Point, Barn Island and various wetlands environments are within a few miles of the campus.

Select Courses in Environmental Studies:

General Biology I & II	Science & Public Policy
College Chemistry I & II	Human Health & the Environment
Environmental Studies	Microbiology
Scientific Writing	Genetics
Environmental Analysis	Ecology of Long Island Sound
Fundamentals of Ecology	Classic Writings on the Environment
Marine Ecology	Anatomy & Physiology I & II
Societal Impact of Global Climate Change	Physics I & II
Environmental Economics	Career Seminar
Environmental Law	Senior Capstone/Internship

Learn Real World Skills in a Real World Setting

Mitchell College is fortunate to have many environmental partners. The following is a partial list of programs that provide Environmental Studies students with practical experiences outside of the classroom:

- Mitchell Woods Advisory Board
- The New London Environmental Educators' Coalition
- The Connecticut Agricultural and Experimental Station
- The Mystic Aquarium
- The Science and Technology Magnet High School
- International Coalition for Children and the Environment
- Bateswoods Environmental Education Program
- The Conservation Commission of the City of New London
- Millstone Nuclear Power Plant

Put Your Mitchell Degree to Work

Students completing the Environmental Studies Program will be prepared to enter the workforce in a variety of environment associated careers in areas such as:

- Government
- Non-Profit Environmental Organizations
- Law
- Business
- Education

**ENVIRONMENTAL STUDIES
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 125**

Freshman Year – Fall Semester

CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
BI105 General Biology I (W)	4
MA___ Mathematics (MA105+)	3-4
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
Semester Credits	15-16

Freshman Year – Spring Semester

CW102 College Writing and Research	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
BI106 General Biology I	4
ES150 Career Seminar	1
MA111 Statistics	4
Semester Credits	15

Sophomore Year – Fall Semester

PY105,SO103 or HD108 Foundation Course	3
CH111 General College Chemistry I	4
ES101 Environmental Studies	3
ES120 Scientific Writing	3
_____ Literature Elective	3
EC132 Microeconomics	3
Semester Credits	17

Sophomore Year – Spring Semester

ES210 Environmental Instrumentation	3
CH112 General College Chemistry II	4
BI201 Fundamentals of Ecology	4
_____ General Education Elective	3
_____ General Education Elective	3
Semester Credits	17

Junior Year – Fall Semester

BI245 Marine Ecology	4
_____ Humanities Elective	3
ES315 Environmental Economics	3
GV119 American Government	3
_____ Physical Education Elective	3
Semester Credits	16

Junior Year – Spring Semester

ES360 Environmental Law	3
_____ Open Elective**	3
_____ Concentration Course Elective	3-4
_____ Open Elective**	3
_____ Open Elective**	3
Semester Credits	15-16

Senior Year – Fall Semester

_____ Concentration Course Elective	3-4
ES350 Soc Impact of Global Change	3
ES340 Science & Public Policy	3
_____ Open Elective**	3
_____ Open Elective**	3
Semester Credits	15-16

Senior Year – Spring Semester

ES490/491 Senior Capstone/ Internship	3-6
ES330 Human Health & Environment	3
_____ Open Elective**	3
_____ Open Elective**	3
_____ Open Elective**	3
Semester Credits	15-18

Cumulative GPA Required for Graduation: 2.00

Major Code: 410

* MA105+ is required for this major to meet the CH111 pre-requisite.

** Open Electives:

Any course offered by the College may be used as an Open Elective. Students should consult their academic advisor for appropriate courses for specific areas of environmental studies (e.g. Law; Business; Communications/PR; Health; Science Education)

GRAPHIC DESIGN

The Associates Degree in Graphic Design program at Mitchell College offers students a comprehensive series of courses that teach the technical and conceptual aspects of graphic presentation as a mode of communication. Taught by faculty members with professional specialties in illustration and graphic design, the curriculum takes students through a carefully constructed set of eleven art and graphic design courses. In addition to design, courses in the liberal arts also play a role in training Graphic Design students to incorporate diverse bodies of knowledge into artistic and graphic presentations.

Learn Real World Skills in a Real World Setting

Most of the graphic design courses do not take place in a traditional classroom, but rather, in Mitchell College's Mac Lab. The lab features state-of-the-art Macintosh computer hardware, scanners and printers with the latest versions of professional design software. The lab is used during classes and is open to students working on projects during the evenings and weekends. A formal internship offers students the opportunity to work with faculty in a wide variety of design projects.

This hands-on, practical experience enables students to become well-rounded, creative and savvy design professionals. Graphic Design students also have the opportunity to work as designers on a variety of Mitchell College publications through the Office of Communications and Publications.

Put Your Mitchell Degree to Work

A degree in Graphic Design from Mitchell College can prepare you for these exciting potential career paths. Advertising agencies hire scores of graphic designers. Art directors work with writers to develop original concepts, supervising a creative process that relies on the expertise of layout artists, production artists, illustrators, photographers and printers. In the field of publishing, art directors and designers work with editors and journalists to design and produce magazines, books and newspapers. Graphic designers even find their way into corporate America, designing a vast range of visual communications including corporate identity programs, consumer package designs, annual reports, exhibit materials, direct mail, brochures and multimedia presentations. The television industry now employs trained visual artists who use conventional and computer technology to create television commercials and sophisticated graphics. Graduates also have the option of staying on for an additional two years and pursuing Mitchell's four-year degree in Graphic Design & Marketing.

**GRAPHIC DESIGN
ASSOCIATE PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 64**

Freshman Year – Fall Semester

AR103 Drawing and Composition	3
CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
GD101 Color and Concept Design	1
GD105 Computer Graphics	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
Semester Credits	15

Freshman Year – Spring Semester

AR102 History & Appreciation of Art II	3
AR104 Introduction to Painting	3
CW102 College Writing and Research	3
GD110 Graphic Design I	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PE___ Physical Education Elective	3
Semester Credits	16

Sophomore Year – Fall Semester

GD210 Graphic Design II	3
PY105 General Psychology I	3
HI___ History [HI115/116]	3
MA___ Mathematics	3-4
_____ Life or Physical Science Elective	4
Semester Credits	16-17

Sophomore Year – Spring Semester

_____ Graphic Design Elective**	3
_____ Open Elective**	3
GD260 Graphic Design III	3
GD265 Materials and Techniques	3
_____ Literature Elective *	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 44

* General Education Electives: These are courses that fulfill the following general education requirements: Literature Elective, Fine Arts Elective, Behavioral Science Foundation Course Elective, Physical Education Electives, or Open Electives used to meet the 31 credit General Education minimum requirement.

** Graphic Design Elective:

You must take three of these four courses: AR205 – Advanced Drawing, AR206 – Advanced Painting, and AR280 – Digital Photography.

HOMELAND SECURITY

Preparedness for natural and man-made disasters has long been an objective of governmental and non-governmental agencies at all levels – national, state and local. The effective 21st Century defense of our nation requires individuals with both a practical and theoretical understanding of the issues presented by terrorism, both foreign and domestic. Mitchell College's Bachelor of Arts degree in Homeland Security has been designed to assist in meeting that need.

The Bachelor of Arts program in Homeland Security provides students with the intellectual tools necessary to:

- Understand the nature and extent terrorist threat to the United States, including the motives and methods of various foreign and domestic terrorist organizations;
- Analyze, understand and potentially mitigate terrorist efforts from the perspective of law enforcement, our legal system, our intelligence communities and the military;
- Contrast U.S. historical, ideological and cultural traditions with those of various foreign and domestic terrorist groups;
- Understand the legal, Constitutional and ethical challenges presented by our efforts to meet the terrorist threat through border control, surveillance, detention, interrogation and punishment; and
- Appreciate the challenges presented to the various domestic agencies charged with maintaining the security of the homeland, including organizational design, management and inter-agency coordination and cooperation at the local, state and national level.

Learn Real World Skills in a Real World Setting

In addition to class work, acquiring “hands-on” experience through internships is a pivotal feature of the Homeland Security major. The senior internship is designed to enhance students’ knowledge of Homeland Security by having their academic studies applied to a professional work experience. Internship possibilities include: local, state and federal law enforcement agencies; the Connecticut Judicial Department; the Connecticut Department of Corrections; and The United States Coast Guard. Nearby Sonalysts Media can provide interns with an opportunity to engage in simulation studies, predicting terrorist attacks, and emergency response management. Additionally, private security and corporate security possibilities exist at the Mohegan Sun and Foxwoods resort casinos and at Pfizer Pharmaceuticals.

Put Your Mitchell Degree to Work

The diversity of careers available in Homeland Security makes it impossible to cover every job description or opportunity. Marketplace forecasts for the global homeland security industry anticipate business will grow from approximately \$40 billion to nearly \$180 billion over the next decade. According to the 2006-2007 edition of the Occupational Outlook Handbook, there will be significant increases in employment opportunities within local, state, and federal law-enforcement; convention planning and security; the social sciences; and with computer systems design and maintenance related to homeland security.

In addition, successful completion of the degree positions graduates to take advantage of many career opportunities including:

- critical infrastructure and information security management
- threat and vulnerability assessment
- emergency management operations
- investigation
- intelligence analysis and management

The degree also serves as a foundation for graduate and professional study in Homeland Security as well as such fields as criminal justice, law, government, public administration, planning, political science, and international affairs.

**HOMELAND SECURITY
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 123**

Freshman Year – Fall Semester

CJ247	Introduction to Criminal Justice	3
CW101	Introduction to College Writing	3
FC101	First Year Seminar	2
GV119	American Gov't./Politics	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
SO103	Introduction to Sociology	3
	Semester Credits	17

Freshman Year – Spring Semester

GV120	State and Local Government	3
HO101	Intro to Homeland Security	3
CW102	College Writing & Research	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
PY105	General Psychology I	3
	Semester Credits	15

Sophomore Year – Fall Semester

CJ261	Introduction to Criminal Law	3
HO___	Homeland Security Elective	3
EL___	Literature Elective	3
HI105	US History I	3
HI115	Develop of Western Civ I	3
	Semester Credits	15

Sophomore Year – Spring Semester

BI143	Life and Physical Science	4
CJ320	Constitution Crim Procedure	3
HI106	US History II	3
HI116	Western Civilization II	3
MA___	Mathematics (MA104+)	3/4
	Semester Credits	16-17

Junior Year – Fall Semester

CJ315	Foundations of Public Admin	3
CJ301	Comp. Legal Systems	3
HO301	Legal Issues in Homeland Secur	3
PH223	Comp. World Religions	3
_____	Open Elective	3
	Semester Credits	15

Junior Year – Spring Semester

CJ322	Policing in Free Society	3
HO305	Homeland Security Mgmt	3
_____	Homeland Security Elective	3
_____	Fine Arts Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Fall Semester

CJ445	Ethical & Phil Found of Crim Just	3
HO410	Terrorism	3
HO441	Senior Seminar	3
_____	Open Elective	3
PE___	Physical Education Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CJ325	Law in Society	3
HO442	CJ Senior Internship OR	
HO440	Independent Study	6
HO___	Homeland Security Elective	3
_____	Open Elective	3
	Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 425

**** Open Electives:**

Any course offered by the College may be used as an Open Elective.

HOSPITALITY & TOURISM

Mitchell College's bachelor's degree in Hospitality and Tourism Management is designed to prepare students for a broad range of managerial roles across the hospitality and tourism industry. The program focuses on management positions in hotels, restaurants, tourism, gaming, trade shows, conventions, recreation, and food service.

Students in the Hospitality and Tourism Management program can select from three specialized concentrations:

- Hotel & Resort Management
- Event Management
- Food Service Management

Learn Real World Skills in a Real World Setting

Mitchell's Hospitality & Tourism Management program requires that students perform 480 hours of a "hands-on" academic experience through a hospitality or tourism co-op/internship placement. In selecting their placement opportunity, students enrolled in the Hospitality & Tourism Management major will benefit from Mitchell College's unique location in Southeastern Connecticut, a prime New England vacation destination. Within minutes to the College are two of the largest and most successful resort casinos in the world, Foxwoods Resort and the Mohegan Sun, as well as the Eugene O'Neill Theater Institute, the Garde Arts Center, historic Mystic Seaport, and the Mystic Aquarium & Institute for Exploration. The College's recent acquisition of nearby Michael's Dairy, and affiliation with a number of regional hotels, including the critically acclaimed Mystic Marriott, Norwich Inn & Spa and Water's Edge Resort provides additional opportunities for valuable fieldwork experiences.

Put Your Mitchell Degree to Work

By the year 2015 , hospitality is projected to be the largest industry in the world, employing 10.5 million workers in the United States and more than 112 million people internationally. It is estimated that the hospitality and tourism industry generates more than \$450 billion in annual revenues. Career possibilities include:

- Casino Management
- Catering Manager
- Contract Food Services Management
- Convention Manager
- Corporate Travel Coordinator
- Event Planner
- Food and Beverage Director
- Hospitality Accountant
- Hospitality Marketing/Sales Manager
- Hotel/Resort Manager
- Hotel and Restaurant Equipment and Supplies Salesperson
- Hotel Services
- International Hospitality Manager
- Private Club Management
- Restaurant Manager

**HOSPITALITY & TOURISM
HOTEL & RESORT MANAGEMENT
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122**

Freshman Year – Fall Semester

HT101 Intro. to Hospitality & Tourism	3
CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Presentations	3
MA104 Mathematics	3
Semester Credits	14

Freshman Year – Spring Semester

CO126 Managing Interpersonal Skills	3
CW102 College Writing & Research	3
_____ History Elective	3
HT110 Introduction to Food Service	3
FC120 Info/Tech Literacy OR	
CO103 Presentations	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Financial Accounting	4
HT220 Hotel Operations Management	3
EC132 Microeconomics	3
_____ Behavior Elective #1	3
_____ Physical Education Elective	3
Semester Credits	16

Sophomore Year – Spring Semester

HT201 Hospitality & Tourism Mktg.	3
_____ Literature Elective	3
_____ Open Elective	3
_____ Lab Science Elective	4
HT310 Restaurant Management	3
BU427 Exploring Career Options	1
Semester Credits	17

Junior Year – Fall Semester

_____ Open Elective	3
_____ Open Elective	3
_____ Fine Arts Elective	3
HT330 Event Planning	3
HT303 Hospitality Financial Analysis	3
Semester Credits	15

Junior Year – Spring Semester

HT350 Hospitality & Tourism Interns.	3
HT360 Hospitality Human Res. Mgmt.	3
HT301 Hospitality Property Mgmt.	3
HT340 Customer Relations Mgmt.	3
SO310 Leadership & Group Process	3
Semester Credits	15

Senior Year – Fall Semester

HT450 Hospitality & Tourism Co-Op I	6
HT405 Business & Hospitality Law	3
_____ Open Elective	3
_____ Humanities Elective	3
Semester Credits	15

Senior Year – Spring Semester

HT451 Hospitality & Tourism Co-Op II	6
or 2 HT Open Electives	
HT490 Hospitality & Tourism Seminar	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 403

** Open Electives: Any course offered by the College may be used as an Open Elective

HOSPITALITY & TOURISM MANAGEMENT
EVENT MANAGEMENT
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122

Freshman Year – Fall Semester

HT101 Intro to Hospitality & Tourism	3
CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Presentations	3
MA104 Mathematics (MA104+)	3
Semester Credits	14

Freshman Year – Spring Semester

CO126 Managing Interpersonal Comms	3
CW102 College Writing and Research	3
_____ History Elective	3
HT130 Introduction to Event Mgmt	3
FC120 Info/Tech Literacy OR	
CO103 Presentations	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Financial Accounting	4
_____ Open Elective	3
EC132 Microeconomics	3
_____ Behavioral Science Elective	3
_____ Physical Education Elective	3
Semester Credits	16

Sophomore Year – Spring Semester

HT201 Hospitality & Tourism Mktg.	3
_____ Literature Elective	3
_____ Open Elective	3
_____ Lab Science Elective	4
HT230 Convention & Trade Show Mgmt.	3
BU427 Exploring Career Options	1
Semester Credits	17

Junior Year – Fall Semester

_____ Open Elective	3
HT371 Private Club Management	3
_____ Fine Arts Elective	3
HT330 Event Planning	3
HT303 Hospitality Financial Analysis	3
Semester Credits	15

Junior Year – Spring Semester

HT360 Hospitality Human Res. Mgmt.	3
HT340 Customer Relations Mgmt.	3
HT376 Banquets & Catering	3
SO310 Leadership & Group Processes	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

HT450 Hospitality & Tourism Co-Op I	6
HT405 Business & Hospitality Law	3
HT430 Special Events Leadership	3
_____ Humanities Elective	3
Semester Credits	15

Senior Year – Spring Semester

HT451 Hospitality & Tourism Co-Op II	6
or 2 HT Open Electives	
HT490 Hospitality & Tourism Seminar	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

***Open Elective: Any course offered by the College may be used as an Open Elective.**

HOSPITALITY & TOURISM MANAGEMENT
FOOD SERVICE MANAGEMENT
BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122

Freshman Year – Fall Semester

HT101 Intro to Hospitality & Tourism	3
CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Presentations	3
MA104 Mathematics (MA104+)	3
Semester Credits	14

Freshman Year – Spring Semester

CO126 Managing Interpersonal Comms	3
CW102 College Writing and Research	3
_____ History Elective	3
HT110 Introduction to Food Service	3
FC120 Info/Tech Literacy OR	
CO103 Presentations	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Financial Accounting	4
HT210 Food Service Sanitation	3
EC132 Microeconomics	3
_____ Behavioral Science Elective	3
_____ Physical Education Elective	3
Semester Credits	16

Sophomore Year – Spring Semester

HT201 Hospitality & Tourism Mktg.	3
_____ Literature Elective	3
_____ Open Elective	3
_____ Lab Science Elective	4
HT310 Restaurant Management	3
BU427 Exploring Career Options	1
Semester Credits	17

Junior Year – Fall Semester

_____ Open Elective	3
_____ Open Elective	3
_____ Fine Arts Elective	3
HT330 Event Planning	3
HT303 Hospitality Financial Analysis	3
Semester Credits	15

Junior Year – Spring Semester

HT352 Food Prepar. & Cost Control	4
HT360 Hospitality Hum. Res. Mgmt.	3
HT311 Beverage Operations Mgmt.	3
HT340 Customer Relations Mgmt.	3
SO310 Leadership & Group Processes	3
Semester Credits	16

Senior Year – Fall Semester

HT450 Hospitality & Tourism Co-Op I	6
HT405 Business & Hospitality Law	3
_____ Open Elective	3
_____ Humanities Elective	3
Semester Credits	15

Senior Year – Spring Semester

HT451 Hospitality & Tourism Co-Op II	6
or 2 HT Open Electives	
HT490 Hospitality & Tourism Seminar	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

*Open Elective: Any course offered by the College may be used as an Open Elective.

BEHAVIORAL SCIENCES

HUMAN DEVELOPMENT & FAMILY STUDIES

The Human Development & Family Studies program at Mitchell focuses on how people grow, develop, and change during the course of their lives. As a student in this program, sometimes known as life span studies, you'll combine course work in subjects such as psychology, sociology, education, and human services, with internship opportunities. Through this combination, you'll learn more about the human experience and how to improve the quality of life of those around you.

Bachelor of Science Degree:

Students in this program take part in advanced life span coursework and training. You'll take a variety of elective classes while studying how counseling can affect human development, family development and relationships, multicultural issues, social policy, and other topics. You'll also work in the field, developing strategies to help you connect with people of all ages. The Bachelor of Science degree program also features the Capstone Seminar in Human Development and Family Studies. In this course, students develop an applied research project that shows how their views and perspectives have evolved during their time at Mitchell. The Capstone seminar is an excellent opportunity for you to add to your portfolio and practice your research and presentation skills.

Learn Real World Skills in A Real World Setting

Students in the Human Development & Family Studies Program at Mitchell, have the opportunity to take part in our largest selection of internships. Mitchell has an excellent relationship with community agencies and organizations that are more than willing to help you further your education outside the traditional classroom setting.

Recent internships have included:

- Substance abuse residential treatment program for pregnant women and their children
- Domestic violence center for women
- Child adoption resource center
- Programs for people with mental retardation or physical disabilities
- Family support centers
- After-school centers for education and recreation
- Tutoring and mentoring students with special needs in classrooms
- Human Resource Departments
- Therapeutic Riding Center

Put Your Mitchell Degree to Work!

A degree in Mitchell's Human Development & Family Studies Program can lead to these potential careers:

- Child Welfare Specialist
- Academic Counselor
- Community Outreach Representative
- Corrections Caseworker
- Youth Counselor
- Activity Director
- Marriage and Family Counselor
- Special Needs Educator
- Mental Health Counselor
- Gerontology Aid
- Social Services Case Worker

**BEHAVIORAL SCIENCES
HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR
BACHELOR PROGRAM**

Recommended Courses by Semester and Year

Total Credits to Graduate: 126

Freshman Year – Fall Semester

CW101 College Writing	3
FC101 First Year Seminar	2
HD108 Intro to Human Development	3
PY105 General Psychology I	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
SO103 Introduction to Sociology	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
FC120 Info/Tech. Literacy OR	
CO103 Effective Presentations	3
_____ Fine Arts Elective	3
HD209 Child Development	3
HD110 Intro to Race, Ethn, & Culture	3
Semester Credits	15

Sophomore Year – Fall Semester

HD210 Adolescent Development	3
_____ Cognate Area Course Elective	3
_____ History Elective	3
_____ Open Elective	3
_____ Life & Physical Science Elective	4
Semester Credits	16

Sophomore Year – Spring Semester

MA__ Mathematics (MA104+)	3-4
HD211 Adult Development	3
HD220 Career Concepts in Human Development & Family Studies	3
_____ Literature Elective	3
_____ Open Elective	3
PE__ Physical Education Elective	3
Semester Credits	18-19

Junior Year – Fall Semester

HD330 Behavioral Statistics	3
HD335 Family Services Programming	3
HD339 Systems and Theories of Family Development	3
PY320 Theories of Personality	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

HD305 Ethics, Character & Moral Dev.	3
HD331 Research Methods in Human Devel. and Family Studies I	3
BS340 Behavioral Sciences Internship I	3
PY313 Death & Dying	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

BS440 Behavioral Sciences Internship II	3
HD441 Gender Issues in Human Dev. & Family Studies	3
HD443 Research Methods in Human Development & Family Studies	3
PY392 Counseling Theory	
_____ Open Elective (300 or 400 level)	3
Semester Credits	15

Senior Year – Spring Semester

HD451 Families in Crisis	3
HD490 Capstone Seminar in Human Development & Family Studies	3
PY332 Abnormal Psychology	3
_____ Humanities Elective	3
_____ Open Elective (300 or 400 level)	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00 Major Code: 454

LIBERAL & PROFESSIONAL STUDIES

BACHELOR PROGRAM

Mitchell's program in Liberal & Professional Studies is geared towards students who value independent thought, diversity and flexibility. If you like the idea of sampling courses in different interest areas, while expanding your knowledge of different subjects, this program is for you. Students can choose to concentrate in the following areas:

- **Behavioral and Social Sciences**

You'll take classes in sociology, psychology, world religions, politics & government and other required and elective courses.

- **Individualized**

Students in Mitchell's unique individualized program consult with faculty and academic advisors to design a specialized program suited to their interests, with approval from the Dean of the College.

- **Humanities**

Through courses in literature, writing, languages, art, history, music and philosophy, you'll gain a broad perspective of human behavior, thought, values and artistic expression.

As a student in the Liberal & Professional Studies program, you'll be required to take classes within a variety of academic areas, including communication skills, humanities, mathematics and natural sciences, history and social sciences. Combined with 30 program credits and elective requirements in one of the above concentrations you select, you can tailor your major to meet your individual education and career goals.

Put Your Mitchell Degree to Work!

A degree in Liberal & Professional Studies will provide you with a strong foundation for continued education, such as law school, or in any of these potential careers:

- Editor
- Journalist
- Publicist
- Human Relations
- Government/Social Services
- Entry Level Management
- Policy Analyst

**LIBERAL AND PROFESSIONAL STUDIES
BACHELOR PROGRAM
Humanities Concentration
Recommended Courses by Semester and Year
Total Credits to Graduate: 123**

Freshman Year – Fall Semester

CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PY105 General Psychology I OR	
SO103 Introduction to Sociology	3
MA___ Mathematics (MA104+)	3-4
_____ Open Elective** OR	
_____ Humanities Elective	3
Semester Credits	17-18

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ Concentration Course Elective	3
_____ History Elective	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Open Elective**	3
Semester Credits	15

Sophomore Year – Fall Semester

_____ Life and Physical Science Elective	4
_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ Fine Arts Elective*	3
_____ Open Elective**	3
Semester Credits	16

Sophomore Year – Spring Semester

_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ Literature Elective	3
_____ Lib Stud Interdisciplinary Elective OR	
_____ Internship in Concentration Area	3
_____ Physical Education Elective	3
Semester Credits	15

Junior Year – Fall Semester

LS350 Liberal Studies Career Seminar	3
PH223 Comparative World Religions	3
_____ Concentration Course Elective-- Upper Level	3
MA___ Math(MA104+) OR	
_____ Open Elective**	3
_____ Lib Stud Interdisciplinary Elective	3
Semester Credits	15

Junior Year – Spring Semester

PH304 Contemporary Issues in Ethics	3
_____ Concentration Course Elective-- Upper Level	3
_____ Concentration Course Elective-- Upper Level	3
_____ Lib Stud Interdisciplinary Elective	3
_____ Behavioral Science Elective-- Upper Level	3
Semester Credits	15

Senior Year – Fall Semester

LS401 Advanced Expository Writing	3
_____ Concentration Course Elective Upper Level	3
_____ Concentration Course Elective Upper Level	3
_____ Open Elective**	3
_____ History Elective- Upper Level	3
Semester Credits	15

Senior Year – Spring Semester

LS460 Liberal Studies Senior Seminar	6
_____ Concentration Course Elective Upper Level	3
_____ Humanities Elective-Upper Level	3
_____ Open Elective**	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00
Major Code: 431

** Open Electives: Any course offered by the College may be used as an Open Elective.

**LIBERAL AND PROFESSIONAL STUDIES
BACHELOR PROGRAM
Individualized Liberal Arts Program
Recommended Courses by Semester and Year
Total Credits to Graduate: 123**

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC101 First Year Seminar	2
_____ Fine Arts Elective	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3-4
MA____ Mathematics (MA104+)	3-4
_____ Open Elective**	3
Semester Credits	17-18

Freshman Year – Spring Semester

CW102 College Writing and Research	3
GV119 Amer. Govt. & Politics	3
HD110 Intro to Race, Ethn, & Culture	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Behavioral Science	
_____ Foundation Course	3
Semester Credits	15

Sophomore Year – Fall Semester

_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ History Elective	3
_____ Open Elective **	3
_____ Life & Physical Science Elective	4
Semester Credits	16

Sophomore Year – Spring Semester

HU201 Survey of Human Adventure	3
_____ Concentration Course Elective	3
_____ Humanities Elective	3
_____ Behavioral Science Elective	3
PE____ Physical Education Elective	3
Semester Credits	15

Junior Year – Fall Semester

LS350 Liberal Studies Career Seminar	3
PH223 Comparative World Religions	3
_____ Concentration Course Elective	3
_____ Literature Elective	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

HU310 Holocaust: Implics & Contexts	3
PH304 Contemporary Issues in Ethics	3
_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
Semester Credits	15

Senior Year – Fall Semester

LS450 Liberal Studies Internship I	3
_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ Open Elective **	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

LS451 Liberal Studies Internship II	3
_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ Concentration Course Elective	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 431

** Open Electives: Any course offered by the College may be used as an Open Elective.

LIBERAL AND PROFESSIONAL STUDIES
BACHELOR PROGRAM
Behavioral and Social Sciences Concentration
Recommended Courses by Semester and Year
Total Credits to Graduate: 123

Freshman Year – Fall Semester

CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
HD108 Intro to Human Development	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
GV119 Amer. Gov't and Politics	3
HD110 Intro to Race, Ethn & Culture	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Fine Arts Elective	3
Semester Credits	15-16

Sophomore Year – Fall Semester

_____ Behav & Social Science Elective	3
_____ History Elective	3
_____ Humanities Elective	3
_____ Open Elective **	3
_____ Life & Physical Science Elective	4
Semester Credits	16

Sophomore Year – Spring Semester

MA___ Mathematics (MA104+)	3-4
HU201 Survey of the Human Adventure	3
_____ Behav & Social Science Elective	3
_____ Literature Elective	3
_____ Physical Education Elective	3
Semester Credits	15-16

Junior Year – Fall Semester

LS350 Liberal Studies Career Seminar	3
PH223 Comparative World Religions	3
_____ Behav & Soc Science Elective	3
_____ Open Elective **	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

HU310 Holocaust: Implica & Contexts	3
PH304 Contemporary Issues in Ethics	3
_____ Behav & Soc Science Elective	3
_____ Open Elective **	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

LS450 Liberal Studies Internship I	3
_____ Behav & Social Science Elective	3
_____ Behav & Social Science Elective	3
_____ Open Elective **	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

LS451 Liberal Studies Internship II	3
_____ Behav & Social Science Elective	3
_____ Behav & Social Science Elective	3
_____ Behav & Social Science Elective	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 430

** Open Electives: Any course offered by the College may be used as an Open Elective.

LIBERAL STUDIES

ASSOCIATE PROGRAM

The Associate of Arts degree in Liberal Studies at Mitchell College is our most flexible program. It allows you to explore different interest areas while you gain knowledge of a variety of subjects. The end result is a well-rounded, diverse individual, with a wide range of career choices.

You have the option of creating a concentration within the liberal studies associate degree. Possible concentration areas include:

Fine Arts

Students interested in the creative process will enjoy this concentration, which includes courses in the arts, design, humanities and music. This area of study may lead to further study or a career in the cultural, performing or fine arts, business, graphic design or education.

History/Government

Understanding historical perspectives prepares you to enter careers such as business, education, government, law, international relations and journalism. Studying government – whether national, regional or local – will give you a better understanding of our political system. Internships in the State Legislature allow students to actively experience and participate in the political process.

Humanities

Through courses in literature, writing, languages, art, history, music and philosophy, you'll gain a broad perspective of human behavior, thought, values and artistic expression. You'll also develop writing and effective speaking skills. The Humanities concentration provides a strong foundation for students who want to move on to our four year Liberal & Professional Studies Program in Humanities.

Mathematics

The mathematics concentration prepares students for future study in areas such as engineering, computer science and the natural sciences. You'll explore a wide spectrum of ideas and the art of logical reasoning.

Pre-Allied Health: Pre-Nursing/Pre-Med

This concentration supplies you with a background in both science and liberal arts, and prepares students for further study in nursing, dental hygiene, physical therapy, radiation therapy, pre-med; Physician Assistants Programs and other areas. In this program, you'll also gain hands-on experience through internships at area hospitals and long-term care facilities.

Psychology

Psychology revolves around understanding, predicting and controlling human behavior. The Psychology concentration gives students the general knowledge necessary for further study in counseling, social work and human services. Students who complete this program may be interested in continuing with Mitchell's Bachelor of Science degree in Psychology, Human Development & Family Studies, or Social & Behavioral Sciences.

Science

A science concentration is ideal for students looking at furthering their education in areas such as medicine, engineering, marine science and environmental studies.

Sociology

In this concentration, you'll study how families, communities and entire societies interact and behave with each other. Sociology course work can lead to careers in research, social work, human resources and other fields. Students may also choose to continue in the Bachelor of Science in Liberal & Professional Studies – Social & Behavioral Sciences program at Mitchell.

Put Your Mitchell Degree to Work for You!

Students in the Liberal Studies program will get an accurate feel for different academic areas and possible future career options, in areas such as:

- Law
- Journalism
- Education
- Business
- Government
- Human Services
- Arts
- Medical and Technical Fields
- Further Academic Study

**LIBERAL STUDIES
ASSOCIATE PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 64**

Freshman Year – Fall Semester

CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy <u>OR</u>	
CO103 Effective Presentation	3
PY105 General Psychology I <u>OR</u>	
SO103 Introduction to Sociology	3
MA___ Mathematics	3-4
_____ Open Elective **	3
Semester Credits	17-18

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ Concentration Elective	3
FC120 Info/Tech Literacy <u>OR</u>	
CO103 Effective Presentation	3
_____ History Elective	3
_____ Open Elective **	3
Semester Credits	15

Sophomore Year – Fall Semester

_____ Life or Physical Science Elective	4
_____ Concentration Elective	3
_____ Concentration Elective	3
_____ Fine Arts Elective	3
_____ Open Elective **	3
Semester Credits	16

Sophomore Year – Spring Semester

_____ Lib Studies Interdisciplinary Course	3
_____ Concentration Elective	3
_____ Concentration Elective	3
_____ Literature Elective	3
_____ Open Elective **	3
PE__ Physical Education Elective	1
Semester Credits	16

Cumulative GPA Required for Graduation: 2.00

Major Code: 55

** Open Electives: Any course offered by the College may be used as an Open Elective.

**LIBERAL STUDIES
ASSOCIATE PROGRAM
PRE-ALLIED HEALTH CONCENTRATION: PRE-NURSING
PROGRAM #1
Recommended Courses by Semester and Year
Total Credits to Graduate: 62**

Freshman Year – Fall Semester

BI105	Biology I	4
CW101	Intro to College Writing	3
FC101	First Year Seminar	2
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
PY105	General Psychology I OR	
SO103	Introduction to Sociology	3
MA___	Math (MA105+)	3-4
	Semester Credits	18-19

Freshman Year – Spring Semester

CW102	College Writing and Research	3
_____	History Elective	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
PY105	General Psychology I OR	
SO103	Introduction to Sociology	3
HD108	Intro to Human Development	3
	Semester Credits	15

Sophomore Year – Fall Semester

_____	Open Elective **	3
BI221	Anatomy and Physiology I	4
CH111	General College Chemistry I	4
_____	Fine Arts Elective *	3
PE___	Physical Education Elective	1
	Semester Credits	15

Sophomore Year – Spring Semester

BI222	Anatomy and Physiology II	4
BI239	Microbiology	4
_____	Literature Elective *	3
BI251	Genetics OR	
BI290	Internship	3
	Semester Credits	14

Cumulative GPA Required for Graduation: 2.00

Major Code: 55

**Open Electives: Any course offered by the College may be used as an Open Elective.

This program is designed for the student intending to apply to a four year program to complete a degree in an Allied Health field, e.g. Nursing, Physical Therapy, Occupational Therapy, Dental Hygiene.

**LIBERAL STUDIES
ASSOCIATE PROGRAM
PRE-ALLIED HEALTH CONCENTRATION: PRE-MED
PROGRAM #2
Recommended Courses by Semester and Year
Total Credits to Graduate: 64**

Freshman Year – Fall Semester

BI105	Biology I	4
CW101	Intro to College Writing	3
FC101	First Year Seminar	2
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
PY105	General Psychology I OR	
SO103	Introduction to Sociology	3
MA___	Mathematics (MA105+)	3-4
	Semester Credits	18-19

Freshman Year – Spring Semester

BI106	Biology II	4
CW102	College Writing and Research	3
_____	History Elective *	3
_____	Open Elective **	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
	Semester Credits	16

Sophomore Year – Fall Semester

_____	Open Elective **	3-4
BI221	Anatomy and Physiology I	4
CH111	General College Chemistry I	4
_____	Fine Arts Elective *	3
PE___	Physical Education Elective	1
	Semester Credits	15-16

Sophomore Year – Spring Semester

BI222	Anatomy and Physiology II	4
BI239	Microbiology	4
CH112	General College Chemistry II	4
_____	Literature Elective *	3
	Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 55

**Open Electives: Any course offered by the College may be used as an Open Elective. Students are encouraged to take an upper level mathematics course or BI251- Genetics - for one of these electives.

This program is designed for the student intending to transfer to a four year program and then go beyond to complete a degree in the Medical Field, e.g. Medical School, Dental School, or Veterinary School.

BEHAVIORAL SCIENCES

PSYCHOLOGY

Mitchell's Psychology program gives students an overall understanding of human behavior and prepares them to help solve scientific, social and business problems. The program gives you a strong foundation to build a career on, or prepares you for advanced study.

Psychology students have three “track” options:

- **Community Psychology**

This program is designed for students interested in careers in guidance counseling and social work.

- **Developmental Psychology**

This option is for students interested in how people grow and develop during the course of their lifetime.

- **Individualized Psychology**

The degree program is for students who want a broad overview of the subject, but don't want to necessarily focus on a particular area.

No matter what track you choose, all Mitchell Psychology students end the program by taking the Capstone Seminar. In this sequence of courses, you'll choose a topic, complete a written research paper, and make an oral presentation on that topic to the academic community.

Learn Real World Skills in a Real World Setting

As a Psychology student, you'll get practical experience through a two-semester assignment in the field, under the direction of psychology faculty and an on-site supervisor. This exciting opportunity allows you to practice what you learn in the classroom in a supportive, stimulating environment.

Internships are available in these settings:

- Elementary school social work
- School psychology
- Middle and highschool guidance counseling
- Employment services for people with mental illnesses
- Group work with people in an alternative to incarceration program
- Alternative school education and recreation programs
- Youth service bureaus
- Social services with minority populations
- Residential treatment center for youth
- Safe homes for children removed from their families
- Human Resource Departments
- Community centers and organizations
- Substance abuse programs
- Specialized rehabilitation services, such as Therapeutic Riding Program

Because Mitchell knows that students will need an advanced degree to work as a professional psychologist, or in a related field such as social work, we'll prepare you for further study with our four-course research component. Through this part of the program, you'll learn how to gather, analyze, and use important research data with techniques practiced by professionals already in the field.

Put Your Mitchell Degree to Work!

Graduates of Mitchell's Psychology program have many career options. Some choose to do graduate work in psychology, others move on to medical or law school. A psychology degree is an excellent background for students interested in:

- Personal Counseling
- Health Psychology
- Social Work
- Industrial/Organizational Psychology

**BEHAVIORAL SCIENCES
PSYCHOLOGY
BACHELOR PROGRAM
COMMUNITY TRACK**

Recommended Courses by Semester and Year
Total Credits to Graduate: 126

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
_____ Open Elective **	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ Fine Arts Elective	3
_____ Open Elective **	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PY106 General Psychology II	3
Semester Credits	15

Sophomore Year – Fall Semester

HD110 Intro to Race, Ethn & Culture	3
_____ History Elective	3
_____ Humanities Elective	3
PY311 Intro to Community Psychology	3
PY320 Theories of Personality	3
PE____ Physical Education Elective	3
Semester Credits	18

Sophomore Year – Spring Semester

MA____ Mathematics (MA104+)	3-4
_____ Literature Elective	3
_____ Life & Physical Science Elective	4
_____ Open Elective **	3
PY332 Abnormal Psychology	3
Semester Credits	16-17

Junior Year – Fall Semester

HD305 Ethics, Character & Moral Dev	3
HD335 Family Services Programming	3
PY330 Behavioral Statistics	3
PY392 Counseling Theory	3
_____ Open Elective **	3
Semester Credits	15

Junior Year – Spring Semester

PY331 Research Methods I	3
BS340 Psychology Internship I	3
PY375 History & Systems of Psychology	3
SO310 Leadership and Group Processes	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Fall Semester

BS440 Psychology Internship II	3
PY443 Research Methods II	3
_____ Open Elective **	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Spring Semester

PY490 Capstone Seminar in Psychology	3
PY395 Psychology of Drugs & Behavior	3
HD451 Families in Crisis	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 460

** Open Electives: Any course offered by the College may be used as an Open Elective.

**BEHAVIORAL SCIENCES
PSYCHOLOGY
BACHELOR PROGRAM
DEVELOPMENTAL TRACK**

Recommended Courses by Semester and Year
Total Credits to Graduate: 126

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
HD108 Intro to Human Development	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ History Elective	3
_____ Open Elective **	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
HD209 Child Development	3
Semester Credits	15

Sophomore Year – Fall Semester

HD110 Intro to Race, Ethn & Culture	3
_____ Fine Arts Elective	3
_____ Literature Elective	3
HD210 Adolescent Development	3
_____ Open Elective **	3
PE____ Physical Education Elective	3
Semester Credits	18

Sophomore Year – Spring Semester

MA____ Mathematics (MA104+)	3-4
_____ Literature Elective	3
_____ Life & Physical Science Elective	4
HD211 Adult Development	3
_____ Open Elective **	3
Semester Credits	16-17

Junior Year – Fall Semester

HD305 Ethics, Character & Moral Dev	3
HD335 Family Services Programming	3
_____ Open Elective **	3
PY392 Counseling Theory	3
_____ Open Elective **	3
PY330 Behavioral Statistics	3
Semester Credits	18

Junior Year – Spring Semester

PY331 Research Methods I	3
PY340 Psychology Internship I	3
PY375 History & Systems of Psychology	3
SO310 Leadership and Group Processes	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Fall Semester

PY440 Psychology Internship II	3
PY443 Research Methods II	3
PY325 Psychology of Aging	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Spring Semester

PY490 Capstone Seminar in Psychology	3
PY313 Death & Dying	3
_____ Open Elective **	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 460

** Open Electives: Any course offered by the College may be used as an Open Elective.

**BEHAVIORAL SCIENCES
PSYCHOLOGY
BACHELOR PROGRAM
INDIVIDUALIZED TRACK**

Recommended Courses by Semester and Year
Total Credits to Graduate: 126

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
_____ Open Elective **	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ History Elective	3
_____ Open Elective **	3
FC120 Info/Tech Literacy OR	
CO103 Effective Presentation	3
_____ Psychology Track Elective	3
Semester Credits	15

Sophomore Year – Fall Semester

HD110 Intro to Race, Ethn & Culture	3
_____ Fine Arts Elective	3
_____ Humanities Elective	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
PE_____ Physical Education Elective	3
Semester Credits	18

Sophomore Year – Spring Semester

MA____ Mathematics (MA104+)	3-4
_____ Literature Elective	3
_____ Life & Physical Science Elective	4
_____ Psychology Track Elective	3
_____ Open Elective **	3
Semester Credits	16-17

Junior Year – Fall Semester

HD305 Ethics, Character & Moral Dev	3
HD335 Family Services Programming	3
PY330 Behavioral Statistics	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
Semester Credits	15

Junior Year – Spring Semester

PY331 Research Methods I	3
BS340 Psychology Internship I	3
PY375 History & Systems of Psychology	3
SO310 Leadership and Group Processes	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Fall Semester

BS440 Psychology Internship II	3
PY443 Research Methods II	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Spring Semester

PY490 Capstone Seminar in Psychology	3
_____ Psychology Track Elective	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

Major Code: 460

** Open Electives: Any course offered by the College may be used as an Open Elective.

SPORT & FITNESS MANAGEMENT

The bachelor degree in the Sports & Fitness Management Department offers academic preparation in the specialized areas of:

- Sport Management
- Physical Education
- Recreation Administration
- Health & Fitness Management
- Sport Communication

The concentration in Sport Management emphasizes the practical and academic experiences necessary to be successful in the sport industry. Sport managers must have a fundamental understanding of the applications of business and in-depth knowledge of the complexities of the sport world.

The Physical Education concentration is designed to prepare students for a career in the classroom, teaching physical education. Students interested in non-school programs such as those offered at the YMCA, Boys and Girls Clubs, YWCA and Municipal Recreation Departments, are prepared by studying Recreation Administration. This concentration prepares well-rounded and enthusiastic graduates dedicated to positively impacting the lives of youths. Health and Fitness prepares those students concentrating on careers in personal training, strength and conditioning, and sport rehabilitation delivered by fitness centers, corporate wellness programs, or sport medicine facilities. For those interested in pursuing sport media careers in television, radio, or print industries, the concentration in Sport Communications provides preparation in both sport and communication media techniques.

As a student in one of these programs, you would participate in Mitchell's outstanding internship program. A student will complete a sophomore and senior level internship. You can elect to do your internship in a wide variety of settings ranging from professional sports teams, school athletic programs, parks and recreation programs, sporting goods companies, fitness facilities and more.

A full range of opportunities exist in the Sport and Fitness area including executive-level positions requiring strong management and problem-solving capabilities. Mitchell's Sport & Fitness Management Department will prepare you to meet the contemporary and future needs of the sport, physical education, fitness and recreation fields.

SPORT & FITNESS MANAGEMENT
SPORT MANAGEMENT - BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 121

Freshman Year – Fall Semester

SM110	Introduction to Sport Mgmt	3
CW101	Introduction to College Writing	3
FC101	First Year Seminar	2
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
MA___	Mathematics (MA104+)	3-4
_____	Behavioral Science Foundation Course	3
	Semester Credits	17-18

Freshman Year – Spring Semester

SM201	Sport in Society	3
CW102	College Writing and Research	3
BU123	Introduction to Business	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
_____	Open Elective **	3
	Semester Credits	15

Sophomore Year – Fall Semester

AC103	Prin of Financial Accounting	4
_____	Life and Physical Science Elective	4
_____	Physical Education Elective	3
BU124	Marketing	3
_____	Humanities Elective	3
	Semester Credits	17

Sophomore Year – Spring Semester

PE222	Personal & Community Health	3
_____	History Elective	3
SM207	Sport Marketing	3
SM210	Sport Practicum	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Fall Semester

BU321	Human Resource Management	3
_____	Behavioral Science Elective	3
SM303	Legal Issues in Sport	3
SM302	Sport Facilities	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

SF324	Adaptive Sport & PE	3
SM309	Sport Promotion and Media	3
SM403	Sport Business and Finance	3
_____	Fine Arts Elective	3
SF405	Org/Mgmt. of PE/Rec.	3
	Semester Credits	15

Senior Year – Fall Semester

BU323	Organizational Behavior	3
_____	Open Elective **	3
SM401	Ethics in Sport	3
SM430	Senior Seminar in Sport Mgmt	3
_____	Literature Elective	3
	Semester Credits	15

Senior Year – Spring Semester

SM450	Sport Management Internship	6
_____	Open Elective **	3
_____	Open Elective **	3
	OR	
SM451	Sport Mgmt Profess Internship	12
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

Major Code: 435

** Open Electives: Any course offered by the College may be used as an Open Elective.

SPORT & FITNESS MANAGEMENT
PHYSICAL EDUCATION - BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122

Freshman Year – Fall Semester

SM110	Introduction to Sport Mgmt	3
CW101	Introduction to College Writing	3
FC101	First Year Seminar	2
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
MA___	Mathematics (MA104+)	3-4
_____	Behavioral Science	
_____	Foundation Course	3
	Semester Credits	17-18

Freshman Year – Spring Semester

SM201	Sport in Society	3
CW102	College Writing and Research	3
PE121	First Aid & Safety	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
BI105	General Biology I	4
	Semester Credits	16

Sophomore Year – Fall Semester

_____	Open Elective **	3
PE231	Preventive Care of Athl Injuries	3
PE228	Principles of Coaching	3
_____	History Elective	3
BI221	Anatomy & Physiology I	4
	Semester Credits	16

Sophomore Year – Spring Semester

HD209	Child Development	3
PE222	Personal & Community Health	3
SM207	Sport Marketing	3
SM210	Sport Practicum	3
BI222	Anatomy & Physiology II	4
	Semester Credits	16

Junior Year – Fall Semester

_____	Humanities Elective	3
_____	Behavioral Science Elective	3
SM303	Legal Issues in Sport	3
SF301	Motor Learning	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

_____	Open Elective **	3
SF324	Adaptive Sport & PE	3
SF405	Org/Mgmt. of PE/Rec.	3
_____	Fine Arts Elective	3
SF310	Intro to Exercise Science	3
	Semester Credits	15

Senior Year – Fall Semester

SF320	Teaching Team Activities	3
PE___	Physical Education Elective	3
SM401	Ethics in Sport	3
SM430	Senior Seminar in Sport Mgmt	3
_____	Literature Elective	3
	Semester Credits	15

Senior Year – Spring Semester

SF321	Teaching Individual Activities	3
SO315	Schools & Society	3
_____	Open Elective **	3
_____	Open Elective **	3
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

Major Code: 435

** Open Electives: Any course offered by the College may be used as an Open Elective.

**SPORT & FITNESS MANAGEMENT
RECREATION ADMINISTRATION - BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 121**

Freshman Year – Fall Semester

SM110	Introduction to Sport Mgmt	3
CW101	Introduction to College Writing	3
FC101	First Year Seminar	2
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
MA__	Mathematics (MA104+)	3-4
_____	Behavioral Science Foundation Course	3
	Semester Credits	17-18

Freshman Year – Spring Semester

SM201	Sport in Society	3
CW102	College Writing and Research	3
PE121	First Aid & Safety	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
_____	Open Elective **	3
	Semester Credits	15

Sophomore Year – Fall Semester

AC103	Prin of Financial Accounting	4
_____	Life and Physical Science Elective	4
SM__	Concentration Elective	3
_____	History Elective	3
_____	Humanities Elective	3
	Semester Credits	17

Sophomore Year – Spring Semester

PE222	Personal & Community Health	3
SF__	Concentration Elective	3
SM207	Sport Marketing	3
SM210	Sport Practicum	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Fall Semester

SM__	Concentration Elective	3
_____	Behavioral Science Elective	3
SM303	Legal Issues in Sport	3
SM302	Sport Facilities	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

SF324	Adaptive Sport & PE	3
SF322	Aerobic/Sport Fitness	3
SM405	Org./Mgmt. PE & Rec.	3
_____	Fine Arts Elective	3
_____	Open Elective **	3
	Semester Credits	15

Senior Year – Fall Semester

SF320	Teaching Team Activities	3
PE__	Physical Education Elective	3
SM401	Ethics in Sport	3
SM430	Senior Seminar in Sport Mgmt	3
_____	Literature Elective	3
	Semester Credits	15

Senior Year – Spring Semester

SM450	Sport Management Internship	6
_____	Open Elective **	3
_____	Open Elective **	3
	OR	
SM451	Sport Mgmt Profess Internship	12
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

Major Code: 435

** Open Electives: Any course offered by the College may be used as an Open Elective.

SPORT & FITNESS MANAGEMENT
HEALTH/FITNESS MANAGEMENT - BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 122

Freshman Year – Fall Semester

SM110	Introduction to Sport Mgmt	3
CW101	Introduction to College Writing	3
FC101	First Year Seminar	2
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
MA___	Mathematics (MA104+)	3-4
_____	Behavioral Science	
_____	Foundation Course	3
	Semester Credits	17-18

Freshman Year – Spring Semester

BI105	General Biology I	4
CW102	College Writing and Research	3
SM201	Sport in Society	3
FC120	Info/Tech Literacy OR	
CO103	Effective Presentation	3
_____	Open Elective **	3
	Semester Credits	16

Sophomore Year – Fall Semester

_____	History Elective	3
PE231	Preventive Care of Athl Injuries	3
SF___	Concentration Elective	3
_____	Fine Arts Elective	3
BI221	Anatomy & Physiology I	4
	Semester Credits	16

Sophomore Year – Spring Semester

PE226	Nutrition	3
PE222	Personal & Community Health	3
SM207	Sport Marketing	3
SM210	Sport Practicum	3
BI222	Anatomy & Physiology II	4
	Semester Credits	16

Junior Year – Fall Semester

_____	Humanities Elective	3
_____	Behavioral Science Elective	3
SM303	Legal Issues in Sport	3
SF___	Concentration Elective	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

_____	Open Elective **	3
SF324	Adaptive Sport & PE	3
SF405	Org/Mgmt. of PE/Rec.	3
_____	Open Elective **	3
SF310	Intro to Exercise Science	3
	Semester Credits	15

Senior Year – Fall Semester

SF___	Concentration Elective	3
PE___	Physical Education Elective	3
SM401	Ethics in Sport	3
SM430	Senior Seminar in Sport Mgmt	3
_____	Literature Elective	3
	Semester Credits	15

Senior Year – Spring Semester

SM450	Sport Management Internship	6
_____	Open Elective **	3
_____	Open Elective **	3
	OR	
SM451	Sport Mgmt Profess Internship	12
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

Major Code: 435

** Open Electives: Any course offered by the College may be used as an Open Elective.

SPORT & FITNESS MANAGEMENT
SPORT COMMUNICATION - BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 121

Freshman Year – Fall Semester

SM110 Introduction to Sport Mgmt	3
CW101 Introduction to College Writing	3
FC101 First Year Seminar	2
FC120 Info/Tech Literacy <u>OR</u>	
CO103 Effective Presentation	3
MA___ Mathematics (MA104+)	3-4
_____ Behavioral Science	
_____ Foundation Course	3
Semester Credits	17-18

Freshman Year – Spring Semester

SM201 Sport in Society	3
CO107 Communication Technology	3
FC120 Info/Tech Literacy <u>OR</u>	3
CO103 Effective Presentation	3
_____ Open Elective **	3
Semester Credits	15

Sophomore Year – Fall Semester

AC103 Principles of Financial Acct.	4
_____ Life & Physical Science Elective	4
SM207 Sport Marketing <u>OR</u>	3
CO204 Introduction to Radio/Brdcst	
_____ History Elective	3
_____ Humanities Elective	3
Semester Credits	17

Sophomore Year – Spring Semester

PE222 Personal & Community Health	3
CO140 Video Production I	3
SM207 Sport Marketing	3
SM210 Sport Practicum	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Fall Semester

CO210 Audio/Radio Production	3
_____ Behavioral Science Elective	3
SM303 Legal Issues in Sport	3
CO240 Video Production II	3
_____ Open Elective **	3
Semester Credits	15

Junior Year – Spring Semester

SF324 Adaptive Sport & PE	3
SM309 Sport Promotion & Media	3
SF405 Org/Mgmt. of PE/Rec.	3
_____ Open Elective **	3
_____ Fine Arts Elective	3
Semester Credits	15

Senior Year – Fall Semester

CO304 Advanced Radio <u>OR</u>	3
CO305 Advanced Video	
SM401 Ethics in Sport	3
SM430 Senior Seminar in Sport Mgmt	3
_____ Literature Elective	3
Semester Credits	15

Senior Year – Spring Semester

SM450 Sport Management Internship	6
_____ Open Elective **	3
SM403 Sport Business & Finance	3
<u>OR</u>	
SM3xx Sport Event Management	
Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

Major Code: 435

** Open Electives: Any course offered by the College may be used as an Open Elective.

COURSE DESCRIPTIONS

The following list includes all of the courses that the institution offers on a regular basis. From time to time the institution may offer courses not included in this listing and not all courses in this listing are offered in every two-year cycle. Course descriptions are listed in a straight alphabetic-numeric sequence, using the following prefixes to identify courses within the College.

AC	–	Accounting
AR	–	Art
BI	–	Biology
BS	–	Behavioral Sciences
BU	–	Business
CH	–	Chemistry
CJ	–	Criminal Justice
CO	–	Communication
CW	–	College Writing
EC	–	Economics
ED	–	Education
EL	–	English
ES	–	Environmental Studies
FC	–	First-Year College
FR	–	French
FS	–	First Year Seminar
GD	–	Graphic Design
GS	–	Global Studies
GV	–	Government
HD	–	Human Development
HF	–	Health Fitness
HI	–	History
HO	–	Homeland Security
HS	–	Human Services
HT	–	Hospitality & Tourism
HU	–	Humanities
IS	–	Information Systems
LS	–	Liberal Studies
MA	–	Mathematics
MK	–	Marketing
MU	–	Music
PE	–	Physical Education
PH	–	Philosophy
PS	–	Physical Science
PY	–	Psychology
SF	–	Sport & Fitness
SM	–	Sport Management
SO	–	Sociology
SP	–	Spanish
TH	–	Theater
WL	–	World Language

- W Course requires considerable writing assignments.
 WI Central goal of course is improvement of student writing

General Education Program
 Requirements –Course Designations:

- AI American Institutions
 D Understanding Diversity
 E Ethics and Values
 G Global/Intercultural Perspective
 SR Social Responsibility
 IN Interdisciplinary Course

Undergraduate courses are numbered from 100-499. Courses numbered 100-199 may be taken by first year students. Some courses may have prerequisites. Courses numbered from 200-299 usually have prerequisite introductory level courses and may be restricted to second year students. Courses numbered 300-399 usually have prerequisite requirements and may only be opened to juniors and seniors. Courses numbered 400-499 usually have advanced prerequisites and may only be opened to seniors.

INTERNSHIP STATEMENT

Mitchell College acknowledges the need for practical experience as part of the education of all students. One way to gain this experience is through an internship. Students participating in an internship represent Mitchell College and the major program in which they are enrolled. As such, interns are expected to have excellent personal habits and a responsible attitude toward their work and to exhibit exemplary verbal and non-verbal behavior at all times.

All students choosing to participate in an internship must fulfill the following criteria:

- complete all prerequisite courses with a grade of C or better
- have an overall GPA of 2.0 (2.5 is required in some majors)
- be on track for graduation
- complete all incomplete (I) grades prior to the start of the semester or by the end of the semester
- internship must be in place at the end of add/drop week of the semester

AC103 Principles of Financial Accounting

4 credits (fall)

Covers the introductory aspects of accounting, including journalizing and the posting process, the balance sheet and income statement, use of worksheets, revenue, costs, expenses, journal entries, special journals and subsidiary ledgers, bad debts, inventories, depreciation and payroll. Offers students a broad understanding of accounting as a background for a business career and for use in other pursuits. Explores practical problem solving and computer applications during lab time.

AC104 Principles of Managerial Accounting

4 credits (spring)

Prerequisites: AC103

Further a basic understanding accounting principles and includes the study of accounting practices for partnerships, corporations and manufacturing operations, how to analyze financial statements, budgeting, and cost accounting. Explores practical problem solving and computer applications during lab time.

AC199 Special Topics in Accounting

Credit hours by arrangement.

(offered as needed)

Prerequisites: Junior or Senior and permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

AC203 Intermediate Accounting

3 credits (fall)

Prerequisites: AC103

Emphasizes a thorough knowledge and comprehension of basic accounting theory with a view of current thought including present and future value concepts, price change, segment reporting, inventory replacement cost and depreciable assets. Stresses the ability to apply current theory in solving financial accounting problems.

AC204 Intermediate Accounting II

3 credits (spring)

Prerequisites: AC203

Continues the study of accounting begun in AC203, including present and future value concepts, statement

of cash flows, revenue recognition, pension accounts and leases. The ability to apply current theory in solving financial accounting problems is stressed.

AC301 Cost Accounting

3 credits

Prerequisites: AC204

This course focuses on the concepts that are vital to the company's strategy in managing products and product development in relationship to the competition in the marketplace. There is emphasis on cost based accounting, activity based costing, customer profitability analysis, product mix decisions, cost-volume-profit relationships, cost analysis and product variance analysis.

AC302 Accounting Information Systems

3 credits

Prerequisites: AC204

This course introduces the student to the theory and real world applications of information systems specific to the field of accounting. The student will be introduced to information technology fundamentals of the analysis and design of accounting systems. In addition, the student will explore the relationship between accounting information systems other business information systems, including production, sales and human resources.

AC399 Special Topics in Accounting

Credit hours by arrangement.

(offered as needed)

Prerequisites: Junior or Senior and permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

AC401 Budgeting and Planning

3 credits

Prerequisite: AC301

This course focuses on the concepts that are vital to the company's strategy regarding budgetary methods and planning techniques. There is emphasis on understanding budgetary methods and analysis, financial reporting, capital budgeting, audit review, product costing and control. The student will explore these topics through readings, case studies and guest speakers

AC405 Advanced Accounting

3 credits

Prerequisite: AC301 or permission of professor

This course is the continuation of AC401 and completes the review and emphasis on the concepts that are vital to the company's strategy regarding budgetary methods, planning techniques and yearend audit preparation and adjustments. There is emphasis on understanding budgetary methods and analysis, financial reporting, capital budgeting, audit review, product costing and control. The student will explore these topics case analysis and significant problem solving.

AC410 Analysis and Valuation

3 credits

Prerequisite: AC405 or permission of professor

This course serves as the senior year seminar for the accounting student. All aspects of financial statements, financial analysis, budgeting, working capital management, capital budgeting and valuation techniques are reviewed and discussed. Students will also be encouraged to explore the various avenues of employment within the accounting profession through readings, research and networking.

AR101 History and Appreciation of Art I (G) (W) (D)

3 credits (fall)

How have people visually depicted their relationships with the earth, their bodies, and their deities? How have rulers used art to proclaim and legitimize power? How have artists both pushed for and responded to radical social change? Using a global, thematic, chronologically grounded approach, we will explore these and other questions as we examine art from prehistoric to contemporary times.

AR102 History and Appreciation of Art II (G) (W) (D)

3 credits (spring)

Surveys art from the late 14th century to the present day, with an emphasis on the Western tradition. The course will also acquaint students with art from other traditions. The course will balance contextual and aesthetic perspectives.

AR103 Drawing and Composition

3 credits (fall and spring)

Explores both representational and nonrepresentational subjects in pencil, pen and ink, charcoal, wash, and

collage. Participants study and practice basic drawing techniques while investigating the spatial relationships of art elements: shape and volume, value, spatial illusion and perspective, and thematic development.

AR104 Introduction to Painting

3 credits (fall and spring)

Prerequisites: AR103, the equivalent or permission of the instructor.

Explores the materials and techniques to compose, tone, and paint both representational and nonrepresentational subjects. Offers first-hand experience controlling and manipulating watercolors, and teaches a basic knowledge of color-field theory.

AR115 Introduction to Film Study and Appreciation

3 credits (spring and fall)

Introduction to Film Study and Appreciation will give students an historical understanding of American film production and a critical perspective from which to view contemporary film. Beginning with the dawn of silent film and continuing through the developments of the new independent cinema, this course will examine Hollywood cinema as an institution: its history, genres, and work as both a cultural form and as an industry.

AR199 Special Topics in Art

Credit hours by arrangement.

(offered as needed)

Prerequisites: Open only with consent of the instructor. Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

NOTE: W designation as appropriate.

AR205 Advanced Drawing

3 credits (spring)

Prerequisites: AR103, the equivalent or permission of the instructor.

Teaches the fundamentals of drawing the human figure using pencil, vine charcoal, and pastel mediums. Stresses proportion, gesture, and form through line and tonal application. Emphasizes anatomy, with drawing from the skeletal structure and learning musculature serving as the foundation for drawing from the live model. Slides, lectures, and demonstrations are an integral part of course.

AR206 Advanced Painting: Oil

3 credits (spring)

Prerequisites: AR103 and AR104, the equivalent or permission of the instructor.

Explores the fundamentals of oil painting, with emphasis on color theory, medium application, and composition. Stresses personal artistic expression within a flexible format designed to accommodate each student's artistic interests.

AR225 The Baroque: Parallels in Art and Music (D)

3 credits

Taking a comparative approach between the art and music of the 17th Century, the course will explore the stylistic and aesthetic qualities unique to the time. The contributions of the great artists and composers - Rembrandt, Vermeer, Valesquez, Caravaggio, Bernini, Monteverdi, Purcell, Vivaldi, Bach and Handel among others - will be explored. Also listed as HU/MU 225.

AR275 Introduction to Digital Filmmaking

3 credits (spring)

Introduction to Digital Filmmaking will focus on aspects of storytelling through a visual medium. Emphasis will be placed on story structure and execution. Using equipment provided by the college, students create narrative short films and develop an understanding of cinema techniques.

AR280 Digital Photography

3 credits (spring)

This course will provide students with training in the general principals of photography relevant to current trends applicable to digital artists. The basic concepts and terminology of traditional digital photography, composition, color theory, lighting methods and equipment are covered in the context of planning and capturing images specifically for subsequent digital manipulation. Students learn to plan, compose, and optimize image captures destined for digital media and web composites, and comps for print projects.

NOTE: Students will be required to provide their own digital cameras.

AR310 Art History: Modernism to Post-Modernism

3 credits (spring)

Prerequisites: Junior or Senior or permission of the instructor.

An art history based course: from Modernism (roughly 1750) to Post-Modernism (the Present). The course addresses the social/political trends that shaped the cultural environment and the impact those trends had on the world of visual arts.

AR345 History, Society and Culture in Latin America

3 credits

This course provides an interdisciplinary introduction to the societies of Latin America, including the Southern Cone, Brazil, the Andean Region, Central America, the Caribbean, Mexico, and the Borderlands. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions, and culture of this region. Key themes include major prehistoric cultural traditions and major issues in Latin America during the twenty-first century.

AR380 Advanced Digital Photography

3 credits

Prerequisite: Successful completion of AR/GD280 Digital photography or permission of the instructor. Students must obtain a digital camera for use.

Advanced digital photography offers students an opportunity to delve deeper into the exploration of photography as a digital medium for artistic and journalistic expression of an idea. Students create work for projects designed to challenge their creative ability and increase their comprehension of the technology. The course includes both on-site photography and advanced Photoshop techniques for photo display.

AR399 Special Topics in Art History

Credit hours by arrangement.

(offered as needed)

Prerequisites: Junior or Senior and permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

BI105 Biology I (W)

4 credits (fall and spring)

Provides a broad overview of the molecular biology and chief energy sources of cells, genetics, the regulation of gene action, the nature of animal tissues and the structure and function of representative organ systems.

Lab work includes the microscopy of cells and tissues, experiments in osmosis and respiration, cellular reproduction and genetics, as well as organ system dissection. Integrates fundamental relationships of cellular and organismal biology.

NOTE: Three hours lecture and two hours laboratory per week.

This course serves as a prerequisite for Anatomy and Physiology I, BI221.

BI106 Biology II

4 credits (spring)

Prerequisites: BI105 or permission of the instructor.

Continues the study introduced in BI105, beginning with the reproduction and hormonal control, embryology, as well as principles of taxonomy and the nature of plant tissues and the structure and function of representative plant and animal organ systems. Lab experience examines embryonic development and explores photosynthesis and the life cycles and diversity of plant and animal species. Integrates principles of organismal biology, ecology and evolution.

NOTE: Three hours lecture and two hours laboratory per week. The two biology courses (BI105 and BI106) are designed for students majoring or concentrating in the life sciences, or planning careers in the medical field.

BI120 Fundamentals of Ecology

4 credits (fall and spring)

An introductory course designed to help students develop an appreciation of the diversity of life. Topics covered include climate patterns, nutrient cycles, population dynamics, species interactions, and biomes. Current environmental issues will be discussed. Laboratory exercises, including fieldwork, will introduce the student to ecological methodology.

NOTE: Three hours lecture and two hours laboratory/fieldwork activities.

Meets physical & life science requirement.

BI143 Fundamentals of Life Science (SR except during summer sessions)

4 credits (fall and spring)=3 hr. lecture and 1 hr. lab

Prerequisites: None

Fundamentals of Life Science is an introductory course designed for non-science majors. Using scientific analytic techniques and problem solving skills, students will demonstrate and communicate how evolutionary theory connects and unifies the following principles: living organisms are highly organized, living organisms

must take in and use energy (metabolism), living organisms must grow and reproduce, and humans are living organisms. Emphasis is placed on the nature of life at the cellular and molecular level and includes an understanding of the functional and structural hierarchy from cells to ecosystems. The laboratory exercises will introduce students to the proper use of a microscope and will involve experiments and demonstrations illustrating the topics covered. Students will be required to use critical thinking skills to analyze and evaluate data. This course meets the SR (Social Responsibility) requirement of the General Education Program and the Lab Science Requirement for Life and Physical Sciences. If more than 3 lab exercises are missed, the course will no longer fulfill the lab science requirement and will count only as a 3 credit non-lab elective. This course will also meet the Problem Solving/Analysis and Communications requirements of the new ABE-based General Education Program.

BI199 Special Topics in Biology

Credit hours by arrangement.

(offered as needed)

Prerequisites: Open only with consent of the instructor. Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

BI201 Fundamentals of Ecology (SR)

(4 credits)

Prerequisites: BI105, BI106, MA111, FC120

This course will focus on generalized ecological principles that are applicable to marine and terrestrial systems. Fundamentals include climate patterns, energy flow through ecosystems, nutrient cycling, population dynamics, plant ecology, species interactions, characteristics of different biomes and animal behavior. Current issues to be discussed include biodiversity crisis, global warming, habitat fragmentation, human population growth, invasive species and pollution. The laboratory exercises will introduce students to ecological methodology including, surveying and sampling populations and designing and conducting experiments. Many of the labs will be held outside and will make use of Mitchell Woods. Students will complete a project requiring knowledge of statistics and database management. Students in this course will participate in organizing the annual Mitchell College Earth Day Event.

BI221 Anatomy and Physiology I

4 credits (fall and spring)

Prerequisites: BI105 or permission of the instructor. Details the anatomical body plan, kinds of cells, tissues and membranes. Emphasizes the structure and functions of the skin, skeleton and joints, musculature and central nervous system. Includes comprehensive laboratory examination of human skeletal materials, the dissection of preserved animal specimens as well as the use of laboratory equipment. CD-ROM computer technology (A.D.A.M. Standard) enhances lab and classroom activities.

NOTE: Three hours lecture and two hours laboratory per week. BI221 and BI222 are designed for students intending to enter a degree program in medical technology, physical therapy, nursing, physical education and medicine. These courses are suitable for the Life Science major. BI221 is the first half of a two-semester sequence. BI222 is the second half of a two-semester sequence. Students are expected to enroll in both BI221 and BI222 for full transfer credit.

BI222 Anatomy and Physiology II

4 credits (spring)

Prerequisites: BI105, BI221 or permission of the instructor.

Continues the organ approach introduced in BI221. Includes the study of sensory organs and the autonomic nervous system, the endocrine system, the cardiovascular and lymphatic systems, blood and tissue fluid, the respiratory, digestive and uro-genital systems. Lab work includes microscopy, the dissection of preserved specimens and the use of laboratory equipment including computer integrated physiological activities. CD-ROM computer technology (A.D.A.M. Standard) enhances lab and classroom activities.

NOTE: Three hours lecture and two hours laboratory per week. BI221 and BI222 are designed for students intending to enter a degree program in medical technology, physical therapy, nursing, physical education and medicine. These courses are suitable for the Life Science major. BI221 is the first half of a two-semester sequence. BI222 is the second half of a two-semester sequence. Students are expected to enroll in both BI221 and BI222 for full transfer credit.

BI239 Microbiology

4 credits (spring)

Prerequisites: BI105 and CH111, or permission of the instructor.

Surveys microbial life forms, their occurrence, classification, morphology, physiology, growth and reproductive mechanisms, their particular significance in natural and controlled environments (soil, water, food) and in the production of disease. Emphasizes bacteria, with laboratory studies that include their culture and isolation, standard staining and microscopy techniques, physiological characteristics and the identification of unknown species.

NOTE: Three hours lecture and two hours laboratory per week.

BI245 Marine Ecology (SR)

(4 Credits)

Pre-requisites: BI105, BI106, MA111, FC120, Fundamentals of Ecology

This course is designed to provide students with information on the fundamentals of marine ecology and to help them develop an appreciation for the diversity of life in the oceans and in coastal areas. Fundamentals include discussion of the properties of water, basic oceanography and ecological principles, comparison of terrestrial and marine ecosystems, plankton communities, deep sea biology, shallow water benthic associations, intertidal ecology, estuaries and salt marshes, symbiotic relationships, and the human impact on the sea. The laboratory exercises will introduce students to ecological methodology including the surveying and sampling of populations, and designing and conducting experiments. Many labs will be held outside and will make use of local resources. This course includes a project requiring statistics and data collection. Students will participate in a college service learning project.

BI251 Genetics (E)

3 credits (spring)

Prerequisites: BI105

This course covers the nature of genes, their function and regulation, as well as transmission of inherited traits in individuals and in populations. The material covered will include both classical genetics and modern applications, including molecular biological techniques used in research laboratories and in current medical practice. Extensive use will also be made of such genetics databases as Online Mendelian Inheritance in Man (OMIM), updated daily and sponsored by the

National Institutes of Health (NIH), and other sites, including those related to the Human Genome Project.

BI290 Hospital Shadowing Field Experience

3 credits (spring)

This course introduces students to the various health professional career opportunities available at a hospital setting, and the skills and education required to pursue these career paths through hospital visits and weekly seminar sessions. The students will work on their résumé writing and interview skills, and will develop an understanding of the professional behaviors required in the health field.

BI301 The Ecology of Long Island Sound

3 credits

Prerequisites: BI201 and BI245 and Junior standing (or permission of instructor)

This course will focus exclusively on the ecology of the Long Island Sound. Teams of students will identify a sampling protocol, and then collect and analyze their data over a season. Students will be expected to analyze and present their data in a formal presentation to the Mitchell community.

BI399 Special Topics in Biology

Credit hours by arrangement.

(offered as needed)

Prerequisites: Open only with consent of the instructor. Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

**BS301 Grad School and Beyond:
Professional Seminar**

3 credits (fall)

This course is intended for upper division students considering graduate school as a next step following baccalaureate completion, and will examine the grad school selection process, required entrance exams (such as GRE, MAT), résumé/CV creation, and other topics. This is to be an active, intensive, participation-oriented seminar.

BS340 Behavioral Sciences Internship I

3 credits (fall and spring)

Prerequisites: HD220, HD335 and junior status or permission of the instructor

A practical and extensive fieldwork experience in the area of human development and family studies, such as in an agency, institution, or educational setting. The fieldwork experience is under the direction of a faculty member of the Human Development and Family Studies Program in conjunction with an on-site field supervisor. Students must be available 8-10 hours per week, including scheduled seminar meetings with the faculty member and other participating fieldwork students. The purpose is to integrate human development and family studies theory with practical applications. Weekly journals and an extensive final report must be submitted for assessment in addition to a separate evaluation submitted by the field supervisor. NOTE: Offered as HD340 and PY340. Students may not receive credit for both HD340 and PY340.

BS440 Behavioral Science Internship II

3 credits (fall and spring)

Prerequisites: HD220, HD335 and senior status or permission of the instructor

A practical and extensive fieldwork experience in the area of human development and family studies, such as in an agency, institution, or educational setting. The fieldwork experience is under the direction of a faculty member of the Human Development and Family Studies Program in conjunction with an on-site field supervisor. Students must be available 8-10 hours per week, including scheduled seminar meetings with the faculty member and other participating fieldwork students. The purpose is to integrate human development and family studies theory with practical applications. Weekly journals and an extensive final report must be submitted for assessment in addition to a separate evaluation submitted by the field supervisor. NOTE: Offered as HD440 and PY440. Students may not receive credit for both HD440 and PY440.

BU110 Business Law (E)

3 credits (fall and spring)

Prerequisite: BU123

Considers the application of fundamental legal principles to typical business situations. Illustrates selected cases dealing with contracts, agency, negotiable instruments, real and personal property, security transactions, sales, partnerships and corporations.

BU123 Introduction to Business

3 credits (fall and spring)

Explores the nature of the American free enterprise

system and its business organization. Gives students a broad overview of the functions, institutions, principles, practices and a working vocabulary of business.

NOTE: BU123 is recommended for all students for personal or business use. It is recommended that students take BU123 before studying other business subjects.

BU124 Marketing

3 credits (fall and spring)

Overviews all marketing activities, with specific study of market research, demographics, product development, pricing, retailing and wholesaling of goods, promotional activities, advertising, sales and selling steps. Uses marketing problems and cases as class activities.

BU126 Interpersonal Communication Skills (D)

3 credits (spring)

The primary objective of this course is to develop and enhance communication skills using listening techniques, conversation, and nonverbal strategies. It is specifically designed to help students build and enhance communication skills-active listening, giving and receiving criticism, dealing with different personality types, and nonverbal communication. It explains basic communication theory as it applies to the workplace, and offers “real-life” scenarios that demonstrate the use of effective interpersonal communication.

BU199 Special Topics in Business

Credit hours by arrangement.

(offered as needed)

Prerequisites: Open only with consent of the instructor. Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

BU218 Principles of Management

3 credits (fall and spring)

Prerequisites: BU123

Acquaints business students with the decision-making aspects of business organizations, such as leading, planning, organizing and controlling the enterprise. Emphasizes problem solving in the areas of interaction between management and labor, government, modern technology and marketing. Examines topics such as financing the organization, legal considerations, social responsibilities of business, line and staff relationships,

span of control and modern international business. Stresses management theory and practice.

BU225 Personal Investing

3 credits (spring)

An exciting introduction into the world of introductory investments, stocks and bonds and alternative investments.

BU250 Management and Organizations

3 credits (fall)

This course introduces and emphasizes the systems approach to investigating organizational structures, processes, functions, and dynamics. It applies selected theories and principles to such organizational phenomena as power, authority, conflict, motivation, communication, and managerial/leadership style to explore individual, interpersonal, and group behavior in the organization. The course builds an understanding of key managerial skills and the interpersonal, informational, and decision-making roles of managers that support effective performance. The course examines the planning, organizing, staffing, leading, communicating, and controlling functions. Prerequisite BU123.

BU305 Operations Management

3credits

Prerequisite: AC204 or permission of instructor

The course covers inventory control, inventory management, production planning, capacity planning, material requirements planning, cost control, capital budgeting, expense analysis and other selected topics related to operational and financial management. Students will be required to read provided analysis of case studies related to course topics.

BU310 Marketing Research (E)

3 credits (fall)

Prerequisites: BU124

This course is a study of the quantitative and qualitative techniques of marketing research. The course covers topics such as: the role of marketing research, design and research studies, measurement, sampling, analysis and reporting of data.

BU311 Principles of Entrepreneurship

3 credits (fall)

Prerequisites: BU123

This course concentrates on the personal and business fundamentals required to start and operate a successful new business venture. Topics include case analysis of successful entrepreneurs from inspirational beginnings to personal and business struggles to completion of new venture. The course objective is to provide the knowledge and the ability to identify business opportunities, evaluate potential and to determine venture requirements.

BU313 Strategic Product Development and Management

3 credits (spring)

Prerequisites: BU310

The course will provide the students with the opportunity to use and enhance their marketing skills as they go through the process and review of the demands inherent in the launch of a new product or service. The course will take the student from initial creative concepts through market introduction culminating with market and brand assessment. The course will give students the knowledge and understanding of all the rigorous effort and research that are behind the scenes when creating a successful brand identity.

BU316 Public Speaking and Presentation Development

3 credits (spring)

Prerequisite: CO103

The primary objective of this course is to introduce students to the communication processes for presenting information in a public speaking context. Focus is on the development of managerial competencies in the development and organization of ideas, research, and adaptation to an audience. Additionally the use of PowerPoint and techniques for delivery of informational, problem-solving and special-occasion speeches will be emphasized.

BU321 Human Resource Management (D)

3credits (fall and spring)

Prerequisites: BU123

Human Resource Management encompasses those activities designed to provide and coordinate the human resources of an organization. This course will focus on the relationship between people and the organization from the management point of view. Topics will include: planning, recruiting, selecting, training and counseling employees.

BU322 International Business (G)

3 credits (fall)

Prerequisites: BU123

This course provides an opportunity to analyze and to evaluate linkages between domestic and international business environments. The process involves comparisons of economic systems, central governments and monetary systems with emphasis on developing techniques for dealing with multicultural differences, culture gaps and world events, which likely will impact U.S. multinational enterprises well into the future.

BU323 Organizational Behavior

3 credits (fall)

Prerequisites: BU123

This course is a study of individual, interpersonal, and group behavior in the organizational context. Emphasis is on motivation, leadership, group processes, job design, culture and ethnic issues in the workplace.

BU324 Financial Management in Early Childhood Education

3 credits (fall)

Prerequisite: AC103

This course will serve as an introduction to the general principles of business finance. Topics include financial statement analysis, forecasting, budgeting, working capital management, time value of money, discounted cash flow analysis, capital budgeting, cost of capital and cash flow analysis. Emphasis will be placed upon the development of financial analysis and problem-solving skills within the framework of running a child care program.

BU325 Financial Management

3 credits (fall)

Prerequisites: AC103

This course will serve as an introduction to the general principles of business finance. Topics include financial statement analysis, forecasting, budgeting, working capital management, time value of money, discounted cash flow analysis, capital budgeting, cost of capital and cash flow analysis. Emphasis will be placed upon the development of financial analysis and problem solving skills.

BU326 Entrepreneurial Creativity

3 credits (spring)

This course will provide in-depth study and analysis of a variety of approaches to unlock and develop creative and innovative thought. Review of case studies of successful entrepreneurs and explore how they were able to articulate their creative ideas and transform those ideas into viable business ventures. The course will enable the students to explore and study their own personal creative ability and study how that ability can enhance their entrepreneurial success and improve their ability in understanding business risk.

BU332 Advertising

3 credits (spring)

Prerequisites: BU124

This course examines the functions and roles of promotional strategies in the context of the marketing concept. Emphasis is placed on the role of advertising as a part of the marketing plan. Case studies and projects provide experience in developing creative advertising and promotional strategies with the use of such media as television, radio, print, social networks and the internet.

BU340 Business Ethics (E)

3 credits

Prerequisites: BU123

This course provides an overview of ethical behavior as it relates to the organization's values and traditions, not just to the individuals who make the decisions and carry them out. Specifically, instruction will provide students with a framework that they can use to identify, analyze, and resolve ethical issues in business decision-making. By studying business ethics, students begin to understand how to cope with conflicts between their personal values and those of the organization.

BU399 Special Topics in Business

3 credits

This course is designated as special topics, which allows the department to design a course to meet specific current business topic or a specific selection of business industry topics that are of interest to the students.

BU411 Accounting and Funding for Small Business

3 credits (fall)

Prerequisites: BU325

This course will teach the student accounting for small

business by using the Quick Books program. The course will center around the transactions and statement interpretations for small businesses. Topics such as funding, managing funding and taxes will be presented with related journal entries. The Quick Books program will be the vehicle in which material will be presented and practiced.

BU412 Small Business Studies Practicum

3 credits (spring)

Prerequisites: Junior Standing

This course serves as a capstone project for the Small Business Studies student. The practicum culminates in the completion of a new venture that has been created, developed and implemented by the student from initial innovative concept to the fledgling new venture. The student will experience the energy and enthusiasm provided by the new venture but will also be exposed to the effort and drive that it takes to keep the venture prospering and the day to day management skills and strategies that are critical to entrepreneurial success.

BU413 Small Business Marketing and Communication

3 credits (fall)

Prerequisite: BU124

This course presents an integrated approach to the creation, implementation and measurement of the means in which an organization communicates both internally and externally from a small business perspective. The critical marketing and sales tools of newsletters, sales brochures, point of sale and promotional programs are developed.

BU420 Small Business Internship for Early Childhood Education

6 credits (spring) Prerequisites: Senior or permission of instructor. An applied extension of the Small Business program with particular emphasis on the student's career interests, goals, and options. This senior internship recognizes Mitchell College's need for practical, career skills training as part of the education of all students. Working with the classroom professor, students will choose a fieldwork experience in a company or corporation. The internship is supported by discussions with the classroom professor and students, as well as input from one's on-site internship supervisor. A detailed journal and final report are required.

BU425 Small Business Internship I

3 credits (fall)

Prerequisites: Senior or permission of instructor.

An applied extension of the Small Business program with particular emphasis on the student's career interests, goals, and options. This senior internship recognizes Mitchell College's need for practical, career skills training as part of the education of all students. Working with the classroom professor, students will choose a fieldwork experience in a company or corporation. The internship is supported by discussions with the classroom professor and students, as well as input from one's on-site internship supervisor. A detailed journal and final report are required.

BU426 Small Business Internship II

3 credits (spring)

Prerequisites: Senior or permission of instructor.

An applied extension of the Small Business program with particular emphasis on the student's career interests, goals, and options. This senior internship recognizes Mitchell College's need for practical, career skills training as part of the education of all students. Working with the classroom professor, students will choose a fieldwork experience in a company or corporation. The internship is supported by discussions with the classroom professor and students, as well as input from one's on-site internship supervisor. A detailed journal and final report are required.

BU427 Exploring Career Options

1 credit (fall)

A practically-based course designed to expose the career paths available to business administration majors. Attention is focused on how to develop the most effective plans of study and how to maximize opportunities to explore a diverse set of vocational possibilities. Particular emphasis is placed on the self-assessment of skills and aspirations, researching careers, networking, resume building, interviewing, and graduate school options. Lecture material and reading assignments are integrated with classroom quest speakers, workshops, and guided tours and observations of potential career sites.

BU428 Business Plan Development (W)

3 credits (fall)

Prerequisites: BU313

This course will provide each student the opportunity to create and develop their own business venture.

This course will build upon their business research skills developed in BU 310 and will culminate with a completed business plan and the launch of an actual venture to be managed through the student's senior year via the Small Business Studies Practicum. College faculty will provide in-depth review and analysis of each business plan and serve as business advisors.

BU429 Marketing and Design Internship

Prerequisite: Senior and/or permission of department chair

The Marketing and Design Internship is an applied extension of the Marketing and Design program, with particular emphasis on the student's goals, interests, and options. This senior internship will provide the student with practical career skills experience and training. Working with the classroom professor, students choose an appropriate fieldwork experience, ideally within a company or corporation. This is supported by discussion with the classroom professor as well as input from the on-site internship supervisor. A detailed journal and final report are required.

BU430 Marketing Internship

3 credits

Prerequisite: Senior and/or permission of Department Chairperson.

The Marketing Internship is an applied extension of the Marketing concentration with particular emphasis on the student's goals, interests, and options. This senior internship will provide the student with practical career skills experience and training. Working with a supervising professor, students choose an appropriate work experience, ideally within a company or corporation. This is supported by discussion with the supervising professor as well as input from the on-site internship supervisor. A detailed journal and final report are required.

BU495 Business Co-op

12 credits (offered as needed)

Prerequisites: Permission of instructor.

An applied extension of the Business program with particular emphasis on the student's career interests, goals, and options. This major internship recognizes Mitchell College's need for practical, career skills training as part of the education of all students. Working with a supervising professor, students will complete practical experience in a company or corporation such as the Walt Disney Corporation

(Internship Program). A detailed journal and final report are required.

CH110 The Chemistry of Everyday Life (SR)

4 credits (spring)

An introductory course in chemistry for either the science major without a high school chemistry background or the non-science major requiring a one semester lab course in science. This course introduces the student to the basic concepts of chemistry through experiments related to everyday life. It requires basic math skills but its pace will allow time for review of the math skills necessary to be successful in the course. The course introduces the student to the elements and compounds, their properties and reactions. Topics include nomenclature, balancing equations, stoichiometry, chemical bonding, solutions, the periodic table, and scientific method. The relationships between chemistry, the environment, industry, and everyday life are emphasized. Does not substitute for CH111. Laboratory exercises introduce students to equipment and procedures of a chemical laboratory and the safe handling of chemicals. Experiments are designed to demonstrate concepts covered in the lecture material using equipment and chemicals that students are familiar with. They include the measurement of physical properties, chemical reactions, separation techniques, acids and bases, electrochemical reactions, and thermochemistry. Recommended for non-science majors not requiring an 8-credit science sequence. Not open for credit to students who have passed CH111 or CH112.

NOTE: Three hours lecture and two hours laboratory per week.

CH111 General College Chemistry I

4 credits (fall)

Prerequisites: MA105 or permission of the instructor. Covers basic calculations in chemistry by dealing broadly with the elements, their properties, the empirical laws and principles which describe their modes of interaction, and the theories and concepts that have been devised to account for and correlate these laws, properties, and reaction patterns. Where feasible, the treatment is quantitative both in lecture and laboratory work. Lab experiments apply modern analytical techniques using pH meters, spectrophotometers, analytical balances, and centrifuges. Computer applications are included in laboratory experiments when appropriate.

NOTE: Three hours lecture and two hours laboratory per week.

CH112 General College Chemistry II

4 credits (spring)

Prerequisites: CH111

Emphasizes certain kinds of chemical reactions, including those involving gases, reduction oxidation reactions, precipitation reactions and acid base reactions as an expansion of knowledge gained in General Chemistry I. Also covers thermochemistry and rates of reaction. Approximately one quarter of the laboratory sessions are devoted to a scheme of qualitative analysis involving a limited group of ions including a water analysis of a local pond. Computer applications are included in laboratory experiments when appropriate.

NOTE: Three hours lecture and two hours laboratory per week.

CJ199 Special Topics in Criminal Justice

Credit hours by arrangement.

(offered as needed)

Prerequisites: Junior or Senior and permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

CJ245 Criminology

3 credits (spring)

Prerequisites: CJ247 or permission of instructor.

Introduces the scientific approach to the study of criminal behavior. Theories of criminal behavior will be explored.

CJ247 Introduction to Criminal Justice

3 credits (fall and spring)

Provides an overview of the contemporary criminal justice system, with special focus on law enforcement, the judicial process, and corrections.

CJ249 Corrections in Society

3 Credits

A multidisciplinary approach to contemporary issues in American Corrections. Emphasis is placed upon the historical development, organization and practices and the societal context of the American correctional system.

CJ251 Juvenile Delinquency and the Juvenile Justice System

3 credits (fall)

Prerequisites: CJ247 or permission of instructor.

Investigates the legal and social definitions of delinquency, while covering changing patterns in types of offenses and standard and innovative treatments, with a view toward long-term improvements of existing methods.

CJ257 Drugs, Law and Society

3 credits (spring)

Explores family dynamics, cultural issues, causes, medical aspects, and treatment of drug abuse.

CJ259 Introduction to Security

3 credits (fall)

Prerequisites: CJ247 or permission of instructor.

Introduces the historical and legal basis of the security field, with an overview of the common environments where private security would be used, such as housing clusters, hospitals, campuses, and industry. Reviews organizational and management issues.

CJ261 Substantive Criminal Law (W)

3 credits (fall)

Prerequisites: CJ247

Examines the history and development of the U.S. system of criminal law, and includes the definition of substantive law, and liability under the law.

CJ262 Criminal Justice Internship

3 credits (spring)

Prerequisites: Students must be fourth semester Criminal Justice majors and receive permission of the instructor. Enrollment is limited. This is a monitored field experience with a selected criminal justice agency.

CJ264 Forensic Psychology

3 credits (spring)

Prerequisites: PY105, and PY106 or CJ247

This course will explore the association of crime and the crime scene to the adaptation, history, and structure of human behavior. Particular emphasis will be placed on the relationship of personality and social learning to criminal behavior. Historical case studies will support all the principles (modus operandi, staging, victimology, etc.) presented in the course.

NOTE: Offered as CJ264 and PY264. Students may not receive credit for both CJ264 and PY264.

CJ265 Probation and Parole

3 credits (spring)

Prerequisites: CJ247

Probation and Parole will review the application of probation and parole methods in the criminal justice system. Organization and operation of these systems will be explored.

CJ267 Criminal Justice Summer Internship

3 credits (summer)

Prerequisites: Permission of the instructor.

Monitored field experience in criminal justice.

CJ305 Comparative Legal Systems (W) (G)

3 credits

This course introduces students to the complex issues involved in comparing the various legal systems around the world today. Particular attention will be focused on the main legal families in terms of the structure and sources of their various laws and against the historical background in which these laws were formed.

CJ306 Correctional Treatment Programs

3 credits

A comprehensive review of specific correctional programs and services geared towards client risk reduction and enhanced public safety. Special emphasis shall be given to the CT and NY DOC models, especially with regard to the Management of Security Risk Groups (SRG's) and Substance abuse programming.

CJ310 Criminal Justice in Film

3 credits (spring, winter and summer optional)

Prerequisites: CJ247, CJ245 or recommendation of the instructor

This course affords the student an opportunity to explore the theoretical underpinnings and institutions of the criminal justice system through film. The Crime Film will be examined as a cinematic genre with particular emphasis on lighting, camera angles and sound. Further, the course uses film to explore such issues as the nature of art, meaning, truth and justice and the relationship between popular culture and the institutions of the criminal justice system. Emphasis will be placed throughout on the influence of ethnicity, culture and gender in the films presented.

CJ312 Organized Crime

3 credits (spring)

Prerequisites: CJ247 or permission of instructor.

This course reviews the nature of organized crime and the factors involved. The topics will examine the societal efforts to curb or limit these activities and an exploration of the impact on the political and economic systems.

CJ313 Criminal Justice, Crime, and Public Policy

3 credits (fall)

Prerequisites: CJ247 or permission of the instructor.

This course will examine the nature of the public policy process from policy formation through policy termination. Specific areas covered will be public policy and crime, public policy and criminal justice trends in public policies. The objective of this course will be to give students an opportunity to analyze and apply a particular policy to current problems or issues in criminal justice. "Hands-On" experience in analysis and implementation will be afforded the student.

CJ314 Victimology

3 credits (spring)

Prerequisites: CJ247 or permission of the instructor.

The role of victims in criminal activity, the impact on the victims by the criminal justice system, and victim assistance programs will be studied. Domestic violence and victims involved with homicides will have a special focus.

CJ315 Foundations of Public Administration (D)

3 credits (fall)

Prerequisites: CJ247 or HS115 or GV119; or permission of the instructor.

This course will involve the study of administrative theory, the context of bureaucracy, the environment of public service and the role of administrators in government. The students will examine theoretical approaches to understanding the administration of criminal justice and human services agencies. This course will provide a selective survey of theoretical formations and empirical studies in public administration.

NOTE: Offered as CJ315, GV315, and HS315. Students may receive credit for this under one listing only (CJ315, GV315, or HS315).

CJ319 White Collar Crime

3 credits (fall)

Prerequisites: CJ247

This course will explore white collar crime. Crimes in the United States as well as those that include international issues and conflicts will be examined.

CJ320 Constitutional Criminal Procedure (W)

3 credits

Formerly Criminal Procedures (CJ320). This course will provide the student with an understanding of American constitutional history, the structure of American state and federal court systems and the ongoing development of the Constitutional principles that guide the application of the American criminal justice system to law violators. Particular emphasis will be given to the 4th, 5th, 6th, 8th, 10th and 14th Amendments to the Constitution.

CJ322 Policing in a Free Society (W)

3 credits

Formerly Policing in America (CJ322). This course examines the role of law enforcement from a variety of disciplinary perspectives. Topics include the history of law enforcement, theories of policing and the organization of police agencies. Special attention will be given to the concepts of community policing and police-community relations, the relationship of the police to other components of the criminal justice system and the contemporary policing issues of stress, danger, corruption and misuse of force.

CJ325 Law in Society (W) (D)

3 credits

An examination of the relationship between law and society, or the interaction of legal and social variables. The course will focus on identifying the role of law in contemporary society, and problems of defining and studying law; functions and forms of law, the critique of law, and the different legal systems; law in relation to justice and morality; the nature of legal reasoning and discretion; and jurisprudential and sociological theories of law. Anthropological, historical and contextual perspectives on law will be considered. The nature of the legal profession, and selective aspects of legal behavior, will also be examined. The course will conclude with some attention to law and social change.

CJ326 Legal Issues in Corrections (W)

3 credits

A review of the legal and statutory requirements involved in contemporary correctional programming and administration. Areas covered shall include Civil Rights (42 USC 1983) Cases, HIPPA and Confidentiality, Labor Management, and Inmate Programs. The student shall develop critical thinking skills relating to best practices in a variety of facility and community settings.

CJ399 Special Topics in Criminal Justice

3 credits

Designed as an upper-level elective course specifically for junior and senior students, when offered, the academic department introduces a unique and exciting topical course which isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

CJ401 International Law and International Organizations

3 credits

This course examines the history, structure, administration, and political contexts of the international legal system. It also explores the roles played by global and regional organizations, particularly; the United Nations and its constituent organization, in regulating or influencing the conduct of individual states and relations among states. The course also considers the place in international affairs of selected regional organizations and non-governmental organizations. The five main subject matters treated are: (1) *military conflict, peace and security* (including treaties, international conventions on war and the treatment of prisoners, arms control, neutrality, peacekeeping, sanctions, extraordinary rendition, transitional justice); (2) *international trade, commerce and technology* (including jurisdiction, immunity, conflicts among the laws of different nations, dispute settlement procedures, air and space law, maritime law, international investment, financial and fiscal law, and "most-favored nation" status); (3) *the environment and sustainable human development* (environmental treaties, the Kyoto Protocol, etc.); (4) *human rights, humanitarian relief, international crime and world health* (including international laws regarding the rights of women and children; child labor; the self-determination of ethnic, linguistic and other minorities; and international humanitarian and refugee law); and (5) *laws governing international organizations*.

CJ411 Research Methods for Criminal Justice

3 credits (fall)

Prerequisites: CJ247 and MA111, Senior Criminal Justice Major or permission of instructor.

An examination of the methodological foundations of criminal justice and construction of concepts and hypothesis; research designs including questionnaires, interviews, experiments, observation, and research ethics.

CJ420 CJ Assessment and Case Management

3 credits

Application of Case Management theory and methods. Includes Objective Classification Systems, The 12 Core Functions, and Security Awareness: Collaborative Approaches with Custody Staff.

CJ430 CJ Intervention Strategies

3 credits

An in depth review of criminal justice intervention strategies which focus on the management of the resistant client. Areas covered shall include Chronic Disciplinary Units, Administrative Segregation Units, Protective Custody and Mental Health in corrections. A review of risk factor analysis as a baseline for measuring ongoing behaviors.

CJ440 Senior Research Project in Criminal Justice

6 credits (spring)

Prerequisites: Senior Criminal Justice Major and permission of instructor.

Independent research or special project under the supervision of a criminal justice faculty member. Topics must be chosen with the approval of the instructor.

CJ441 Senior Seminar in Criminal Justice

3 credits (fall)

Prerequisites: Senior Criminal Justice Major.

This capstone course will provide a critical analysis of the major issues in criminal justice. The topics will range from corruption, overcrowding in correctional institutions, women in the criminal justice system, to current public issues.

CJ442 Senior Criminal Justice Internship

6 credits (spring)

Prerequisites: Senior Criminal Justice Major and permission of instructor.

The Senior Internship is a 6-credit field experience course affiliated with police, courts, corrections or a related criminal justice agency.

CJ445 Ethical and Philosophical Foundations in Criminal Justice (E)

3 credits (fall)

Prerequisites: Senior Criminal Justice Major or permission of instructor.

The thrust of this course is an inquiry into the relationship between morality and the law. A wide range of issues, including moral dilemmas within the field of criminal justice are examined. Topics developed by students and faculty will include sentencing, police ethics and the issue of governmental control.

CO101 Introduction to Communication

3 credits

An overview of the discipline and scope of Communication, including its history, theories and principles, and career options. The course also serves to improve critical thinking, perception and communication awareness.

CO103 Effective Presentations

3 credits

This course is designed to increase your effectiveness as a communicator and presenter by emphasizing critical thinking, careful research, organization, and delivery strategies.

CO105 Mass Communication (W) (E)

3 credits

A broad analysis of the theories, forms, purposes and major criticisms of mass communication. The course focuses on the organizational structure, management and unique characteristics of broadcast and print media. Current practices, responsibilities, consumer rights, ethics and legal issues are addressed.

CO107 Communication and Technology (W)

3 credits

An exploration of the interaction of communication technologies and society, with an emphasis on politics, advertising and entertainment. Students will have hands-on experiences utilizing a variety of digital technologies, their uses, application and impact in the field of communication. A primary outcome is to have students conversant with the language of the media and to develop competencies in the use of the technologies.

CO109 Journalism I (WI)

3 credits (fall)

Prerequisites: CO109 (C- grade or better), the equivalent, or enrollment in CW101 and permission of the instructor.

Explores the fundamentals of journalism and news writing and reporting: how to compile a fair, balanced and comprehensive news story; news writing style; the art of the news interview; obituary writing; fire and police reporting; the news beat system; and feature story writing.

CO110 Journalism II (WI)

3 credits (spring)

Prerequisites: ECO109. Continues the study of journalism through in-depth reporting, municipal news reporting, court reporting, investigative reporting, and journalism for electronic media. Includes examination of alternative media and changing trends in the news industry.

CO115 Introduction to Film Study (W) (D)

3 credits (spring and fall)

Introduction to Film Study and Appreciation will give students an historical understanding of American film production and a critical perspective from which to view contemporary film. Beginning with the dawn of silent film and continuing through the developments of the new independent cinema, this course will examine Hollywood cinema as an institution: its history, genres, and work as both a cultural form and as an industry.

CO126 Interpersonal Communication Skills (D)

3 credits (spring)

Communication skills and behaviors essential to effective interpersonal relationships; theories relative to developing, maintaining, and ending relationships; and exploration of productive and non-productive communication patterns for casual relationships, friendships, families, and intimate and professional relationships.

CO140 Video Production I

(3 credits)

A hands-on approach to video production that offers students an understanding of the principles and practices of video production, including introduction to basic technical skills and theories relative to camera operation, shot/framing techniques, editing, vocabulary, procedure, uses, and career opportunities.

CO199 Special Topics in Communication

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

CO202 Communication and Society (W) (D) (E)

3 credits

A broad introduction to the role communication plays in society. Focus is placed on the theories, concepts, issues, and research models used to explore the interplay between communication and society. The nature, scope and function of the print, film, sound and electronic media will be examined against social forces.

CO205 The Internet

3 credits

An examination of the Internet as a mass communication medium and its impact on society. This course introduces students to the concept of using the Internet as an information retrieval tool and teaches strategies for locating and analyzing information. The course is designed to help students develop the basic information literacy skills necessary for success in our information-centered society.

CO210 Audio and Radio Production

3 credits

Overview of the essential building blocks/techniques of audio production and their application in various multimedia formats including, video, film and radio (broadcast and internet). This is a hands-on, project-based course.

CO211 Creative Writing (WI)

3 credits (spring)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

For students who have demonstrated a desire and ability to write proficiently and creatively. This course promotes writers capable of crafting works of literary merit and of giving and accepting constructive criticism. Emphasizes fiction, although a variety of literary types is considered. Works in progress as well as finished products are shared and discussed in class.

CO216 Horror Film Genre (W)

3 credits

Issues of gender, sexuality, psychological dysfunction, and sociological fears have always been central to the horror film. These fears create and shape such monstrous images as Dracula, Norman Bates, Rosemary's baby, and "the shape." But what makes these images horrific? In this course we will watch a variety of classic and contemporary horror films with the goal of understanding how what is considered scary or monstrous in such films often relates to anxieties surrounding sexuality, difference, and social change. In addition to weekly screenings, students will read and discuss a variety of reviews, critical essays, and theoretical texts.

CO220 Communicating in Groups (D)

3 credits

Analysis of small group communication and group interaction; special attention is given to related communication theories involving group dynamics, conflict management, group development, and decision making processes. Speaking. Students study and practice le

CO230 Professional Communications

3 credits (fall and spring)

Prerequisites: CW101 and CW102 (C- grade or better)
Professional Communications explores the dynamics of small group participation, interpersonal communications, and public speaking. Students study and practice listening, non-verbal language, communication ethics, fitting the message to the audience, interviewing, interpersonal and group interaction, using technology, research and presentational aids, and speaking in public with credibility, confidence and impact.

CO233 Communication Research (W)

3 credits

Prerequisites: CO101, CO126 and CO220

Introduction to methods for the development, interpretation, analysis, and implementation of research in a variety of communication careers. Includes interpretation and evaluation of existing research, as well as the creation of an original research project in the student's area of interest.

CO240 Video Production II

3 credits

Prerequisites: CO140

A continuation of the principles of video production in the areas of camera operation, shot design, editing,

integration of visual and audio elements, and story/message development. Theories relative to the development of technique and style will be introduced.

CO245 Persuasion (E)

3 credits

Utilizing a project approach, students will investigate theories, principles, and strategies of persuasion. Emphasis on forms of argument and audience appeals, compliance-gaining strategies, methods of persuasion, deception dynamics, and ethics of social influence.

**CO283 Communication Internship
(Sophomore)**

3 credits

Prerequisite: Permission of Department Chairperson. Sophomore level internship to provide the student with practical skills and career training. Working with a supervising professor, students will complete work experience in a company, corporation or professional setting. A detailed journal and final report are required.

**CO300 Music and Entertainment on the
Internet (W) (D) (G)**

3 credits

Prerequisites: CO107 or permission of the instructor. An analysis of the convergence of music and entertainment on the Internet. Attention is placed on how the Internet is changing the way music, movies, television and books are made, marketed, and delivered. Students will learn about key technologies, including digital television, streaming media, and virtual reality, and will discover how the Web is used in entertainment marketing and electronic commerce.

CO304 Advanced Radio Production

3 credits

Prerequisites: CO210

An overview of the general operation and function of a radio station and the technical development/production of programming. Specific areas discussed include: organizational structure; various departmental and personnel responsibilities; function and application of the program log and rate card; and in-depth discussions on current trends, station formats, news and career opportunities in the radio industry.

CO305 Advanced Video Production

3 credits

Prerequisites: CO240

This is a project-based course that requires students to apply the knowledge and skills learned in earlier production courses to produce a finished video from concept and storyboard to shooting and editing. Initial emphasis will be placed on video script writing and preproduction elements.

CO307 Conflict and Communication

3 credits

Prerequisites: CO126, CO220 or permission of the instructor.

Theoretical and practical examination of interpersonal conflict and negative relational dynamics. Emphasis on theories and skills aimed at conflict analysis, problem-solving, conflict management, resolution, negotiation, and third-party mediation.

CO310 Gender Communication (D)

3 credits

Prerequisites: CO126

Explores sex and gender and the impact of culture in enacting gender roles and masculine and feminine verbal and nonverbal communication styles. Attention to analyzing interpersonal and mediated messages and institutionalized gender patterns within cultural contexts, as well as in personal and professional relationships.

CO312 Relationship Maintenance

3 credits

Prerequisites: CO126

Students will review theoretical and applied approaches that delineate the role communication plays throughout the initiation, maintenance, and termination phases of relational communication. Special emphasis is placed on learning skills that help to maintain and enhance both personal and organizational relationships.

CO314 Interviewing

3 credits

Prerequisites: CO126

Investigation and application of communication theories, concepts, and skills throughout the interview process, including goals, effective and ineffective question phrasing, and research procedures. Hands-on experience in designing, preparing, and conducting a variety of interviews.

CO320 Organizational Communication (D)

3 credits

Prerequisites: CO220

Readings provide students with an understanding of an organization's internal and external audiences and specific communication theories that impact the design and flow of information. Specific information processes such as message construction, channels of delivery, training and development, and information technology adoption will be covered.

CO325 Strategic Business Communication (G) (E)

3 credits

Prerequisites: CO126 and CO220 or permission of the instructor.

The role of strategic communication in business, including basic principles of integrated marketing, theory, and ethical standards. Facilitation processes/skills relative to strategic planning sessions and project implementation are reviewed.

CO333 Communication, Performance and the Media

3 credits

An introduction to concepts related to performance and the development of skills attached to language, voice, and movement. Emphasis is placed on the understanding and application of techniques necessary to facilitate successful radio, television, and video/film performances.

CO340 Communication Career Seminar 3 credits

Prerequisites: CO101

A practically based course designed to expose the career paths available to communication majors. Particular emphasis is placed on the self-assessment of skills and aspirations, researching careers, networking, resume building, interviewing, and graduate school options.

CO345 Video Post Production

3 credits

Prerequisites: CO305

Focuses entirely on the techniques and skills involved in post production, ranging from capturing and saving video sequences to laying down visual and audio tracks for editing. Students will be creating and integrating credits, slates, audio files and learning how to prepare/format projects for distribution and/or uploading to the web.

CO383 Communication Internship (Junior)

3 credits

Prerequisite: Permission of Department Chairperson. Junior level internship to provide the student with practical skills and career training. Working with a supervising professor, students will complete work experience in a company, corporation or professional setting. A detailed journal and final report are required.

CO399 Special Topics in Communication

3 credits

Prerequisites: Junior or Senior

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

CO400 Effective Teambuilding (E)

3 credits

Prerequisites: CO320

This is an interactive course that is designed to have students experience a teambuilding process as part of their learning. There is direct application of teambuilding exercises and processes that are designed to transform a "group" of people into a "team." Stages of group development as well as individual task/role evaluation and assessment instruments are reviewed.

CO401 Advanced Prose (WI)

3 credits (fall)

Prerequisites: CW102, EL230 and Junior standing.

This course is intended to develop the student's writing skills to the level of sophistication necessary for success in upper-level academic work as well as in professional settings. Students will be encouraged to research and write on topics in their major fields, thus expanding their knowledge and understanding of the conventions and style of writing in their disciplines. The course enhances critical thinking and reading skills, expands upon research and documentation skills, and in general helps a student to gain confidence as a writer. It is open to all students at the junior or senior level and required of candidates for the Bachelor of Liberal Studies degree with a humanities concentration.

CO410 Advanced Video Post Production

3 credits

Prerequisites: CO345

An exploration of the techniques and uses of 3-D modeling and animation, computer generated transitions, moving image manipulation and compositing.

CO412 Family Communication

3 credits

Prerequisite: CO126

An in-depth review of theories related to interpersonal communication in families. Examination of family structures and relational dynamics in diverse cultural settings, problematic family communication settings and procedures, and interventions aimed at enhancing family communication.

CO425 Culture and Communication (D) (G)

3 credits

Prerequisites: CO126

Investigation and analysis of the relationship and impact of communication and culture between subcultures in the U.S. and intercultural situations worldwide. Methods of barrier reduction will be identified and reviewed.

CO430 Communication Law and Ethics (E)

(3 credits)

An analysis of legal and ethical communication issues using historical and contemporary philosophies as guides. Key trends in communication law will be reviewed, including the concept of freedom of speech and press; statutes and administrative regulations affecting freedom of information and publishing, advertising, and telecommunications. Libel and slander, rights in news and advertising, contempt, copyright, and invasion of privacy will also be covered.

CO440 Research Project in Communication

3 credits

Prerequisites: Junior or Senior Communication Major and permission of instructor.

Independent research or special project under the supervision of a Communication faculty member. Topics must be chosen with the approval of the instructor.

CO450 Communication Capstone Course (W)

3 credits

Prerequisites: Senior Communication Major

This capstone course is designed to be an interdisciplinary project that will involve Communication majors from different concentrations. Students will choose a project with approval of the instructor.

CO483 Senior Internship

3 credits

Prerequisite: Senior Communication Major & Department Chairperson approval.

Senior level internship to provide the student with practical skills and career training. Working with a supervising professor, students will complete work experience in a company, corporation or professional setting. Students also have the alternate option of designing and implementing an on-campus project or program that addresses their particular communication interests. In either approach, a detailed journal and final report/portfolio are required.

CW100 English

3 credits (fall and spring)

English 100 is designed for students who should develop better language habits before enrolling in other English classes. The course emphasizes the fundamentals of sentence and paragraph construction. Attention is also given to vocabulary development, reading comprehension and the basics of word processing. In addition, this course reinforces the four basic study skills identified by the faculty as essential to success in the college classroom: these skills include note-taking, textbook management, summarizing, and the writing of essay tests. Students are required to spend time outside of normal class hours in the computer and language labs. A passing grade of C- is required. This course should not be expected to transfer for credit.

CW100 English for Second Language Students

3 credits (fall and spring) Second Language

Prerequisites: Enrollment limited to those who place into CW100 SL by test results, or enrollment by permission of the department head.

Whenever possible, international students are placed in a section with the same requirements as the regular CW100 but tailored to provide a special learning environment for those whose first language is not English. A passing grade of C- is required. This course should not be expected to transfer for credit.

CW101 Introduction to College Writing (WI)

3 credits (fall and spring)

This course introduces students to the writing, reading, and thinking skills necessary for success in college as well as in the workplace. Assignments will emphasize composition processes, writing for different purposes, reading and responding critically, and conventions of formal written English. This is a writing intensive (WI) course, requiring students to submit a minimum of 15 pages of revised and edited text in finished form. NOTE: A minimum grade of C- is required to meet graduation requirements and to enroll in CW102.

**CW101 Introduction to College Writing
for Second Language Students (WI)**

3 credits (fall) Second Language

Prerequisites: Enrollment determined by placement results, or by passing CW100 SL at Mitchell College with a C- or better, or by permission of the department head. Whenever possible, international students are placed in a special section of Introduction to College Writing for those whose first language is not English. Requirements are the same as for regular Introduction to College Writing (CW101), but emphasis is also placed on speaking and comprehension.

NOTE: A minimum grade of C- is required to meet graduation requirements and to enroll in CW102.

CW102 College Writing and Research (WI)

3 credits (fall and spring)

Prerequisites: CW101 (C- grade or better), the equivalent, or permission of the instructor.

This course reinforces the skills taught in CW101 while introducing students to the procedures of academic and professional research. Assignments will emphasize writing to analyze and synthesize ideas, information literacy skills for finding and evaluating appropriate sources, and proper documentation of sources. This is a writing intensive (WI) course, requiring students to submit a minimum of 15 pages of revised and edited text in finished form including a fully documented research paper.

NOTE: A minimum grade of C- is required to meet graduation requirements and to enroll in 200-level or above English courses.

**CW102 College Writing and Research for
Second Language Students (WI)**

3 credits (spring) Second Language

Prerequisites: CW101 SL (C- grade or better), the equivalent, or permission of the department head.

Whenever possible, international students are placed in a special section of College Writing and Research for those whose first language is not English. Requirements are the same as for regular College Writing and Research (CW102), but emphasis is also placed on speaking and comprehension.

NOTE: A minimum grade of C- is required to meet graduation requirements and to enroll in 200-level or above English courses.

CW199 Special Topics in English

Credit hours by arrangement. (offered as needed)

Prerequisites: EL102, Junior or Senior or permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

NOTE: Designation as a W or WI course as appropriate.

EC131 Macroeconomics

3 credits (fall)

The course includes discussion of the foundation of macroeconomic analysis including the problems of unemployment, inflation, and economic growth in the United States; the impact of taxation, government expenditures, and the regulation of interest rates and money; the balance of international payments and the role of the dollar; and the relationships between the United States and the developing world.

EC132 Microeconomics

3 credits (spring)

Emphasizes microeconomics and includes discussion of the theory of the business firm, marginal cost and revenue analysis; agriculture; pure competition, monopolistic competition, oligopoly, monopoly; income distribution; taxation; unions and collective bargaining; international trade and the balance of payments problem.

EC301 International Economics

3 credits

This course presents the theoretical foundations of international trade and economics, links concepts of economic development to “real world” economic situations, and examines international finance topics such as the balance of payments and the foreign exchange market. The course examines what nations trade, why they trade, and what advantages they seek to accrue. It explores important historical episodes in international economics, different national strategies for economic development, and international trade agreements. It also presents an introduction to the problems faced by transition economies and the economies of developing nations, as well as the challenges confronting transnational enterprises. Economic variables discussed include financial and currency issues in emerging markets, GNP, inflation, interest rates, income distribution, protectionism, immigration, foreign investment and the economics of exchange rates.

EC401 Economic Issues in the Developing World

3 credits

This course presents an examination of economic development issues in the less industrialized countries as well as the more recently industrialized nations of the world, i.e., nations other than the Western, liberal, capitalist democracies. The main foci of the course are the economic histories of these nations, including their past economic relations with the West; recent and current economic and financial issues in these countries and in their global comparative approach in analyzing the more and less successful economic development experiences of different non-Western nations. Within these conceptual frameworks, the course reviews topics such as concepts and measurements of economic inequality and of economic development and well-being; the characteristics of developing nations and their economic institutions and structures; theories of economic development; inequality of wealth and income, income distribution, and strategies to alleviate poverty, malnutrition, and insufficiency of health care and education; labor, unions, and migration; rural and urban poverty; credit banking, and insurance; land ownership, tenancy, and land and agricultural reform; capital formation and investments; the role of technology; entrepreneurship; issues of environmental protection and the sustainability of development;

foreign investments, international trade, and trade organizations and policies; the role of international financial institutions; privatization, and government regulation; and foreign debt and debt forgiveness.

ED110 Introduction to Early Childhood Education (D) (W)

3 credits (fall and spring)

This course introduces the history and philosophy of early childhood education as it is viewed in the context of the home and family, society, and culture. Students will consider educational procedures used in facilitating the development of the young child, explore the role of the teacher, the ECE environment and appropriate instructional strategies used with young children. This course is required of all Early Childhood Candidates and may be taken in the first semester at Mitchell.

ED206 Mathematics, Science and Technology in Early Childhood Education (W)

3 credits (spring)

Pre-Practicum Component: 20-25 hours

Prerequisites: ED110, 222

This is a course for the early childhood education major in the basic methods used to teach mathematics, science and technology: observing, inferring, predicting, experimenting, and communicating. Methods of sparking interest in mathematics, science at an early age by connecting mathematics and science to a child’s everyday experiences and by utilizing teaching methods which address individual student strengths will be discussed. Mathematic and scientific concepts associated with early childhood education will be reviewed using the National Science Education Standards, the National Teachers of Mathematics Standards and the Connecticut Curriculum Framework as guides. Students will also be given opportunities to observe and work with typically and atypically developing young children including the development of a final unit project.

ED222 Methods & Techniques in Early Childhood Education

3 credits (fall and spring)

Prerequisite: ED110

Co-requisite: ED110

The course is designed for those students who have a basic understanding and knowledge of early childhood education. The course will review the philosophical, sociological and pedagogical foundations

of education and their applications in early childhood education settings. This course will expose students to the fundamentals of classroom strategies, effective teaching tools, and techniques for children ages 0-8. Students will further their understanding of lesson planning and standards, differentiated instruction, and classroom management skills. **Note: Praxis I must be taken and passed prior to taking a third education course.**

ED261 Including Children with Exceptional Learning Needs (D)(W)

Pre-practicum Component 20-25 hours

This course examines the growth, development, and characteristics of typical and atypical learners with emphasis on newborns through age eight including children with disabilities, English language learners, and struggling learners. Among the topics included are: developmentally appropriate practice; evidence-based classroom and behavior management; use of scientifically-based instruction; adaptation of programs for diverse learning needs; strategies for inclusion; and implementation of social skills instruction and self-regulation strategies. Students will become familiar with Individualized Educational Plans, Individual Family Service Plans, The Americans with Disabilities Act (ADA), Public Laws 94-142, 99-457 and others. A pre-practicum placement in an integrated Pre-K or Kindergarten setting is required, which include observations, assessments, strategies, and application of competency of course material to successfully integrate children with exceptional learning needs.

ED262 Storytelling for Teachers

3 credits

This Course is designed to provide early childhood educators with the basic skills necessary for effective storytelling to promote early literacy development. The students will explore such topics as: the origins and traditions of storytelling, types of stories, finding, adapting, and learning age-appropriate stories; telling stories and using storytelling and its related activities to enrich the schema development and prior knowledge as they relate to emergent literacy; how to integrate the curriculum using the storytelling model; and how to connect with “whole-brain” learning fostering the multiple intelligences through the use of storytelling in the early childhood curriculum. This course will include both the study of and the practical hands-on experience of telling stories in early childhood programs, Kindergarten, family, school, and community settings.

ED274 Literacy Development in Early Childhood Education (W)

3 credits (fall)

Pre-Practicum Component: 20-25 hours

Prerequisites: ED110, ED222

This course provides a greater understanding of the importance of early childhood education and its relationship to early literacy development. The students will explore such topics as symbol systems, abstractions, comprehension, schema development and prior knowledge as they relate to the emerging sense of literacy. Stories, songs, rhymes, riddles, poetry, short stories, picture books, and the world of children’s literature are also included in connection to early childhood education programs and kindergarten settings, family, school and the community.

ED275 Music, Art and Aesthetics for the Young Child (G)

3 credits (spring)

Pre-Practicum Component: 20-25 hours

This course explores the range of creativity to enhance learning through the arts and play. Students explore how songs, musical games, rhythm activities, and involvement with art materials affect the whole child and promote learning across the curriculum. A particular emphasis is placed on the nurturance of the child’s aesthetic capacities, including the teacher’s role in stimulating the appreciation of all forms of creativity and artistic expression through play and artistic expression (creativity, art, music, movement/dance, puppetry, theatre and dramatic arts).

ED280 Observation and Practicum (Pre-K /K)

3 credits (fall and spring)

Prerequisites: ED110, ED222, ED261, ED274

Co-requisite: ED281

A directed observation and practicum experience in a setting for preschool or kindergarten. Teaching assignments within the immediate geographical area are matched to the interests and capabilities of each student. The placement represents a half-day, three-day-a-week applied teaching experience in which the student demonstrates mastery of the concepts, principles, attitudes, and methodologies necessary for successful teaching of young children. In addition to teaching placements, weekly seminars provide an opportunity for students to examine and discuss relevant topics and classroom experiences. Students taking this course will be in the ECE with Business Concentration or completing their Associates Degree in Early Childhood.

ED281 Associate's Seminar in Early Childhood Education(W)

1 credit (fall and spring)

Prerequisites: ED110, ED222, ED261, ED274

This represents a “partner” course attached to the associate degree course ED280 Observation and Practicum (Pre-K/K). Students explore various topics and aspects of the practicum experience at the Associate's degree level, including such topics as supervision, lesson planning, unit or learning center teaching, and cooperative teacher and support staff collaborative relationships, etc. Students are required to enroll in this course in conjunction with ED280.

ED302 Social Studies in Early Childhood Education (W)

3 credits (fall)

Pre-Practicum Component: 20-25 hours in a K-3rd grade

Prerequisites: ED110, ED222, ED261, ED274

This course explores the curriculum area of social studies in early childhood education. Emphasis is placed on the development and demonstration of instructional techniques in these areas. The students will be investigating and developing appropriate curriculum activities designed for heterogeneous groups of young children, such topics as: social studies for young children, home and family, neighborhoods and communities, cities, states and regions, countries and cultural diversity, multiculturalism, international education, history, economics, government, current events, local, state, regional and national events, ecology and the social sciences as they relate to social studies.

ED311 Play in Early Childhood: Theory, Research and Practice

3 credits

This course is designed for Early Childhood Educators and students of Early Childhood Education who are interested in investigating the most important means that young children have in growing (cognitively, socially, emotionally, physically, linguistically and motorically) that is through play. Theories of play, research on various aspects of play and young children's development, methods to enhance development through play, effectively approaches to support young children's play, play as seen in the elementary school setting, political perspectives of play, as well as resources and materials will be explored.

ED312 Infant and Toddler Curriculum

3 credits

This course provides the student in Early Childhood Education with opportunities to learn more about the growth, development and approaches to working with very young children. The developmental domains (social, emotional, cognitive, language and motor) of the very young child will be highlighted as they relate to the teacher's approaches and methodologies in working effectively with the infant and toddler. Students will explore environments, materials, resources, teaching approaches and methodologies that are found in infant and toddler programs.

NOTE: Education Professional Elective, offered as needed.

ED313 Parent and Family Involvement in Early Childhood Programs (D)(W)

3 credits (fall)

This course is designed for early childhood educators and students of early childhood education who are interested in exploring the relationships that exist between parents and early childhood programs. This course recognizes that parent and family involvement is a key element in any high quality early childhood program, such as infant/toddler programming, preschool education programming, daycare, Head Start, elementary school or family childcare programming. This course explores what parent and family involvement embraces, what can be done to foster high quality interaction between the home and school settings.

ED321 Comprehensive Reading Instruction

3 credits (fall)

Pre-requisites: ED380, ED381

Current theory and research to inform planning, instruction, and assessment of literacy processes in K-3 classrooms will be part of the seminar and learning lab. Topics include handwriting, vocabulary development, spelling, reading and writing connections, comprehension strategies, ELL instruction and reading assessment.

ED325 Reading and Language Arts in Early Childhood (W)

3 credits (spring)

Pre-practicum component 20-25 hrs. in a 1st-3rd grade
Prerequisites: Successful completion of ED380 and ED381

The reading process and factors influencing the development of reading are examined in this course. Pre reading and reading skills are identified, and techniques for assessment of skills are presented. Methods and materials for teaching primary reading are discussed and illustrated. This course also presents a timely and concise summary of many important issues confronting the teacher and learner in the development of mastery in the language arts in the early childhood setting. The focus of the course will be on methodology for kindergarten and primary grades relating to the teaching of listening, speaking, reading and writing using the standards of the International Reading Association and the National Association for the Education of Young Children.

ED380 Observation, Assessment, and Practicum
3 credits (fall or spring)

Pre-requisite: Teacher Certification Officer approval
This practicum placement takes place during the candidate's junior year in an integrated pre-k or kindergarten classroom. The placement takes place over the course of the semester, three mornings a week. The focus is on assessing, planning and making programmatic changes to curriculum in response to the diverse group of children in the classroom. A literacy unit is implemented during the candidate's placement.

ED381 Practicum Seminar in ECE
1 credit

Co-requisite ED 380
Effective instructional strategies, including differentiated instruction, and evidence based assessments are a focus of the seminar to prepare candidates to support student learning in the classroom.

ED399 Special Topics in Early Childhood Education

3 credits
This course is an advanced level course which provides opportunities for students to explore the diversity of topics in Early Childhood Education (for example National Accreditation; Leadership in Early Childhood: Quality, Compensation and Affordability in Child Care). Students meet with a selected a Early Childhood Advisor and together create and develop the topic for study.

NOTE: Education Professional Elective, offered as needed.

ED400 Integrated Curriculum in Early Childhood Programs(W)

3 credits (fall)
Pre-practicum component 20-25 hrs. in a 1st-3rd grade
Prerequisites: Successful completion of ED380 and ED381 or an associate in Early Childhood Education.
An exploration of the early childhood education curriculum components designed to optimize the child's learning from PreK through third grade. A particular emphasis is placed on the selection and implementation of a developmentally appropriate curriculum. Students will be exposed to current curriculum materials and the manner in which they match the developmental needs of young children.

ED414 Administration of Early Childhood Programs

3 credits
Pre-practicum component 20-25 hrs. in center-based NAEYC center
This course is designed for the student of Early Childhood Education and for early childhood educators who are currently involved in the operations and administration of early childhood programs (infant/toddler programs, nursery school /preschool programs, child care programs, family child care programs, school age child care, etc.) Topic areas include community needs, licensing, program philosophies, staff development, food/nutrition programming, curriculum, children and their families, program evaluation, and director development. The course is presented through lectures, guest presentations, program visitations, small group and individual work. Students in this course should have at least some background in the foundations of Early Childhood Education. This course supports students who are interested in the administrative aspects of Early Childhood Education programs.

ED415 Educational Evaluation and Assessment (W)

3 credits (fall)
Pre-practicum component 20-25 hrs. in a 1st-3rd grade
Prerequisites: Successful completion of ED380 and ED381
This course offers an appraisal of the various evaluation and assessment methods available within the early childhood and elementary education curricula. Research on evaluation and assessment is reviewed, with a particular emphasis placed on the analysis

of performance measures and their proper use and interpretation. Among the topics included are current assessment issues and controversies, construction of classroom tests, grading strategies, portfolios, diagnostic and standardized tests, and the evaluation of age appropriate and culturally relevant units of instruction.

ED432 Senior Seminar in Early Childhood Education (W)

3 credits (spring)

Prerequisites: Completion of all courses in the planned program for ECE Teacher Certification.

Co-requisites: ED435

This final course in Early Childhood Education is taken in conjunction with ED435 Student Teaching Grades 1-3. Students explore various topics and aspects of the student teaching experience in preparation for certification in the State of Connecticut. Effective instructional strategies, including differentiated instruction, and evidence based assessments are a focus of the seminar to prepare candidates to support student learning in the classroom. Students examine current issues and programs in Early Childhood Education in support of defining and articulating an effective philosophy of education. Required of all seniors in Early Childhood Education.

ED435 Observation and Student Teaching (Grades 1, 2, or 3)

9 credits (spring)

Prerequisites: Completion of all courses in the planned program for ECE Teacher Certification.

Co-requisite: ED432

A directed observation and student teaching experience in grades 1, 2 or 3. The focus is on assessing, planning and making programmatic changes to curriculum in response to the diverse group of children in the classroom. The placement represents a full-day, applied teaching experience in which the student demonstrates mastery of the concepts, principles, dispositions, and methodologies necessary for successful teaching. In addition to teaching placements, weekly Senior Seminars provide an opportunity for students to examine and discuss relevant topics and classroom experiences. This full time student teaching experience is also taken in conjunction with ED432 Senior Seminar in Early Childhood.

EL199 Special Topics in English

Credit hours by arrangement. (offered as needed)

Prerequisites: CW102, Junior or Senior or permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

NOTE: Designation as a W or WI course as appropriate.

EL205 World Literature I (G) (W)

3 credits (fall odd year)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

Examines in historical, philosophical, literary, and social context important works from around the world, beginning with the ancient world and continuing through the 16th century.

NOTE: Either EL205 or EL206 may be taken first.

EL206 World Literature II (G) (W)

3 credits (spring even year)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

Examines in historical, philosophical, literary, and social context important works from around the world, beginning with the 17th century and continuing through contemporary times.

NOTE: Either EL205 or EL206 may be taken first.

EL212 Literature for the Young Child

3credits (spring)

Introduces students to historical, global, and contemporary issues presented in literature that is written for children. Literature appropriate for pre-k children through sixth grade, with a focus on the characteristics of children's literature, particularly multicultural literature. The course will not specifically address how to teach this literature to young children, but it will focus on gaining an understanding as well as an appreciation for literature created for children.

EL215 American Literature I (D) (W)

3 credits (fall even year)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

This course provides an introduction to United States poetry, oral narrative, prose, and drama from pre-colonial times to the Civil War. Emphasis is placed on

situating texts in their cultural, social, and historical contexts. Course material will include texts by well known writers, such as Emily Dickinson and Herman Melville, as well as works by lesser known writers.

**EL216 American Literature II (D)
(W)**

3 credits (spring odd year)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

This course provides an introduction to United States poetry, prose, and drama from the Civil War to the present. Emphasis is placed on situating texts in their cultural, social, and historical contexts. Course materials will include texts by well known writers, such as Mark Twain and Langston Hughes, as well as works by lesser known writers.

EL217 The Short Story (G) (W)

3 credits (fall)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

This course provides an opportunity for students to analyze, interpret, and evaluate short stories in order to gain a better understanding of this literary genre. Specific elements of fiction - such as plot, point of view, and symbolism - are emphasized. The course is designed to enhance students' critical reading abilities while heightening awareness of the integral role that stories play in our society and in individual lives. Readings reflect the global perspective of the course, with selections chosen to represent both the classic canon as well as lesser-known authors from throughout the world.

EL218 Popular Literature (W)

3 credits (spring even year)

Prerequisites: C- or above in CW102 or permission of instructor.

Investigates the conventions, themes, and cultural assumptions of one type of popular literature, such as detective fiction, horror, or science fiction. The specific topic of each section of the course will be selected by the instructor.

EL219 Botany and the Bard

3 credits (spring even year)

From the gardens of Shakespeare to the gardens of today, the course features a study of the properties and uses of flowers, herbs and plants as presented in selected

sonnets and plays of The Bard, William Shakespeare. In-class labs reflect science of the Renaissance Period.

EL220 Literature and Medicine (G) (W)

3 credits (every other year)

Using a cross cultural and interdisciplinary approach, this course will explore the representation of illness and the practice of medicine in novels, poetry, short stories, films, and essays. Of special interest are the role of doctor and patient, the social construction of disease, and medical ethics in cultures plagued by social inequality. Insights from the emerging field of narrative medicine will enable us to investigate the importance of narration and analysis in the healing arts.

EL221 Introduction to Drama and Theatre (W)

3 credits (fall)

Prerequisites: CW102 (C- grade or better), the equivalent or permission of the instructor.

Involves the study of representative playwrights and their works from the period of the Greeks to the 21st century. Emphasis is placed on the changes in the theatre and in production as well as in the structure of the drama - specifically tragedy and comedy. Attendance at theatrical production is strongly encouraged, and students will be required to attend and review two off campus theatre productions of their choice.

EL222 Literature and the Environment (G) (W)

3 credits

Prerequisite: CW102

Influenced by the science of ecology as well as by insights from critical theory and cultural studies, ecocritics explore diverse literary representations of the natural world. Using an ecocritical approach in "Literature and the Environment," we will study texts that consider issues such as the distinction between nature and culture, the destruction of the environment over the past two centuries, and the human psychological response to nature.

EL301 Difference and Disability in American Culture (W)(IN)

3 credits (fall even year)

Prerequisites: CW102

From the middle of the nineteenth century, Americans have displayed a fascination with bodies and minds that deviate from established notions of normality. While freak shows lasted approximately between 1840-1940, the American interest in "freaks" has not waned, as deviant

bodies (and minds) are now frequently exhibited on talk shows and other forms of media. As we examine the social phenomenon of the “freak,” we will try to determine why spectacles of difference and disability continue to fascinate American audiences. Besides reading twentieth century novels and short stories on this topic, we will also read critical and theoretical commentaries from the fields of cultural studies, sociology, psychology, and biology.

EL302 Italian American Literature

3 credits

Italian-American writers from the 1930’s to the present have represented the challenges of integration and assimilation as they explore what it means to become an American. Through a close reading of memoirs and fictional narratives about immigrants from Italy and their more assimilated descendents, we will examine the cultural construction of Italian-American identity over the past century. Of special interest are critical responses to stereotypes regarding social class, gender roles, political orientation, and family relationships in Italian-American culture.

EL303 The Literature of American Immigrants

3 credits

This course will examine literary responses to the American immigrant experience from diverse cultural perspectives that include works by writers of Chinese, West Indian, Mexican, Indian, Jewish, Polish, and Italian origin. Of special interest are challenges that arise when immigrants feel an economic need to assimilate into the American mainstream, but a strong desire to maintain their traditional cultural values. Besides reading literary works, students in this course will also consider critical theories that explore the cultural construction of “white” and “minority” cultures, and the psychosocial effects of assimilation.

EL307 British Literature I (W)

3 credits (fall even year)

Prerequisites: CW102 (C- grade or better), the equivalent and Junior or Senior or permission of the instructor.

Concerns the emergence of a British literature from the Anglo-Saxon and Middle Age periods and examines the outstanding writers of the Elizabethan Age and the seventeenth and eighteenth centuries.

NOTE: Either EL307 or EL308 may be taken first.

EL308 British Literature II (W)

Three credits (spring odd year)

Prerequisites: CW102 (C- grade or better), the equivalent and Junior or Senior or permission of the instructor.

Studies British literature from the Romantic movement, the Victorian Age, and the twentieth century, with an emphasis on outstanding writers.

NOTE: Either EL307 or EL308 may be taken first.

EL309 African-American Literature (D) (W)

3 credits (fall odd year)

Prerequisites: CW102 and Junior or Senior or permission of the instructor.

African-American Literature is an upper-level course that examines literary works by African-American writers within historical and social contexts. Course material will include autobiographical narratives, essays, fiction, poetry, and drama. The course provides an opportunity to critically analyze and examine these works as an integral part of American literature and as creative works of art that reflect the African-American experience and cultural heritage.

EL318 Culture Contested

3 credits (fall odd year)

Opportunities to explore literature by writers whose experience will enhance values and whose lives attest to human frailty will be the main focus of the course. Emphasis will be placed on literature ~ excerpts from novels, essays, short plays, short stories and journals ~ that involves the problems and attitudes of immigrants and other Americans.

EL 320 Eugene O’Neill (IN)

Pre-req: CW102

This course will examine three aspects of Eugene O’Neill: First there will be a historical aspect. This will focus on the City of New London as it existed in the late 1800 and early 1900s. We will develop ideas as to what it was like to live here during the “whaling years”? Second, we will then look at the influence that this city, its atmosphere and its surroundings had on O’Neill’s writing. Finally, we will look at the literary genius of O’Neill and examine the psychological dimensions of his plays. We will do this by looking at the development from his early works in Provincetown, then move onto the great performances he produced in his later years. We will view much of the action of his plays with “on stage” video performances as well as experience

(through actual visits) the life and atmosphere that the Monte Cristo Cottage on Pequot Avenue. Works such as Long Day's Journey into Night, Ah Wilderness (both set in the Monte Cristo Cottage), Moon for the Misbegotten (set in Waterford), and The Iceman Cometh will be read, viewed, discussed and analyzed.

EL325 Studies in Literature and Society (W) (IN)

3 credits (fall odd year)

Prerequisites: C- or above in CW102 and junior or senior standing or permission of instructor.

Examines literary works within the context of the social issues of their times. The specific topic of each section of the course will be selected by the instructor but may include themes such as "The Immigrant Experience in American Literature" or "Shakespeare and His Times."

EL330 American Dream (D) (IN)

3 Credits

Pre-req: CW102

This course using the works of five American dramatists focuses on the "American Success Story". We will define the word "success". We will look at the concept of success in America from a historical, social and psychological point of view. Works of Eugene O'Neill, Edward Albee, August Wilson, Wendy Wasserstein and Arthur Miller will address this complex issue.

EL399 Special Topics in Literature

3 credits

Designed as an upper-level elective course specifically for junior and senior students, when offered, the academic department introduces a unique and exciting topical course which isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

ES101 Introduction to Environmental Studies (E)

3 credits

Prerequisites: None Co-requisite: ES120A: Scientific Writing (only required for ES majors)

This course will introduce students to environmental issues on local, regional, and global levels. Students will explore environmental problems and their solutions with reference to the connectivity among social, political, technological, and personal arenas. Topics covered in the course include: biogeochemical cycles; biodiversity of terrestrial and aquatic systems; natural resource use and sustainability; human population growth and associated problems with food production,

pollution, climate change, waste management, energy efficiency and renewable energy, environmental hazards and toxicology, and sustainable societies. A primary focus of this course is on the unique challenges posed by urban environments, including solid waste disposal, air pollution, sewage discharge, noise pollution, human health, land conversion, social disruption, and smart growth. The role that new technologies play in the context of developing solutions to such challenges on personal, local, regional, and global levels is incorporated into each course unit.

ES120 Scientific Writing

1 credit

Co-requisite: Environmental Studies; Co-requisite or Prerequisite: CW102

This is a one credit course taken simultaneously with Environmental Studies. Students will learn to critique scientific papers, ethically obtain and use appropriate information to analyze environmental issues. Students will prepare and present standard scientific documents, accurately citing the scientific literature.

ES150 Career Seminar – Career Options

1 credit (spring)

Prerequisite: Must be Environmental Studies Major Various environmental professionals from around the area will discuss their careers and the academic preparation required to pursue their careers. Some speakers will present at Mitchell College; others will introduce students to their workplaces. Students will be expected to complete their own research project on careers that interest them.

ES199 Special Topics in Environmental Project Management

Students will learn the intricacies of managing major environmental projects, including the ability to define, schedule and assign project activities; liaise with disparate groups of stakeholders, monitor project progress via implementation of monitoring tools and controls and maintain and control changes to project plans and issue lists.

ES210 Environmental Analysis

3 credits

Prerequisite: Introduction to Environmental Studies This course will introduce students to the methods and instruments used to measure air, soil and water quality by performing projects associated with local

habitat. Environmental Protection Agency procedures will be used.

ES260 Field Studies in Ecology (SR)

3 credits (spring every other year)

Prerequisites: BI105 or BI143 or BI145 or permission of instructor

This course will meet the Social Interactions and Values, Ethics, & Social Responsibility requirements of the new ABE-based General Education Program at Mitchell College.

Field Studies Ecology is designed for students desiring an immersion experience in ecological research. Emphasis on examination of living material in natural habitats and the impact of humans on those habitats. The course will take place at selected field sites, and will consist of 4 preparatory class meetings to review the ecology of the selected region and 1 week at the field site. While immersing themselves in the ecology of selected regions and working in teams and in pairs, students will participate in field work in the selected habitat through a combination of lectures, labs and discovery-oriented investigative experiences. Topics to be explored include principles of sampling, analytical tools, and applied research techniques. A service learning component emphasizing human impact on the selected region will be a central portion of the course. The subjects of biodiversity, conservation, and development will be discussed in relation to the broad social context surrounding natural resources, including socioeconomic, psychological, and cultural issues in the management and conservation of biological diversity.

ES315 Environmental Economics

3 credits

Prerequisites: BI143 or BI105; EC132 and ES 101 and Junior standing (or permission of the instructor)

This interdisciplinary course explores the application of basic economic principles to help understand environmental problems and evaluate alternative solutions. Economic principles will be used to analyze fundamental environmental issues such as property rights, conservation, public good, environmental protection, natural resource damage assessment, pollution control. Connections between economic understanding and improved public policy are emphasized. The impacts of population growth and economic growth on natural resource depletion and various types of environmental pollution will be explored and alternative environmental policies will be compared.

ES330 Human Health and the Environment

3 credits

Prerequisites: any one of BI105, BI143, or ES101.

This course will involve the study of human interaction with the environment and potential impacts of environmental agents on human health and safety. Hazards from natural sources and human activities that contaminate our air, land, water, food, homes, neighborhoods, and workplaces will be examined. Topics to be covered include: emerging viruses, the effect of global warming on species distribution, and how weather patterns affect water currents and thus outbreaks of various diseases. Problems in assessing and controlling these impacts, protective legislation, media coverage and various approaches to resolve environmental health problems will also be addressed.

ES340 Science and Public Policy

3 credits

Prerequisites: any one of BI143, BI105 or ES101 and junior standing (or permission of the instructor).

In this interdisciplinary course, students will examine the role of scientific knowledge on the formation of policy at the local, state, national and international levels. Students will analyze environmental issues and resulting problems facing the world today, as well as the policy issues involved in solving these problems. Topics may include: land use practices and reform, farmland and open space preservation; soil and water conservation; wetlands protection and rehabilitation; waste management and reduction, recycling and composting; air pollution, global warming and sea level rise; and marine wilderness areas. Behavioral factors influencing decisions will be considered. The course will enhance student abilities to critically evaluate environmental management, policy and modeling tools. The influential role that environmental scientists exert on local, regional, and national policies will be examined through case studies. Attendance at meetings of local conservation committee or meetings of other government agencies discussing environmental issues will be required in this course.

ES350 Societal Impact of Global Climate Change (G)

3 credits

Prerequisites: any one of BI143, BI105 or ES101 and junior standing or permission of the instructor.

In this interdisciplinary course, students will examine the role of scientific knowledge on the formation of

policy at the local, state, national and international levels. Students will analyze environmental issues and resulting problems facing the world today, as well as the policy issues involved in solving these problems. Topics may include: land use practices and reform, farmland and open space preservation; soil and water conservation; wetlands protection and rehabilitation; waste management and reduction, recycling and composting; air pollution, global warming and sea level rise; and marine wilderness areas. Behavioral factors influencing decisions will be considered. The course will enhance student abilities to critically evaluate environmental management, policy and modeling tools. The influential role that environmental scientists exert on local, regional, and national policies will be examined through case studies. Attendance at meetings of local conservation committee or meetings of other government agencies discussing environmental issues will be required in this course.

ES360 Environmental Law

3 credits

Pre-requisites: GV119 and any one of BI143, BI105 or ES101 and Junior standing (or permission of the instructor)

This interdisciplinary course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. Students will examine of the purposes, methodology, and impacts of the environmental regulatory process at the local state and national level, including such national statutes as the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the Endangered Species Act, OSHA regulations, the Toxic Substances Control Act and the Wilderness Act. Students will analyze the relative costs and benefits of various forms of environmental regulation within the context of the American political, administrative, and legal systems. While the course focuses on U.S. environmental law, students will also consider the increasingly important field of international environmental law and agreements.

ES399 Special Topics in Environmental Studies

Students will learn the intricacies of managing the research and administrative aspects of major research projects, including implementation of proper sampling techniques, maintenance of sampling equipment, and the acquisition and management of large data sets. Additionally, students will be responsible for liaising with fund managers, support agencies, property owners and subject experts.

ES490 Senior Capstone

3 credits

Prerequisite: Senior major in Environmental Studies
This course will require students to complete a senior research project, including an internship, that will demonstrate the skills and knowledge they have acquired through the Environmental Studies program. Attendance at meetings of local conservation or government agencies dealing with environmental issues may be required. Presentations of student work will become part of the annual Earth Day Event at Mitchell.

ES491 Senior Internship

3 credits

Prerequisite: Senior major in Environmental Studies
This course will require students to complete a senior research project, including an internship, that will demonstrate the skills and knowledge they have acquired through the Environmental Studies program. Attendance at meetings of local conservation or government agencies dealing with environmental issues may be required. Presentations of student work will become part of the annual Earth Day Event at Mitchell.

ES492 Senior Internship

6 credits

Prerequisite: Senior major in Environmental Studies
This course will require students to complete a senior research project, including an internship, that will demonstrate the skills and knowledge they have acquired through the Environmental Studies program. Attendance at meetings of local conservation or government agencies dealing with environmental issues may be required. Presentations of student work will become part of the annual Earth Day Event at Mitchell.

FC101 First Year Seminar

2 credits (fall and spring)

A special interactive class that helps new students engage quickly in the academic life of the campus. By encouraging students to understand what is expected of them at Mitchell and to develop a clear and positive sense of themselves and their role as learners, First Year Seminar assists students in adjusting to the intellectual and personal challenges of the college environment. Students taking this seminar in their first year can forge lasting ties with their professors and classmates, and form habits of inquiry and expression that serve them well throughout their academic careers and beyond.

NOTE: FC101 must be taken in a student's first semester at Mitchell and is a requirement for graduation.

FC120 Information and Technology Literacy

3 credits (fall and spring)

This introductory course provides an overview of hardware architecture, software, procedures, system concepts and relationships, cost/value and quality of information, input/output, storage, distributed processing, networking, basics of creating Web pages, computer security and risks, Microsoft Windows, Word, Excel, PowerPoint, and Access. As an important part of this course, students will be introduced to the following issues: ethical use of computers, standards of information age conduct, Online Outlaws: computer crime, identity theft; impact of computers on social relationships, censorship and digital divide; understanding culture and society in relation to computers; computer and globalization, diversity; conducting research using online resources; and critical thinking.

GD101 Color Concept and Design (W) (D) (G)

3 credits (fall)

Explores fundamentals of color and design through value, shape, texture, line and harmony. Stresses color theory through basic paint exercises as well as tonal drawings in representational and interpretive abstract form.

NOTE: GD101 is required for Graphic Design majors. Other students may enroll through permission of the instructor. A minimum grade of C- is required to meet graduation requirements and to enroll in GD110.

GD105 Computer Graphics

3 credits (fall)

Developing the skills necessary to use the computer as a design tool, this course explores the fundamental usage of the software considered by many to be the industry standard in graphic design – Quark Express, Adobe Photoshop, and Adobe Illustrator. These basic skills are necessary to print and web design, and this knowledge is required of graphic design artists. This class is an introduction to each of the three programs and provides a solid foundation for further study.

NOTE: A minimum grade of C- is required to meet graduation requirements and to enroll in GD110.

GD110 Graphic Design I

3 credits (spring)

Prerequisites: GD101 (C- grade or better) and GD105 (C- grade or better), or permission of the instructor. Graphic Design can be defined as the application of

art and communication skills to the needs of business and industry. These applications include marketing and selling products and services, creating visual identities for institutions, products and companies, and visually enhancing messages in publications, as well as graphics for television, film and the web.

This course is an introduction to graphic design. Exploration of the formal elements of design, typography, layout, manipulating graphic space, logo design and advertising concepts will be the focus of this course. Lectures, discussion and hands on composing of design elements support your design solutions. Students are expected to come prepared to work in class, as well as outside of class time.

NOTE: A minimum grade of C- is required to meet graduation requirements and to enroll in GD210.

GD199 Special Topics in Graphic Design

Credit hours by arrangement. (offered as needed)

Prerequisites: Only open with consent of the department. This class allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

NOTE: Designation as a W or WI course as appropriate.

GD210 Graphic Design II

3 credits (fall)

Prerequisite: GD110 or permission of the instructor. Students work to translate design concepts to print using the principles and conventions of graphic design while exploring the digital technology used to create a finished product. This class focuses on creative problem solving while exploring the design process. Students learn layout, and typography in a project-based learning environment that asks them to create communication in the form of posters, brochures, publications and identity systems. The portfolio development process is emphasized as students prepare for careers in graphic designers.

GD260 Graphic Design III

3 credits (spring)

Prerequisites: GD101 (C- grade or better), GD110 (C- grade or better), GD210 (C- grade or better), and GD270 (C- grade or better), or permission of the instructor.

Graphic Design III functions as a design studio. The course is divided into three main sections. Projects

include a logo/identity design, website design and a final portfolio project. Students continue to learn to implement design skills and understand project organization and production technique. Students are oriented to the demands and deadlines of the professional graphic designer, experiencing projects from pencil roughs to finished product, formal critiques and presentation. Projects are executed on the computer, and mounted for presentation. The portfolio is the culmination of their design education and more than anything else, is the deciding factor in launching their career as a graphic designer.

GD265 Materials and Techniques

3 credits (spring)

Prerequisites: GD101, GD110, and GD210, or permission of the instructor.

Through projects, problem solving, critique and lecture, students are challenged to expand their idea of what graphic design is and can be. Students explore illustration and production techniques for a given projects that juxtapose new technology with age old methods and provide an understanding for the visual interpretation of ideas.

GD275 Introduction to Digital Filmmaking

3 credits (spring)

Introduction to Digital Filmmaking will focus on aspects of storytelling through a visual medium. Emphasis will be placed on story structure and execution. Using equipment provided by the college, students create narrative short films and develop an understanding of cinema techniques.

GD280 Digital Photography

3 credits (spring)

This course will provide students with training in the general principals of photography relevant to current trends applicable to digital artists. The basic concepts and terminology of traditional digital photography, composition, color theory, lighting methods and equipment are covered in the context of planning and capturing images specifically for subsequent digital manipulation. Students learn to plan, compose, and optimize image captures destined for digital media and web composites, and comps for print projects.

NOTE: Students will be required to provide their own digital cameras.

GD290 Introduction to 3 Dimensional Animation

3 credits (offered as needed)

Introduction to 3 Dimensional Animation focuses on the fundamentals of the animation process and how they relate to a production environment.

GD299 Graphic Design Internship

3 credits

Prerequisite: GD101, 105, 110, 210 and/or permission of departmental director or chair

The Graphic Design Internship offers students the opportunity to participate in the practical application of skills fundamental to careers in graphic design. Supervised by an instructor, students work on in-house project(s) chosen from a variety of media, determined by the students particular academic needs, goals or interests. This internship provides the student with practical career skills experience and training.

GD305 Computer Graphics II

3 credits

Prerequisite: GD105 Computer Graphics or permission of the instructor

Dreamweaver and Flash are programs used the creation of web pages. Dreamweaver facilitates the assembly of graphic, text and other media in a visually friendly environment, while retaining the ability to work directly with the HTML code. Flash incorporates interactivity and sound into web pages. Its animation capabilities, features for minimizing and monitoring file size, and use of streaming technology have changed the face of web design.

Participants in this course learn to develop an animated, interactive website with Photoshop, Dreamweaver and Flash, using objects and text, organizing files, importing elements, creating layouts and editing and linking pages in a variety of ways In addition to exploring methods for incorporating interactivity, animation and sound.

GD380 Advanced Digital Photography

3 credits

Prerequisite: Successful completion of AR/GD280 Digital photography or permission of the instructor. Students must obtain a digital camera for use.

Advanced digital photography offers students an opportunity to delve deeper into the exploration of photography as a digital medium for artistic and journalistic expression of an idea. Students create work for projects designed to challenge their creative ability

and increase their comprehension of the technology. The course includes both on-site photography and advanced Photoshop techniques for photo display.

GD399 Special Topics in Graphic Design

3 credits

Designed as an upper-level elective course specifically for junior and senior students, when offered, the academic department introduces a unique and exciting topical course which isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

GD410 Packaging Design

3 credits

Prerequisite: GD260

GD410 builds on the skills and techniques covered in earlier design courses, and focuses on the 3-dimensional elements of graphic design as they apply to logo development and placement, label design and package design and construction. Working in a studio environment, students will respond to a variety of 3-dimensional design challenges while employing their knowledge and understanding of typography, brand identity, color theory, and conceptually driven design solutions. Students will be expected to meet design deadlines and to prepare professional, client-oriented presentations.

GD411 Portfolio

3 credits

Prerequisite: GD105, 110, 210, 260 and/or permission of the instructor

Graphic Design Portfolio is geared specifically to students studying graphic design, and serves as the capstone for this area. The portfolio is the culmination of the students' ability to market their skills and showcase their work. The project focus of this class is to develop an individual professional portfolio and resume in both a digital and hard copy formats. Students utilize knowledge and skills developed in previous courses, and apply marketing and promotional criteria to their work. Topics of discussion include the differences in roles and positions within companies; self-employment; accepted business practices and other professional issues.

GS101 Introduction to Global Studies

3 credits

This course will enhance the student's understanding of world cultures and build awareness of globalization and its processes. This will give the learner a tool to help achieve a leadership position when operating in a global environment. The course is an interdisciplinary review and examination from a world perspective on culture, history, politics, economics, and social systems in selected countries chosen for their impact on the rest of the world.

GS199 Special Topics in Global Studies

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

NOTE: Designation as a W or WI course as appropriate.

GS310 History, Society and Culture in Africa (G) (IN)

3 credits

This course provides an interdisciplinary introduction to the continent of Africa, its nations and peoples. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions, and culture of this continent. Also considered are relations with the United States; apartheid; Africa during the Cold War; and the impact of African societies on other civilizations. Contemporary political, economic, and social issues are considered.

GS320 History, Society and Culture in Asia (G) (IN)

3 credits

This course provides an interdisciplinary introduction to the civilizations of East, South and Southeast Asia, focusing primarily on China, Japan, India and Korea. Other societies in Asia (e.g., Vietnam, Thailand, Indonesia, Malaysia and the Philippines) are also discussed. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions, and culture of this region. The course inquires why many different societies develop in Asia, and why these differences have persisted over time. It also examines cultural heterogeneity within various nations in Asia, relations

among different societies in Asia, and historical and contemporary interactions with the West.

GS325 History, Society and Culture in the Middle East (G) (IN)

3 credits

This course provides a survey of the history, politics, economics, religions and cultures of the Middle East, as well as an overview of the more than twenty major conflicts that have occurred in the region, from the Persian-Greek wars in ancient times to the recent battles between Israel and the forces of Hezbollah in Lebanon. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions and culture of this region. Key themes include the origins and growth of religious fundamentalism in the modern era and changing relations with the West. (3 credits)

GS330 History, Society and Culture in Europe (G) (IN)

3 credits

This course will familiarize students with key themes on the ever-changing socio-cultural European realities past and present. Students will be introduced to relevant discourses on the culture and identity of historic and contemporary Europe. Regional, national, and European dimensions of socio-cultural identification will also be explored. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions and culture of this region. In addition, attention will be paid to gender and ethnic patterns of employment, welfare, education and the media, as well as issues of class relations. The integration of the European Union (EU) will also be discussed as it related to controversies over regional disparities, common social and environmental standards, rural development, migration, and EU decision-making.

GS345 History, Society and Culture in Latin America (G) (IN)

3 credits

This course provides an interdisciplinary introduction to the societies of Latin America, including the Southern Cone, Brazil, the Andean Region, Central America, the Caribbean, Mexico, and the Borderlands. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions, and culture of this region. Key themes

include major prehistoric cultural traditions and major issues in Latin America during the twenty-first century.

GS399 Special Topics in Global Studies

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

NOTE: Designation as a W or WI course as appropriate.

GS466 (new) Internship in Global Studies

6 credits

The internship experience is intended to provide International Studies majors with practical experience in an international setting allowing students to apply theoretical knowledge they have gained. Faculty directors must approve in advance the internship site and a written description of the duties and responsibilities the students will perform. The students' workplace supervisors must sign descriptions. The faculty director will also confer periodically with the workplace supervisors about the students' performance and progress. The experience of the internship should provide students with a comprehensive understanding of the mission and functioning of the organization or agency at which the internship takes place. It should also furnish ongoing opportunities for student interns to become involved with issues of international significance, as well as to interact with individuals, preferably from different countries, engaged in varied aspects of international affairs.

GS490 (new) Senior Project in Global Studies

3 credits

The Senior Project is the capstone experience for International Studies majors. Working under faculty direction, students examine significant areas of research interest and produce final projects, either integrating learning across a broad spectrum of international concerns, or examining a particular international issue in great depth. Senior projects typically involve investigating the history and causes of a significant international issue, analyzing the successful resolution of an important international situation, or investigating the role played by an international organization in addressing a concern of importance. The Senior Project may also build upon the experience of the Internship in International Studies, depending on student interest and faculty approval.

**GV119 American Government and Politics
(AI)(E)(W) (SR-some semesters)**

3 credits (fall and spring)

Prerequisites: CW101 or permission of instructor.

GV119 is a survey course covering the organization of national, state, and local governments. Students will explore the three branches of government (legislative, executive, and judicial). Students will also evaluate themes in Federalism, Civil Liberties, Political Parties, and selected public policy issues. Essential questions concerning the role of an informed citizenry in a representative democracy will be stressed. Active participation in the government processes will be encouraged through special projects. A historical perspective will be taken.

**GV120 State and Local Government* (AI) (E)
(Jr - some Senior)
(some semesters)**

3 credits

This course is concerned with the structures, functions, and politics of state governments. It highlights the similarities and differences that characterize the 50 states. It examines the historical and constitutional roles of the states; the role of the states in the federal system; and variations among the states in regard to economic characteristics, citizen attitudes, voter participation, political parties, and public policy.

GV199 Special Topics in Government

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

NOTE: Designation as a W or WI course as appropriate.

**GV201 Women, Advocacy
& Political Change**

3 credits

This course will examine how American women shaped our democracy, our communities, and our lives from colonial times to the present. Emphasis will be placed on the role of advocacy in this process and the global implications today. The course will include a section on both state and federal government as well as a section on the current institutions which encourage women to participate in the political process.

**GV210 Geography and International Relations
3 Credits**

This course in geography is unique in its thematic approach to bridging the social sciences with the earth sciences. This is possible through its understanding of the dynamics of cultures, societies, politics and economies (also known as human geography) to its understanding of physical and environmental landscapes (known as physical geography).

GV232 Political Science Internship (AI)

6 to 15 credits. (spring)

Prerequisites: GV119 or permission of instructor.

Provides students who are accepted for the Connecticut General Assembly Legislative Internship Program with an opportunity to receive practical experience in the discipline.

**GV301 The American Presidency (W)(AI)(E)(Sr)
3 credits (fall)**

Taking a historical perspective on the development of the whole office of the presidency, this course focuses on both the man and the office. We will look at the evolution and growth of the presidency and the evolution of that office to date. The American Presidency is a rather unique office, one of the few unique creations of the Constitutional Convention of 1787, and the men who have held that office have exercised powers wielded by few executives in democratic societies.

**GV315 Foundations of Public Administration (D)
3 credits (fall)**

Prerequisites: CJ247 or HS115 or GV119; or permission of the instructor.

This course will involve the study of administrative theory, the context of bureaucracy, the environment of public service and the role of administrators in government. The students will examine theoretical approaches to understanding the administration of criminal justice and human services agencies. This course will provide a selective survey of theoretical formations and empirical studies in public administration.

NOTE: Offered as CJ315, GV315, and HS315. Students may receive credit for this under one listing only (CJ315, GV315, or HS315).

GV399 Special Topics in Government

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

NOTE: Designation as a W or WI course as appropriate.

GV401 Global Issues

3 credits

This course examines, in their complex historical contexts, current world crises and other international issues. Particular attention will be paid to the roles played by individual nations and collaborative groups of nations in attempting to resolve crises and to the efforts of major international organizations, such as the United Nations, human rights groups as well as grass roots civilian initiatives. Students will report on news and analyses in international media, and foreign policy journals, and will propose innovative approaches to resolving the conflicts and issues examined.

HD108 Introduction to Human Development

3 credits (fall and spring)

Introduction to Human Development explores the nature of human growth and development from the very beginnings of life to its culmination. Attention is focused on lifespan developmental issues and themes, research methods, genetics, prenatal development, infancy and childhood, adolescence, adulthood, and dying and death. The inter-relatedness of physical, cognitive, personality, and social developments within each life stage is emphasized, as well as how major theories of human development guide researchers in the field today.

NOTE: Offered as HD108 and PY108. Students may not receive credit for both HD108 and PY108.

HD110 Introduction to Race, Ethnicity, and Culture (D)(W)

3 credits (fall and spring)

A critical analysis of the relationship between majority and minority groups in the United States, including race, ethnic, class, age, and gender variations. The course places a particular emphasis on the role that cultural variation exerts on personal and social relationships. Among the topics include theoretical perspectives, historical and social interpretations of cultural diversity, consequences of social inequality,

prejudice, discrimination, political, and economic dynamics and their relationship to power. Special attention is focused on the recognition and appreciation of multiculturalism, particularly the nurturance of sensitivity and tolerance toward individual differences.

HD209 Child Development

3 credits (spring)

Prerequisite: PY105

Child Development is a broad survey of the developing child from conception through age twelve. Major topics include: physical, cognitive, linguistic, personality, emotional and social development. The course lectures and readings are concerned with the major experimental, observational, and theoretical contributions in the field.

NOTE: Offered as HD209 and PY209. Students may not receive credit for both HD209 and PY209.

HD210 Adolescent Development

3 credits (fall and spring)

Prerequisites: PY105 and HD108

This course offers students basic theories and principles about adolescent development from psychological, sociological, and biological perspectives. It offers an integrated exploration of such topics as theoretical viewpoints, research methodologies, physical and cognitive development, personality dynamics, social interactions, family influences, sexual attitudes and behaviors, achievement and careers, and problems and disturbances unique to the adolescent years. A particular emphasis is placed on the establishment of a conceptual framework so that adolescence is understood in relation to the entire life cycle.

NOTE: Offered as HD210 and PY210. Students may not receive credit for both HD210 and PY210.

HD211 Adult Development

3 credits (spring)

Prerequisites: PY105 and HD108

This course explores the early, middle, and later years of adulthood in contemporary society. Particular emphasis is placed on the biological, personality, social, and vocational changes that characterize the adult years. While exploring the biosocial, cognitive, and psychosocial realms overall, the course will consider such specific phenomena as adulthood's developmental tasks, gender roles, marriage and parenthood, the career cycle, issues in gerontology, and death as the final stage of the life cycle.

NOTE: Offered as HD211 and PY211. Students may not receive credit for both HD211 and PY211.

HD220 Career Concepts in Human Development and Family Studies

3 credits (spring)

Prerequisites: Must be a Human Development major and have earned a minimum of 45 credits or have permission of the Department Chair and/or Instructor
HD220 is an overview of career fields related to Human Development and Family Studies. Career inventories and research generate individual career paths. Professionals in the fields of counseling, elementary education, school psychology, and social work offer students a realistic assessment of the personal characteristics and education required for their respective fields. Throughout the course, students develop tools for success, including a resume and interviewing techniques.

HD305 Ethics, Character and Moral Development (E)

3 credits (fall)

Prerequisites: HD108, PY105 and junior status
This course offers the student an opportunity to study the extent to which thinking and action can be applied to ethical and moral situations. The course will provide an in-depth examination of ethics and morality, including historical, philosophical, religious, legal, sociological, multicultural, psychological and human developmental perspectives. A particular emphasis is placed on the identification and application of moral thinking skills designed to better understand and perhaps resolve ethical issues at the personal, interpersonal and professional levels.

HD330 Behavioral Statistics

3 credits (fall)

Prerequisites: PY105 and junior status
This course will focus on quantitative descriptive and referential statistics, including graphic measures, frequency distributions, measures of central tendency and variability, correlation, probability estimations, linear regressions, analysis of variance, non parametric statistics and confidence intervals. The course will provide a basic understanding of statistical analysis within the context of applied behavioral science examples with exposure to current technology.

NOTE: Offered as HD330 and PY330. Students may not receive credit for both HD330 and PY330.

HD331 Research Methods in Human Development and Family Studies I

3 credits (spring)

Prerequisites: PY105, PY108, and HD330, C- or better in HD330

An introduction to the methodologies used to evaluate human development research. Guidelines for the assessment, interpretation, and utilization of research studies are presented. Emphasis is placed on data collection techniques, fundamental quantitative and qualitative research techniques, statistical methodology, methods of scientific inquiry, computer programming, and the design and execution of research investigations. Research theory is combined with practical and applied exercises in research methods.

HD335 Family Services Programming

3 credits (fall)

Prerequisites: HD108, HD220, and junior status
An overview of community programs designed for individuals and families of all ages. Attention is focused on those historical, social, economic, and political forces shaping current community programming models. Issues of scope, function, legitimacy, accountability, and service effectiveness are explored. Students are exposed to a variety of community programming settings related to individual and family services. Lecture material and reading assignments are integrated with classroom guest speakers and guided tours and observations of centers and facilities.

HD339 Systems and Theories of Family Development

3 credits (fall)

Prerequisites: HD108

An in-depth examination of the family as a social institution and how it shapes the course of human development. The student is exposed to models and systems of family development, the multifaceted dynamics of intrafamily relationships, and interactions of the family with various elements of the sociocultural environment. Attention is also focused on family interaction processes, including communication processes, power relationships, open and closed family systems, parent-child relationships, and conflict resolution processes.

HD399 Special Topics in Human Development and Family Studies

3 credits (offered as needed)

Prerequisites: Junior or Senior and permission of the instructor

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

Note: W designation as appropriate.

HD435 Family Studies Through Film and Literature (W)

3 credits

Prerequisites: SO207, HD108, HD339 or by permission of the professors.

This course offers an in-depth study of family dynamics and processes through literature and films. You will be exposed to models, systems, and metaphoric conceptualization of family development; the multifaceted dynamics of intrafamilial relationships; family crises; and interactions with various elements of the sociocultural environment. Emphasis will be placed on group discussion and the preparation of written assignments geared toward critical and creative thinking. Particular attention is to be placed on the development of sensitive and persuasive interpretations of literature and film. HD435 is a writing course offering. Course requirements include the successful completion of one novel, scholarly articles, and the viewing of 10-12 films. This course embraces a cross-disciplinary approach (e.g., Human Development and Family Studies; Behavioral Sciences; Literature and Fine Arts; Communication) to the subject matter, and is also designed to fulfill such General Education Requirements as the Humanities, Social and Behavioral Sciences, and Communication. This course also supports the College's concept of writing across the curriculum.

HD441 Gender Issues in Human Development and Family Studies (D)(W)

3 credits (fall)

Prerequisites: SO103; HD108; junior and/or senior status or permission of the instructor

An examination of how gender similarities and differences characterize the lifespan. Topics include gender theories; historical contexts of gender roles; gender roles in the family, social and vocational relations; gender stereotypes and inequalities; interpersonal

and intimate relations, and cross-cultural gender comparisons. Additionally, the course examines the research and controversies in such developmental areas as intelligence, personality, communication, and ability. A particular emphasis is placed on the relation of gender to power and influence in contemporary society.

HD443 Research Methods in Human Development and Family Studies II

3 credits (fall)

Prerequisites: HD330 and HD331; C- or better in HD331.

This course is designed to help students further their exploration and investigation of the specialized theories and issues that began in research methods I. As such, the course affords the senior student with the opportunity for more extensive research and study in a selected area of behavioral sciences after receiving written approval of their capstone topic. The focus of this semester is twofold: students continue the development of a detailed and in-depth research paper and then prepare to present their findings to the academic community.

HD445 Health Issues in Behavioral Science

3 credits (spring) (alternate years)

Prerequisites: HD108 and junior status

Health issues in behavioral science is an exciting, interdisciplinary field that examines the contribution of biological, psychological, and sociological factors in maintaining health and avoiding illness. This course aims to introduce you to the wide variety of topics that are the focus of research within the field of health psychology. Additionally, the course aims to demonstrate the relevance of health psychology concepts to everyday life in order for you to access these concepts and, consequently, enhance your personal health.

HD446 Perspectives on Cross-Cultural Development (D)

3 credits (spring)

Prerequisites: HD108, HD110, and SO103

This course studies human development throughout the lifespan, with particular emphasis on cross-cultural differences and similarities. Major theories and research examine cross-cultural continuities and discontinuities as they relate to international and historical perspectives, family structures, childrearing strategies, intergenerational relations, educational experiences, and aging experiences, among others.

Students are encouraged to explore their personal heritage and the impact culture bears on their own lives.

HD451 Families in Crisis

3 credits (spring)

Prerequisites: HD339, HD/PY108, and HD339

An in-depth examination of theories, research, and issues focusing on those families encountering stress and crises. Attention is focused on conceptual and theoretical models of family stress and crisis. Topics include, but are not limited to, domestic violence, sexual assault, alcoholism and/or chemical abuse, mental illness, physical and other challenging disabilities, chronic illness, divorce, desertion, infidelity, and suicide. An integral feature of this course is placed on intervention strategies, including the prevention, control, rehabilitation, and promotion of individual and family health NOTE: Offered as HD451 and PY451. Students may not receive credit for both HD451 and PY451.

HD490 Capstone Seminar in Human Development and Family Studies (WI)

3 credits (fall and spring)

Prerequisites: C- or better in HD330, HD331, HD443 and senior status

This course provides senior students with a practical application of their knowledge base in behavioral science. Students are required to develop a research project that integrates previous coursework and demonstrates how one's competencies have been shaped by the human development or psychology major. In addition to designing and implementing a suitable research project, students have the opportunity to systematically observe themselves, test their developing skills, and critically evaluate results and outcomes.

Success in the Capstone Seminar requires a successful convergence of virtually all behavioral science coursework: selection of an area of research, conducting a thorough search of the literature, establishing a theoretical foundation to guide and organize the project, applying appropriate research methodology, analyzing collected data, drawing conclusions, and suggesting areas worthy of future research. The capstone research paper describing the entire project is submitted at the end of the semester and must reflect strict adherence to APA guidelines. Each student is also required to prepare a public presentation of their work, and participate in a behavioral science poster session.

HD491 Honors Capstone Seminar in Human Development and Family Studies (WI)

3 credits (fall and spring)

Prerequisites: C- or better in HD330, HD331, HD443 and senior status

This course provides senior students with a practical application of their knowledge base in behavioral science. Students are required to develop a research project that integrates previous coursework and demonstrates how one's competencies have been shaped by the human development or psychology major. In addition to the requirements for the traditional capstone seminar, students will be required to construct a scientific poster of their research and submit a proposal for a presentation to a conference of their choosing.

Success in the Capstone Seminar requires a successful convergence of virtually all behavioral science coursework: selection of an area of research, conducting a thorough search of the literature, establishing a theoretical foundation to guide and organize the project, applying appropriate research methodology, analyzing collected data, drawing conclusions, and suggesting areas worthy of future research. The capstone research paper describing the entire project is submitted at the end of the semester and must reflect strict adherence to APA guidelines. Each student is also required to prepare a public presentation of their work, and participate in a behavioral science poster session.

HF227 Health Fitness Practicum

3 credits (fall and spring)

Prerequisites: PE121 and SF110.

Provides supervised, practical, on-the-job experience through placement in an area fitness center (such as a Nautilus center), health and racquet club, or YMCA/YWCA.

NOTE: HF227 requires four to six hours per week.

HI105 History of the United States I (AI) (D) (W)

3 credits (fall and spring)

History of the United States to 1865 is an introductory survey course which covers the colonial period followed by a study of the confederation, constitutional and early national periods. Such topics as governmental development, territorial expansion, abolitionism, women's rights and the growth of political parties will be discussed. The final section of the course will cover the Civil War and the impact the Civil War had upon American Society.

HI106 History of the United States II (AI) (D) (W)

3 credits (fall and spring)

HI106 is an introductory survey course which examines the period of reconstruction, the impact of industrialism, and the late nineteenth and twentieth century reform movements such as prohibition, civil rights, the modern woman's movement. Special emphasis will be placed on the major cultural and societal changes of the twentieth century. The course also examines American Imperialism, World War I and II, The Depressions, and the development of America's role in the present world power structure.

HI115 Development of Western Civilization I (G)

3 credits (fall and spring)

HI115 addresses the extent to which ancient Egyptian, Asian, Semitic, and Greco-Roman culture shaped the foundation and early development of the Western Heritage. The course considers the development of the West through an examination of such historical movements as the Volkerwanderung, the Lindisfarne Missions, the Rise of the universal church, the Crusades, revival of trade, learning, technological development, and urban life, the Italian and north European Renaissance movements and the Reformation. However, the course does not treat the rise of the West as an isolated phenomenon; HI115 studies the intercultural connection between the Islamic world, the Byzantine Civilization, and, where and when appropriate, it makes historical comparisons to developments taking place in Asia, Africa, and the (Pre-Columbian) Americas.

HI116 Development of Western Civilization II (G)

3 credits (fall and spring)

HI116 begins by addressing the bearing of Chinese and Islamic civilizations upon the West's political, cultural, economic, and technological growth. It assures the extent to which the following historical movements (which owed much to this growth): dynastic centralism, the scientific revolution, the rise of a market based economy, the enlightenment, the revolutions of the late 18th and early 19th centuries, the industrial revolution, nationalism, led to spectacular social upheaval in the west, and paved the way for the creation of the modern European power state. How and why did the West achieve dominion over the Americas, the East and West Indies, Asia, Africa? And to what extent did the West's global ambitions make inevitable two world wars?

HI199 Special Topics in History

Credit hours by arrangement. (offered as needed)

Courses examine certain issues and questions in selected areas of historical study are offered periodically. The course may be repeated with a change in topic. Prerequisites appropriate to each course will be determined by the instructor and announced when course descriptions are available.

HI245 Recent United States History (AI) (G) (W)

3 credits (spring)

Prerequisites: EL101 and one history course or permission of instructor.

Covers U.S. history from 1945 to the present through intensive study of the origins and outcomes of the Cold War, the Civil Rights movement, the origins and impact of Vietnam on American domestic and foreign policy, and the administrations of Truman, Eisenhower, Kennedy, Johnson, and Nixon. Concentrates especially in the areas of the 1960's and protest movements. Discusses more recent presidential administrations in their relationship to current policy.

HI246 The World in the Twentieth Century (G)

3 credits (fall)

Prerequisites: CW101 or permission of instructor.

The student is expected to attain an understanding of the causes and consequences of World Wars One and Two, the character and historical importance of radical political movements: Communism, Fascism, Nazism, Japanese Imperialism, Islamic Jihadism. Students will also assess and evaluate the forces contributing to the development of the following historical movements: the Cold War and its impact on global politics, the decolonization of Africa, Asia, and the Middle East, the collapse of the Soviet Union, the rise of the European Economic Union, the rise of a Global Economy.

HI295 History Through Film (G) (W) (IN)

3 credits (spring)

Prerequisites: CW101 or permission of instructor.

The History Through Film course is designed to offer the student an opportunity to study history through a variety of visual media, primarily documentaries and cinematic portrayals of selected historical events, issues, and personalities. Each semester, the class studies historical topics that have a global dimension: war, revolution, important historical figures who have brought about social change (Martin Luther, Galileo, Louis XIV of France, Gandhi, Mao Tse-Tung), i.e.,

historical movements and movers. The class will be studying the origins and characteristics of twentieth century revolutionary movements and totalitarian governments, worldwide, in an effort to understand the forces that brought them into being and the impact they have had upon the world.

**HI297 Women in United States History
(AI)(D) (W)(IN)**

3 credits (spring)

Prerequisites: CW101 and one history course or permission of instructor.

This course explores, in the United States context, major themes in women's history. Women's familial, social, economic and political roles will be examined with attention to class, race and ethnic variations. Special attention will be paid to the distinctive relationship of women to social reform in American culture and the modern woman's movement.

**HI345 History, Society and
Culture in Latin America**

3 credits

This course provides an interdisciplinary introduction to the societies of Latin America, including the Southern Cone, Brazil, the Andean Region, Central America, the Caribbean, Mexico, and the Borderlands. Among the topics considered are the geography, ecology, history, politics, economics, religion, values, institutions, and culture of this region. Key themes include major prehistoric cultural traditions and major issues in Latin America during the twenty-first century.

HI315 World Civilizations to 1500

3 credits

This course is an examination of world civilizations from the earliest times. Its approach is to understand the human condition. A broad range of issues will be considered, including the origins of civilizations; social, political, and economic structures and interactions among different early societies; art, architecture and cultural production; religion; politics; warfare; education; family life and the role of women and children; and principal legacies to successor societies. Topics may include the first civilizations, including Stone Age development, ancient African kingdoms, the development of civilizations in the Indus Valley, the Olmecs in Latin America, the Shang Dynasty in China, the Minoans in Greece, the rise of the Mayans, Alexander the Great and Hellenistic civilization, the

rise and fall of the Roman Empire, Christianity, the Qin and Han Dynasties in China, the Golden Age of India, the rise of individual Native American cultures, the birth of Islam and the spread of the Muslim empire, the Byzantine empire, Russia, China and the Mongol empire, early Japan and the Middle Ages in Europe.

HI316 World Civilizations Since 1500

3 credits

This course continues its examination of civilizations begun with **HI315 World Civilizations to 1500**, looking at the development of societies and their interactions over past centuries. It examines both Western and non-Western civilizations prior to the age of European exploration and colonization and then reviews the impact of European expansion on other societies. Topics may include the creation of nation-states in Europe; the spread of the Muslim empire and the development of divisions within it; interactions between the West and Asian, African, Native American, and Latin American societies; the rise of nationalism and imperialism; the nature of political and social revolution; liberalism, industrialism, and the rise of individual rights and democratic forms of government; socialism and Communism; World War I; the period between the two world wars, including the rise of fascism and dictatorships; World War II, the Holocaust; issues of human rights, genocide, and crimes against humanity, the role of the United Nations; the emergence of independent nations in Africa; the Cold War, the Iron Curtain, nuclear proliferation, and the dissolution of the Soviet Union; societies in the modern Middle East and Western intervention in the region; energy, oil, and the environment; American power in the contemporary age and challenges to it; and the rise of international terrorism.

HI399 Special Topics in History

Credit hours by arrangement. (offered as needed)

Prerequisites: Junior or Senior and permission of the instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

HO101 Introduction to Homeland Security

3 Credits

This introductory course provides students with a comprehensive account of past and current Homeland Security practices, policies and programs in relation to the government restructuring. It also examines the relationship of state, local governments and the private sector in Homeland Security. Particular emphasis will be placed on the current crises in Homeland Security including their origins and historical development.

HO301 Legal Issues in Homeland Security (W)

3 credits

Using both the casebook and lecture approach, this course will provide an understanding of the statutory and constitutional framework of Homeland Security in the United States. Topics will include: a) criminal law, civil liberties and national security, b) military law, tribunals, international courts, and c) the role and legal limits of domestic and foreign intelligence in Homeland Security.

HO305 Homeland Security Management

3 credits

The course will cover interdisciplinary principles of security management including planning, budgeting, organizing, staffing, directing, and controlling. This course will also cover marketing security services to management, risk management, civil and criminal liability, and labor relations.

HO410 Terrorism (W)(D)

3 credits

A review of late 20th and early 21st century domestic and foreign terrorism impacting the United States, including an examination of the history, philosophies and tactics of selected groups.

HS115 Introduction to Human Services and Social Welfare

3 credits (fall and spring)

Offers the opportunity to examine public and private agencies and institutions in the areas of gerontology, mental health services, correctional facilities (institutional/community), abuse programs and programs for the poor. Emphasizes agency philosophies, practices, accomplishments and problems. Seminars with guest speakers and visits to community agencies are a major part of the course.

HS226 Human Service Internship

3 credits (spring)

Prerequisites: HS115. The student must be a fourth semester Human Services major; and permission of the instructor.

Offers the opportunity to visit, observe and participate in a social service agency or institution program under the guidance of the college Internship Coordinator and an on-site supervisor. Students placed according to their area of interest. Requires students to participate in appropriate lectures and seminars and keep an experimental journal.

HS315 Foundations of Public Administration (D)

3 credits (fall)

Prerequisites: CJ247 or HS115 or GV119; or permission of the instructor.

This course will involve the study of administrative theory, the context of bureaucracy, the environment of public service and the role of administrators in government. The students will examine theoretical approaches to understanding the administration of criminal justice and human services agencies. This course will provide a selective survey of theoretical formations and empirical studies in public administration.

NOTE: Offered as CJ315, GV315, and HS315. Students may receive credit for this under one listing only (CJ315, GV315, or HS315).

HT 101 Introduction to Hospitality & Tourism (G)

3 credits (fall)

An overview to the hospitality industry which provides details regarding career opportunities, history of the industry, organizational structures, management and human resource needs within the industry. Industry segments will be examined in event planning, food service, lodging, and tourism. This course will also expose the student to sound management practices within the industry.

HT 110 Introduction to Foodservice

3 credits

This course introduces the student to the food service industry and provides details regarding career opportunities, history of the industry, organizational structures, management and human resource needs within the industry, as well as basic food service practices. Industry segments will also be examined in commercial, industrial and institutional areas of food service.

HT 130 Introduction to Event Management

3 credits

This course introduces the student to the meetings, expositions, events, and conventions (MEEC) industry and provides details regarding career opportunities, history of the industry, organizational structures, operational management and human resource needs within the industry. This course also examines the relationship event management has with Destination Marketing Organizations (DMO). The student will learn about the vendor relationships, technological needs and the use of contracted management companies.

HT 150 Hospitality Internship Experience

3 credits (120 hours)

The student has the opportunity to gain practical industry experience. The student will be supervised by both an industry professional and a faculty member. Industry research and a written report will complete the course requirements. NOTE: This course is used in rare exception for under-class students deemed ready by the Department Chairperson for practical experience in the HT industry.

HT 201 Hospitality & Tourism Marketing

3 credits

This course explores the current marketing principles utilized in the hospitality industry. The organization of marketing functions will be examined within industry segments and the role of specific marketing programs and their impact upon successful hospitality organizations.

HT 210 Food Service Sanitation & Safety

3 credits

This course introduces students to the important role that sanitation and safety have in the food service industry.

The seven HACCP principles and other food industry regulations are examined along with the origins of food-borne illness. Emphasis is placed on proper food storage, rotation, preparation, holding and serving, and environmental conditions. The relationship between risk reduction and profit is stressed.

*Students taking this course as a food service concentration must pass the national sanitation exam recognized by the Conference for Food Protection to pass the course and major.

HT 220 Hotel Operations Management

3 credits

This course familiarizes students with the lodging industry and provides details regarding career opportunities, history of the lodging industry, organizational structures and management needs within lodging operations, and hospitality technology usage. Additional emphasis is placed on: managing guest services, guest-room availability, revenue management, reservation processing, guest registration, night audit and check out procedures.

HT 230 Convention & Trade Show Management

3 credits.

This course provides students an in-depth view of how conventions and trade shows are managed and marketed. Students will examine the variety of meetings and convention purposes and host organizations. Students will analyze property facility feasibility, negotiations, and contract decisions. The proper execution of both conventions and trade shows will be investigated including flow, vendor management, set-up/design, and convention billing.

HT 250 Hospitality Internship Experience

3 credits (120 hours)

The student will have the opportunity to gain practical industry experience. The student will be supervised by both an industry professional and a faculty member. Industry readings and a written report will complete the course requirements.

HT 301 Hospitality Property Management

3 credits

This course examines the role of the operation manager within the hospitality industry. Critical elements of facility design and engineering are examined along with overall housekeeping, maintenance programs and security procedures.

HT 303 Hospitality Financial Accounting

3 credits

The purpose of this course is to examine the key components and financial analysis requirements for a successful hospitality operation. Course content includes budgeting, forecasting, revenue management, cost analysis, lease versus purchase, pricing strategies and working capital finance. Current case studies will be discussed and analyzed.

HT 310 Restaurant Management

3 credits

A detailed exploration of the dining service operation within the hospitality industry from the back of the house to the front of the house. Emphasis will be placed upon staffing requirements, facility design, menu management and financial analysis, including portion and cost control procedures.

HT 311 Beverage Operations Management

3 credits

This course is designed to introduce students to both non-alcoholic and alcoholic beverages. Special concentration will be placed on understanding the relationship beverages play with food. Students will also be introduced to the importance of purchasing, inventory control, and portion control. Purveyors will provide information and tasting of products as related to the course outline. Marketing concepts specific to the beverage industry will also be examined.

HT321 Resort Management (D)

3 credits

This course provides a detailed overview of the history of resorts and management trends affecting the industry today. Resort development is introduced and environmental and sociological impacts are analyzed. Resort types are analyzed based on their marketing and operational management as well as their impact on the local culture and ecology. In addition, the activities resorts choose are examined based on their fit and desire amongst guests.

HT322 Hospitality & Tourism Revenue Management

3 credits

This course provides a detailed look into the role of revenue management in today's hospitality industry and its sub-segments. Students will explore the history of revenue management's and its evolution. In addition, the evolution and impact of the channels of distribution like e-commerce, agencies, and property management systems are analyzed. The effect of supply and demand is explored and strategies for forecasting are analyzed.

HT330 Event Planning

3 credits

This course offers a thorough review and critique of successful event planning strategies, including the use of current case analysis. Students will also be required

to review and assess a local off campus event. Emphasis is placed upon objectives, goal setting and assessment.

HT340 Customer Relations Management (W)

3 credits

An in-depth analysis of the critical relationship that exists between the customer and the organization and how that relationship can be cultivated and converted to a long term organizational asset. Specific customer relations programs are explored and case studies utilized to impress upon the student the critical need for outstanding customer relations management within the hospitality industry.

HT350 Hospitality & Tourism Internship

3 credits (120 hours)

All students in the Hotel/Resort Management track are required to complete the internship at one of the college's corporate hotel partners. The internship provides students a structured hands-on experience with the major functional areas of a hotel. Rotations will include front desk, banquets, housekeeping, restaurants, night audit, etc. Students not in the Hotel/Resort track are able to sign up for this course as an elective.

HT 352 Food Preparation & Cost Control

4 credits (lab)

This course familiarizes students with the back of the house operation. Students are introduced to the basics of culinary arts and proper cooking techniques. Principles and procedures utilized in an efficient food and beverage control system are examined. Students validate their competency through demonstration of various operations including, preparation, production, service, and management.

HT 355 International Hospitality & Tourism Operations Study Abroad (G)

6 credits

This course is taught only on a campus outside of the United States during a term abroad program. The course focuses on cultural, political, legal, and economic forces and their impact on tourism and how hospitality management practices differ among countries. Students plan and participate in a variety of tours and professional site visits in order to gain first-hand knowledge of the international travel experience.

HT 360 Hospitality Human Resources Management (D)

3 credits

This course prepares students to make sound decisions regarding human resource issues in the hospitality & tourism industry. Students will analyze and compare human resource laws domestically and internationally to draw conclusions about the overall effect on hospitality & tourism. Students will also examine employee recruitment & selection, training & development, performance management & appraisal, compensation & benefits, and employee health & safety.

HT 370 Casino & Gaming Industry

3 credits

This course familiarizes students with the gaming industry at large and examines the management of all operations within the casino. The course introduces students to career paths, the history of the gaming and casinos, common forms of gambling, global gaming destinations, specialized marketing programs, player markets and behavior, internet gaming, gaming regulation and licensing, and organizational structure. The course will explore the gaming's unique relationship with lodging, food and beverage, sporting, and other services.

HT 371 Private Club Management (W)

3 credits

This course examines the private club industry. Emphasis is placed on the relationship amongst club members, the Board of Directors, and management. Students are exposed types of ownership as well as a variety of types of clubs including athletic, beach, city, country, golf, and yacht clubs. The concept of dues is explored as well as the relationship of activities and food and beverage.

HT374 Spa Management

3 credits

This course provides a detailed overview of the spa industry both from a design/development and operational standpoint. Various treatments and retailing are discussed as part of the total product offering. Students are introduced to the complexities of operations including technologies, utilities used, and human resources. The concept of sustainability is discussed in relationship specifically to the history and development of spas throughout the world. Students will be required to visit at least one local spa to understand the industry and their products. In addition, students will compare and

contrast the services, technologies, and environmental issues between two or more properties.

HT375 Cruise Line Industry Operations

3 credits

This course provides a detailed overview of the cruise line industry both from an international and national perspective. The course looks to identify and describe the cruise line market through geographic, psychographics, and demographics. This course also engages students in the total cruise experience from operations to pre- and post-cruising experiences. Students will learn who the major players in the cruise line industry are and their unique cruise lines, specifically as it pertains to national advertising, pricing, product development, group marketing and incentive marketing.

HT376 Banquet and Catering

3 credits

This course provides a detailed overview of the banquet and catering business from both an on-premise and off-premise basis. Students explore the history of catering within the foodservice and events industry. The landscape of the catering industry is examined including the styles, management, and ownership operations. Students will work hands-on with a caterer to develop, plan, and present a complicated social function (eg. wedding). Students will analyze individual banquet menus as well as complete catering menus.

HT378 Ecotourism (G)

3 credits

This course provides a detailed overview of ecotourism in the world today. The course introduces the concepts of socio-cultural and environmental impact through design as well as sustainability. Protected areas throughout the world are discussed in relationship to the governments and world organizations that protect them. Ecotourism marketing and trends are analyzed and discussed. The course then relates all content to a variety of case studies throughout the world of both proper and poor ecotourism development and management such as Costa Rica, Nepal, Africa, Caribbean Islands, Papua New Guinea, Indonesia, and more.

HT 405 Business & Hospitality Law (E)

3 credits

An exploration of the nature of personal and property liability issues that the professional hospitality manager may encounter within the industry. Historical and

current cases will be explored requiring the student to perform case research and prepare case analyses.

HT 430 Special Events Leadership (W)

3 credits

The concept event leadership is at the core of this course. Students will synthesize all knowledge gained in prior event management courses and leadership strategies found in this course to develop personal management techniques. Special events including cultural, social-life cycle, governmental & political, and hallmark events are examined specifically regarding ceremonial and protocol issues.

**HT 450 Hospitality & Tourism
Cooperative Education I**

6 credits (240 hours)

An introduction to the hospitality industry enabling the student to begin the development of practical professional and industry skills. The student will be supervised by both an industry professional and a faculty member. Industry readings, oral presentations and a written report will complete the course requirements.

**HT 451 Hospitality & Tourism
Cooperative Education II**

6 credits (240 hours)

This course is designed to serve as the final piece of the Hotel and Restaurant Management curriculum. As such, the co-op experience will emphasize supervisory experience, career opportunities and the development of a professional portfolio to provide the student with the tools required to begin the job search process. As with Co-op Experience I, each student will have an industry professional and a faculty member guiding them through the course. Management readings, management presentations and a final report complete the course requirements.

HT 490 Hospitality & Tourism Seminar (E)

3 credits

This senior seminar utilizes all prior knowledge and skills developed through the four year program to strategically evaluate a variety of issues in the hospitality and tourism industry. Students will be exposed to case studies, technology based simulation, industry-based partnerships, and current management issues and trends. The student is to exercise independent research skills to develop a comprehensive project and presentation.

**HU101 Discovering The Human
Adventure (W) (IN)**

3 credits (fall)

Prerequisites: Required for first-year associate and bachelor students with undeclared majors. Others with special circumstances may be admitted with permission. Co-requisite: First Year Seminar, FS101 (includes those who have successfully completed FS101 during the STEP summer program). At times (e.g., official waiver or transfer credit for FS101) others may be admitted to HU101 with permission. This course is for 2- and 4-year students who are “undecided” about what major to choose. HU101 acts together with First Year Seminar (FS101) to create an interdisciplinary study that explores the human urge to search for knowledge and meaning and apply it to everyday life. The course looks at the human connections among topics such as art, music, literature, business, social sciences, and the like. Using the disciplines as a springboard, the course explores individual, societal, and cultural values in the modern, global, and information age. Mitchell faculty and others also supplement the class with guest appearances telling their “stories,” discussing their work, answering questions, and putting a human face on the different specialties. In addition, students work with exploration and decision making exercises that lead to implementing a choice of major.

HU102 Profiles in Human Excellence

3 credits (spring even year)

Studies the cultural back grounds, leadership styles, value systems and lasting influences of the great leaders, teachers, innovators, and prophets who continue to shape the world. Gives special attention to those individuals whose lives exemplify the excellence of the human spirit and the importance of personal commitment to society.

HU199 Special Topics in Humanities

3 credits (summer)

This course examines selected topics or questions related to the Humanities. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. This course may be repeated for credit with a change in topic. Prerequisites appropriate to each course will be determined by the instructor and announced when course descriptions are available.

HU201 Survey of The Human Adventure (IN)

3 credits (spring)

Prerequisites: CW101 (C- or better), the equivalent, or permission of the instructor

Explores the human quest for self-discovery, expression and growth in such diverse areas as music, painting, literature, theatre, philosophy and religion. Offers a thematic, interdisciplinary treatment of these and other disciplines common to the humanities. Gives special attention to the relationships among societal expectations, cultural values and individual belief systems.

**HU210 Creating in the Café:
Artists of Romanticism (IN)**

3 credits (spring)

Prerequisites: CW101 and CW102.

The 19th Century Romantic Period brought together artists of all genres to capture the spirit of the time. They respected individuality and dared to be different. Rising out of the revolutions, they came together in cause, these daring men and women, to produce a century of art, music and writing as had never been seen before. From the thunderous sounds of Beethoven and Berlioz to the canvas of Delacroix and Daumier and into the pages of Hugo and Shaw, Romanticism was born, nurtured and engraved for all time in the hearts of mankind. Class attendance at live performances is part of the course requirement.

**HU250 Life Writing and Social Change
(W)(D)(IN)**

3 credits (fall and spring)

Prerequisites: CW101, CW102 or permission of instructor.

Examines the relationship between life writing (autobiographies, biographies, memoirs, diaries, letters) and social change. The course is designed to give students an interdisciplinary perspective on social and historical events, movements, and problems. It is also intended to address the relationship between the experiences of the individual and broader social issues. The course may focus on one kind of life writing, such as “African American Slave Narratives,” or it may have a thematic focus, such as “Life Writing and War.”

**HU301 Difference and Disability in American
Culture (W)(IN)**

3 credits (fall even year)

Prerequisites: CW102

From the middle of the nineteenth century, Americans have displayed a fascination with bodies and minds that deviate from established notions of normality. While freak shows lasted approximately between 1840-1940, the American interest in “freaks” has not waned, as deviant bodies (and minds) are now frequently exhibited on talk shows and other forms of media. As we examine the social phenomenon of the “freak,” we will try to determine why spectacles of difference and disability continue to fascinate American audiences. Besides reading twentieth century novels and short stories on this topic, we will also read critical and theoretical commentaries from the fields of cultural studies, sociology, psychology, and biology.

**HU305 African Experience Across the
World (African Diaspora)**

3 credits

Course level: 300 (D) (E)(IN)(W) Pre-req: CW102
Issues throughout the African Diaspora vary from country to country and from culture to culture. Diverse cultures, family structures, immigration and assimilation are reflected in the literature that can provide a window to understanding the people of the African Diaspora. This course will focus upon the way in which discrimination and oppression are experienced as well as seen through the eyes of people of African descent. Biases reflected upon race, ethnicity, culture, religion, sex, social and economic status, and political ideology will be the focus of the readings, lectures, videos, and discussions within this course.

**HU310 Holocaust: Its Implications
and Contexts (D)(E)(IN)**

3 credits (spring)

Prerequisites: CW102 (C- or better), the equivalent, or permission of the instructor

An introductory study that confronts the Holocaust through the work of scholars and the voices of Holocaust perpetrators, victims, bystanders and witnesses. Students explore literature, documents, scholarly essays, films and other materials that raise questions, explore issues and otherwise bring the dimensions of the Holocaust to life and ultimately shed light on the lessons and implications for our contemporary world.

HU 320 Eugene O'Neill (IN) (W)

Pre-req: CW102

This course will examine three aspects of Eugene O'Neill: First there will be a historical aspect. This will focus on the City of New London as it existed in the late 1800 and early 1900s. We will develop ideas as to what it was like to live here during the "whaling years"? Second, we will then look at the influence that this city, its atmosphere and its surroundings had on O'Neill's writing. Finally, we will look at the literary genius of O'Neill and examine the psychological dimensions of his plays. We will do this by looking at the development from his early works in Provincetown, then move onto the great performances he produced in his later years. We will view much of the action of his plays with "on stage" video performances as well as experience (through actual visits) the life and atmosphere that the Monte Cristo Cottage on Pequot Avenue. Works such as Long Day's Journey into Night, Ah Wilderness (both set in the Monte Cristo Cottage), Moon for the Misbegotten (set in Waterford), and The Iceman Cometh will be read, viewed, discussed and analyzed.

HU330 American Dream (D) (IN) (W)

3 Credits

Pre-req: CW102

This course using the works of five American dramatists focuses on the "American Success Story". We will define the word "success". We will look at the concept of success in America from a historical, social and psychological point of view. Works of Eugene O'Neill, Edward Albee, August Wilson, Wendy Wasserstein and Arthur Miller will address this complex issue.

HU399 Special Topics in Humanities

3 credits (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

HU401 Senior Seminar

3 credits (spring)

Prerequisites: EL/LS401

This course is designed to provide a culminating experience for students concentrating in the Humanities within the BA program in Liberal and Professional Studies. Students will engage in an in-depth, interdisciplinary study of a broadly defined

topic, chosen by the instructor. The course offers students an opportunity to synthesize and extend the knowledge and approaches gained from earlier courses in the Humanities.

IS120 Fundamentals of Information Systems

3 credits (fall and spring)

This introductory course provides an overview of hardware architecture, software, procedures, system concepts and relationships, cost/value and quality of information, input/output, storage, distributed processing, networking, basics of creating Web pages, computer security and risks, Microsoft Windows, Word, Excel, PowerPoint, and Access. As an important part of this course, students will be introduced to the following issues: ethical use of computers, standards of information age conduct, Online Outlaws: computer crime, identity theft; impact of computers on social relationships, censorship and digital divide; understanding culture and society in relation to computers; computer and globalization, diversity; conducting research using online resources; and critical thinking.

IS199 Special Topics In Computer and Information Systems

Credit hours by arrangement. (spring)

Prerequisites: IS120, Fundamentals of Information Systems (or equivalent)

Courses that examine particular issues or trends in selected areas of emerging technologies/information systems are offered periodically. The course may be repeated with a change in topic. Prerequisites appropriate to a given offering will be determined by the Department of Information Systems. Possible topics include multimedia, hypermedia, recent hardware or software advances and specialized applications.

IS282 System Analysis and Design

3 credits (spring)

Prerequisites: IS120, Fundamentals of Information Systems (or equivalent)

Analysis of the requirements and needs of the software and hardware is essential for successful implementation of technology. Designing a system that meets the requirements identified during system or site analysis are discussed. The design is usually accompanied with a fixed price quotation for proper implementation of both hardware and software.

IS284 Digital Publishing and Multimedia

3 credits (fall)

Prerequisites: IS120

Developing hypertext documents using HTML and software programs. Creating and publishing World Wide Web pages on the Internet. Multimedia discussions include text, audio, video, photographic images, and animation on the Web.

IS310 E-Business Systems

3 credits (spring)

Prerequisite: BU123

Traditionally, business has been conducted in physical buildings. When the marketplace is electronic, business transactions occur across a telecommunications network where buyers and sellers rarely see or know each other and may be physically located anywhere in the world. Electronic business boosts performance and creates value by forming new relationships between and among businesses and customers. The main topics we discuss in the E-Business Systems course are: E-business systems, contemporary issues in E-business and Internet marketing, management, and the technology which makes the process of buying and selling of products and services across a telecommunication network possible.

IS312 Web Design and Development

3 credits (fall)

Prerequisites: BU123 and IS120

In order for an executive of today's business to set appropriate expectations and make appropriate decisions, he or she should be aware of the technology running today's business. In this course, students will learn almost everything about designing and developing professional Web sites using different methods. In regard to an introduction to programming, the Internet languages such as HTML, XHTML, DHTML, Java Script, and Pearl will be among topics discussed. An overview of the Internet, connectivity onto the World Wide Web, and the Internet features will also be discussed.

IS314 Ethics and Technology (E)

3 credits (fall)

Prerequisites: IS120 and BU218

A business graduate should know the privacy, copyright, and computer crime issues, and be aware of the global impact of computers, online communities, and virtual reality. Legal and ethical issues should be of the main concern when one is utilizing information technology.

The ethical and social issues arising from using a computer network, whether in private or government organizations, will be discussed in this course. Students will learn to respect and implement privacy, ethical and social issues in designing, developing, or programming, as well as using applications of information technology.

IS315 Computer Applications in Business

3 credits (spring)

Prerequisites: IS120 and BU218

This course will introduce students to various application packages used in business such as advanced spreadsheet, database management systems, and PowerPoint presentation. An introduction to different types of computers, systems applications, system analysis and design, computer hardware maintenance, and information technology in general will also be discussed.

IS410 Management Information Systems

3 credits (fall)

Prerequisites: IS120

In this course, an overview of contemporary information systems technology management will be discussed. Today's managers should manage and control the information technology projects. Information is the intellectual capital of an organization, and managing the information is a core component of the organization. Students in this course will learn how to establish rules, guidelines and IT standards in using resources properly. If the resources are planned and managed appropriately, productivity is increased and costs are reduced.

LS199 Special Topics in Liberal Studies

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

LS350 Liberal Studies Career Seminar

3 credits (fall)

Prerequisites: Junior or Senior or permission of the instructor.

A practically-based course designed to expose the career paths available to liberal studies majors. Attention is focused on how to maximize opportunities to explore a diverse set of vocational possibilities. Particular

emphasis is placed on the self-assessment of skills and aspirations, researching careers, networking, resume building, interviewing, and graduate school options. Lecture material and reading assignments are integrated with classroom guest speakers, and workshops.

LS399 Special Topics in Liberal Studies

3 credits

Designed as an upper-level elective course specifically for junior and senior students, when offered, the academic department introduces a unique and exciting topical course which isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

LS450 Liberal Studies Practicum I

3 credits (fall and spring)

Prerequisites: Senior or permission of the instructor. An applied extension of the Liberal Studies program with particular emphasis on the student's career interests, goals, and options. The internship offers practical career related skills training and is considered valuable as part of the education of all Mitchell students. The field work experience can be done at a company, human service organization, institution, or educational setting. A required weekly seminar supports on site activities with discussions and issues in the professional field. Written assignments such as a journal are also required.

LS451 Liberal Studies Practicum II

3 credits (spring)

Prerequisites: Senior or permission of the instructor. An applied extension of the Liberal Studies program with particular emphasis on the student's career interests, goals, and options. This senior practicum recognizes Mitchell College's need for practical, career skills training as part of the education of all students. Working with the classroom professor as well as a selected Faculty Mentor from one's chosen concentration(s), students may choose a fieldwork experience, such as in a company, corporation, institution, or educational setting. Students also have the option of designing and implementing a project or program that captures their liberal studies concentration(s). The practicum is supported by discussions with the classroom professor and students, as well as input from one's Faculty Mentor and on-site practicum supervisor. A detailed journal and final report are required.

LS460 Liberal Studies Senior Seminar

3 credits (fall and spring)

Prerequisites: EL/LS401

This course is designed to provide a culminating experience for students concentrating in the Humanities within the BA program in Liberal and Professional Studies. Students will engage in an in-depth, interdisciplinary study of a broadly defined topic, chosen by the instructor. The course offers students an opportunity to synthesize and extend the knowledge and approaches gained from earlier courses in the Humanities.

MA101 Essential Mathematics and Applications

3 credits (as needed)

Prerequisites: Placement by the Department of Science and Mathematics.

Covers computational skills, percents, and ratios with contemporary application problems. With emphasis on consumer related topics such as bank statements, wages, and automobile and real estate expenses.

NOTE: Credit for this course does not count towards the Mathematics requirements for the Bachelor's degree nor the total number of credits required for the Bachelor's degree at Mitchell College. Credit for this course does count toward the Mathematics requirement for the Associate's degree and the total number of credits required for the Associate's degree at Mitchell College.

MA102 Fundamentals of Algebra

3 credits (fall and spring)

Prerequisites: MA101 or placement by the Department of Science and Mathematics.

Includes a review of arithmetic and geometric concepts: operations on signed numbers, fractions, decimals, percents, exponents, perimeter, area, volume, surface area, use of formulas, variable expressions, linear equations in one variable, graphs of lines, word problems and time permitting, linear systems of two equal equations and two unknowns. This course is intended for students who have little or no background in algebra..

NOTE: Credit for this course does not count towards the Mathematics requirements for the Bachelor's degree at Mitchell College. Credit for this course does count towards the Mathematics requirements for the Associate's degree at Mitchell College.

MA103 Intermediate College Algebra

3 credits (fall and spring)

Prerequisites: MA102 or placement by the Department of Science and Mathematics.

Intermediate Algebra is designed for the student who may need review or reinforcement in algebra concepts and problem solving. The course will cover solving and graphing linear equations, using and applying formulas, polynomials, exponents, radicals, factoring and quadratic equations.

NOTE: Credit for this course does not count towards the Mathematics requirements for the Bachelor's degree at Mitchell College. Credit for this course does count toward the Mathematics requirement for the Associate's degree at Mitchell College.

MA104 Mathematics for Liberal**Arts**

3 credits (fall and spring)

Prerequisites: MA102, MA103 or placement by the Department of Science and Mathematics.

MA104 is designed for students who will not pursue science or business careers. It covers logic, set theory, sets of numbers, summations, summation notation, functional notation, permutations, combinations, and, time allowing, other topics such as probability and statistics.

MA105 College Algebra

3 credits (fall and spring)

Prerequisites: MA103 or placement by the Department of Science and Mathematics.(C- or better)

College Algebra is a review of the fundamental operations and the study of conventional algebra including functions, exponents, logarithms, radicals, complex numbers, linear equations, systems of equations and inequalities, quadratic equations, binomial theorem, determinates and applications.

MA109 Pre-Calculus

4 credits (fall and spring)

Prerequisites: MA103 (MA105 suggested) or placement by the Department of Science and Mathematics.

Presents the topic in mathematics necessary for a later study of calculus. Stresses graphing of functions, and covers exponential, logarithmic and trigonometric functions, complex numbers, theory of equations, binomial theorem, linear algebra, sequences, inverse functions, and topics in analytic geometry including conics and vector algebra.

MA110 General Calculus

4 credits (spring)

Prerequisites: MA105, MA109 or placement by the Department of Science and Mathematics.

Presents the concepts and applications of the calculus of a single variable including necessary principles of analytic geometry. Includes differentiation and integration of algebraic, logarithmic, exponential and trigonometric functions, related rates, maximum and minimum problems, elementary differential equations and probability integrals. Includes a brief introduction to functions of several variables. Problems are related to real-world situations.

NOTE: MA110 is intended for students in the business, life science and liberal arts areas.

MA111 Introduction to Statistical Analysis

4 credits (fall and spring)

Provides students with a general overview of statistical applications. Discusses measures of location; measures of variation; symmetry; probability and expectation; theoretical distributions; estimates and confidence intervals; tests of hypotheses; and related subjects.

NOTE: Experience in statistical analysis on the computer is an integral part of MA111. A knowledge of algebra is strongly recommended.

MA114 Calculus I

4 credits (fall)

Prerequisites: MA109 or placement by the Department of Science and Mathematics.

Includes the theory of limits, the rate of change of a function, derivatives of algebraic and trigonometric functions and their application to related rates and maxima-minima problems, integration and applications of the definite integral. Also includes selected topics from elementary linear algebra.

MA115 Calculus II

4 credits (spring)

Prerequisites: MA110, MA114 or placement by the Department of Science and Mathematics.

Covers formal methods of integration, plane analytic geometry, transcendental functions, polar coordinates, sequences and infinite series.

MA199 Special Topics in Mathematics

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course

content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

MA 217 Calculus III

4 credits

Prerequisite: MA115

Calculus III covers vector functions and their derivatives, partial differentiation, multiple integration, and elementary differential equations.

MA399 Special Topics in Mathematics

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

MK201 Consumer Behavior

3 credits (fall)

Prerequisite: BU124

An application of the behavioral sciences to marketing and consumer decision-making models. Motivation, learning theory, perception, attitude theory and social referents are examined in terms of how they affect consumer behavior. Consumer measurement and strategy assessment are also examined.

MK205 Fundamentals of Retailing

3 credits (spring)

Prerequisite: BU124

Emphasis is placed on the retail mix: site selection and location, layout, organization, merchandise selection, pricing, customer services, sales promotion and consumer trends. Retail research will be introduced through the examination of target market and demographic analysis.

MK301 Supply Chain Management

3 credits (spring)

Prerequisite: BU124

Focuses on managing distribution system design, channel management, procurement, and logistics. We explore order fulfillment strategies and the impact of the Internet on distribution and back-end supply chain processes. We also examine strategies for enterprise integration. The impact of recent technology changes on traditional supply chains will also be examined.

MK401 Merchandise Management

3 credits (fall)

Prerequisite: BU124

The course “introduces students to the product management process and gives insight into the operations and practices used by retailers to achieve their product strategy objectives. Blending theoretical approaches from a number of management perspectives, including marketing, purchasing and logistics, the course illustrates the breadth of knowledge that retail product managers need to undertake this complex managerial task.” Routledge (2008). In addition, introduction of the fundamental strategies and mathematical calculations used in the retail industry including financial strategy, buying strategy and pricing strategy. Application of retail planning and control procedures will be explored with emphasis on development and evaluation of retail practices including non-store retailing using lectures, experiential exercises and the case method.

MK405 Sales & Strategic Partnerships

3 credits (spring or fall)

Prerequisite: BU124

Examines the elements of an effective sales force as a key component to the organization’s total marketing effort. Topics will include: understanding the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

MK410 Strategic Marketing Management

3 credits (spring)

Prerequisite: BU124

An integrative course in marketing policy and strategy, employing comprehensive case problems in the formulation of marketing action programs and business policy. This course will cover the development, organization, implementation, and control of strategies in the context of the marketing mix of product, price, promotion and distribution. Case studies are used to apply the concepts.

**MU110 Contemporary Music:
Blues, Jazz and Rock**

3 credits (spring) (D)(W)

Analyzes the popular world of blues, jazz and rock music. Examines the blues/jazz/rock idioms as unique

American creations, closely looking at the differences among these art forms but emphasizing the similarities and continuities among the apparent diversity of people, influences and styles.

NOTE: MU110 is designed for both the practicing musician and the student with no formal training in music.

MU119 Concert Choir (SR)

1 credit (fall even year) Pass/Fail

A singing ensemble which rehearses four hours per week under the leadership of the choral director. The group performs works of various styles and focuses on choral technique and musical interpretation. The chorus will perform at various times throughout the academic year. Students wishing to participate must be committed to rehearsal.

MU120 Concert Choir (SR)

1 credit (spring odd year) Pass/Fail

A singing ensemble which rehearses four hours per week under the leadership of the choral director. The group performs works of various styles and focuses on choral technique and musical interpretation. The chorus will perform at various times throughout the academic year. Students wishing to participate must be committed to rehearsal.

MU121 Concert Choir (SR)

1 credit (fall odd year) Pass/Fail

A singing ensemble which rehearses four hours per week under the leadership of the choral director. The group performs works of various styles and focuses on choral technique and musical interpretation. The chorus will perform at various times throughout the academic year. Students wishing to participate must be committed to rehearsal.

MU122 Concert Choir (SR)

1 credit (spring even year) Pass/Fail

A singing ensemble which rehearses four hours per week under the leadership of the choral director. The group performs works of various styles and focuses on choral technique and musical interpretation. The chorus will perform at various times throughout the academic year. Students wishing to participate must be committed to rehearsal.

MU201 History and Appreciation of Music I (W)

3 credits (fall)

Prerequisites: CW101 and CW102, or Permission of Instructor

History and Appreciation of Music I studies the development of Western music through the ages. The course begins with the Gregorian Chant of the Middle Ages (500) and ends with the early 18th century Classical music of Haydn, Mozart and Beethoven. Emphasis is on the characteristics of the style of each period, including the forms of music and the composers prominent in each.

MU202 History and Appreciation of Music II (W)

3 credits (spring)

Prerequisites: CW101 and CW102, or Permission of Instructor

History and Appreciation of Music II studies the development of Western music through the ages. The course begins with the late 18th century music of Beethoven and continues through the 20th century music of Debussy, Schoenberg, Copland, Gershwin, Ives and others, and touches upon the new trends of the 20th century. Emphasis is on the characteristics of the style of each period, including the forms of music and the composers prominent in each.

MU310 Music of the Hispanic Culture

3 credits (offered as needed)

Prerequisites: MU201/202 History and Appreciation of Music

This course surveys Hispanic music from its roots in Spanish, Latin America, and Caribbean perspectives. Students will preview a variety of musical forms as seen in Hispanic music.

MU311 Music of the African Culture

3 credits (offered as needed)

Prerequisites: MU201/202 History and Appreciation of Music

This course introduces students to the history of African music. Ancient, primitive musical forms to current popular musical genre will be explored.

PE101 Fitness and Wellness Concepts II

1 credit (as required)

The physical fitness and skill component of wellness provides the student with the opportunity to development an increased level of skill and physical fitness. Emphasis is given to the development of leisure

time activities which may be enjoyed for recreational or competitive purposes and to make physical activity part of a lifestyle. All the classes are coed and instruction in the following activities is offered: aerobic dance, archery, badminton, golf, sailing, tennis, volleyball, fitness/weight training and scuba diving. The cost of green for golf is the responsibility of the student. The cost for the scuba diving course is the responsibility of the student.

PE105 Sailing

1 credit (as needed)

This course is designed to teach the novice sailor the basic skills required sailing a small boat. The class will cover the following: water safety, weather and its relationship to boating, self-rescue skills, small boat handling skills, basic rules of the road on the water and sailing nomenclature.

NOTE: PE106-PE118: Each course covers the history and development of each sport. Emphasizes analysis and teaching techniques. Provides opportunity to achieve a high degree of proficiency in each activity, so that the student may demonstrate the activity in a teaching situation. Appropriate attire, as determined by the instructor, is required for these courses. Courses meet each week for half a semester.

PE106 Soccer

1 credit (fall)

Includes the basic skills and techniques and the development of individual and team play. Covers game strategy, rules, and officiating.

PE107 Softball

1 credit (spring)

Emphasizes fundamental skills and position play. Covers strategies and rules.

PE108 Golf

1 credit (fall)

Includes the fundamentals of golf: grip, stance, swing, rules, and etiquette. Teaches how to use woods and irons. Golf clubs are supplied.

PE110 Tennis

1 credit (spring)

Teaches game strategy and rules for singles and doubles through match play.

PE112 Volleyball

1 credit (spring)

Emphasizes basic and advanced skills and strategies of the sport. Teaches rules and officiating.

PE114 Physical Education Activities for Children

1 credit (fall)

To develop knowledge and understanding of the planning, organization, and teaching included in Physical Education/Recreation setting at the elementary level. Content includes basic locomotion skills, teaching methods, class/group management, and knowledge of appropriate games and activities.

PE117 Badminton

1 credit (fall)

Covers basic skills, rules and strategy for singles, doubles, and mixed doubles match play. Skill is developed through match play.

PE118 Basketball

1 credit (spring)

Includes the development of individual fundamental skills and concepts of team play. Covers analysis of offensive and defensive strategies.

PE120 Nutrition, Health and Safety for Teachers of Young Children

3 credits (fall)

This course is designed to explore the role of positive nutrition, health and safety practices for teachers of young children. The student will participate in the development of age appropriate curriculum and activities to encourage healthy habits and nutritional practices in pre-school through grade three. The students will have the opportunity to gain practical experiences working with children in various educational settings including early childhood programs and elementary schools. Topics will include but not limited to such areas as; growth and development, importance of exercise and diet as it relates to child obesity, recognizing signs of behaviors of abuse, safety for the young child and the American Red Cross certification training in infant and child CPR.

PE121 First Aid and Safety

3 credits (fall and spring)

Prerequisites: Open to students whose academic programs require this course. Other students must have permission of the instructor to enroll.

Provides the skill and knowledge needed for the immediate care of injured persons and seeks to create a safety consciousness for accident prevention. Upon completion of the course, the student will be certified in Community CPR and Responding to Emergencies through the American Red Cross.

NOTE: A \$5.00 fee is charged to process the certifications.

PE123 Foundations of Physical Education (E)

Three credits (fall)

Studies Physical Education as a discipline and as a profession. Covers the foundations of human movement including the historical, philosophical, kinesiological, physiological, psychological and sociological aspects of the discipline. Students become familiar with professional organizations, professional literature, career opportunities and qualifications and the role of physical education in modern society.

PE125 Conditioning and Fitness

1 credit (fall and spring)

Explores the theories of physical conditioning as related to physical education and health fitness. Offers a combination of lectures and laboratory experience in physical fitness. Includes such topics as current techniques of fitness evaluation and assessment, exercise prescription, weight training, aerobic exercises, nutrition, and fitness.

PE135 Health, Fitness and Wellness

3 credits

This course provides an introduction to the concepts of wellness and the importance of an individual's responsibility for his/her own health and physical fitness. Topics covered include health related subjects of nutrition, stress management, a personal fitness assessment, weight control and diet, basics of exercise physiology, cardiovascular disease and cancer risk management, exercise and fitness.

PE222 Personal and Community Health

3 credits (spring)

Prerequisites: Open to students whose academic programs require this course. Other students must have permission of the instructor to enroll.

Offers instruction in both the art and science of health behavior. Emphasizes a modern point of view toward health education. Focuses on several major topics: personal health, nutrition, education for family living, mental health, health hazards, and community health.

PE226 Nutrition

3 credits (spring)

Provides the basic principles and knowledge of diet and nutrition. Emphasizes the important relationship of nutrition and the field of

PE228 Principles and Practices of Coaching (D)(E)

3 credits (fall and spring)

Provides an in-depth look at care and prevention of athletic injuries, coaching philosophy, and athletic liability. Upon completion of this course, the student will be able to apply for their Connecticut State Coaching Certification through the State Department of Education. The coaching certification is required to coach at public schools in the State of Connecticut.

PE231 Prevention and Care of Athletic Injuries

3 credits (fall)

Provides an in-depth inquiry into the procedures used in the evaluation, immediate care, rehabilitation and prevention of athletic injuries. Emphasizes the management of specific injuries, the prevention of injuries, sports liability, and nutrition. Lab experience includes introduction to specific wrapping and taping techniques, and modalities.

PH 120 Philosophy of Pop Culture (E) (D)

Just as the ancient Greeks analyzed the popular culture of their times, our modern culture offers numerous opportunities for philosophical analysis and speculation. We will look at examples from television, movies, music and dance to understand some of the underlying philosophical themes that have interested and motivated their creators, and how those themes have been expressed in different media by characters, words, movements, and styles of dress. We will see how these themes themselves fit into the continuum of a long history of ideas and defining historical eras. We will also examine how popular culture has currently taken on global proportions, discussing current trends and speculating on possible future influences.

PH199 Special Topics in Philosophy

3 credits (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

**PH221 History of Western
Philosophy (W) (E) (D)**

3 credits

An overview of the major philosophical schools and thought systems of Western Civilization, from the Greeks through the Post-Moderns. Each of the major branches of philosophical thought will be explored, as historically appropriate, including Metaphysics (What is existence?), Epistemology (What is knowledge?), the Philosophy of Scientific Thought, Aesthetics (What is beauty?), Ethics (What are good and evil?), Political Philosophy (What is the foundation of society?), and the Philosophy of Language.

PH223 Comparative World Religions (E) (G) (W)

3 credits (fall and spring)

Surveys the heritage and theological structure of the principal religions of Western and Oriental civilizations, including Judaism, the varieties of Christianity, Islam, Hinduism, Jainism, Buddhism, Confucianism, and Taoism. Through readings and class discussion the course examines representative theologians and philosophers of religion on this question of the role religion plays in shaping and defining culture.

PH225 Buddhism

3 credits

Buddhism is not a religion as much as it is an examination of our human condition. Academics now consider it a vital force in understanding contemporary ethics. This course will deal with some of the most complex contemporary issues (death, abortion, capital punishment, war, genocide, right to life, etc.) and will approach them from an eastern perspective. No prior knowledge or experience in eastern philosophy is required for this course.

PH301 Ethics and International Relations (E)

3 Credits

International relations pose some fundamental ethical questions: Is peace always desirable? Is patriotism always right? Are human rights secondary to a country's foreign policy? Is terrorism always wrong? Must civil rights be restricted during security crises or times of war? This course will examine some of the most important answers that can be found in the rapidly-expanding literature on applied international ethics.

PH304 Issues in Ethics (E) (W)

3 credits (spring)

Prerequisites: EL101 or permission of instructor.

This course offers the student an opportunity to study the philosophical foundations of ethical thought and action through an examination of ancient, modern, and post-modern ethical theories and the extent to which they may be applicable to contemporary problems.

PH399 Special Topics in Philosophy

3 credits (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

PS130 Physics I

4 credits (fall)

Prerequisites: Calculus. Co-requisite: Permission of Department Chair.

Physics I deals with statics, dynamics, heat, and thermodynamics. It also introduces the student to the process of putting familiar phenomena into mathematical form.

NOTE: This sequence of courses is designed especially to meet the needs of students wishing to transfer into engineering or physical science programs. In these fields it will fulfill the physics requirements of most four-year institutions. Lectures, demonstrations, problem-solving sessions, and quantitative laboratory work are combined to promote thorough understanding of the subject matter with attendant emphasis on logical thinking and clear expression of ideas.

These courses are not recommended for entering freshmen because a knowledge of calculus is required to comprehend the subject matter. Entering students must demonstrate proficiency in math courses MA109, MA114, and MA115, and must obtain approval of the Department Chair to register.

PS131 Physics II

4 credits (spring)

Prerequisites: PS130.

Physics II continues the process begun in PS130 with the study of electricity, magnetism, light, and optics.

NOTE: This sequence of courses is designed especially to meet the needs of students wishing to transfer into engineering or physical science programs. In these fields it will fulfill the physics requirements of most four-

year institutions. Lectures, demonstrations, problem-solving sessions, and quantitative laboratory work are combined to promote thorough understanding of the subject matter with attendant emphasis on logical thinking and clear expression of ideas.

These courses are not recommended for entering freshmen because a knowledge of calculus is required to comprehend the subject matter. Entering students must demonstrate proficiency in math courses MA109, MA114, and MA115, and must obtain approval of the Department Chair to register.

PY105 General Psychology I

3 credits (fall and spring)

Explores the scientific methods and principles of behavior. Includes areas of physiological psychology, sensation and perception, conditioning and learning, memory, and states of consciousness, motivation and emotion as major topics for lectures and discussions.

NOTE: One section will be designated for majors in the Department of Behavioral Sciences.

PY106 General Psychology II

3 credits (fall and spring)

Prerequisites: PY105

Explores the nature of language, intelligence, personality theory, abnormal behavior and therapeutic psychology. Focuses on social psychology, including the development of attitudes and other social processes.

PY108 Introduction to Human Development

3 credits (fall and spring)

Introduction to Human Development explores the nature of human growth and development from the very beginnings of life to its culmination. Attention is focused on lifespan developmental issues and themes, research methods, genetics, prenatal development, infancy and childhood, adolescence, adulthood, and dying and death. The inter-relatedness of physical, cognitive, personality, and social developments within each life stage is emphasized, as well as how major theories of human development guide researchers in the field today.

NOTE: Offered as HD108 and PY108. Students may not receive credit for both HD108 and PY108.

PY199 Special Topics in Psychology

3 credits (offered as needed)

Prerequisites: Junior or senior and permission of instructor.

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

Note: W designation as appropriate.

PY207 Marriage and Family

3 credits (fall and spring)

Prerequisites: SO103

Provides a broad survey of marriage as a social institution. Emphasizes topics such as theoretical perspectives and research methodologies, historical trends, relationship dynamics, gender roles, sexuality, legal considerations, marital adjustments and transitions, parenthood, family stress, and crises.

NOTE: Offered as PY207 and SO207. Students may not receive credit for both PY207 and SO207.

PY209 Child Development

3 credits (spring)

Prerequisites: PY105

Child Development is a broad survey of the developing child from conception through age twelve. Major topics include: physical, cognitive, linguistic, personality, emotional and social development. The course lectures and readings are concerned with the major experimental, observational, and theoretical contributions in the field.

NOTE: Offered as HD209 and PY209. Students may not receive credit for both HD209 and PY209.

PY210 Adolescent Development

3 credits (fall and spring)

Prerequisites: PY105

This course offers students basic theories and principles about adolescent development from psychological, sociological, and biological perspectives. It offers an integrated exploration of such topics as theoretical viewpoints, research methodologies, physical and cognitive development, personality dynamics, social interactions, family influences, sexual attitudes and behaviors, achievement and careers, and problems and disturbances unique to the adolescent years. A particular emphasis is placed on the establishment of a conceptual framework so that adolescence is understood in relation to the entire life cycle.

NOTE: Offered as HD210 and PY210. Students may not receive credit for both HD210 and PY210.

PY211 Adult Development

3 credits (spring)

Prerequisites: PY105 and HD108

This course explores the early, middle, and later years of adulthood in contemporary society. Particular emphasis is placed on the biological, personality, social, and vocational changes that characterize the adult years. While exploring the biosocial, cognitive, and psychosocial realms overall, the course will consider such specific phenomena as adulthood's developmental tasks, gender roles, marriage and parenthood, the career cycle, issues in gerontology, and death as the final stage of the life cycle.

NOTE: Offered as HD211 and PY211. Students may not receive credit for both HD211 and PY211.

PY215 Educational Psychology

3 credits (spring)

Prerequisites: PY105

Emphasizes the application of principles and theories of learning to various educational situations, covering topics that include motivation, learning, maturation, discipline, measurement, intelligence, and counseling.

PY217 Psychology of Women

3 credits

Examines a variety of topics related to feminine psychology and the psychology of women. Students will explore gender as a social system as they consider gender in the social context, gender and development, gendered life paths, and gender and well-being. Specific topics include gender, status and power, images of women, gendered identities, mothering, and work and achievement. Readings, lectures, class discussion, writing assignments and course projects will enable students to master these topics.

PY264 Forensic Psychology

3 credits (spring)

Prerequisites: PY105, and PY106 or CJ247

This course will explore the association of crime and the crime scene to the adaptation, history, and structure of human behavior. Particular emphasis will be placed on the relationship of personality and social learning to criminal behavior. Historical case studies will support all the principles (modus operandi, staging, victimology, etc.) presented in the course.

NOTE: Offered as CJ264 and PY264. Students may not receive credit for both CJ264 and PY264.

PY270 Psychology of Learning and Memory

3 credits (fall)

Prerequisites: PY105

Studies the processes and principles of learning theory and examines the memory processes, including cognitive, human information processing, and physiological models based on recent research.

PY300 Brain and Behavior

3 credits (fall)

Prerequisites: PY105

This course examines the relationship between behavior and the structure and function of the nervous system. Emphasis is placed on the physiological basis of such areas as motor activity, sensation and perception, motivation and emotion, and learning. Consideration is also given to physiological explanations of various psychological abnormalities.

PY303 Social Psychology

3 credits (spring)

Prerequisites: PY105 and junior status

Offers an examination of theory and research in social psychology as it relates to the broader context of psychology. The impact of group membership on individual behavior receives particular attention. Among the topics explored are affiliation, values, attitudes, interpersonal attraction, stereotyping and prejudice, leadership, conformity, aggression, cooperation and competition. Attention is given to the analysis of research methodologies used in social settings.

PY311 Community Psychology

3 credits (fall)

Prerequisites: PY105, SO103, and junior status

An overview of the field of community psychology as it exists in the United States today. Attention is focused on those historical, social, economic, and political forces shaping community psychology programming models. Issues of diversity, power, social ecology, and empowerment are explored as they relate to human service systems, community organizations, and public policy. Students are exposed to a variety of community psychology settings and the services available to individuals and families. Lecture material and reading assignments are integrated with assignments that provide students with opportunities to apply their knowledge of course content in the local community.

PY312 Industrial Psychology

3 credits (fall)

Prerequisites: PY105, SO103, and junior status

This course explores the psychological dynamics occurring in the workplace, including those organizational influences impacting such areas as job performance, employee attitudes, motivation and satisfaction. A particular focus is placed on analyzing working conditions to facilitate human performance and identifying skills required by the job. Skill-building in such areas as leadership, interpersonal communication, personnel selection, creative problem-solving, organizational change, and stress reduction are emphasized. Intervention methods are explored, as are workplace comparisons to other nations.

PY313 Death and Dying

3 credits (spring)

Prerequisites: PY105 or HD/PY108

Death and dying offers a multidisciplinary approach to the study of thanatology. Topics include psychological states of the dying process, attitudes toward death, the physiology of death, counseling the terminally ill, the Hospice concept, widowhood, bereavement and mourning, suicide, funerals, family support, and the treatment of the deceased from a historical standpoint.

PY320 Theories of Personality

3 credits (fall)

Prerequisites: PY105 and junior status

Critically surveys the major theories of personality, the organization of personality and its development, measurement, and assessment. Emphasizes normal personality development.

PY325 Psychology of Aging

3 credits (fall)

Prerequisites: PY105 and PY211

An in-depth examination of aging processes and the concept of growing old provide the foundation for this course. Major theories of aging serve as a conceptual springboard to analyze topical issues in gerontology. Among the discussion areas are intelligence and memory, creativity, sensory processes, personality dynamics, multicultural issues in aging, stress and coping, activity and disengagement lifestyle considerations, family relationships, retirement, and loss. Emphasis is placed on normal aging processes rather than pathological.

PY330 Behavioral Statistics

3 credits (fall)

Prerequisites: PY105 or HD/PY108 and junior status

This course will focus on quantitative descriptive and referential statistics, including graphic measures, frequency distributions, measures of central tendency and variability, correlation, probability estimations, linear regressions, analysis of variance, non parametric statistics and confidence intervals. The course will provide a basic understanding of statistical analysis within the context of applied behavioral science examples with exposure to current technology.

NOTE: Offered as HD330 and PY330. Students may not receive credit for both HD330 and PY330.

PY331 Research Methods in Psychology I

3 credits (spring)

Prerequisites: PY105, HD/PY108, and junior status

An introduction to the methodologies used to evaluate research in psychology. Guidelines for the assessment, interpretation, and utilization of research studies are presented. Emphasis is placed on data collection techniques, fundamental quantitative and qualitative research techniques, statistical methodology, methods of scientific inquiry, computer programming, and the design and execution of research investigations. Research theory is combined with practical and applied exercises in research methods.

PY332 Abnormal Psychology

3 credits (spring)

Prerequisites: PY105, PY320

Systematically studies the development and assessment of behavior pathology. Covers etiology, treatment, prognosis, and preventive intervention of major psychological disorders.

PY355 Psychology of Creativity

3 credits (every 2 years)

Prerequisites: PY105

The creative process will be critically examined from numerous perspectives, including the roles of imagery, playfulness, affect, divergent thinking, intelligence, and other paradigms. There will be a focus on factors that supposedly influence the creative process. Students will participate in activities that encourage creativity.

PY375 History and Systems of Psychology

3 credits (spring)

Prerequisites: PY105 and junior status

This course focuses on the historical development of psychology with a major emphasis on the emergence of systematic thought in American Psychology. The psychological concepts and theories of leaders in the field are examined along with the philosophical, social and scientific forces shaping the evolution of the discipline. This course is required of all psychology majors.

PY392 Counseling Theory

3 credits (fall)

Prerequisites: PY320

Aims to help beginning counselors gain a realization of their capabilities and limitations in the helping relationship. Emphasizes the fundamental theories of counseling and the role of therapeutic psychology in contemporary society.

PY395 Psychology of Drugs and Behavior

3 credits (spring)

Prerequisites: PY105

An overview of the use and abuse of drugs in the United States today. Theoretical perspectives on drug use and abuse are explored as well as current classifications of major drugs. Other topics include history of drugs, drug research, physiological mechanisms of drug action, models of addiction, therapeutic effects of drugs, recreational drugs, development and evaluation of drug treatment and prevention programs.

PY399 Special Topics in Psychology

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

NOTE: W designation as appropriate.

**PY435 Family Studies Through
Film and Literature (W)**

3 credits

Prerequisites: SO207, HD108, HD339 or by permission of the professors.

This course offers an in-depth study of family dynamics and processes through literature and films. You will be exposed to models, systems, and

metaphoric conceptualization of family development; the multifaceted dynamics of intrafamilial relationships; family crises; and interactions with various elements of the sociocultural environment. Emphasis will be placed on group discussion and the preparation of written assignments geared toward critical and creative thinking. Particular attention is to be placed on the development of sensitive and persuasive interpretations of literature and film. HD435 is a writing course offering. Course requirements include the successful completion of one novel, scholarly articles, and the viewing of 10-12 films. This course embraces a cross-disciplinary approach (e.g., Human Development and Family Studies;

Behavioral Sciences; Literature and Fine Arts; Communication) to the subject matter, and is also designed to fulfill such General Education Requirements as the Humanities, Social and Behavioral Sciences, and Communication. This course also supports the College's concept of writing across the curriculum.

PY443 Research Methods in Psychology II

3 credits (fall)

Prerequisites: HD330 and HD331; C- or better in HD331.

This course is designed to help students further their exploration and investigation of the specialized theories and issues that began in research methods I. As such, the course affords the senior student with the opportunity for more extensive research and study in a selected area of behavioral sciences after receiving written approval of their capstone topic. The focus of this semester is twofold: students continue the development of a detailed and in-depth research paper and then prepare to present their findings to the academic community.

PY445 Health Issues in Behavioral Science

3 credits (spring) (alternate years)

Prerequisites: HD108 and junior status

Health issues in behavioral science is an exciting, interdisciplinary field that examines the contribution of biological, psychological, and sociological factors in maintaining health and avoiding illness. This course aims to introduce you to the wide variety of topics that are the focus of research within the field of health psychology. Additionally, the course aims to demonstrate the relevance of health psychology concepts to everyday life in order for you to access these concepts and, consequently, enhance your personal health.

PY490 Capstone Seminar in Human Development and Family Studies (WI)

3 credits (fall and spring)

Prerequisites: C- or better in HD330, HD331, HD443 and senior status

This course provides senior students with a practical application of their knowledge base in behavioral science. Students are required to develop a research project that integrates previous coursework and demonstrates how one's competencies have been shaped by the human development or psychology major. In addition to designing and implementing a suitable research project, students have the opportunity to systematically observe themselves, test their developing skills, and critically evaluate results and outcomes.

Success in the Capstone Seminar requires a successful convergence of virtually all behavioral science coursework: selection of an area of research, conducting a thorough search of the literature, establishing a theoretical foundation to guide and organize the project, applying appropriate research methodology, analyzing collected data, drawing conclusions, and suggesting areas worthy of future research. The capstone research paper describing the entire project is submitted at the end of the semester and must reflect strict adherence to APA guidelines. Each student is also required to prepare a public presentation of their work, and participate in a behavioral science poster session.

PY491 Honors Capstone Seminar in Human Development and Family Studies (WI)

3 credits (fall and spring)

Prerequisites: C- or better in HD330, HD331, HD443 and senior status

This course provides senior students with a practical application of their knowledge base in behavioral science. Students are required to develop a research project that integrates previous coursework and demonstrates how one's competencies have been shaped by the human development or psychology major. In addition to the requirements for the traditional capstone seminar, students will be required to construct a scientific poster of their research and submit a proposal for a presentation to a conference of their choosing.

Success in the Capstone Seminar requires a successful convergence of virtually all behavioral science coursework: selection of an area of research, conducting a thorough search of the literature, establishing a theoretical foundation to guide and organize the

project, applying appropriate research methodology, analyzing collected data, drawing conclusions, and suggesting areas worthy of future research. The capstone research paper describing the entire project is submitted at the end of the semester and must reflect strict adherence to APA guidelines. Each student is also required to prepare a public presentation of their work, and participate in a behavioral science poster session.

PY498 Capstone Seminar in Psychology (WI)

3 credits (fall and spring)

Prerequisites: C- or better in PY330, PY331, PY443 and senior status

This senior seminar is the culmination of the process that began in PY331. The student completes the investigation into a topic that integrates previous course work and demonstrates how one's knowledge base has been shaped by the Psychology major. The student is to exercise independent research skills and develop a comprehensive project and oral presentation, including the poster session.

SF230 Activity Leadership

3 credits (as needed)

Prerequisite: SM110.

This course will introduce students to leadership styles and their role in sport and fitness programming. Emphasis is on experiential learning of effective personal leadership techniques facilitating a positive participant experience. Direct leadership opportunities will be provided for all students.

SF232 Recreation for Seniors

3 credits (as needed)

Prerequisite: SM110.

This course will introduce students to recreation activity programming for Senior Citizens. Historical and current research on topics related to activity planning for individuals over age 60 will be presented. Activity choice and adaptations/modifications will be a primary focus.

SF233 Outdoor Recreation

3 credits (as needed)

Prerequisite: SM110.

Students develop skills in selected outdoor activities and are exposed to a range of outdoor recreational pursuits. Included are Outward Bound/Adventure-type activities.

SF301 Motor Learning

3 credits (spring)

Prerequisites: BI221, BI222.

This course is designed to acquaint students with the theoretical foundations of motor learning and corresponding practical applications to the teaching of movement skills. Emphasis will be placed on changes in motor learning and development across the lifespan and other factors influencing those changes.

SF310 Introduction to Exercise Science

3 credits (fall)

Prerequisites: BI221 and BI222.

This course will examine the biological factors that affect human performance in health, fitness and athletic activities. Major body systems, cardiovascular, respiratory and muscular, will be addressed as they pertain to physical exertion and performance. There will be a lab fee associated with this course.

SF320 Teaching Team Activities

3 credits (spring)

This course focuses on teaching team activities and sports that would be involved in educational and recreational settings. Team sport activities would include major team sports, team building activities, leadership and skill development. Areas of concentration will include pedagogy of teaching individual skills, ethics and fair play, group dynamics, organization and management of team play, and safety/risk management of physical activities.

SF321 Teaching Individual Activities

3 credits (fall)

This course focuses on teaching individual activities and sport that would be involved in educational and recreational settings. Individual sport activities would include competitive sports (i.e. golf, tennis, etc...), movement and fitness activities (i.e. dance, aerobics, etc...) and stress reduction (i.e. yoga). Areas of concentration will include skill development, pedagogy of teaching individual skills, spatial and body awareness, fitness components and safety/risk management concerns.

SF322 Aerobic & Sport Fitness

3 credits (as needed)

This course will introduce students a variety of fitness techniques designed to improve aerobic and overall fitness. Emphasis will be place on the development of

appropriate fitness programs to improve cardiovascular health while recognizing the impact of age, skill levels, prior experience, and socio-cultural expectations on performance. May include, but limited to, step, spinning, circuit training, and cardio-kickboxing.

SF 323 Aquatic Fitness

3 credits (as needed)

This course will introduce students a variety of aquatic fitness programs designed to improve aerobic and overall fitness. Emphasis will be place on the development of appropriate aquatic fitness programs to improve cardiovascular health while recognizing the impact of age, skill levels, prior experience, and socio-cultural expectations on performance.

SF324 Adaptive Sport & Physical Education

3 credits (fall)

Prerequisite: Junior or Senior standing

This course will examine skills and knowledge necessary to work with and assist individuals with physical, emotional, or mental challenges. Students will learn appropriate design, implementation, and evaluation of Physical Education, Sport and Fitness programs. Legal liabilities, risk management and Federal-mandates will be addressed in this lecture and experientially-based course.

SF405 Organization and Management of Physical Education and Recreation Programs

3 credits (spring)

Theoretical considerations and practical applications of organization, administration, policies, budget, finance, legal aspects, staff, physical plant, publicity, public relations, scheduling for Physical Education and recreation programs. The role of management in planning, development, evaluation and leadership of activity based programs will be emphasized.

NOTE: 2009-2011 some Sport Management courses will be offered in the Spring and Fall.

SM110 Introduction to Sport Management

3 credits (fall and spring)

Explores the field of sport management and its role in our society. Covers the management of a variety of sport organizations.

SM199 Special Topics in Sport Management

Credit hours by arrangement. (offered as needed)

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format is developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

NOTE: W designation as appropriate.

SM201 Sport in Society

3 credits (fall and spring)

This course begins with a history of sports and fitness from classical to modern times. Topics include the relationship between sports and society, social demographics of sports and athletics, psychological factors of competition, motivation, aggression, and stress, and contemporary sports trends and issues.

SM207 Sport Marketing

3 credits (fall and spring)

Prerequisites: SM110 or permission of the instructor.

This course provides a detailed examination of marketing techniques in the sport consumer and sport product businesses. Topics will include consumer behavior, measuring media effectiveness, market segmentation, marketing strategies and trends, and the differences between sport product and sport service marketing. Students will develop both their interpersonal and small group communication skills thru class projects.

SM209 Athletic Administration

3 credits (fall)

This course is designed to introduce the student to the management issues faced by administrators within collegiate and high school athletics departments. Students will develop an understanding of issues such as governance, scheduling, NCAA and conference compliance, gender equity and Title IX, conference membership issues, departmental structure, and organizational goals in athletics, legal issues, and operating procedures.

SM210 Sport Management**Practicum**

3 credits (fall and spring)

Prerequisites: SM110

Offers opportunity to gain practical experience under supervision in sport settings. Emphasizes involvement with the operations of teams and facilities.

SM302 Sport Facilities

3 credits (fall)

Prerequisites: Junior or Senior or permission of the instructor.

This course investigates the functions of management in terms of planning, building, operating, and financing public assembly facilities and special sport event venue management, including public and private arenas, stadiums, and multi-purpose campus sport facilities.

SM303 Legal Issues in Sport

3 credits (fall and spring)

Prerequisites: BU110 and Junior or Senior or permission of the instructor.

This course examines the legal issues that affect sport businesses, organizations, and facilities on the professional, collegiate and community levels. It includes a review of the judicial opinions governing professional and organized amateur athletics. The course uses detailed case studies to examine constitutional law; collective bargaining; arbitration; antitrust laws; civil liability, including safety issues; and criminal law in the sport field.

SM309 Sport Promotion and Media

3 credits (spring)

Prerequisites: SM207

This course provides a detailed examination of the 5th "P" in the sport marketing mix – promotion. This course will explore sport promotion and all the products offered as tools to promote the sport product. Areas covered include promotional merchandising products, promotional events, the media, sponsorship and endorsement. A detailed examination of the relationship between media and sport - including print media and electronic media mediums.

SM325 Sports Psychology

3 credits (fall)

Pre-requisite: PY 105

This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce you to the field of sport and exercise psychology by providing a broad overview of the major topics in the area. The class is designed to be interactive, with a special emphasis placed on group work and application of techniques to not only in sports settings, but in corporate, recreational, and school settings as well.

SM399 Special Topics in Sports Management

3 credits

Designed as an upper-level elective course specifically for junior and senior students, when offered, the academic department introduces a unique and exciting topical course which isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

SM401 Ethics in Sport (E)

3 credits (fall)

Prerequisites: Junior or Senior or permission of the instructor.

This course provides a detailed examination of the field of ethics in sport. The course will analyze how morals and ethics influence decisions thru the world of sports. Students will begin the course by exploring the basic principles and theories of ethics followed by an examination of personal and professional ethics. Finally, the nature of ethics is examined in the area of sport management. Students will learn the basic tools so they can enter into ethical dilemmas intelligently. Case studies and moral dilemmas will be utilized to apply theories and form conclusions.

SM403 Sport Business and Finance

3 credits (spring)

Prerequisites: AC103 or permission of instructor

This course will examine the business of sport and how the industry of sport influences the national and world economies. Students will explore the economic growth of the sport industry in the 20th century and gain an understanding of the economic principles. In addition students will understand why budget and finance is unique and critical aspect of the sports industry. Students will gain knowledge in basic accounting principles, financial statements, sources of revenue, principles of budgeting and budget development.

SM430 Senior Seminar in Sport Management

3 credits (fall)

Prerequisites: Senior standing in Sport Management.

This senior seminar is designed to represent the final course in the Bachelor of Science degree in Sport Management. The focus of this course is the senior project. Over the past four years students' have acquired a wealth of skills and knowledge and this project serves to demonstrate that knowledge. The goal of the senior project is the transition of a student to independent learners and producers. With the aid of

a faculty adviser, seniors identify a significant area of investigation within the field of sport management; research its parameters; clarify their relationship to that area; and create a final product in the form of a paper, lecture, proposal, plan, etc.

SM450 Sport Management Internship

6 or 12 credits (spring and fall)

Prerequisites: Sport Management majors only. Students must meet with Sport Management Department Chair to apply for internship and meet minimum Sport Management requirements.

Traditional Internship (6 credits): The traditional internship is a part-time work experience in the sport industry and is often performed in proximity to the College. Students will observe and assist a professional within the field of sport management. Students are evaluated by an on-site supervisor and a qualified faculty member. A detailed journal and final report must be submitted for evaluation in addition to a separate evaluation submitted by the field supervisor. Hours required: 200 hours.

**SM452 Sport Management
Senior Research Project**

6 credits (fall and spring)

Students complete a significant independent research or specialized project under the supervision of the Sport/Fitness Department Chairperson. Topics must be pre-approved with Department Chair before the first day of classes for the term in which the student enrolls.

SO103 Introduction to Sociology

3 credits (fall and spring)

Emphasizes the study of United States society within the context of the global spectrum. Deals with social institutions such as marriage, gender roles, urbanism, variations in family life, theoretical paradigms stratification, population, and ecology.

SO104 Social Issues

3 credits (spring)

Prerequisites: SO103 or permission of the instructor
Studies social problems on a global level in relation to the society of the United States and the Western world. Concentrates on the problem areas of population growth, consumerism, environmental issues, racial and ethnic groups, and other selected current topics from a sociological perspective.

SO110 Introduction to Cultural Anthropology

3 credits (spring)

Introduces major concepts of social and cultural anthropology including prehistory, ethnology, human ecology, language and culture, the evolution of human culture, behavior and beliefs, technology, religion, art, and literature.

SO207 Marriage and Family

3 credits (fall and spring)

Prerequisites: SO103 or PY106

Provides a broad survey of marriage as a social institution. Emphasizes topics such as theoretical perspectives and research methodologies, historical trends, relationship dynamics, gender roles, sexuality, legal considerations, marital adjustments and transitions, parenthood, family stress, and crises.

NOTE: Offered as PY207 and SO207. Students may not receive credit for both PY207 and SO207.

SO227 Human Sexuality

3 credits (fall and spring)

Prerequisites: SO103 or PY106

Offers an in-depth analysis of human sexuality from sociological, psychological, cultural, and biological perspectives. Focuses on such topics as sexual maturation and reproduction, sexual identities, sexual drives and response cycles, relationship dynamics, sexual lifestyles, sexual health and disease, and sexual dysfunctions. Emphasizes the nurturance of more knowledgeable, tolerant, sensitive, and responsible sexual attitudes and behaviors.

SO199 Selected Topics in Sociology

Credit hours by arrangement. (offered as needed)

Courses are offered periodically within the discipline that examine issues and problems in selected areas. Course may be repeated with a change in subject matter. Prerequisites appropriate to each course will be announced when the course descriptions are distributed.

SO310 Leadership and Group Processes (SR)

Three credits (fall and spring)

Prerequisites: SO103 and SO104, and junior or senior status or permission of the instructor.

An analysis of leadership against the backdrop of group dynamics and processes. Content of the course includes history, theory, and experiential opportunities to explore

the meaning of the leader's role, qualities of effective leadership, the development of leadership skills, types of group interactions, interpersonal communication skills, and group conflict and cooperation. Students are encouraged to explore their own leadership potential while cultivating those skills and capabilities necessary for effective group management.

SO315 Schools and Societies (G) (W)

3 credits (spring)

The primary objective is to develop awareness of the relationship between a society's education system and that society's other systems: its unique political, economic and socio-cultural institutions. To achieve this, school systems will be analyzed from the perspective of their current socio-cultural setting and their responses to challenges, such as development, trans-national migration, social exclusion, literacy, political change, and the movement of refugees. Other objectives include reinforcing the student's research skills in the social sciences and strengthening analytical and reflective skills. Oral and written presentation skills are also emphasized.

NOTE: Offered as ED315 and SO315. Students may not receive credit for both ED315 and SO315.

SO399 Special Topics in Sociology

3 credits

Designed as an upper-level elective course specifically for junior and senior students, when offered, the academic department introduces a unique and exciting topical course which isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

SO410 Urban Sociology

3 credits (spring)

Prerequisites: SO103, SO104, and junior or senior status or permission of the instructor

A sociological examination of cities and the urban environment. Emphasis is placed on the historical, cultural, and political forces shaping cities. Topics include the evolution and ecology of cities, structure and function of cities, city government, cross-cultural issues, urban problems and concerns, and the future of cities.

TH110 Stagecraft and Play Production I (SR)
3 credits
This hands-on course provides the student with practical knowledge of processes involved in putting on a theatrical production. Areas covered include acting, directing, lighting, sound, costume, makeup, scenery construction/painting, and backstage crew assignments that allow students to experience theater firsthand.

TH120 Playwriting and Analysis
3 credits
This course is designed to introduce you to the fundamentals of playwriting and analysis. We will study play structure and the formula for writing a play. We will also study the sources for good plays, what makes a good play and what does not make a good play.

TH130 Introduction to Acting I
3 credits
This is a practical course, dealing with the basic skills of the actor. Exercises and discussion of the techniques of emotion, memory, imagination, extension, concentration, scene analysis, and the use of the voice and body are employed. Various theories of acting are discussed, and frequent performances and critiques are a part of the content.

TH140 Theater History I (D) (G)
3 credits
This course examines theater practices from the Greek through the Elizabethan periods, using the exploration of scripts, physical structures, and theatrical conventions. The relationship between the theater and the society of the time will be addressed.

TH150 Stage Makeup
3 credits
Prerequisites: TH140
A hands-on course devoted to understanding, developing and applying the skills and principles of makeup and adapting designs to fit different facial structures.

TH210 Stagecraft and Play Production II (SR)
3 credits
Prerequisite: TH110
This course explores methods, techniques and theories based on the principles and practical conventions of set construction, drafting interpretation for prop and scenery design and scenic painting.

TH230 Introduction to Acting II
3 credits
Prerequisite: TH130
A continuation of the emphases of Acting I. Additionally, Acting II focuses on dramatic processes as they formalize into theatrical performances. Scene study, improvisation and one-act play presentation will constitute the majority of class work.

TH240 Theater History II (D) (G)
3 credits
Prerequisite: TH140
This course examines theater practices from the Elizabethan through the modern periods, through the exploration of scripts, physical structures, and theatrical conventions. The relationship between the theater and the society of the time will be addressed.

TH250 The Musical
3 credits (fall or spring every other year)
Prerequisite: CW101, CW102
The course looks at the development of the musical from its origins in ancient times to Vaudeville and on to Broadway and continues to the present day. Emphasis will be on the elements of the musical and its reflection of man and society.

TH260 Directing
3 credits
Prerequisite: TH130
The purpose of this course is to provide an introduction to the fundamentals and principles of stage direction, including play script analysis, blocking, developing a production concept, casting and mounting a production. The course involves a study of the elements and techniques employed to project the values inherent in a play and a presentation of directorial work.

TH270 Advanced Acting
3 credits
This course will build upon TH130 for those students wishing to pursue a greater understanding of the craft.

TH280 Lighting Design
3 credits (once every 2 years)
Prerequisite: CW101, CW102
This course is designed to teach the fundamentals of theatrical lighting utilizing both theoretical and practical approaches.

WL110 Beginning Spanish I (G)

3 credits (fall)

Prerequisites: This course is open only to students with no prior ability in the Spanish language. Students may be required to interview or take a placement test.

Acquaints students with fundamentals of elementary Spanish, using only the present, future, and preterit tense. Emphasizes essential grammar instruction and practice in basic writing, reading, and conversation.

WL111 Beginning Spanish II (G)

3 credits (spring)

Prerequisites: Successful completion of SP121 or the equivalent. Students may be required to interview or take a placement test.

Gives students who are familiar with the basics an opportunity to improve further their ability to use the Spanish language. Emphasizes reading, writing, and conversation. Studies Spanish grammar in detail. Students monitor current events in the Spanish speaking world as they familiarize themselves with Hispanic culture.

WL120 Beginning French I (G)

3 credits (fall)

Prerequisites: This course is open to students with no prior ability in the French language. Students may be required to interview or take a placement test.

Introduces students to a basic foundation in French grammar through a structured, active oral approach. Aims to provide basic proficiency incorporating personal expression, cultural insights, and a specialized vocabulary for practical application in professional and job-related situations. Stresses understanding modern conversational French, reading and writing skills, and speaking ability, while emphasizing the extent of the francophone world.

WL121 Beginning French II (G)

3 credits (spring)

Prerequisites: Successful completion of WL120 or the equivalent. Students may be required to interview or take a placement test.

Continues the introduction to French, with emphasis on listening and speaking skills. Increases vocabulary through textual presentation and use in conversations, reading, and writing. Reviews basic grammatical structures, introduces intermediate grammar, highlights cultural topics, and current events in the French-speaking world. Designed to lead to a conscious control of the language.

WL130 Beginning Italian I

3 credits

WL130 will be an introductory course to the language, art and culture of the Italian people. This will be a cross-cultural communication course that will focus on reading, writing, listening, and speaking Italian. It will also assist the student in understanding Italian culture and art.

WL130A Italian Language and Culture I

3 credits

In this course, the Italian language is taught through a comprehensive approach, enabling the student to read, write, and speak while gaining knowledge of Italy, its culture and history. Emphasis will be placed on developing the ability to function linguistically in real-life situations and building a broad conversational vocabulary using role play methodology. The curriculum will also include selected viewing and discussion of Italian movies with attention paid to how films relate to the social, political, and cultural environment of their times.

WL131 Beginning Italian II

3credits

Using the proficiency of Italian I, the student will engage in conversations using the language to express opinions, emotions and share information with the instructor and with other students. This course will also provide students with the ability to develop oral presentation skills on a culture-related subject using multimedia technology in Italian.

WL140 Beginning Arabic I

3 credits

This course prepares students for a cross-cultural communication exercise through the study of the Arabic language. It includes reading, writing, listening, speaking and culture. It provides connections to other disciplines through the study of Arabic and develops awareness of Arabic culture and art.

WL140A The Language and Culture of the Arabic World I

3 credits

An introduction to Arabic speaking countries and their peoples including customs, geopolitics, and religious influences on their culture and arts. The course seeks to demystify a classic language and script—also seen as an artistic expression, through basic language construction

of Arabic, the sacred language of the Koran, and its impact beyond the Arabic world.

WL141 Beginning Arabic II

3 credits

This course is based upon proficiency in WL130. Students will continue their cross-cultural communication exercises through the study of language through conversation. This course will also provide a more advanced connection to other disciplines through the study of Arabic culture and art.

WL210 Intermediate Spanish I (G)

3 credits (fall)

Prerequisites: Successful completion of SP122, more than two years of high school study, or the equivalent. Students may be required to interview or take a placement test.

Focuses on conversation and reviews of grammar. Also the reading of short stories, poems and articles gives students who are in command of the essentials of Spanish a chance to further improve their fluency in the language. Gives an opportunity to learn more about Hispanic culture by reading and discussing current events.

WL211 Intermediate Spanish II (G)

3 credits (spring)

Prerequisites: Successful completion of SP223 or the equivalent. Students may be required to interview or take a placement test.

Stresses improved fluency through conversation and reading with special attention given to writing papers and discussing novels. Specific content may vary, however, depending on the needs and interests of individual students.

WL220 Intermediate French I (G)

3 credits (fall)

Prerequisites: Successful completion of WL121 or the equivalent. Students may be required to interview or take a placement test.

Synthesizes the essential elements of the language through study of advanced grammatical structures with particular emphasis on improving written and conversational proficiency. Students are expected to manipulate language structures in order to gain skills in “surviving” situations using French. Readings focus on French culture and current events. Assignments and class work focus upon creative conversation skills,

specially selected films, and basic readings exploring French culture and civilization.

NOTE: WL220 is useful for those who wish to develop their French as a marketable skill.

WL221 Intermediate French II (G)

3 credits (spring)

Prerequisites: Successful completion of WL220 or the equivalent. Students may be required to interview or take a placement test.

Continues the through and accelerated study of French grammar and vocabulary, and insists upon participation and self-expression by students. Prepares students for the literary and practical applications of the language in subsequent courses and life applications. Class work and assignments focus on increasing conversational ability and listening comprehension through discussion of practical situations and contemporary French culture and business practice. Materials taken from a variety of sources including French periodicals, videos, cartoons, tapes, and an introductory business text.

NOTE: WL202 is especially useful for students planning future study or work in a French-speaking country.

THAMES ACADEMY

A Whole New Way to Look at Post-Grad and Pre-College Experiences

Thames Academy is a post-grad (PG) or pre-college transitional experience. It is a year of academic preparation that students take between the end of their secondary school/high school education and the start of their college studies. Unlike traditional post-grad programs at independent or prep schools, Thames Academy at Mitchell College provides college level courses for credit. Located on Mitchell College campus, the Academy provides a highly structured residential program within a collegiate environment and co-curricular interaction with two-year and four-year students. Students who embark upon this distinctive transitional year will have already obtained their high school diploma and are college age.

Mitchell College has long been known as a college where students learn to succeed. The College's number one strength has always been, and continues to be, our ability to provide a transforming educational experience in a caring and supportive environment. The core of this philosophy is based in the College's renowned academic support programs, in particular, our nationally recognized Learning Resource Center for students with documented learning disabilities and/or AD/HD. This reputation for outstanding academic support was established when Mitchell was the New England leader as a two-year college with a strong reputation in assisting students in transferring on to the nation's top colleges and universities. It remains true today in our role as a four-year college offering competitive and distinctive bachelor degree programs. It is only natural that we now reach out and expand our 'support network.' Recognizing that more and more high school graduates are not adequately prepared to begin their college studies, we are proud to present, Thames Academy.

Distinctive features of Thames Academy

- Ability to earn up to 20 transferable college credits
- Courses taught by learning & writing specialists
- Content tutoring by professionals
- Development of a Academic Success Plan

- Workshops focusing on vocabulary & writing, learning & study strategies, team building & collaboration, healthy living, effective communication, personal finance, and conflict resolution.
- Innovative 12-3-3-12-week curriculum
- Early Academic Reports and ongoing parent communication
- Academic support for students with documented learning disabilities
- First-year seminar course to help acclimate to college life
- Learning and writing strategies infused into curriculum
- Development of curricular and co-curricular transcripts
- Live-in professional staff
- Location - beautiful waterfront college environment

Benefits of Thames Academy

- Improved study skills and board scores
- Strengthened academic preparedness
- Increased confidence
- Greater maturity and personal growth
- Adjustment to living and studying away from home
- Extra time to transition to a college environment
- Stepping stone to a more competitive college or university
- The ability to earn up to 20 college credits prior to full-time college study
- A greater chance of being academically successful in college

Thames Academy Curriculum

Thames Academy offers a unique 12-3-3-12-week curriculum. It combines 'doable' lengths of expanded classroom time (12 weeks) with smaller condensed sessions (3 weeks) for intensive study. A sample academic calendar is below:

September – November (12 Weeks)

- Developmental English (3 credits)
- (One of the following) Introduction of Sociology, Effective Presentations or Profiles in Human Excellence (3credits)
- First-Year Seminar (1 credit)
- Required Workshops
- Required Small Group Tutoring and/or Learning and Writing Specialist Appointments
- Co-Curricular Involvement - participation in at least one campus club

November – December (3 weeks)

- Math Course (3 credits)
- Fitness, Conditioning and Nutrition (1 credit)
- Required Small Group Tutoring or Learning and/or Writing Specialist Appointments
- Co-Curricular Involvement – continuation

January – February (3 weeks)

- Math Course – continuation of course
- Fitness, Conditioning and Nutrition - continuation of course
- Required Small Group Tutoring or Learning and/or Writing Specialist Appointments
- Co-Curricular Involvement – continuation

February – May (12 weeks)

- Introduction to College Writing (3 credits)
- (Two of the following) Introduction of Sociology, Effective Presentations and/or Profiles in Human Excellence (3 credits)
- Introduction to College Writing (3 credits)
- Required Workshops
- Required Small Group Tutoring or Learning and/or Writing Specialist Appointments
- Co-Curricular Involvement - participation in at least one campus club
- Completion of program – Certificate Awarded

Apply to Thames Academy

To apply to the Thames Academy at Mitchell College, students need to submit the following information:

- Completed Application for Admission
- \$30 non-refundable application fee
- Secondary School Transcripts
- Letter of Recommendation
- Personal Statement

In addition to the above information, all applicants are required to have a personal interview. Students requiring support for a learning disability or ADHD should also submit testing documentation.

Thames Academy Fees for 2011-2012

Comprehensive tuition, room, board & fees:
\$42,360

Financing options available:

- Loan Programs
- Limited Merit Scholarships

Federal Need-Based Aid not available

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

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