



MITCHELL

COLLEGE

COURSE CATALOG

2014-2015

PERSONAL ▪ PRACTICAL ▪ PREPARED

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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

2014–2015

FALL 2014 SEMESTER

August

- 29 New Students Move-In/Check-In
Orientation Welcome
- 31 Returning Students Move-In/Check-In

September

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

October

- 13 Columbus Day - No Classes
- 13 Admissions Fall Open House
- 20 Mid-term Grades Due to Registrar

November

- 2 Admissions Fall Open House
- 10 Pre-Registration Begins
- 11 Commemorative Academic & Campus Program
- 14 Last Day to Withdraw from a Class
- 21 Pre-Registration Ends
- 21 Last Day of Classes Before Thanksgiving Break - Residence Halls Close
- 22 Thanksgiving Break Begins - No Classes

December

- 1 Classes Resume
- 12 Last Day of Classes Before Finals
- 13-19 Final Examination Period
- 22 Grades Due to Registrar

WINTER 2015 SEMESTER

January

- 5–17 Winter Session - MiniMester
- 19 Martin Luther King Jr. Day - No Classes, College Offices Closed

SPRING 2015 Semester

January

- 21 All Students Move In/Check In
- 22 First Day of Classes - Add/Drop Begins
- 29 Add/Drop Ends

February

- 16 Early Academic Reports Due to Registrar
- 16 Presidents' Day - No Classes, College Offices Closed

March

- 6 Last Day of Classes Before Spring Break
- 7–15 Spring Break Week - No Classes
- 9 Mid-term Grades Due to Registrar
- 28 President's Reception for Accepted Students

April

- 6 Pre-Registration Begins
- 10 Last Day to Withdraw from a Class
- 15 Admissions Academic Open House
- 17 Pre-Registration Ends
- 25 President's Reception for Accepted Students
- 29 Academic & Student Affairs Awards Ceremony, 1:00 p.m.

May

- 3 Admissions Spring Open House
- 5 Last Day of Classes Before Finals
- 6–12 Final Examination Period
- 13 Graduates' Grades Due to Registrar
- 16 71st Commencement, 10:00 a.m.

THE PRESIDENT'S MESSAGE

A warm welcome to the 2014-2015 academic year at Mitchell College! We look forward to helping you chart your course of study for the year ahead.



We think of the Mitchell College Course Catalog 2014–15 as part of an active “Academic GPS System” to plan your academic journey. This tool is a virtual road map, with signposts — such as First-Year Experience (FYE) and Ability Based Education (ABE) — that give clear direction to the Mitchell experience. Like a road map, there are many pathways to reach your destination, and this course catalog will help you envision the many ways to reach your goals.

Yet just as a GPS device checks in frequently to determine progress along the path and recalibrate as necessary, at Mitchell College, we continually listen to the particular needs, styles, and abilities of each of our students, and help them make adjustments along the way. Mitchell faculty members are not only masters of the content outlined in each course description, they are also committed to guiding and teaching students in the way that suits them best. In essence: “How do you learn? That’s how we teach.”

In my first year as president, I am starting this journey with you. Whether you join me as a student new to Mitchell, as a sophomore driving toward a major, as a junior rallying ahead in your area of study, or as a senior looking at the final leg, the academic year ahead will transport us all in ways that are hard to fully imagine.

In the words of leadership guru Peter F. Drucker, “The best way to predict the future is to create it.” I look forward to charting these paths with you in 2014–15 and beyond.

Warm regards,

Janet L. Steinmayer, J.D.
President

MISSION STATEMENT & CORE VALUES

Mitchell College is a national leader in learning engagement within a student-centered community that maximizes each student's ability to succeed.

Approved by the Board of Trustees on May 11, 2012.

VISION 2020

Mitchell College will continue to grow as a national leader in providing extraordinary academic and student support through strong individual and personal connections.

Mitchell College will expand its capacity to deliver innovative and engaging academic and co-curricular programs to traditional and non-traditional students who aspire to a better future.

CORE VALUES

Mitchell College Core Values provide the foundation for a transformational learning experience.

Individuality

Mitchell College believes the unique contribution of each member of our community creates a path to growth and accomplishment.

Inclusion

Mitchell College fully embraces and supports diversity of thought, culture, ideas, experiences and talents.

Involvement

Mitchell College believes that contributing to academic and student life, and to the community at large, develops life-long abilities and inspires all of us to improve our evolving world.

Innovation

Mitchell College commits to positive change, using bold and creative strategies to connect our students to the world.

Integrity

Mitchell College values a learning-centered tradition emphasizing fairness, honesty, principle and character.

These values are the foundation of all we do;
guiding our decisions and actions now and in the future.

HISTORY OF MITCHELL COLLEGE

On September 14, 1938, a group of New London, Connecticut citizens founded New London Junior College as a private, nonprofit, coeducational, two-year college in their community.

The trustees elected Dr. Richard P. Saunders, who had been instrumental in the founding of the college, as its first president. The College opened its doors to the first freshman class on Sept. 18, 1939. There followed three and a half years of development and successful operation. During the fall term of 1942-43, nearly all of our male students entered the armed services, and the United States Army and Coast Guard made urgent demands for the use of our facilities. After a study of the problem, we elected to disband day classes and convert our facilities to war uses.

Ernest Nibbs was elected acting president to succeed President Saunders in December of 1943 and served until March of 1945. Anita L. Simpson, former dean of the College, served as acting president from March, 1945, to February, 1946, when Dr. Tyrus Hillway became president. A special summer session for veterans began in June, 1946, and regular classes resumed in September of that year.

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.

Dr. Robert C. Weller began his administration in June of 1951, bringing to the campus a background of educational and industrial experience.

The high quality of Mitchell's academic program was recognized in 1956 when we were awarded membership in the New England Association of Schools and Colleges. Upon his retirement on July 31, 1987, Dr. Weller was succeeded until January, 1990 by Dr. Bruce R. Swinburne, former vice-president for student affairs at Southern Illinois University at Carbondale.

Dr. Joseph V. Medeiros, a member of the English Department for many years and former superintendent of schools in New London succeeded him on an interim basis. In September, 1990, Dr. David A. Sandell, former academic dean at the U.S. Coast Guard Academy and Research Project Analyst at Pfizer Inc., was appointed to succeed Dr. Medeiros. Dr. Sandell served until 1994.

Dr. Mary Ellen Jukoski joined Mitchell College as Dean of the College in 1990 and served as acting president in 1994. She was appointed president in 1995 and served until June of 2014. Dr. Jukoski's tenure saw the College transition to a four-year baccalaureate program and confer its first bachelor degrees in May of 2000. The college also launched Thames Academy, a post-secondary certificate program, and joined the NCAA Division III.

After an extensive national search, Dr. Janet L. Steinmayer was selected to serve as Mitchell College's seventh president on July 1, 2014. Dr. Steinmayer has a unique background in higher education and business and will build on Mitchell's recognized leadership in providing academic, personal, and career success to students with diverse talents and learning styles.

Today, Mitchell College is a thriving institution of higher education that grants both associate and baccalaureate degrees to students from the greater New London community, as well as from across the nation and around the world.

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 and recommendations. Submission of SAT and/or 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 an earned Associate Degree from Mitchell College or another regionally accredited university with a minimum of 58 transfer credits will be granted 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, s/he 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 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. Submit to Mitchell College at least one letter of recommendation from a school official at the institution last attended.

6. 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 the student meets all of the above admission requirements, sends the College verification of financial responsibility, and is 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 1 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 Action

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 action candidates. Students applying under this option will be notified of the admissions decision prior to other applicants and pay a \$300.00 (US) tuition deposit within two weeks of notification. The Early Action deadline is November 15th.

Admission Procedures

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

1. Students may 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.

Or by mail: 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

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. 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 or by visiting www.mitchell.edu.

Life Experience

See section on Adult and Returning Students, page 41.

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. With official notification, the College will grant credit for AP exam grades of three or higher in any academic discipline offered by the College.

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 Vice President for Enrollment Management. The decision to act on an appeal is solely the Vice President's decision.

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 Bentsen Learning Center (BLC)

The Bentsen Learning Center (BLC) at Mitchell College is a fee-based academic support program designed for students with specific learning disabilities and/or ADD, ADHD. The primary goal of the Bentsen Learning Center is to promote the effective and independent use of strategies that will assist students with learning and career readiness. Admission to the Bentsen Learning Center is separate and distinct from the application process to Mitchell College. Once a student has been accepted to Mitchell College, the staff at the Bentsen Learning Center will review application materials and determine a student's eligibility for the program. Students will be contacted by the Bentsen Learning Center to inform them of the Center's decision. Acceptance to Mitchell College does not guarantee acceptance into the program.

Students who want to be considered for the Bentsen Learning Center should forward the information listed below to the Center:

- Results of a complete psychoeducational evaluation including cognitive and achievement testing
- Current 504 or IEP (optional)
- Completion of the Bentsen Learning Center Application
- Unedited writing sample

It is the student's choice to submit this information which will be used solely to determine the appropriateness of the student for the program and the ability of the program to meet the student's needs. All information will be kept confidential.

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 e-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 federal tax transcripts, 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 s/

he will receive an award letter. The award letter will show award amounts being offered. S/he 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 2014–2015, the awards range from \$573 to \$5,730.

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.

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 College establishes the renewal criteria.

The Mitchell Valued Potential (MVP) Scholarship

- This scholarship is awarded to students who demonstrate community involvement. There is a select number of MVP scholarships available to new and returning students.

New MVP Students - All applicants selected by May 1st will be considered for this scholarship. The award is based on the information contained in the student's application. This is a \$1,000 per year scholarship. It is the responsibility of each student to contact the Director of Student Activities at 860-701-5052 with questions or visit www.mitchell.edu. This scholarship is automatically renewed if the student met the program requirements.

The Trustees Award - A financial aid award given to recognize highest academic distinction.

The Dean of Academics Award - A financial aid award given to recognize academic distinction and promise.

The Alfred Mitchell Award - Given in recognition of the chief benefactor of Mitchell College, Alfred Mitchell, whose generous gift of land led to the founding of Mitchell College.

The Nathan Hale Award - Given in recognition of Nathan Hale, a New London educator of promise who gave his life as an American patriot during the Revolutionary War.

Phi Beta Kappa Scholarship - Given to members of this honor society.

Presidential Baccalaureate Grant - Given to transfer students with a GPA between 3.0 and 3.49.

Transfer Scholarship - Given to transfer students with a GPA between 2.5 and 2.99.

Transfer Grant - Given to transfer students with a GPA of between 2.2 and 2.49. - Given in recognition

SCHOLARSHIPS AND AWARDS

Michael T. Jenkins II '96 MVP Scholarship - This scholarship is awarded annually to a sophomore student who raised his or her grade point average the most from the fall semester to the spring semester of his or her freshman year and 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 Sciences 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. 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 Design - 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 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.

The Hospitality and Tourism Award - This award is presented to a senior(s) who has (have) shown exemplary improvement in academic and/or the hospitality industry, as well as dedication to community involvement.

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.

Sport & 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.

The Michael C. DiZenzo '14 Achievement Award - This award in memory of Michael C. DiZenzo '14 is given to a full-time upper class student enrolled in the Sport & Fitness Management Program who has demonstrated outstanding academic achievement as well as significant involvement in extracurricular activities and engaged in a meaningful way in community efforts at the College.

Scholar Athlete

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

Top First-Year Male Scholar Athlete - This award goes to the first-year 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 and 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 Board of Trustees Award for Academic Achievement - awarded to the bachelor degree recipients with the two highest GPAs who have completed at least 90 credits at Mitchell College.

The Faculty Award for Academic Achievement - awarded to the associate degree recipients with the two highest GPAs who have completed at least 45 credits 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 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 is 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. Students offered work study must meet with the work study coordinator during the first two weeks of school in order to secure a position.

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 of 3.86%. 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. There is a fee associated with this loan. These charges will be subtracted from the total "requested amount" before funds are drawn from the Department of Education.

Federal Direct Stafford Loan Unsubsidized

The Unsubsidized Federal Stafford Loan is a low-interest (3.86%) 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). This loan has a fee.

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 6.41%.

CHESLA Loans (Connecticut's Student Loan Program)

The program is available to Connecticut 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.

Students must meet the College's Satisfactory Academic Policy to retain financial aid. See page 45 of the catalog.

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 2013–2014, 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 Financial Aid information, 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 2014–2015 Academic Year

Full-time Resident Student:

\$42,504 (includes a nonrefundable \$300 tuition deposit)

Full-time Commuter Student:

\$30,012 (includes a nonrefundable \$300 tuition deposit)

Part-time Student:

If student takes 9, 10 or 11 credits: \$10,602 per semester.

If student takes fewer than 9 credits: \$295 per credit hour.

Fees for Part-time Student:

Computer courses: \$50.

Science courses with labs: \$50.

Bentsen Learning Center

Supplemental charge:

Level 1: \$6,800 per academic year.

Level 2: \$4,540 per academic year.

Level 3: \$2,270 per academic year.

Level 4: \$1,150 per academic year.

ACE Program: \$1,500 per semester.

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: \$295

Single Room: \$1,000 per semester (additional fee)

Premium Housing: \$325 per academic year

Summer/January Sessions

Consult with the Office of Admission, the Registrar's Office or the Bursar's Office for current tuition, room, and board 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 at a reduced rate.

Full-Time Student 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 e-mailed to each full-time student in ample time to meet the payment schedule. Notice is electronically 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, AMEX 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 debts 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 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 2014–2015 health insurance fee is estimated at \$1,500 per year. 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: <http://www.gallagherkoster.com/mitchell>. 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

Group health insurance is not subject to pro rated 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 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, and learning resource fees, (if applicable) 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. When a student receives Federal Title IV aid and completely withdraws from the college during the semester, the college must calculate the amount of the Title IV that the student earned as of the withdrawal date. Federal Title IV funds include Federal Pell Grants, Federal Perkins Loan, Federal Parent PLUS loan and other grant or loan assistance authorized by the Title IV of the Higher Education Act, as amended. A Title IV schedule is used to determine the amount of funds the student has earned at the time of withdrawal up through the 60% point in the enrollment period. After the 60% point in the enrollment period, a student has earned 100% of the Title IV funds. Therefore, no Title IV are returned. Unearned portions of the Title IV funds must be returned by the college to the federal government no later than 45 days from the determined date of the student's withdrawal. Students will be notified of any balance owed to the college as a result of the refund calculation.

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**. Saunders and Matteson house first-year students and Simpson Hall houses upper class students. Each upper campus residence hall contains four floors of double rooms with a common bathroom on 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 helps to support your academic experience at Mitchell College. Each student is encouraged to participate in programs and activities. Therefore, first and second year students are expected to live on campus. Resident students who wish to move off campus must notify the Vice President for Student Affairs and Dean of Students Office. All first-year students living in Mitchell residence halls must be on the 19 meals a week board plan. Upper class students have the option to choose between three meal plans.

Residence halls are overseen by full-time Residence Hall Directors who reside on campus. These professional staff members are committed to fostering an environment that encourages personal

growth and development. Residence Hall Directors provide leadership and guidance, as well as referral services for students to meet both their academic and non-academic needs. The Office of Residence Life promotes student responsibility and accountability through maintaining community standards and enforcing College policies. The Office of Residence Life also provides involvement opportunities and leadership experiences for students through programming. A Residence Hall Director supervises a team of Resident Assistants who live in each residence hall. Resident Assistants provide programs to meet the social, emotional, cultural, and recreational needs of students. 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.

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: a registered nurse available Monday through Friday from 9:00am-5:00pm and a physician or a nurse practitioner available by appointment. While most services are covered by the student health fees, services such as immunizations, physicals, pharmaceuticals, and medical procedures are not covered. Charges from such services are billed to student accounts and can be submitted to the appropriate insurance carrier for reimbursement. When necessary, referrals can be made to some of the area's top medical specialists, located in close proximity to the campus. Therefore, 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. 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 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 the program offered by the college. For information on the college insurance plan, including the option to (1) purchase the college insurance or (2) waive coverage and provide proof of current/existing coverage, visit the website www.mitchell.edu/studenthealthinsurance. Students without identified insurance coverage will automatically be enrolled in the College insurance plan. If you have questions concerning insurance coverage, please call the Business Office at (860) 701-5061.

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 counseling staff provides free and confidential services to meet these needs. This may include short-term weekly counseling sessions, participation in a support group, or referral to community resources. Students seeking these counseling supports should contact the Department of Health and Wellness at (860) 701-7786.

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.

Health Education and Prevention Programming

The Health and Wellness Department assists the Mitchell Community in creating a healthy and safe campus environment. Preventative and educational programs are offered to students throughout the year because informed decisions support healthy lifestyles. To learn more about Health and Wellness programs on campus contact the Director of Health and Wellness at (860) 701-7787.

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. The Mitchell College Campus Safety Office has four major areas of focus: prevention, enforcement, education, and outreach. Campus safety officers respond to emergencies on campus, patrol campus on a regular basis, and provide escorts as an added measure of safety if students need accompaniment walking through campus at night.

Campus Safety Contact Numbers

Campus Safety – Emergencies
(860) 443-0214 - Ext. 459
Campus Safety - Routine Texts or Calls
(860) 941-9316
Campus Safety - Anonymous Tip Line
(860) 629-6007
Campus Safety – Guard Booth
(860) 629-6163 Ext. 6163
Paul Lombardo - Director
(860) 701-5182 Ext. 5182

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

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (34CFR668.46), also known as the “Clery Act,” is a federal law that requires colleges and universities to disclose information about crime on and around their campuses. The act is named in memory of Jeanne Clery, a 19-year old Lehigh University freshman who was assaulted and murdered in her residence hall on April 5, 1986. The Annual Security Report is published to fulfill the requirements of this act. Mitchell College’s annual security report presents campus safety information as well as College policies concerning alcohol and drug use, crime prevention, and the reporting of crimes. This report includes statistics for the three previous years. These statistics include reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus. To view this report please visit: <http://community.mitchell.edu/CampusSafety> and click on the link for the report.

STUDENT ACTIVITIES

The staff and faculty at Mitchell College believe that involvement in extra-curricular activities leads to personal and academic growth. A student’s success is strengthened through exposure to various leadership and citizenship opportunities, such as participation in clubs, intramurals, and other campus or community activities. To enhance the college experience, students are encouraged to become involved in campus activities outside the classroom.

Currently the College sponsors academic clubs, extracurricular clubs, club sports and academic honor societies. All of these clubs and organizations provide leadership opportunities for students to contribute to the betterment of the College community, while establishing friendships and gaining important life skills.

New Student Orientation

Prior to the start of the academic year, new students participate in a comprehensive College Orientation program. During this program, students will have the opportunity to interact with faculty, staff, and peers through a variety of workshops and activities. This experience is designed to familiarize students with their new community and to educate them on the academic and social standards of Mitchell College. The orientation process also includes informative sessions tailored to parents and guardians, who are encouraged to attend.

MVP Program

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

Commuter Students

A significant portion of the Mitchell College student population is made up of commuting students. Commuting students are a vital segment of the Mitchell community and are encouraged to utilize all services provided on campus.

To meet the needs of commuter students, Sodexo Dining Services has a variety of options available for campus meal plans. For more information, please visit Sodexo Dining Services, located on the first floor of the Clarke Center.

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.

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.

Facilities

Students have access to the College gymnasium, the 4,000 sq. ft. fitness center, and waterfront and recreational venues. Areas are provided for volleyball, basketball, soccer, flag football, softball, tennis, and 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.

2014-2015

INTERCOLLEGIATE ATHLETICS TEAMS

Men

Baseball
Basketball
Cross Country
Golf
Lacrosse
Sailing
Soccer
Tennis

Women

Basketball
Cross Country
Lacrosse
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.

GENERAL INFORMATION

DINING SERVICES

Campus dining at Mitchell College is more than great food. It is a community experience centered on culinary expertise, fresh ingredients, healthy options and a shared sense of environmental and social responsibility. The College features three dining areas for the College community, operated by Sodexo Campus Services: The Milner Dining Hall, The Market Café, and Student Campus Center

The Milner Dining Hall is an all-you-can-eat dining hall located in the Clarke Center for all students who have purchased a meal plan. It is open 7 days a week: Monday through Friday, 7:30am–6:30pm; Weekends and Holidays, 11:00am–2:00pm/5:00–6:30pm. Commuters, faculty and staff are able to purchase a meal plan or simply pay at the door in this attractive facility overlooking the plaza, the campus and the Thames River. Beyond the meal plans, students have access to a variety of retail items throughout the day. The Milner Dining Hall features several areas of service:

- Pizza Pasta station—pizza, pasta, calzone, casseroles;
- Global Fusion—induction wok stir fry cookery and theme menu concepts;
- The Grill—traditional grill items with the addition of grilled chicken, quesadillas, steaks, chops, toasted sandwiches and theme meal menu styles;
- Traditional Entrées—breakfast, lunch and dinner fare including vegetarian, vegan, gluten free, low fat and low sodium selections. Also included is a deluxe self serve soup and salad bar area.

The Market Café, also located in the Clarke Center, provides a relaxed café environment with easy chairs and entertainment space. To follow ever-changing food trends, The Market Café features a variety of menu concepts for both resident and commuter students. Check out our latest menu in The Market Café by visiting www.MitchellDining.com. We also offer a variety of grab and go and retail items such as snacks, milk shakes, bottled beverages and Starbucks coffee. Flex dollars are accepted. Hours of operation

are Monday through Thursday 11:00am-7:00pm, Fridays 11:00am-6:30pm and closed on Saturday and Sunday.

Student Campus Center - Since its opening in March 2012, the Campus Center has become a popular location for all students. It offers late-night dining options with a counter open for salads, appetizers, burgers, pizza, subs and other grill and snack fare. It is open 7 days a week, Sunday through Thursday 6:30pm–11:00pm and Friday and Saturday 8:00pm–12:00am.

Sodexo offers the “Mindful” dining innovation which is a wellness program that promotes healthier lifestyle choices. A key resource for students is the website www.MitchellDining.com which is available as a link from the College’s website.

The Campus offers three meal plan options to resident students:

- 19 meal plan plus \$50 flex
- 14 meal plan plus \$100 flex
- 10 meal plan plus \$235 flex

Each meal plan provides the appropriate number of dining accesses per week as listed above. All first-year resident students are required to participate in the 19 meal plan.

Flex funds are an enhancement to the dining option and are automatically loaded at the beginning of each semester. Fund balances carry forward from semester to semester and expire at the end of the Academic Year.

Commuters, faculty and staff are offered two block meal plan options.

- 100 meal block plus 5 guest meals and \$25 flex
- 50 meal block

Meal blocks are active in the period in which they were purchased and are non-transferable

A declining balance option is available for students to make deposits directly onto their Campus ID Card. Declining balance funds carry over from the fall

to the spring semester and expire at the end of the Academic Year. Funds can be reloaded at any time throughout the year in any denomination simply by calling the dining service office and charging by phone (860) 629-6200. For more information, please contact Tony DeLuca, General Manager at (860) 629-6200 or at sodexo@mitchell.edu.

NONDISCRIMINATION STATEMENT

Mitchell College does not discriminate on the basis of sex, race, color, religion, national/ethnic origin, sexual orientation or physical/educational challenge. Any behavior or action that excludes, harasses, or embarrasses someone based on any of the above characteristics is subject to disciplinary action.

Harassment or other acts of hatred or violence, whether based on gender, race, ethnicity, religion, sexual orientation, or other disability, are inconsistent with the tenets of community behavior and will not be tolerated. The College community is committed to the promotion of fair and equitable dealings with racial, sexual, ethnic and other differences.

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 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

In accordance with the Americans with Disabilities Act of 1990/as amended in 2008, and Section 504 of the Rehabilitation Act of 1973, Mitchell College is committed to ensuring that no otherwise qualified student, on the basis of his/her *disability*, will be excluded from participation in, denied the benefits of, or otherwise be subject to discrimination under any College program or activity.

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 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 with announcements about events and special opportunities for support.

Students can help in fund raising efforts in a variety of ways. To inquire about volunteering your time and talents, call (860) 701-5092.

Alumni Association - Graduates of Mitchell College automatically become members of the Alumni Association. Alumni recruit potential new students 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 the Office of Student Affairs to identify the optimum location for their event. Student club and organization reservations are submitted to the Director of Student Activities who processes requests.

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 scenic 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 four large residence halls, the gymnasium and the athletic playing fields. The upper campus also includes Alfred E. Mitchell Woods Park, given to Mitchell College in 1983 to maintain as a recreational preserve for the public as well as for its own students. The park includes a pond, hiking trails, two baseball fields, sand volleyball court and tennis courts.

Academic Buildings

Bingham Hall houses science and computer laboratories and classrooms. There are some faculty offices in Bingham Hall as well.

Nathan Hale Hall contains classrooms on the first and second floors and faculty offices on the third

level. The Campus Safety Office can also be found on Nathan Hale’s first floor.

Chappel Cottage is a two story stone house located in Mitchell Woods and formerly served as a residence for the Mitchell Woods caretaker.

The **Mitchell College Library** is housed in a two story building on the southeastern part of campus. The main reading room and book stacks are on the first level.

The **Bond House**, adjacent to the Library on the southeastern part of the campus, has classrooms and faculty offices.

Yarnall Athletic Center, located on the upper campus, contains a 1,200 seat gymnasium, a health/fitness center, locker rooms, equipment room, training room, athletic staff offices, the Center for Health and Wellness, and the Book Store.

Mitchell Hall (once the Alfred Mitchell family’s summer home) serves as the main administration building housing the offices of: the President, Vice President for Academic Affairs/Dean of the College, and the Vice President of Finance and Administration as well as the Office of Institutional Research, Assessment and Compliance, Bursar/Student Accounts, Human Resources, and Facilities. The University of New Haven has offices on the top levels and offers evening and weekend courses to students on the Mitchell campus.

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

The **Umbrella House** was formerly used as the primary residence for Mitchell College presidents and is now used as the Alumni House and includes offices for the Advancement Staff.

Clarke Center contains The Milner Dining Hall and The Market Café on the ground floor. The Office of the Vice President for Student Affairs/Dean of Students and a 400 seat auditorium with complete

stage are located on the second floor. Many of the social and cultural events occur in the Clarke Auditorium throughout the year.

The **Ric & Dawn Brill Duquès '64 Academic Success Center** is a state of the art 12,000 square foot facility that is home to some of the College's key student support programs: Advising/Registration, Disability Student Services (DSS), Career Services, Bentsen Learning Center, Tutoring Office, Adult and Continuing Education, and the Veterans' Study Lounge. The building has space dedicated to individual meetings with learning and writing specialists, classroom instruction, group meetings and tutorial sessions, testing, study and relaxation.

Robert C. Weller Center was built in 1984 as an addition to the Clarke Center. The Weller Center provides one large meeting room for awards banquets, alumni reunions and other receptions.

Matteson Hall houses 123 first-year students in a co-educational setting on the upper campus.

Saunders Hall houses 114 first-year students in a co-educational setting on the upper campus.

Simpson Hall houses 114 students in a co-educational setting on the upper campus.

Mariner Hall sits at the end of De Biasi drive between Matteson Hall and the Yarnall Center and houses 114 students. With coveted amenities such as air conditioning, game room and private bathrooms, the building is the first choice for many students.

Fairhaven, Moorings and Harbor Houses are the College's waterfront residence halls. Fairhaven is home to 23 men, Moorings houses 28 women, and Harbor House is a co-ed building that houses 16 students.

Michael's Dairy Ice Cream Shop and **The Student Center** are located on Montauk Avenue near the upper campus residence halls and athletic center. Michael's Dairy is an academic learning and internship site for students in the Hospitality & Tourism program at Mitchell 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 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 to the College entrance. The Admissions and Financial Aid Offices are located down at the water's edge in Henry Hall.

From Worcester

Take Route 395 in Auburn, South to Exit 77. Take left onto Route 85 to 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 to the College entrance. The Admissions and Financial Aid Offices are located down at the water's edge in Henry Hall.

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 to the College entrance. The Admissions and Financial Aid Offices are located down at the water's edge in Henry Hall.

Public Transportation

New London is served by Greyhound Bus Lines and the 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 Course 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, and 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 s/he 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 HDFS-Teacher 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.
- 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 for 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 take 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 matriculated student 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 non-matriculated student 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.)

ADULT AND RETURNING STUDENTS

Mitchell College understands the adult learner who balances family, career, and community with educational responsibilities. That's why we offer classes to meet your requirements for:

- Individual study
- Professional development
- Certificate study or degree completion.

We offer classes and programs year round and in flexible formats, including:

- Evenings and/or weekends on campus
- Accelerated sessions
- Online
- Hybrid, a mix of online and classroom settings so you don't have to compromise that balance.

You may be a working adult, a parent of young children, a veteran, or a career changer: whatever your stage in life or your rationale for taking college courses, consider Mitchell College. Our stellar faculty and exceptional support services provide the perfect balance of individual attention and practical experience you're seeking in a learning environment.

Career Advancement

Today's world of work is demanding, and having a competitive advantage may secure that promotion or help you advance in your field. Adding college credits, a certificate, or a degree to your resume will serve you well professionally and personally.

Career Change or Enrichment

Research shows that lifelong learners are happier and more fulfilled. Even if you've enjoyed a prosperous career, a college course is the ideal way to prepare for your next career move and broaden your perspective and global understanding.

Where it Starts:

Prior Learning Assessment

You may have already acquired knowledge and experience for which you can be awarded college credit. Mitchell has a generous acceptance policy of credits earned through organizations and respected exams that can validate your prior learning, including:

CAEL - Council on Adult & Experiential Learning

CLEP - Mitchell College is a CLEP Test Center for the College Board's College-Level Examination Program and accepts over 24 exams that could be applied towards Mitchell degrees.

DANTES - Subject Standardized Tests (DSST) Exams for uniformed service members

ECE - Excelsior College Examinations

TECEP - Thomas Edison State College Examination Program Exams

Charter Oak College Assessment of College Course Equivalencies - accepted for the CT State Police, Municipal Police, and Fire and Judicial Marshal Academies.

For more information, contact the Office for Academic Affairs.

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 CW101 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 Tutoring 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 academic dishonesty with or without evidence of premeditation: F in this quiz, exam, project, etc. with notation provided to the VPAA/DOC
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 academic dishonesty provided to the VPAA/DOC and included 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 communicate 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.

Appeal

A student has the right to appeal an academic or administrative decision. (See specific appeal procedures explained in this catalog.)

If resolution of an appeal cannot be reached, students may seek assistance from the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (cihe.neasc.org or at 3 Burlington Woods Drive, Suite 100 Burlington, MA 01803; (855) 886-3272) or the Connecticut Office of Higher Education (ctohe.org). CTOHE addresses student complaints that relate to Connecticut General Statutes and for which all institutional grievance procedures have been exhausted. Please see the "Students and Families" section of the CTOHE website or you may contact the CTOHE at 61 Woodland Street, Hartford, CT 06105-2326; (800) 842-0229.

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 Student Services. 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 Progress & Performance Standards

Purpose

Mitchell College requires all students to perform at minimum levels regarding their academic pursuits. This policy pertains to all students; however, it is imperative that students receiving Financial Aid pay particularly close attention to the standards as they can negatively impact aid eligibility. This policy complies with the Title IV regulations (34 CFR 668.34) that require an institution receiving Title IV aid to establish a policy that outlines satisfactory progress as a set of qualitative and quantitative standards on progress toward graduation requirements.

Definitions

Good Standing: All students are considered in good academic standing upon entry and are reaffirmed as good standing following each term in which they earn at least a 2.00 cumulative grade point average (GPA).

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 will be subject to Academic Probation or Dismissal based upon the chart below.

Academic Probation: The student's performance is such that the student is in academic danger. Continued performance at this level will require separation from the College. The student is required to create an Academic Plan with the Academic Advising Office within the first week of the term in which s/he is placed in a probationary status. Moreover, the student in this category is expected to secure additional help, curtail nonacademic activities, and reassess his/her participation in an academic program. The Dean of the College or his designee may set specific academic expectations to be met. Failure to meet defined expectations will result in dismissal from the College.

Dismissal: The student's performance is such that the College believes the student cannot profit from the Mitchell experience. The student's presence may be deemed detrimental to the success of other students. Dismissal is generally irrevocable; however, students do have the opportunity to appeal such standing once.

Academic Suspension: This status is only used as an alternative to dismissal after an appeal if the Academic Standing and Review Committee so determines that the student should be reconsidered for enrollment at a later date. Suspension prevents a student from enrolling at Mitchell College for a specific time, not to exceed one calendar year. Demonstration of improved performance at another institution during the suspension period is expected for a student to be reconsidered for re-enrollment while in this status. Any student that is placed on suspension and is given the opportunity to re-enroll at Mitchell will return on Academic Probation status with conditions outlined by the Academic Dean for the first semester s/he returns.

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 unable to meet the academic standards required because of the withdrawal, the student will be required to petition to the Academic Dean prior to being given the opportunity to re-enroll in any subsequent term at Mitchell.

SAP: Abbreviation used for the term Satisfactory Academic Progress.

Pace: Cumulative number of hours successfully completed divided by cumulative number of hours attempted (see next definition).

Hours Attempted: Includes all enrolled courses with incomplete grades, course withdrawals, and course repetitions in which the student was enrolled at the conclusion of the Add/Drop period for each term. All transfer credits that are accepted will be counted both as credits attempted and credits earned in the rate of completion calculation.

Financial Aid Warning: A status assigned when an enrolled student fails to make SAP at the end of a payment period. Mitchell defines the payment periods to be the fall, January, spring and summer terms.

Financial Aid Ineligibility: A status assigned when a student whose status was Financial Aid Warning but fails to make SAP at the end of the next enrolled payment period as defined above.

Financial Aid Probation: A status assigned when a student fails to make SAP at the end of an evaluation period (which results in Financial Aid Ineligibility) but has successfully appealed and has eligibility reinstated. Note: Mitchell students placed on Financial Aid Probation are required to establish, have approved and follow a detailed Academic Plan with the Academic Advising Office by an established deadline. A student on Financial Aid Probation that fails to meet the conditions of his/her Academic Plan will not be eligible for further Financial Aid until satisfactory academic progress is regained.

THE POLICY

Satisfactory Academic Performance

Satisfactory academic performance and academic status is based on the Grade Point Average (GPA) achieved at defined levels of credits enrolled. At the end of each of our four semesters (fall, January, spring, summer), all students enrolled will be evaluated for academic performance and will be placed in one of five academic status categories: Good Standing, Warning, Probation or Dismissal. Also, Suspension may be used as a category if so determined by the Academic

Standing and Review Committee (ASRC) after hearing a student appeal.

Students are expected to earn a minimum of a 2.00 GPA at all times. Students falling below the 2.00 minimum standard will be placed on Academic Warning or Probation for one semester or academically dismissed as warranted. The cumulative GPA of students placed on Warning or Probation must be brought up to at least 2.00 by the end of the next immediate semester or the student may be academically dismissed from the College. The following chart is used to determine student status regarding Academic Performance:

ACADEMIC PERFORMANCE

ACADEMIC PERFORMANCE				
CR Enrolled	Good Standing	Warning	Probation	Dismissal
0 - 14	2.00 - 4.00	1.67 - 1.99	1.00 - 1.66	below 1.00
15 - 27	2.00 - 4.00	1.67 - 1.99	1.34 - 1.66	below 1.33
28 - 57	2.00 - 4.00	NA	1.67 - 1.99	below 1.67
58+	2.00 - 4.00	NA	NA	below 2.00

Right to Appeal an Academic Dismissal

Decisions regarding dismissal may be appealed to the Dean of the College. The appeal must be in writing and must be received by the Academic Affairs Office no later than a date specified in the dismissal letter. The appeal should contain any new information or extenuating circumstances that need to be considered about the student holistically. Student appeal hearings are held within one week of the defined appeal deadline by the ASRC. Students do not

attend the appeal hearing; however, rare exceptions have been made. The decision of the Committee is final. A student may only appeal a dismissal one time, even if a prior appeal resulted in reinstatement. Students are informed in writing of the ASRC decision by the Registrar.

As noted above, the ASRC may suspend a student for one semester or one year as an alternative to dismissal. A suspended student may not enroll for the designated period. Requests to re-enroll at the end of a suspension is made by petition for reinstatement to the Dean at least one month prior to the start of a term in which enrollment is planned.

Satisfactory Academic Progress

Mitchell College expects all matriculated students to make satisfactory progress each semester toward earning the declared degree. While the College recognizes that some students will move more quickly toward a degree, other students will need more time to accomplish degree requirements. Since many Mitchell College students receive financial aid, students must be keenly aware of the federal and state guidelines that restrict financial aid offerings to students.

In accordance with national standards and federal guidelines, Mitchell College expects each student to progress toward a degree as defined in the following chart.

ACADEMIC PROGRESS				
Degree	Load	Est. Credits / Term	Expected Terms Enrolled	Max Terms (150%)
AA	Full time	12 to 18	4	6
AS	Full time	12 to 18	4	6
BA	Full time	12 to 18	8	12
BS	Full time	12 to 18	8	12
Degree	Load	Est. Credits / Term	Expected Terms Enrolled	Max Terms (150%)
AA	Part time	6	10	15
AS	Part time	6	10	15
BA	Part time	6	20	30
BS	Part time	6	20	30

It is crucial that all students receiving Federal Title IV financial aid (or other aid directly administered or certified by Mitchell College) must maintain satisfactory academic progress toward completion of their degree program of study. As noted above, the FULL completion time frame is defined as 150 % of the published length of the program.

Full-time students are expected to complete a designated minimum percentage of the academic credits in which they enroll each term. Mitchell College defines this rate of completion using the number of credits in which a student has enrolled as of the conclusion of the Add/Drop period of each term. All classes enrolled are calculated in this evaluation which includes any class for which a student withdrew, repeated, failed or received an incomplete.

PROGRESS – FINANCIAL AID			
Credits Enrolled	Completion Rate	Below Status	If on Warning
0 - 27	50%	Warning	Ineligibility
28 - 57	60%	Warning	Ineligibility
58+	67%	Warning	Ineligibility

Students who do not meet these minimum standards will be placed on financial aid warning for one semester. Students who fail to show satisfactory academic progress at the end of the warning semester will be placed on financial aid ineligibility status. Financial aid ineligible students are not entitled to federal and Mitchell College financial aid funds until they regain satisfactory academic progress.

Financial aid ineligible students may appeal this status. Students that successfully appeal will be placed on probationary status. Students who successfully appeal must create an academic plan to be approved by the Academic Advising Office by a designated date. Probationary students must meet the approved academic plan conditions to continue to be eligible for any financial aid.

Student's Right to Appeal Financial Aid Ineligibility because of failure to meet SAP

Students have a right to appeal the College's decision on financial aid ineligibility. The appeal must be in writing and must be received by the Financial Aid

Office no later than a date specified in the ineligibility letter. The appeal should contain any new information or extenuating circumstances that need to be considered about the student holistically. A student appeal hearing will be heard within one week of the defined appeal deadline by the ASRC. Students do not attend the appeal hearing; however, rare exceptions have been made. The decision of the Committee is final. Students may only appeal a dismissal one time, even if a prior appeal resulted in reinstatement. Students are informed in writing of the ASRC decision by the Registrar.

As noted above, students placed on Financial Aid Probation who fail to comply with the conditions approved in the required Academic Plan will be ineligible for future financial aid and will be notified of such by the Financial Aid Office immediately upon the violation of the plan.

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 requires that 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 is 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 two 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. Part-time status (fewer than twelve credits): Students 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 (10) 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 the professor 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 Incomplete 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. A student who believes s/he has a legitimate reason 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 an Independent Study 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 to be 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.

Change of Major

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 discussion with the respective department chair.

Registration (fall and spring)

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 schedules. 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 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 regardless of level.

Testing Requiring Accommodations

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

- Testing Accommodation Request forms are to be completed by the student, the course instructor and signed by the DSS.
- 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 Request forms to the DSS 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 with DSS, a copy of the test/exam must be delivered to DSS one day prior to the test/exam date by the faculty member.
- The faculty member must retrieve the completed test/exam from the DSS no later than one day after the test/exam date.
- Please note: The DSS 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 DSS is the responsibility of the faculty member.

As noted, the DSS staff is available to assist with any testing accommodation requests. If assistance is requested from the DSS, the same procedure must be followed:

- Testing Accommodation Request forms are to be completed by the student and signed by the Disability Specialist.
- 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 Request forms to DSS at least one week prior to the last day of classes.
- If the accommodation is to take place with DSS, a copy of the exam must be delivered by the faculty member to DSS one day prior to the exam date.
- The faculty member must retrieve the completed exam from the DSS no later than one day after the exam date.

Please note: The DSS 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:

A student who has accumulated college credits at another institution must submit official transcripts of those credits prior to acceptance as a degree candidate if the student wishes to have those credits apply 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, satisfy a requirement or elective, and carry credit from an accredited institution. Credits which are not applicable to the Mitchell curriculum, even though they may otherwise be perfectly acceptable for transfer, will not be accepted for credit. The grades earned for transfer credits cannot in any way be used to calculate the student's Grade Point Average at Mitchell. Some

transfer credits may not apply in their chosen major.

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 transfer policy which allows for the transfer of credit from regionally accredited institutions for appropriate coursework completed. In addition, the College has articulation agreements with institutions from which there is a pattern of student transfer. These agreements are revised periodically as curricula 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 (12) credits during the semester, s/he could lose eligibility to live in College housing and may lose financial aid. The Dean of Students will make the decision about residence hall status. Students requesting a disability related reduced course load must be registered with Disability Student Services.

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 (12) 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. The student must meet with the instructor, who must sign the form.
3. 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.
4. 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.
5. The decision will be copied to the Dean of Students and as necessary, the Director of Financial Aid, the Academic Advisor and the Bursar.

Policy on Withdrawals and Dismissals that 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 fourth week of the academic semester. The student will be notified in writing of the possibility of dismissal and will be given five (5) week days from the date

of receipt 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.

2. 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.
3. *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 four 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 (5) 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 seven, the student may be withdrawn by the ASRC. The Academic Standing and Review Committee may administratively withdraw a student from all courses.
4. 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.
5. If a student does not attend class during the first two (2) weeks of the semester, s/he may 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 discontinue 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.

REQUIREMENTS FOR A MITCHELL COLLEGE DEGREE

The requirements for a Mitchell College degree are designed to embody the College's definition of an educated person and to reflect the goals of Mitchell College's Mission Statement. Requirements aflobal/ Intercultuford 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 21st century and also provide the skills necessary to meet the challenges of students' academic, professional and personal goals.

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 are met through courses and activities that span our four-year and two-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.

Degree Requirements

For entering first-year students in Fall 2013 and thereafter, the General Education requirements are met through:

- I. Ability-Based Education (ABE) Requirements
- II. Content Area Requirements
- III. College Requirements
- IV. Major Requirements

Important Note for Students Enrolled at

Mitchell Prior to Fall 2013: Returning upper class Mitchell students and new students transferring to Mitchell College from another accredited college or university, that is entering as other than a first-year, first time student, are obligated to complete coursework in the following secondary areas, as described in place of ABE:

Ethics and Values: At least one course designated E (the particular course may be designated by the major).

American Institutions: At least one course designated AI.

Gral Perspectives: At least one course designated G.

Understanding Diversity: At least one course designated D.

Social Responsibility: At least one course designated SR or participation in one semester (for Associate students) or two semesters (for Bachelor students) in a community or college service activity or College-sponsored club or organization.

The courses in these five categories may meet a Content Area Requirement (see II below) or a Major Requirement (see IV. below) **but not both**.

I. Ability Based Education (ABE)

ABE partners the intellectual abilities cultivated by the liberal arts and sciences with the professional skills and personal development required to compete in the global economy. The seven Abilities are introduced in the First-Year Experience. Initial assessments at new student orientation assist the student in recognizing current strengths and identifying areas for further development.

As students progress through their program of study, they will collect evidence (papers, videos, presentations, projects, etc.) that document their level of mastery. There are three levels of mastery:

1. Developing
2. Competent
3. Distinguished

To meet graduation requirements, students must successfully reach the level of Competent in five (5) of the seven (7) Abilities. The seven Abilities are embedded throughout the curriculum in such a way that through the General Education and major requirements, students will be exposed to most, if not all, of them.

Though some courses address several Abilities, each course is associated with one of the Abilities

to the point that this Ability is called the Dominant Ability (DA) embedded in that course. It is only the Dominant Ability that is credited when the student satisfies the requirements for it with the requirements of the course. The Dominant Ability is coded in the Course Description section of the catalog. The code for each ability appears here after its title:

- **Critical & Creative Thinking** DA: CCT

Evaluate information and ideas; identify multiple perspectives and assess different forms of arguments; hone decision-making skills; and distinguish the practical skills and techniques of creative thinking.

- **Communication** DA: C

Convert thoughts and ideas through writing and speaking; construct alternative nonverbal ways of communication; interpret the driving purpose, main point, sub-points, meaning and significance of a given piece; and employ active listening skills.

- **Diversity & Global Perspectives** DA: D

Interpret the world as a socio-culturally diverse environment; understand how world cultures shape opinions, perceptions and judgments; identify levels of interdependence among economic, political, cultural and environmental models of human interaction; and explain the roots of globalization.

- **Information & Communication Technology Literacy** DA: ICT

Interpret the need for and how to locate information, including Internet and database sources; construct an organizational scheme that enables one to assess the relevance and utility of information for a specific purpose; interpret conclusions from information originating from multiple sources by critical adaptation and analysis; and explain information persuasively and ethically to various audiences.

- **Analysis & Problem Solving** DA: APS

Determine the nature of problems, observe problems, analyze situations at multiple levels, and seek solutions appropriate to the discipline.

- **Values, Ethics & Social Responsibility** DA: V

Engage in social service activities on and off-campus; construct, synthesize and make decisions

based on ethical and moral reasoning; and interpret the importance of citizenship.

- **Social Interaction** DA: SI

Identify and demonstrate social behaviors essential to effective human interaction; identify intra- and interpersonal strengths critical to effective processes; identify and improve interpersonal weaknesses; demonstrate behaviors critical to effective group interaction; and demonstrate positive social intrapersonal/interpersonal skills essential to seeking, securing, and performing work within one's chosen field.

II. 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**

For Associate and Bachelor Degrees:

Literature: 3 credits

Fine Arts: 3 credits in Music, Art or Theater

History: 3 credits

In addition, for Bachelor Degrees:

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

At least one of the four courses must be at or above 200 level.

- **Social and Behavior Sciences**

For Associate and Bachelor Degrees:

PY105, SO103 or HD108: 3 credits

In addition, for Bachelor Degrees:

Psychology, Sociology, Human Development, Economics, or Government as designated: 3 credits

- **Mathematics**

For Associate Degrees:

Determined by placement test and at a level set by the major program: 3-4 credits (C- or better)

In addition, for Bachelor Degrees:

Selected course must be at the level of MA104 or higher

- **Natural Sciences (Life and Physical Sciences)**

For Associate Degrees:

4 credits

In addition for Bachelor Degrees:

4-8 credits, courses may be both in the Physical or Life Sciences or one course from each area

- **Physical Education and Health**

For Associate Degrees:

One season intercollegiate sport OR one PE Skills course OR one PE three credit course.

For Bachelor Degrees:

Two seasons intercollegiate sport OR two PE Skills courses OR one PE three credit course.

III. College Requirements

Regardless of major, students fulfill the College Requirements by completing a core selection of foundation courses that help you reach a predetermined level of competency in the key areas of written, oral and electronic communications. Students in every major must take:

- CW101 Introduction to College Writing
- CW102 College Writing and Research
- CO103 Effective Presentations
- FC101 First-Year Seminar
- FC120 Information Technology Literacy

These courses provide the foundation for a successful Mitchell experience.

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 enhancing practical skills.

IV. Major Requirements

The Major Requirements provide the opportunity to apply and integrate the abilities, skills and knowledge imparted by ABE, the content area requirements, and the College requirements. Each major also requires a capstone, internship or other course(s) that allows for the integration and assessment of these abilities, skills and knowledge.

General Education Course Requirements for Associate's Degree:

A minimum of thirty-three (33) credits, exclusive of credits earned in PE skills courses.

General Education Course Requirements for Bachelor's Degree:

A minimum of forty-two (42) credits, exclusive of credits earned in PE skills courses.

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.

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
- Career Services
- The Tutoring Center
- The Bentsen Learning 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 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 Career Services, the Learning Center and the Tutoring Center.

Career Services

Career Services plays a vital role in realizing the College's mission. Staff assist students to conduct realistic self-assessment, explore a variety of academic and career paths and present themselves to employers confidently and professionally. Services available to students and alumni include:

- Individualized career counseling
- Resume and Cover Letter writing instruction and revision.
- Assistance with job, internship and graduate school search
- Interview skill development and online mock interviews
- Myers Briggs Type Inventory and Strong Interest Inventory assessments.
- Local job fairs and professional speakers.

With an abilities-based focus, Career Services fosters growth in becoming productive, global citizens of the 21st century. 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.

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.

Bentsen Learning Center

The Bentsen Learning Center (BLC), established in 1981, is a fee based, comprehensive academic support program for students with diagnosed learning disabilities and/or ADHD. The primary goal of the BLC is to promote the effective and independent use of strategies that will assist students with learning. Students are taught how to apply strategies to specific content courses while learning how to self-monitor their progress. They work on developing their skills in areas that include test preparation, text reading, writing, self advocacy, time management, organization, and technology.

Mission Statement

The Bentsen Learning Center Program, a personalized academic support program, partners with students with learning disabilities and attention deficit disorders to facilitate academic growth, independence, self awareness and career readiness.

Guiding Principles

The Bentsen Learning 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

Bentsen Learning Center Program Description

The Bentsen Learning Center Program offers four levels of academic support that are designed to address the different needs of students. Students work with learning specialists and technologists to develop learning strategies and career readiness skills in individual and small group sessions.

Support Levels

Level 1 is a comprehensive academic support service designed to assist the student's transition from high school to college. At this level, learning specialists arrange to meet individually with the student three times each week. The content and structure of the sessions are determined cooperatively by the student and the specialist through the setting of goals, thus establishing an individualized program of support for each student. In addition to the close individual attention, students receive frequent contact and structured follow up.

Level 2 is a modified tier of support offering services to students who have successfully managed the transition to college level academic work and have been recommended to move from Level 1 to Level 2 or begin at Level 2. This level is designed for students who are ready to take responsibility for their educational needs and goals. Students receive two individual appointments each week. Learning specialists will continue to review overall progress, discuss improvements, and make recommendations.

Level 3 support is appropriate for students who have demonstrated the application of learning strategies successfully, but who may still need limited support. Students who receive Level 3 support work individually with a learning specialist once a week.

Level 4 students receive one weekly group appointment with the focus on continuing in

the development of career readiness skills and interpersonal communications. This level is for juniors and seniors only.

Application Process

Students who are interested in participating in the Bentsen Learning Center Program must first meet the entrance requirements of Mitchell College. To determine eligibility for the Program, students must submit the following:

- Documentation of a Learning Disability or ADHD
- Unedited writing sample
- Completed BLC Application

For additional information, please contact the BLC Director at (860) 701-5145.

Academic Coaching for Empowerment (ACE)

Academic Coaching for Empowerment is a student-driven program designed for students with ADHD or executive functioning challenges. Students, meeting with their coaches, direct the session as they set goals and prioritize their short term goals and formulate an action plan for achieving those goals. The frequent check-ins with a coach provides the structure and feedback to keep students on track and develop planning and organizational skills in a nonjudgmental environment.

The support provided by the ACE coach differs from the support offered by the learning specialists. Academic coaches allow students to direct the sessions while learning specialists are directive in their approach with students. While learning specialists focus on guiding the students in developing and applying learning and writing strategies, ACE coaches work with the students to develop student self-awareness and confidence as well as, decision making and prioritizing skills. Academic Coaching is available, at no extra cost, to students who participate in a BLC fee –based level of support.

ACE is also available to students who do not participate in the BLC program for an additional charge. For more information, please contact the BLC Director at (860) 701-5145.

Disability Student Services

In accordance with the Americans with Disabilities Amendments Act (2008) and Section 504 of the Rehabilitation Act of 1973, Disability Student Services (DSS) is committed to ensuring that a qualified student, on the basis of his/her disability, will not be excluded from participation in, denied the benefits of, or otherwise be subject to discrimination under any College program or activity.

Disability Student Services determines eligibility, approves and coordinates services, auxiliary aids, and academic accommodations to qualified students with disabilities.

Disability Student Services is committed to equal accessibility and supports students with disabilities in advocating and engaging in the campus learning and living community to maximize their ability to succeed.

How to apply for services:

- Student fills out and submits a Request for Services form (see forms on www.mitchell.edu)
- Student sends in documentation related to his/her disability
- Student sets an appointment to meet with DSS to discuss accommodation needs (this can also be accomplished through phone conversations/Skype/questionnaire)

Visit DSS site on www.mitchell.edu for more information on policies, procedures, and forms.

Please call, e-mail or visit the office with questions or concerns. Phone: 860-701-5790. Fax: 860-701-5790

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 furthers 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 first-year students. The Curriculum Support team works closely with the LIS Educational Technologist to ensure that a strong foundation is laid for first-year students through the First-Year Experience, specifically in the First-Year Seminar, and College Writing and Research 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.
- 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.
- Web-based research and course guides (known as LibGuides) designed to target the best online resources for reliable research and information.
- Student support at any time during Library hours, 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 for building virtual collections of distinction, while also supporting current and relevant in-house collections. Such resources include research databases, electronic books and journals, and audiobooks.

Educational Technology

Educational Technology 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 utilizing presentation tools and applications.
- Promotion and advocacy 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, audio books, juvenile literature, and course reserves.
- Servicing of educational technology needs through the circulation and management of laptops, camcorders, digital cameras, and related presentation equipment.
- 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.
- 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, and Mariner Mail.
- Technology purchasing discounts, including those with Dell, Apple, and Microsoft.

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, and archives management.

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.

E-mail: askLIS@mitchell.edu

Phone: (860) 701-5156

Text or chat via: www.mitchell.edu

FIRST-YEAR EXPERIENCE

The First-Year Experience (FYE) utilizes the talents of our best faculty, staff and students in a wide range of exciting academic and co-curricular initiatives designed to foster a sense of belonging and adventurous exploration. The experience begins shortly after the student is admitted to the College and extends through to their designation as a sophomore through appropriate credits earned. Students are welcomed in by a series of pre-enrollment opportunities to engage in and be introduced to our unique campus culture. Upon arrival on campus, FY students follow a two semester, five course sequence which forms the core of the experience. Intentional academic support, student life and co-curricular programming create a holistic model for student development over the course of the FYE journey. Students are given the opportunity to explore where they fit in through outcomes in and out of the classroom emphasizing identity development and demonstration of the student as an engaged member of the class unit, participating member of the Mitchell community, curious scholar and responsible citizen of the greater world. Curricular and programmatic planning is encouraged to incorporate the examination of Mitchell's institutional values: INdividuality, INclusion, INvolvement, INnovation and INtegrity.

FIRST-YEAR ACADEMIC EXPERIENCE

First-Year Interest Group (FIG)

First-year students are assigned to FIGs in their first semester according to a common academic interest. These groups explore the topics and issues related to their chosen path. Those who arrive at Mitchell undecided about their academic route are also grouped together to allow for a broader survey of options. During the second semester, students are grouped across disciplines as they work towards common learning outcomes in the core curriculum. Students are encouraged to communicate their unique perspective and make connections through writing, presenting and technology.

CORE CURRICULUM

The first-year core courses create the foundation for academic inquiry and success. They are spread

over the first two semesters and include: First-Year Seminar (FC101), Introduction to College Writing (CW101), College Writing and Research (CW102), Information Technology Literacy (FC120), and Effective Presentations (CO103). These courses are linked through a collaborative format utilizing a team of instructors, project based instruction and ability-based assessment. Learning objectives for this suite of courses include: building competencies and skills, increasing academic and civic engagement and providing an introduction to Mitchell College's Ability-Based Education. During the fall semester, students are also enrolled in the introductory course of their declared major. New students who are undeclared about their academic direction are enrolled in the one-semester course entitled Discovering the Human Adventure (HU101), as their introduction to academic options.

First-Year Seminar

First-Year Seminar helps new students in their first semester engage quickly in academic and student life on campus. This course assists students with 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. *FC101 will be waived automatically for a student who transfers in 24 or more credits from an accredited institution of higher education.*

Common Read

The Common Read provides the FYE community a shared compass point by which to navigate the academic and co-curricular landscape. The objectives of the program include setting academic expectations, building connections across the curriculum and creating a community of learners with a common purpose and diversity of ideas. Chosen by a committee, the book is utilized in the first-year core courses including College Writing and First-Year Seminar. Co-curricular programming is offered throughout the academic year connected to the book's themes.

Ability-Based Education

The vision of Mitchell College emphasizes not only mastery of content, but learning those abilities necessary to apply knowledge in everyday practice. Our approach to learning encourages and supports students as they engage in a learning process that transforms them into effective members of our ever-changing world. Students will begin in their first year to work towards developing their competencies in the general education abilities:

- 1) Critical and Creative Thinking,
- 2) Communication,
- 3) Diversity & Global Perspectives,
- 4) Information & Communication Technology Literacy,
- 5) Analysis and Problem Solving,
- 6) Values, Ethics and Social Responsibility, and
- 7) Social Interaction.

First-Year Experience Services And Support

Academic support for first-year students is comprehensive and developmental. Professional advisors play a critical role in our FYE. Advisors review incoming student academic preparation, assign class schedules, develop early intervention strategies for students at risk, monitor academic progress and

help students make a successful transition to college. Academic tutors provide, for no additional cost, one-on-one sessions in academic 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 content subject areas.

First-year academic success and engagement is directly linked to the experiences students have outside the classroom. Students who actively engage in campus life activities are more likely to be academically successful. Student Life offers a wide spectrum of opportunities to involve and connect students. Programs are designed to help first-year students achieve a deeper level of connection to the College through student activities, leadership development, service opportunities, residential options and healthy recreational experiences. Career Services partners with students to prepare them to chart their own path. Beginning in the first year, career initiatives enable students to explore academic majors and open career vistas across the curriculum. The Student Life staff is committed to support students as they discover relevant connections, make healthy choices and find their unique place within the 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 B.A. 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

B.S. Business Administration

- Graphic Design & Marketing
- Marketing
- Entrepreneurship
- Individualized

B.S. Communication

- Graphic Design
- Production/Performance & Technology

B.A. Criminal Justice

- Justice Studies
- Pre-Law
- Programs & Treatment

B.S. Early Childhood Education/Business Admin.

B.A. Environmental Studies

B.S. Health Science

B.A. Homeland Security

B.S. Hospitality and Tourism

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

B.S. Human Development and Family Studies

B.S. HDFS with Teacher Certification in Early Childhood Education

B.A. Liberal & Professional Studies

- Individualized

B.S. Liberal & Professional Studies

- Behavioral Science

B.S. Psychology

- Generalized
- Individualized

B.S. Sport & Fitness Management

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

Associate Degree Programs

A.S. Early Childhood Education

A.S. Graphic Design

A.A. Liberal Studies

- Pre-Allied Health Concentration: Pre-Nursing
- Pre-Allied Health Concentration: Pre-Med
- (Multiple Concentrations)

Certificate Programs

Homeland Security

Hospitality and Tourism

Business Essentials (for non-matriculated students)

Minor Programs

Mitchell College offers selected minors for students that qualify for such an option. Current approved programs exist in these 16 academic areas:

- Business Entrepreneurship
- 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
- 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 years and work with their academic advisors and department chairs to meet the requirements of the designated minors.

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, the core program gives you the opportunity to 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 program concentrations:

- Individualized program: 11 core business courses, 7 open business electives plus 8 open elective courses.
- Entrepreneurship: 11 core business courses, 5 entrepreneurship concentration courses, 2 open business electives plus 8 open elective courses.
- Graphic Design & Marketing: 11 core business courses, 8 design concentration courses, 1 open business elective plus 6 open electives.
- Marketing: 11 core business courses, 5 marketing concentration courses, 2 open business electives plus 8 open electives.

Put Your Mitchell Degree to Work

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

- Retail Management
- Human Resource Specialist
- Public Relations Representative
- Product Brand Manager
- Account Executive
- Sales Manager
- Graphic Designer
- Marketing Management
- Management
- Selling & Sales Management
- Advertising Executive
- Financial Analyst/Researcher or Manager
- Financial Manager
- Project Manager
- Business Owner
- Non-profit Office or Program Manager
- Preparation for Graduate Study in Management, Marketing, Accounting
- MBA preparation

BUSINESS ADMINISTRATION – INDIVIDUALIZED BACHELOR PROGRAM

Recommended Courses by Semester and Year

Total Credits to Graduate: 120

Freshman Year – Fall Semester

BU123 Introduction to Business *	3
CW101 Intro to College Writing	3
FC101 First-Year Seminar	2
_____ Open Elective	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
CO103 Effective Presentations	3
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

Semester Credits 16

Sophomore Year – Spring Semester

BU110 Business Law	3
EC131 Macroeconomics	3
_____ Life & Physical Science Elective	4
_____ Business Elective	3
MA__ Math 104+	3-4

Semester Credits 16-17

Junior Year – Fall Semester

_____ Business Elective	3
_____ Humanities Elective	3
BU340 Business Ethics	3
BU322 International Business	3
BU325 Financial Management	3

Semester Credits 15

Junior Year – Spring Semester

BU427 Exploring Career Options	2
_____ Business Elective	3
_____ Literature Elective	3
_____ Open Elective	3
HI__ History Elective	3

Semester Credits 14

Senior Year – Fall Semester

_____ Open Elective	3
_____ Business Elective	3
_____ Business Internship	
(advisor approved or Bus Plan)	3
_____ Open Elective	3
_____ Business Elective	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

* Business majors must earn a minimum grade of C before advancing to other business requirements

BUSINESS ADMINISTRATION – ENTREPRENEURSHIP BACHELOR PROGRAM

Recommended Courses by Semester and Year

Total Credits to Graduate: 120

Freshman Year – Fall Semester

BU123	Introduction to Business *	3
CW101	Introduction to College Writing	3
FC101	First-Year Seminar	2
_____	Open Elective	3
_____	Open Elective	3
Semester Credits		14

Freshman Year – Spring Semester

BU124	Intro to Marketing	3
CW102	College Writing and Research	3
_____	Behavioral Science Elective*	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	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
Semester Credits		16-17

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
BU427	Exploring Career Options	2

Semester Credits 14

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
_____	Business Internship	3
	(advisor approved or alternate)	
_____	Open Elective	3
BU428	Business Plan Development	3

Semester Credits 15

Senior Year – Spring Semester

_____	Business Elective	3
_____	Open Elective	3
PE_____	PE Requirement	3
_____	Humanities Elective	3
_____	Open Elective	3

Semester Credits 15

* Business majors must earn a minimum grade of C before advancing to other business requirements.
Open Elective: 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: 121

Freshman Year – Fall Semester

BU123 Introduction to Business *	3
CW101 Intro to College Writing	3
FC101 First-Year Seminar	2
_____ Open Elective	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
CO103 Effective Presentations	3
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
Semester Credits	16

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
BU427 Exploring Career Options	2
Semester Credits	14

Junior Year – Spring Semester

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

Senior Year – Fall Semester

MK401 Merchandise Management	3
_____ Business Elective	3
_____ Business Internship (advisor approved or alternate)	3
_____ Open Elective	3
_____ Open Elective	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

* Business majors must earn a minimum grade of C before advancing to other business requirements
Open Elective: Any course offered by the College may be used as an Open Elective.

BUSINESS ADMINISTRATION – GRAPHIC DESIGN & MARKETING BACHELOR PROGRAM

Recommended Courses by Semester and Year

Total Credits to Graduate: 120

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
AR103 Drawing & Composition	3

Semester Credits 14

Freshman Year – Spring Semester

BU123 Introduction to Business *	3
CW102 College Writing and Research	3
GD110 Graphic Design I	3
FC120 Info/Tech Literary	3
CO103 Effective Presentations	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

Semester Credits 16

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
BU427 Exploring Career Options	2
_____ Behavioral Science Course	3
GD265 Materials and Techniques	3
_____ Life & Physical Science Elective	4

Semester Credits 15

Senior Year – Fall Semester

_____ Open Elective	3
_____ Open Elective	3
BU____ Business Elective	3
HI____ History Elective	3
GD410 Graphic Design IV	3

Semester Credits 15

Senior Year – Spring Semester

_____ Open Elective	3
_____ Open Elective	3
_____ Internship	3
(advisor approved or Bus Plan)	
PE____ PE Elective	3
GD411 Graphic Design V	3

Semester Credits 15

Cumulative GPA Required for Graduation: 2.00

* Business majors must earn a minimum grade of C before advancing to other business requirements
Open Elective: Any course offered by the College may be used as an Open Elective.

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 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
- graphic designer
- project manager

Core Communication Courses

(required of all communication majors):

- Introduction to Mass Communication
- Communication & Technology
- Interpersonal Communication Skills
- Communication Internship
- Senior Fieldwork
- Communication Capstone Experience
- Communication & Society
- Communication Research

Interpersonal/Organizational Choices

- Information Technology & the Future
- Introduction to Communication Research
- Persuasion
- Communication & Conflict
- Interviewing
- Organizational Communication
- Culture & Communication

Production/Performance/Technology Choices

- Journalism I
- Journalism II
- Film Appreciation
- Video Production I
- Introduction to Radio/Broadcast
- Audio & Radio Production
- Video Production II
- Music & Entertainment on the Internet
- Advanced Radio Production
- Advanced Video Production
- Communication, Performance & Media
- Video Post Production
- Advanced Video Post Production

**COMMUNICATION
BACHELOR PROGRAM**
Recommended Courses by Semester and Year
Total Credits to Graduate: 120

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
HD110 Race/Ethnicity/Culture	3
FC101 First-Year Seminar	2
CO105 Intro to Mass Communication	3
_____ Beh. Science Survey Course	3
Semester Credits	14

Freshman Year – Spring Semester

CW102 Writing/Research	3
CO103 Effective Presentations	3
FC120 Info/Tech Literacy	3
MA104+ College Math/Algebra	3
CO107 Communication & Technology	3
Semester Credits	15

Sophomore Year – Fall Semester

BI143 Lab Science	4
CO126 Interpersonal Communication	3
_____ Fine Arts Elective	3
CO___ Comm Concentration Elective	3
_____ Open Elective	3
Semester Credits	16

Sophomore Year – Spring Semester

EL___ Literature Elective, 200+	3
CO202 Communicating & Society	3
HI105 US History	3
CO___ Communication Elective	3
CO___ Communication Elective	3
Semester Credits	15

Junior Year – Fall Semester

CO___ Communication Elective, 300+	3
CO___ Communication Elective, 300+	3
PE___ Physical Education Elective	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Junior Year – Spring Semester

CO___ Communication Elective, 300+	3
CO___ Communication Elective, 300+	3
_____ Humanities Elective	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Fall Semester

CO483 Communication Internship	3
CO233 Communication Research	3
_____ Open Elective	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Senior Year – Spring Semester

CO450 Communication Capstone	3
CO___ Communication Elective, 300+	3
_____ Open Elective	3
_____ Open Elective	3
_____ Open Elective	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

NOTE: Must complete all 5 general education areas.

**COMMUNICATION - GRAPHIC DESIGN
BACHELOR PROGRAM
Recommended Courses By Semester And Year
Total Credits To Graduate: 120**

Freshman Year – Fall Semester

CW101	Intro to College Writing	3
AR103	Drawing & Composition	3
FC101	First-Year Seminar	2
GD105	Computer Graphics I	3
GD101	Color Concept & Design	3
	Semester Credits	14

Freshman Year – Spring Semester

CW102	College Writing & Research	3
CO103	Effective Presentations	3
FC120	Information Technology Literacy	3
GD110	Intro to Graphic Design I	3
AR102	History & Appreciation of Art II	3
	Semester Credits	15

Sophomore Year – Fall Semester

BI143	Fund. Of Life Science	4
GD210	GD II Type/Image/Layout	3
HI___	History Elective	3
CO105	Intro to Mass Comm.	3
_____	Open Elective	3
	Semester Credits	16

Sophomore Year – Spring Semester

EL200+	Literature Elective	3
CO107	Communication & Technology	3
_____	Open Elective	3
GD260	Graphic Design III	3
MA104	Mathematics for Liberal Arts	3
	Semester Credits	15

Junior Year – Fall Semester

CO126	Interpersonal Comm.	3
GD410	Package & Web Design	3
_____	Gen Psych or Intro to Soc	3
GD305	Computer Graphics II	3
_____	Open Elective	3
	Semester Credits	15

Junior Year – Spring Semester

PE___	PE Elective	3
CO202	Communication & Society	3
GD265	Materials & Techniques	3
_____	Behavioral Science Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Fall Semester

CO483/GD429	Sr. Internship	3
CO233	Communication Research	3
_____	Open Elective	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CO450/GD411	Capstone/Portfolio	3
_____	Open Elective	3
_____	Open Elective	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

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 changes in criminal activity affects 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

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 Law and Society Association – 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

Criminal Justice students at Mitchell College participate in our dynamic Field Experience 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 Law and Society Association - 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: 121

Freshman Year – Fall Semester

CJ247	Introduction to Criminal Justice	3
CW101	Intro. to College Writing	3
FC101	First-Year Seminar	2
SO103	Introduction to Sociology	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	17

Freshman Year – Spring Semester

CJ249	Intro. to Corrections	3
CW102	College Writing & Research	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	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
HI115	Dev. of Western Civilization I	3
_____	Humanities Elective	3
PE__	Physical Education Elective	3
	Semester Credits	15

Sophomore Year – Spring Semester

CJ245	Criminology	3
CJ320	Constitutional Criminal Proced.	3
GV119	American Govt. & Politics	3
MA__	Mathematics (MA104+)	3-4
BI143	Lab Science Elective	4
	Semester Credits	16-17

Junior Year – Fall Semester

CJ326	Legal Issues in Corrections	3
CJ313	CJ, Crime & Public Policy OR	
CJ315	Foundations of Public Admin.	3
CJ331	Research Methods in CJ I	4
_____	Literature Elective	3
_____	Open Elective	3
	Semester Credits	16

Junior Year – Spring Semester

CJ314	Victimology	3
CJ306	Correctional Treatment Programs	3
CJ322	Policing in a Free Society	3
_____	Open Elective	3
_____	Fine Arts Elective	3
	Semester Credits	15

Senior Year – Fall Semester

CJ420	CJ Assessment and Case Mgmt.	3
CJ441	Senior Seminar in CJ	3
CJ445	Ethical & Philosophical Foundations in Criminal Justice	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CJ430	CJ Intervention Strategies	3
CJ440	Independent Study in CJ OR	
CJ442	Senior CJ Field Experience	6
_____	Open Elective	3
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

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
_____	Open Elective	3
_____	Open Elective	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	3
CO103	Effective Presentations	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
GV119	American Govt. & Politics	3
MA____	Mathematics (MA104+)	3-4
_____	Life & Physical Science Elective	4
	Semester Credits	16-17

Junior Year – Fall Semester

_____	Pre-Law Track Elective	3
CJ313	CJ, Crime & Pub Policy OR	
CJ315	Foundations of Public Admin.	3
_____	Literature Elective	3
CJ331	Research Methods in CJ I	4
_____	Open Elective	3
	Semester Credits	16

Junior Year – Spring Semester

CJ314	Victimology	3
CJ320	Criminal Procedures	3
CJ322	Policing in America	3
CJ305	Comparative Legal Systems	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Fall Semester

_____	Pre-Law Track Elective	3
CJ441	Senior Seminar in CJ	3
CJ445	Ethical & Philos. Foundations in Criminal Justice	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CJ325	Law & Society	3
CJ442	Senior CJ Field Experience	6
_____	Humanities Elective	3
_____	Pre Law Track 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.

**CRIMINAL JUSTICE
BACHELOR PROGRAM (JUSTICE STUDIES)
Recommended Courses by Semester and Year
Total Credits to Graduate: 121**

Freshman Year – Fall Semester

CJ247	Introduction to Criminal Justice	3
CW101	Intro. to College Writing	3
FC101	First-Year Seminar	2
SO103	Introduction to Sociology	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	17

Freshman Year – Spring Semester

CJ249	Intro to Corrections	3
CW102	College Writing & Research	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	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	American Govt. & Politics	3
MA____	Mathematics (MA104+)	3-4
BI143	Life & Physical Science Elective	4
	Semester Credits	16-17

Junior Year – Fall Semester

CJ313	CJ Crime & Public Policy OR	
CJ315	Founds of Public Administration	3
CJ____	Criminal Justice Elective	3
_____	Literature Elective	3
CJ331	Research Methods in CJ I	4
_____	Open Elective	3
	Semester Credits	16

Junior Year – Spring Semester

CJ314	Victimology	3
CJ320	Criminal Procedures	3
CJ322	Policing in a Free Society	3
_____	Humanities Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Fall Semester

PE____	Physical Education Elective	3
CJ441	Senior Seminar in CJ	3
CJ445	Ethical & Philos. Foundations in Criminal Justice	3
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	15

Senior Year – Spring Semester

_____	Open Elective	3
CJ440	Indep Study in Crim Justice OR	
CJ442	Senior CJ Field Experience	6
_____	Open Elective	3
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

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

EARLY CHILDHOOD EDUCATION

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

Mitchell's teacher education program of study is organized in a sequential program of coursework that includes field experience in partner schools in the region. The teacher preparation program has earned full approval by the Connecticut State Board of Education.

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

- The National Association for the Education of Young Children (NAEYC)
- The National Council for Accreditation of Teacher Education (NCATE)
- The Council for Exceptional Children

Learn Real World Skills in a Real World Setting

Whether you choose the teaching or early childhood with business concentration, what makes Mitchell College's Early Childhood Education program stand out from other colleges and universities is the amount of practical experience candidates gain in the field.

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, Preschool through Grade 3
- School Readiness Teacher at a state funded pre-school program
- Head Start Teacher or Coordinator
- Assistant/Director of a Child Care Program
- Early Childhood Program Director and/or Administrator
- Infant/Toddler Educator
- Child Care Resource & Referral Personnel
- Family Child Care Provider

To be accepted into the Human Development and Family Studies with Early Childhood Education Teacher Certification program, 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. There are rigorous standards to enter a 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 Education Certification major. Additional information is available on the college website regarding application requirements.

EARLY CHILDHOOD EDUCATION

BACHELOR PROGRAM IN HUMAN DEVELOPMENT AND FAMILY STUDIES

WITH ECE CERTIFICATION

Recommended Courses by Semester and Year

Total Credits to Graduate: 127

Freshman Year – Fall Semester

CW101	College Writing	3
FC101	First-Year Seminar	2
HD108	Introduction to Human Development	3
PY105	General Psychology I	3
ED110	Intro to Early Childhood Educ.	3
BI143	Life Science Elective	4
Semester Credits		18

Freshman Year – Spring Semester

CW102	College Writing and Research	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	3
ED222	Methods and Techniques	3
HD110	Introduction to Race, Ethnicity and Culture	3
Semester Credits		15

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
PY215	Educational Psychology	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

HI_____	History (HI105/106)	3
BS330	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
HD451	Families in Crisis	3
ED325	Reading & Lang. Arts in ECE	3
ED321	Comprehensive Reading Instr.	3
BS331	Research Methods 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

3.0 Cumulative GPA Required for Acceptance into the Certification Program.

ALL undergraduate courses taken at any institution must be 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 Seminar	2
MA___ Mathematics (MA102+)	3-4
PY105 General Psychology I	3

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 OR	
CO103 Effective Presentations	3

Semester Credits

14-15

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
_____ Open Elective	3
PE120 Nutrition, Health and Safety for Teachers of Young Children	3
HI___ History Elective (HI105/106)	3

Sophomore Year – Spring Semester

ED280 Observation & Student Teach. PreK	3
ED281 Associate Seminar in Student Teaching	1
ED275 Music, Art, Aesthetics for ECE	3
EL212 Children's Literature	3
HD209 Child Development	3
_____ Fine Arts Elective	3

Semester Credits

18

Semester Credits

16

Cumulative GPA Required for Graduation: 2.0

*** 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 33 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: 122

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
ED110 Introduction to ECE	3
MA___ Math (MA104+)	3
FC101 First-Year Seminar	2
BI143 Lab Science	4
Semester Credits	15

Freshman Year – Spring Semester

ED222 Methods and Techniques	3
CW102 College Writing and Research	3
PY105 General Psychology I	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentation	3
Semester Credits	15

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

ED331 Play in ECE	3
ED275 Music, Art, Aesthetics for ECE	3
EL212 Literature Elective	3
HD209 Child Development	3
HI___ History Elective (105/106)	3
Semester Credits	15

Junior Year – Fall Semester

PY215 Educational Psychology	3
AC103 Principles of Financial Acc.	4
BU124 Intro to Marketing	3
BU340 Business Ethics	3
BU250 Management of Organization	3
Semester Credits	16

Junior Year – Spring Semester

ED313 Parent and Family Involvement	3
ED280 Observation & Practicum Pre-K-1K	3
ED281 Associate Seminar	1
_____ Fine Arts Elective	3
_____ Open Elective **	3
GV___ American Government Elective	3
Semester Credits	16

Senior Year – Fall Semester

ED414 Admin of ECE Programs	3
BU311 Principles of Entrepreneurship	3
BU324 Financial Management in ECE	3
BU413 Small Bus Mktg & Comm	3
BU428 Business Plan	3
Semester Credits	15

Senior Year – Spring Semester

_____ Open Elective **	3
BU420 Business Internship for ECE	6
_____ Humanities Elective	3
ED___ ECE Elective 300+	3
Semester Credits	15

Cumulative GPA Required for Graduation: 2.0

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

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
College Chemistry I & II
Environmental Studies
Scientific Writing
Environmental Analysis
Fundamentals of Ecology
Marine Ecology
Societal Impact of Global Climate Change
Environmental Economics
Environmental Law
Science & Public Policy
Human Health & the Environment
Microbiology
Genetics
Ecology of Long Island Sound
Literature of the Environment
Anatomy & Physiology I & II
Physics I & II
Career Seminar
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
- The Conservation Commission of the City of New London
- Millstone Nuclear Power Plant/Dominion Power Company

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 areas as:

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

**ENVIRONMENTAL STUDIES
BACHELOR PROGRAM**
Recommended Courses by Semester and Year
Total Credits to Graduate: 120

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
PE___ Physical Education Elective	2-3
Semester Credits	14-16

Freshman Year – Spring Semester

CW102 College Writing and Research	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentations	3
BI106 General Biology I	4
ES150 Career Seminar	1
Semester Credits	14

Sophomore Year – Fall Semester

PY105, SO103 or HD108 Foundation Course	3
CH111 General College Chemistry I	4
ES101 Environmental Studies	3
BI145 Fundamentals of Marine Ecology	4
MA111 Statistics OR	
_____ General Education Elective (Fine Arts/History)	3-4
Semester Credits	17-18

Sophomore Year – Spring Semester

CH112 General College Chemistry II	4
ES220 Scientific Writing	3
BI201 Fundamentals of Ecology	4
ES210 Environmental Analysis OR	
_____ General Education Elective (Fine Arts/History) OR	
MA111 Statistics	3-4
Semester Credits	14-15

Junior Year – Fall Semester

ES350 Soc. Impact of Global Climate Change	OR
ES330 Human Health & the Environ.	3
ES340 Science & Public Policy	3
EC132 Microeconomics	3
GV119 American Government	3
_____ Humanities Elective	3
Semester Credits	15

Junior Year – Spring Semester

ES360 Environmental Law	OR
ES315 Environmental Economics	3
ES210 Environmental Analysis	OR
_____ Gen. Ed Elective (fine arts/hist)	3
_____ Open Elective **	3
_____ Concentration Course Elective	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Fall Semester

ES350 Soc Impact of Global Climate Change	
OR	
ES330 Human Health & the Environ.	3
_____ General Education Elective	3
_____ Literature Elective	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Spring Semester

ES360 Environmental Law	OR
ES315 Environmental Economics	3
_____ Concentration Course Elective	3
_____ Open Elective **	3
ES490/491/492 Senior Capstone /Internship	6
(AND open elective if taking ES490 or ES491)	
Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

* 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)

HEALTH SCIENCE

Mitchell College's Bachelor of Science Degree in Health Science is a multidisciplinary curriculum that exposes students to the underlying biology, chemistry and psychology of human health and the application of these sciences to applied fields like sports medicine and behavioral medicine.

Course content is drawn from biology, chemistry, environmental science, psychology, and applicational fields like exercise science and the behavioral sciences.

Select Courses in Health Science:

Core -

Anatomy & Physiology I & II
Chemistry
Scientific Writing
Statistics in the Behavioral Sciences
Nutrition
Health Issues
Internship

Professional Track –

Microbiology
Genetics
Biochemistry for Health Science
Human Health & the Environment
First Aid & Safety
Kinesiology
Prevention & Care of Athletic Injuries
Sports Nutrition
Exercise Science

Behavioral Track –

Race, Culture & Ethnicity
First Aid & Safety
Brain & Behavior
Death & Dying
Theories of Personality
Counseling Theory
Psychology of Drugs & Behavior
Human Sexuality

Graduates of the program will find employment in public health and health education, teaching, program planning, or administration in a wide variety of settings including: secondary schools, community colleges/universities, local and county health departments and agencies, volunteer agencies such as the American Cancer Society, American Heart Association, and Planned Parenthood. They will find employment as patient navigators and healthcare advocates in hospitals and health clinics, and health maintenance organizations. Additional possibilities include roles in health and safety in industrial corporations and community based organizations. The program suitably prepares students for graduate work in such fields as sports medicine and other allied health fields, behavioral counseling, as well as psychology, medicine and law.

HEALTH SCIENCE

BACHELOR PROGRAM - BEHAVIORAL TRACK

Recommended Courses By Semester And Year

Total Credits To Graduate: 120

Freshman Year – Fall Semester

CW 101	Introduction to College Writing	3
FC 101	First-Year Seminar	2
BI 105	General Biology I (W)	4
FC120	Info/Tech Literacy	3
PY105	General Psychology I	3
	Semester Credits	14

Freshman Year – Spring Semester

CW102	College Writing and Research	3
CO103	Effective Presentation	3
MA____	Mathematics (MA105+)*	3-4
PY106	General Psychology II	3
_____	Gen. Ed. Elective	3
	Semester Credits	15-16

Sophomore Year – Fall Semester

PE 121	First Aid and Safety	3
BI 221	Anatomy & Physiology I	4
CH 111	General College Chemistry I	4
HD 110	Race, Ethnicity & Culture	3
	Semester Credits	14

Sophomore Year – Spring Semester

PE 222	Personal & Community Health	3
BI 222	Anatomy & Physiology II	4
ES 220	Scientific Writing	3
_____	Gen. Ed. Elective	3
	Semester Credits	16

Junior Year – Fall Semester

BS 330	Behavioral Statistics	3
SO 227	Human Sexuality	3
PY320	Theories of Personality	3
_____	Gen. Ed. Elective	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

PY 313	Death & Dying	3
PY 395	Psychology of Drugs & Behavior	3
PE 226	Nutrition	3
_____	Open Elective	3
_____	Gen. Ed. Elective	3
	Semester Credits	15

Senior Year – Fall Semester

PY 300	Brain & Behavior	3
HE 450	Internship	6
	(6 cr. or 2 Open Electives)	
_____	Open Elective	3
PY 392	Counseling Theory	3
	Semester Credits	15

Senior Year – Spring Semester

PY 445	Health Issues in Behavioral Science	3
HE 450	Internship	6
	(6 cr. or 2 Open Electives)	
_____	Open Elective	3
_____	Open Elective	3
	Semester Credits	15

Cumulative GPA Required for Graduation: 2.00

* MA 105+ is required for this major to meet the CH 111 pre-requisite.

Open Electives: Students should consult their academic advisor for appropriate courses for specific areas of health sciences

** Students should consult their academic advisor about using open electives for completing appropriate courses necessary for an independent research project

HEALTH SCIENCE

BACHELOR PROGRAM - PROFESSIONAL TRACK

Recommended Courses By Semester And Year

Total Credits To Graduate: 120

Freshman Year – Fall Semester

CW 101	Introduction to College Writing	3
FC 101	First Year Seminar	2
BI 105	General Biology I (W)	4
FC120	Info/Tech Literacy	3
PY105	General Psychology I	3
Semester Credits		15

Freshman Year – Spring Semester

CW102	College Writing and Research	3
CO103	Effective Presentation	3
MA___	Mathematics (MA105+)*	3-4
BI 106	General Biology II or Open Elective	3-4
PY106	General Psychology II	3
Semester Credits		15-17

Sophomore Year – Fall Semester

PE 121	First Aid and Safety	3
BI 221	Anatomy & Physiology I	4
CH 111	General College Chemistry I	4
PE 199	Kinesiology	3
_____	Gen. Ed. Elective	3
Semester Credits		17

Sophomore Year – Spring Semester

PE 222	Personal & Community Health	3
BI 222	Anatomy & Physiology II	4
CH 112	General Coll. Chem. II or Open Elective	3-4
ES 220	Scientific Writing	3
_____	Gen. Ed. Elective	3
Semester Credits		16-17

Junior Year – Fall Semester

CO126	Interpersonal Comm.	3
BS 330	Behavioral Statistics	3
MA 114	Calculus I or Open Elective **	3-4
BI 251	Genetics	3
PE 231	Prevention and Care of Athletic Injuries	3
Semester Credits		15-16

Junior Year – Spring Semester

PE___	PE Elective	3
BI 239	Microbiology	4
BI 399	Biochemistry	3
MA 115	Calculus II or Open Elective	3-4
PE 226	Nutrition	3
_____	Gen. Ed. Elective	3
Semester Credits		13-14

Senior Year – Fall Semester

ES 330	Human Health and the Environment	3
HE 450	Internship (6cr. or 2 Open Electives)	6
_____	Gen. Ed. Elective	3
SF 310	Intro. To Exercise Science	3
_____	Open Elective	3
Semester Credits		15

Senior Year – Spring Semester

PY 445	Health Issues in Behavioral Science	3
HE 450	Internship (6cr. or 2 Open Electives)	6
_____	Open Elective	3
PE 399	Sports Nutrition	3
_____	Open Elective	3
Semester Credits		15

Cumulative GPA Required for Graduation: 2.00

* MA 105+ is required for this major to meet the CH 111 pre-requisite.

Open Electives: Students should consult their academic advisor for appropriate courses for specific areas of health sciences

** Students should consult their academic advisor about using open electives for completing appropriate courses necessary for an independent research project

GRAPHIC DESIGN

The graphic design program at Mitchell College offers students a comprehensive series of courses designed to teach the theory and creative processes that combine the use of art and technology to communicate ideas. Students learn to create visual concepts, using image and typography, by hand or computer software, to communicate ideas.

Graphic Design at Mitchell College is presented in three unique degree programs. The **Associates Degree in Graphic Design** provides students a technical and conceptual foundation for graphic design as a mode of communication in a 2-year program. Within the context of a 4-year degree, students may choose to pursue either a **Bachelor of Communication with a focus in Graphic Design**, or a **Bachelor of Business Administration/Design and Marketing**. The Communication degree with a focus in Graphic Design, provides students an opportunity to develop a core expertise in Communication and focus their interest on the visual communication aspect that is graphic design. The Business Administration/Design and Marketing degree offers the study of graphic design paired with a core of business, ideally suited to those with an entrepreneurial spirit, a desire to work in a corporate environment, or the goal of eventually running their own design business. Graphic Design is also offered as a Minor in conjunction with other degree programs.

Learn Real Word Skills in a Real World Setting

Mitchell's Mac lab features state-of-the art Macintosh computer hardware, scanners and printers and the latest versions of the Adobe Creative Suite software. Graphic design students acquire skill through hands-on practical experience, supporting them in becoming well-rounded, creative design professionals. Opportunities exist to work with faculty on a variety of design projects through the Mitchell Office of Communications and Publications. Internships opportunities off campus are also encouraged for those qualify. Faculty is comprised of design professionals who work in the industry.

Graphic designers typically do the following:

- Meet with clients or the art director to determine the scope of a project
- Advise clients on strategies to reach a particular audience
- Determine the message the design should portray
- Create images that identify a product or convey a message
- Develop graphics and visual images for print, web and video.
- Create designs either by hand or using computer software packages
- Select colors, images, text style, and layout
- Present the design to clients or the art director
- Incorporate changes recommended by the clients into the final design
- Review designs for errors before printing or publishing them

Graphic designers work with both text and images to communicate ideas in the layout of web screens and printed pages. They select the type, font, size, color, and line length of headlines, headings, and text. They also decide how images and text will go together on a page or screen, including how much space each will have. Graphic designers collaborate closely with writers who choose the words, and decide how they are presented. Graphic design is an important factor in the sales and marketing of products. Graphic Designers are sometimes referred to as graphic artists or communication designers, often work closely with people in advertising and promotions, public relations, and marketing. Frequently, designers specialize in a particular category or type of client. For example, some create credits for motion pictures, some work with print media and create signs or posters, while others create web-sites. Graphic designers also need to keep up to date with the latest software and computer technologies to remain competitive. It is a dynamic and rewarding life-long learning experience.

GRAPHIC DESIGN
ASSOCIATE PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 61

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	3
GD105 Computer Graphics	3
PE____ Physical Education Elective	1
Semester Credits	15

Freshman Year – Spring Semester

AR102 History & Apprec. of Art II	3
CW102 College Writing and Research	3
GD110 Graphic Design I	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentations	3
Semester Credits	15

Sophomore Year – Fall Semester

GD210 Graphic Design II	3
PY105 General Psychology I <u>OR</u>	
SO103 Introduction to Sociology	3
HI____ History [HI115/116]	3
____ Open Elective *	3
____ Life or Physical Science Elective	4
Semester Credits	16

Sophomore Year – Spring Semester

MA____ Mathematics Elective	3-4
____ Open Elective *	3
____ Literature Elective *	3
GD260 Graphic Design III	3
GD265 Materials and Techniques	3
Semester Credits	15-16

Cumulative GPA Required for Graduation: 2.00

* 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 33 credit General Education minimum requirement.

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 Field Experience is designed to enhance students' knowledge of Homeland Security by having their academic studies

applied to a professional work experience. Field Experience possibilities include: local, state and federal law enforcement agencies; the Connecticut Judicial Department; the Connecticut Department of Corrections; and The United States Coast Guard. 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
SO103	Introduction to Sociology	3
_____	Open Elective **	3
_____	Open Elective **	3
	Semester Credits	17

Freshman Year – Spring Semester

HO101	Intro to Homeland Security	3
CW102	College Writing & Research	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	3
PY105	General Psychology I	3
	Semester Credits	15

Sophomore Year – Fall Semester

CJ261	Introduction to Criminal Law	3
HO___	Homeland Security Elective	3
EL200+	Literature Elective	3
HI105	US History I	3
HI115	Develop of Western Civ I	3
	Semester Credits	15

Sophomore Year – Spring Semester

GV119	American Govt/Politics	3
CJ320	Constitution Crim Procedure	3
HI106	US History II	3
HI116	Western Civilization II	3
MA___	Mathematics (MA104+)	3/4
	Semester Credits	15-16

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
HO___	Homeland Security Elective	3
_____	Fine Arts Elective	3
_____	Open Elective **	3
	Semester Credits	15

Senior Year – Fall Semester

CJ445	Ethical & Philosophical Foundations of CJ	3
HO410	Terrorism	3
HO441	Senior Seminar in Homeland Security	3
_____	Open Elective **	3
PE___	Physical Education Elective	3
	Semester Credits	15

Senior Year – Spring Semester

CJ325	Law in Society	3
HO442	Homeland Security Internship OR	
HO440	Independent Study in Homeland Security	6
BI143	Life and Physical Science	4
_____	Open Elective **	3
	Semester Credits	16

Cumulative GPA Required for Graduation: 2.00

**** 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 & 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 & 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 a minimum of 200-300 hours of a hands-on experience through a hospitality or tourism internship experience based on their concentration. All students have the opportunity to complete an additional 200-300 hours or internship based on electives. In selecting their internship opportunities, 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. In addition are the Waterford Hotel Group headquarters, representing more than 25 properties, the Garde Arts Center, New London Main Street, historic Mystic Seaport, and the Mystic Aquarium & Institute for Exploration. The College's acquisition of nearby Michael's Dairy and affiliation with a number of regional hotels, including the critically acclaimed Mystic Marriott, Norwich Inn & Spa, Holiday Inn in New London 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 Management
- Contract Food Services Management
- Convention Management
- Corporate Travel Coordinator
- Event Planner
- Food and Beverage Management
- Hospitality Accountant
- Hospitality Marketing/Sales Management
- Hotel/Resort Management
- Hotel and Restaurant Equipment and Supplies Sales
- Hotel Services
- International Hospitality Management
- Private Club Management
- Restaurant Management

HOSPITALITY & TOURISM HOTEL & RESORT MANAGEMENT BACHELOR PROGRAM

Recommended Courses by Semester and Year

Total Credits to Graduate: 121

Freshman Year – Fall Semester

HT101	Intro. to Hospitality & Tourism	3
CW101	Introduction to College Writing	3
FC101	First-Year Seminar	2
MA__	Mathematics (MA104+)	3
HI__	History Elective	3
Semester Credits		14

Freshman Year – Spring Semester

CO126	Managing Interpersonal Skills	3
CW102	College Writing & Research	3
HT110	Introduction to Food Service	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	3
Semester Credits		15

Sophomore Year – Fall Semester

AC103	Financial Accounting	4
HT220	Hotel Operations Management	3
EC132	Microeconomics	3
_____	Behavior Science Elective	3
PE__	Physical Education Elective	3

Semester Credits 16

Sophomore Year – Spring Semester

HT201	Hospitality & Tourism Mktg.	3
_____	Literature Elective	3
HT221	Housekeeping Operations Mgmt.	3
_____	Lab Science Elective	4
HT321	Resort Management	3

Semester Credits 16

Junior Year – Fall Semester

_____	Open Elective **	3
_____	Open Elective **	3
_____	Fine Arts Elective	3
HT322	H&T Revenue Management	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
_____	Open Elective **	3
Semester Credits		15

Senior Year – Fall Semester

HT450	Internship I (200 hours)	6
HT405	Business & Hospitality Law	3
_____	Open Elective **	3
_____	Humanities Elective	3
Semester Credits		15

Senior Year – Spring Semester

HT451	Internship II (200 hours)	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 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: 121

Freshman Year – Fall Semester

HT101	Intro. to Hospitality & Tourism	3
CW101	Introduction to College Writing	3
FC101	First-Year Seminar	2
MA__	Mathematics (MA104+)	3
HI__	History Elective	3
Semester Credits		14

Freshman Year – Spring Semester

CO126	Managing Interpersonal Skills	3
CW102	College Writing & Research	3
HT130	Introduction to Event Mgmt	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	3
Semester Credits		15

Sophomore Year – Fall Semester

AC103	Financial Accounting	4
_____	Open Elective **	3
EC132	Microeconomics	3
_____	Behavioral Science Elective	3
PE__	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
Semester Credits		16

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
_____	Open Elective **	3
_____	Open Elective **	3
Semester Credits		15

Senior Year – Fall Semester

HT450	Internship I (200 hours)	6
HT405	Business & Hospitality Law	3
HT430	Special Events Leadership	3
_____	Humanities Elective	3
Semester Credits		15

Senior Year – Spring Semester

HT451	Internship II (200 hours)	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
MA__	Mathematics (MA104+)	3
HI__	History Elective	3
Semester Credits		14

Freshman Year – Spring Semester

CO126	Managing Interpersonal Skills	3
CW102	College Writing & Research	3
HT110	Introduction to Food Service	3
FC120	Info/Tech Literacy	3
CO103	Effective 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
PE__	Physical Education Elective	3
Semester Credits		16

Sophomore Year – Spring Semester

HT201	Hospitality & Tourism Mktg.	3
EL__	Literature Elective	3
_____	Open Elective **	3
_____	Lab Science Elective	4
HT310	Restaurant Management	3
Semester Credits		16

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
_____	Open Elective **	3
Semester Credits		16

Senior Year – Fall Semester

HT450	Internship I (200 hours)	6
HT405	Business & Hospitality Law	3
_____	Open Elective **	3
_____	Humanities Elective	3
Semester Credits		15

Senior Year – Spring Semester

HT451	Internship II (200 hours)	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
- 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: 123

Freshman Year – Fall Semester

CW101 College Writing	3
FC101 First-Year Seminar	2
HD108 Intro to Human Development	3
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
_____ Fine Arts Elective	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
FC120 Info/Tech. Literacy	3
CO103 Effective Presentations	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
PE__ Physical Education Elective	3
Semester Credits	15-16

Junior Year – Fall Semester

BS330 Behavioral Statistics	3
BS335 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
BS331 Research Methods I	3
BS340 Behav. Sci. Internship	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
BS443 Research Methods II	3
PY392 Counseling Theory	3
_____ Open Elective (300 or 400 level)	3
Semester Credits	15

Senior Year – Spring Semester

HD451 Families in Crisis	3
BS490 Capstone Seminar	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

LIBERAL AND 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.

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
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
_____ Behavioral Science Foundation Course	3
MA___ Mathematics (MA104+)	3-4
_____ Open Elective **	3
Semester Credits	17-18

Freshman Year – Spring Semester

CW102 College Writing and Research	3
GV___ Government Elective	3
HD110 Intro to Race, Ethn, & Culture	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentations	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

** 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
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
_____ Fine Arts Elective	3
Semester Credits	17

Freshman Year – Spring Semester

CW102 College Writing and Research	3
GV____ Government Elective	3
HD110 Intro to Race, Ethn & Culture	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentations	3
Semester Credits	15

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
_____ Ethics Elective	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

** 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 Presentations	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

** 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
PY105	General Psychology I <u>OR</u>	
SO103	Introduction to Sociology	3
MA___	Math (MA105+)	3-4

Semester Credits 15-16

Freshman Year – Spring Semester

CW102	College Writing and Research	3
_____	History Elective	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	3
PY105	General Psychology I <u>OR</u>	
SO103	Introduction to Sociology	3
HD108	Intro to Human Development	3

Semester Credits 18

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 <u>OR</u>	
BI290	Hospital Field Experience	3
	Semester Credits	14

Cumulative GPA Required for Graduation: 2.00

**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
PY105	General Psychology I OR	
SO103	Introduction to Sociology	3
MA___	Mathematics (MA105+)	3-4
	Semester Credits	15-16

Freshman Year – Spring Semester

BI106	Biology II	4
CW102	College Writing and Research	3
_____	History Elective *	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentations	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

**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 two track options:

- **General Psychology**

This program is designed for students who want a broad overview of the discipline.

- **Individualized Psychology**

This degree program is for students who want to concentrate on a particular area (i.e., clinical, social, cognitive/experimental, biological) and/or integrate other behavioral science courses (e.g. BS, HD, SO designations) into their program.

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 high school 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
- Social Work
- Health Psychology
- Industrial/Organizational Psychology

**BEHAVIORAL SCIENCES
PSYCHOLOGY
BACHELOR PROGRAM
GENERAL TRACK**

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
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
_____ Open Elective **	3
Semester Credits	14

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ History Elective	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentations	3
PY106 General Psychology II	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
BS335 Family Services Programming	3
BS330 Behavioral Statistics	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
Semester Credits	15

Junior Year – Spring Semester

BS331 Research Methods I	3
BS340 Behav. Sci. Internship I	3
PY375 History & Systems of Psych.	3
SO310 Leadership & Group Processes	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Fall Semester

BS440 Behav. Sci. Internship II	3
BS443 Research Methods II	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
_____ Open Elective **	3
Semester Credits	15

Senior Year – Spring Semester

BS490 Capstone Seminar	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

** 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: 123

Freshman Year – Fall Semester

CW101 Intro to College Writing	3
FC101 First-Year Seminar	2
PY105 General Psychology I	3
SO103 Introduction to Sociology	3
_____ Open Elective **	3

Semester Credits 14

Freshman Year – Spring Semester

CW102 College Writing and Research	3
_____ History Elective	3
FC120 Info/Tech Literacy	3
CO103 Effective Presentations	3
PY106 General Psychology II	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
BS330 Behavioral Statistics	3
_____ Psychology Track Elective	3
_____ Open Elective **	3

Semester Credits 15

Junior Year – Spring Semester

BS331 Research Methods I	3
BS340 Behav. Sci. Internship I	3
PY375 History & Systems of Psych.	3
SO310 Leadership & Group Processes	3
_____ Open Elective **	3

Semester Credits 15

Senior Year – Fall Semester

BS440 Behav. Sci. Internship II	3
BS443 Research Methods II	3
_____ Psychology Track Elective	3
_____ Open Elective **	3
_____ Open Elective **	3

Semester Credits 15

Senior Year – Spring Semester

BS490 Capstone Seminar	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

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

SPORT AND FITNESS MANAGEMENT

The bachelor degree in the Sport & 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. The Physical Education concentration provides the student an opportunity to earn a State of Connecticut Coaching Certification; however, the degree program does not lead to CT Teaching Certification. 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 AND 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
MA__	Mathematics (MA104+)	3-4
_____	Behavioral Science	
_____	Foundation Course	3
_____	Open Elective **	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	3
CO103	Effective Presentations	3
	Semester Credits	15

Sophomore Year – Fall Semester

AC103	Prin of Financial Accounting	4
_____	Life & Physical Science Elective	4
_____	Open 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
_____	Concentration Elective	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
SF405	Org/Mgmt. of PE/Rec.	3
SM403	Sport Business and Finance	3
_____	Fine Arts Elective	3
_____	Open Elective **	3
	Semester Credits	15

Senior Year – Fall Semester

BU250	Management of Organizations	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

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

SPORT AND 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
MA___	Mathematics (MA104+)	3-4
PY105	General Psychology I	3
_____	Open Elective	3
	Semester Credits	17-18

Freshman Year – Spring Semester

SM201	Sport in Society	3
CW102	College Writing and Research	3
FC120	Info/Tech Literacy	3
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
PE121	First Aid and Safety	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
_____	Concentration Elective	3
BI222	Anatomy & Physiology II	4
	Semester Credits	16

Junior Year – Fall Semester

_____	Humanities Elective	3
_____	Open Elective **	3
SM303	Legal Issues in Sport	3
_____	Concentration Elective	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Spring Semester

SO315	Schools and Societies	3
SF324	Adaptive Sport & PE	3
_____	Open Elective **	3
_____	Fine Arts Elective	3
SF310	Intro to Exercise Science	3
	Semester Credits	15

Senior Year – Fall Semester

_____	Open Elective **	3
_____	Concentration Elective	3
SM401	Ethics in Sport	3
SM430	Senior Seminar in Sport Mgmt	3
_____	Literature Elective	3
	Semester Credits	15

Senior Year – Spring Semester

SF405	Organizational Management of PE & Recreation Programs	3
_____	Open Elective **	3
_____	Open Elective **	3
_____	Open Elective **	3
	Semester Credits	12

Cumulative GPA Required for Graduation: 2.00

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

**SPORT AND 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
MA__	Mathematics (MA104+)	3-4
_____	Behavioral Science	
_____	Foundation Course	3
_____	Open Elective **	3
	Semester Credits	17-18

Freshman Year – Spring Semester

SM201	Sport in Society	3
CW102	College Writing and Research	3
FC120	Info/Tech Literacy	3
CO103	Effective Presentation	3
_____	Open Elective **	3
	Semester Credits	15

Sophomore Year – Fall Semester

AC103	Prin of Financial Accounting	4
_____	Life & Physical Science Elective	4
PE121	First Aid and Safety	3
_____	History Elective	3
_____	Humanities Elective	3
	Semester Credits	17

Sophomore Year – Spring Semester

PE222	Personal & Community Health	3
_____	Concentration Elective	3
SM207	Sport Marketing	3
_____	Concentration Elective	3
_____	Open Elective **	3
	Semester Credits	15

Junior Year – Fall Semester

SM233	Outdoor Recreation	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
_____	Concentration Elective	3
SM405	Org./Mgmt. PE & Rec.	3
_____	Fine Arts Elective	3
_____	Open Elective **	3
	Semester Credits	15

Senior Year – Fall Semester

_____	Open Elective **	3
_____	Concentration 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

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

SPORT AND 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
MA__	Mathematics (MA104+)	3-4
_____	Behavioral Science	
_____	Foundation Course	3
_____	Open Elective **	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	3
CO103	Effective Presentation	3
	Semester Credits	16

Sophomore Year – Fall Semester

_____	History Elective	3
PE231	Preventive Care of Athl Injuries	3
_____	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
_____	Open Elective **	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
_____	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
_____	Concentration Elective	3
	Semester Credits	15

Senior Year – Fall Semester

_____	Concentration Elective	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

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

SPORT AND FITNESS MANAGEMENT
SPORT COMMUNICATION - BACHELOR PROGRAM
Recommended Courses by Semester and Year
Total Credits to Graduate: 120

Freshman Year – Fall Semester

SM110	Introduction to Sport Mgmt	3
CW101	Introduction to College Writing	3
FC101	First Year Seminar	2
_____	Open Elective **	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	3
CO103	Effective Presentation	3
CW102	College Writing and Research	3
Semester Credits		15

Sophomore Year – Fall Semester

_____	Open Elective **	3
_____	Life & Physical Science Elective	4
CO204	Introduction to Radio/Broadcast	3
_____	History Elective	3
_____	Humanities Elective	3
Semester Credits		16

Sophomore Year – Spring Semester

PE222	Personal & Community Health	3
CO140	Video Production I	3
SM207	Sport Marketing	3
_____	Concentration Elective	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
_____	Concentration Elective	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	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
Semester Credits		12

Cumulative GPA Required for Graduation: 2.00

** 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
GD	—	Graphic Design
GV	—	Government
HD	—	Human Development
HE	—	Health Science
HI	—	History
HO	—	Homeland Security
HS	—	Human Services
HT	—	Hospitality & Tourism
HU	—	Humanities
LS	—	Liberal Studies
MA	—	Mathematics
MK	—	Marketing
MU	—	Music
PE	—	Physical Education
PH	—	Philosophy
PY	—	Psychology
SF	—	Sport & Fitness
SM	—	Sport Management
SO	—	Sociology
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

Ability Based Education (ABE)

Levels: L1, L2, L3

Abilities:

CCT	Critical & Creative Thinking
C	Communication
D	Diversity & Global Perspective
V	Values, Ethics & Social Responsibility
ICT	Information & Communication Technology Literacy
APS	Analysis & Problem Solving
SI	Social Interaction

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 and spring) DA: L2 ICT

Covers the introductory aspects of accounting, including the basic accounting cycle and the posting process, the balance sheet and income statement, revenue, costs, expenses, journal entries, 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 (offered as needed) DA: L2 APS

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.

**AR101 History and Appreciation of Art I
(G) (W) (D)**

3 credits (fall) DA: L1 CCT

Surveys art from the great early civilizations of the ancient near east to the middle ages 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.

**AR102 History and Appreciation of Art II
(G) (W) (D)**

3 credits (spring) DA: L1 CCT

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) DA: L1 CCT

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) DA: L1 CCT

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.

AR199 Special Topics in Art

Credit hours by arrangement

(offered as needed) DA: N/A

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) DA: L2 C

Prerequisites: AR103 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.

AR206 Advanced Painting

3 credits (spring) DA: L2 CCT

Prerequisites: AR103, AR104, 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.

AR280 Digital Photography

3 credits (spring) DA: L1 ICT

This course will provide students with an understanding of techniques and trends in contemporary digital photography, as both a medium for self-expression and a tool for use in capturing image. The basic concepts and terminology of traditional photography, composition, color theory,

lighting methods, and equipment are covered in the context of planning and capturing images. Students learn to plan, compose, and optimize image captures destined for digital media, and print. The student must possess a digital camera, preferably with through-the-lens viewing.

AR380 Advanced Digital Photography

3 credits (spring) DA: L2 C

Prerequisites: AR280 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.

AR399 Special Topics in Art History

Credit hours by arrangement.

(offered as needed) DA: N/A

Prerequisites: junior or senior status 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) DA: L1 APS

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) DA: L2 APS

Prerequisites: BI105 or permission of the instructor. Continues the study introduced in BI105, including reproduction and hormonal control, embryology, principles of taxonomy, 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.

BI143 Fundamentals of Life Science (SR except during summer sessions)

4 credits (fall and spring) 3 hr. lecture and 1 hr. lab

DA: L1 V

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. This course will also meet the Problem Solving/Analysis and Communications requirements of the new ABE-based General Education Program.

BI145 Fundamentals of Marine Ecology (SR)

4 credits (fall and spring) DA: L1 V

Marine Ecology is an introductory course. This course is designed to provide students with information on the fundamentals of marine ecology and to help students develop an appreciation for the diversity of life in the oceans and in coastal areas. Fundamentals include discussion of properties of water, basic oceanography and ecological principles, comparison of terrestrial and marine ecosystems, plankton communities, deep sea biology, intertidal ecology, estuaries and salt marshes, symbiotic relationships, and 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 of the labs will be held outside and will make use of local resources.

BI199 Special Topics in Biology

Credit hours by arrangement.

(offered as needed) DA: N/A

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 DA: L2 V

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.

BI210 History of Science

3 credits DA: L2 C

This is a survey course of the History of Science beginning with the Scientific Revolution of the sixteenth century and ending with scientific advances made during the late twentieth century. We will pay particular attention to individuals and the impact these advancements had on the field of science and social implications.

BI221 Anatomy and Physiology I

4 credits (fall) DA: L2 APS

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) DA: L2 APS

Prerequisites: BI105 and 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 urogenital 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) DA: L2 APS

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.

BI251 Genetics (E)

3 credits (spring) DA: L2 V

Prerequisites: BI105 or BI143 with permission of instructor.

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) DA: L2 V

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 (fall - alternate years) DA: L3 APS

Prerequisites: BI201 or BI145 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) DA: N/A

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.

BS199 Special Topics in Behavioral Sciences

Credit hours by arrangement.

(offered as needed) DA: N/A

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.

BS330 Behavioral Statistics

3 credits (fall) DA: L2 APS

Prerequisites: PY105 or HD108 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.

BS331 Research Methods I

3 credits (spring) DA: L2 APS

Prerequisites: BS330 (C- or better in BS330)

The course provides an introduction to the methodologies utilized in the behavioral sciences. 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.

BS335 Family Services Programming

3 credits (fall) DA: L2 V

Prerequisites: HD108 and junior status.

An overview of community organizations in human services to offer insight into potential internship placements and career planning. Students are exposed to a variety of community services programming settings related to individual and family services. Professional protocol, legal issues, and the rigors of this vocation are discussed. Preparation for the internship includes assessments, resume writing, and interviewing. Lecture material, guest speakers and reading assignments are integrated to expose the student to a holistic approach to wellness services.

BS340 Behavioral Sciences Internship I

3 credits (fall and spring) DA: L2 SI

Prerequisites: BS335 and junior status or permission of the instructor.

Internship I or II in the Department of Behavioral Sciences is a practical and extensive internship experience related to the behavioral sciences, such as in a human service agency or institution or in an educational setting. The internship experience is under the direction of a faculty member of the Department of Behavioral Sciences in conjunction with an on-site internship supervisor. Students must be available 8-10 hours per week, including regular meetings with a designated faculty supervisor. The internship is supported by discussion with the faculty supervisor and other participating internship students to integrate behavioral science theory with practical applications. A detailed journal and final report must be submitted for evaluation in addition to a separate evaluation submitted by the internship supervisor.

**BS351 Grad School and Beyond:
Professional Seminar**

3 credits (fall) DA: L3 C

Prerequisite: junior or senior status

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.

BS399 Special Topics in Behavioral Sciences

Credit hours by arrangement. (offered as needed)

DA: N/A

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.

BS440 Behavioral Sciences Internship II

3 credits (fall and spring) DA: L2 SI

Prerequisites: BS335 and senior status or permission of the instructor.

Internship I or II in the Department of Behavioral Sciences is a practical and extensive internship experience related to the behavioral sciences, such as in a human service agency or institution or in an educational setting. The internship experience is under the direction of a faculty member of the Department of Behavioral Sciences in conjunction with an on-site internship supervisor. Students must be available 8-10 hours per week, including regular meetings with a designated faculty supervisor. The internship is supported by discussion with the faculty supervisor and other participating internship students to integrate behavioral science theory with practical applications. A detailed journal and final report must be submitted for evaluation in addition to a separate evaluation submitted by the internship supervisor.

BS443 Research Methods II

3 credits (fall) DA: L3 APS

Prerequisites: BS330 and BS331; C- or better in BS331. 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.

BS490 Capstone Seminar (WI)

3 credits (fall and spring) DA: L3 APS

Prerequisites: C- or better in BS330, BS331, BS443 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.

BS491 Honors Capstone Seminar (WI)

3 credits (fall and spring) DA: L3 APS

Prerequisites: C- or better in BS330, BS331, BS443 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.

BU110 Business Law (E)

3 credits (fall and spring) DA: L1 V

Prerequisites: 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) DA: L1 D

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. A minimum grade of C is required for business majors to meet graduation requirements and to enroll in additional business courses.

BU124 Marketing

3 credits (fall and spring) DA: L1 CCT

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.

BU199 Special Topics in Business

Credit hours by arrangement.

(offered as needed) DA: N/A

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.

BU214 Business Internship (soph.)

3 credits (offered as needed) DA: L2 SI

Prerequisites: Permission of the instructor.

This sophomore/junior level internship affords the business student the opportunity to become acquainted with various work settings. Students work off campus in a business related to their vocational interests.

BU225 Personal Investing

3 credits (spring) DA: L2 APS

An exciting introduction into the world of introductory investments, stocks and bonds and alternative investments.

BU250 Management and Organizations

3 credits (fall and spring) DA: L2 SI

Prerequisites: BU123

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.

BU310 Marketing Research (E)

3 credits (fall) DA: L2 ICT

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) DA: L2 C

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) DA: L2 CCT

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.

BU321 Human Resource Management (D)

3 credits (fall) DA: L2 D

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 and spring) DA: L3 D

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.

BU324 Financial Management in Early Childhood Education

3 credits (fall) DA: L2 APS

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 within the framework of running a child care program.

BU325 Financial Management

3 credits (fall and spring) DA: L2 APS

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) DA: L2 CCT

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 (offered as needed) DA: L2 C

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 (fall and spring) DA: L2 V

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 (offered as needed) DA: N/A

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 (offered as needed) DA: L3 APS

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 Capstone Project

3 credits (fall and spring) DA: L3 SI

Prerequisites: junior standing.

This course serves as a capstone project for the Small Business Studies student. The project 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) DA: L3 C

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 (fall and spring) DA: L3 SI

Prerequisites: senior status 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 and spring) DA: L3 SI

Prerequisites: senior status 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 (fall and spring) DA: L3 SI

Prerequisites: senior status 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

2 credits (fall and spring) DA: L2 C

Prerequisites: junior/senior status or permission of instructor.

An abilities-based course designed to illuminate career paths available to Business Administration majors in preparation for meeting their internship and career goals. Particular emphasis is placed on the self-assessment of skills and aspirations, researching careers, networking, resume writing, interviewing, and graduate options. Lecture material and assignments are integrated with conducting an informational interview, career-building activities, and individual video-taped mock interviews, culminating in a portfolio project.

BU428 Business Plan Development (W)

3 credits (fall and spring) DA: L3 SI

Prerequisites: BU310 or permission of instructor.

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.

BU495 Business Major Internship

12 credits (offered as needed) DA: L3 SI

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.

CH199 Special Topics in Chemistry

Credit hours by arrangement (offered as needed)

Prerequisite: 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 with a change of topic.

CH111 General College Chemistry I

4 credits (fall) DA: L2 APS

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) DA: L2 SI

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.

CH399 Special Topics in Chemistry

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 with a change of topic.

CJ170 Introduction to Tribal Legal Studies

3 credits (fall or as necessary) DA: L1 CCT

A general overview of Federal Indian policy and law from 1700 to the present. This course provides basic knowledge of Tribal, State and Federal jurisdiction in Indian Country and a brief introduction to tribal governance and judiciary.

CJ199 Special Topics in Criminal Justice

Credit hours by arrangement. DA: N/A

(offered as needed)

Prerequisites: junior or senior status 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) DA: L2 CCT

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) DA: L1 C

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 DA: L1 C

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) DA: L1 C

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) DA: L 1 APS

Explores family dynamics, cultural issues, causes, medical aspects, and treatment of drug abuse.

CJ261 Substantive Criminal Law (W)

3 credits (fall) DA: L2 APS

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 Sophomore Field Experience

3 credits (spring) DA: L2 SI

Prerequisites: Students must be fourth semester Criminal Justice or Homeland Security majors and receive permission of the instructor. Enrollment is limited. This is a monitored field experience with a selected criminal justice or homeland security agency.

CJ264 Forensic Psychology

3 credits (spring) DA: L2 APS

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.

CJ265 Probation and Parole

3 credits (spring) DA: L2 C

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.

CJ270 Tribal Legal Process

3 credits (spring or as necessary) DA: L1 CCT

An in-depth look at contemporary criminal and civil jurisdiction in Indian Country. The course will employ the case-study approach with an emphasis on the practical application and assessment of criminal justice issues.

CJ305 Comparative Legal Systems (W) (G)

3 credits DA: L2 APS

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 DA: L2 SI

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 (SRGs) and Substance abuse programming.

CJ310 Criminal Justice in Film

3 credits (spring, winter and summer optional) DA: L2 CCT

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.

CJ313 Criminal Justice, Crime & Public Policy

3 credits (fall) DA: L2 C

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) DA: L2 C

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) DA: L2 V

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.

CJ320 Constitutional Criminal Procedure (W)

3 credits DA: L2 CCT

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 DA: L2 C

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)

3 credits DA: L2 C

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 DA: L2 C

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.

CJ327 Crisis Intervention

3 credits (spring) DA: L2 APS

Prerequisites: Permission of the instructor.

This course offers the opportunity to examine principles of crisis intervention across a wide variety of situations. Areas and topics covered include: panic states, suicide, homicide, physical assault, sexual assault, hostage/barricaded situations, drug/alcohol related crises and others. Contemporary

theory of crisis causation will be presented as well as intervention strategies that have proven to be efficient and productive. Role playing and structured improvisation will be utilized.

CJ331 Research Methods I

4 credits (fall jr. year) DA: L2 APS

Prerequisites Recommended: MA104/105

Course will provide students with a general review of quantitative methods in criminal justice applications. Topics covered will include the graphical displays of data, units of analysis, levels of measurement, measures of central tendency and dispersion, probability and hypothesis testing. Statistical techniques, including comparison of means and proportions, correlation and linear regression, will be employed to analyze data drawn from the discipline.

CJ332 Research Methods II

3 credits (spring) DA: L2 APS

Prerequisites: CJ247 and MA111 or CJ331

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.

CJ362 Criminal Justice Junior Field Experience

3 credits (spring) DA: L2 SI

Prerequisites: Student must be Criminal Justice or Homeland Security major and receive permission from the instructor. Enrollment is limited. This is a monitored field experience with a select criminal justice or homeland security agency.

CJ370 Tribal Law and Governance

3 credits (fall or as necessary) DA: L2 CCT

A practical and applied overview of the structure and the laws that govern Indian tribal governments and their unique relationship with the Federal government.

CJ399 Special Topics in Criminal Justice

3 credits DA: N/A

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.

CJ420 CJ Assessment and Case Management

3 credits DA: L2 C

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 DA: L2 APS

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) DA: L2 C

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) DA: L2 APS

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 Field Experience

6 credits (spring) DA: L2 SI

Prerequisites: Senior Criminal Justice or Homeland Security Major and permission of instructor. Enrollment is limited.

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) DA: L2 V

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.

CJ470 Crime and Victims in Indian Country

3 credits (spring or as necessary) DA: L2 CCT

A practical and applied overview of the structures and the laws that govern Indian tribal governments and their unique relationship with the Federal government.

CO103 Effective Presentations

3 credits DA: L 1 C

This course is designed to increase your effectiveness as a communicator and presenter by emphasizing critical thinking, careful research, organization, and delivery strategies.

**CO105 Introduction to Mass Communication
(W) (E)**

3 credits DA: L1 V

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 DA: L1 ICT

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) DA: L1 C

Prerequisites: 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) DA: L2 C

Prerequisites: CO109

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) DA: L1 C

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 (D)

3 credits (spring) DA: L1 SI

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 DA: L1 C

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.

CO180 Communication for Leaders

3 credits DA: L1 SI

This course builds on the foundational leadership skills students need to be leaders on and off campus. This course examines the social change model of leadership and is designed to prepare students for positions of leadership, enhancing their skill building in the areas of conflict resolution, communication, problem solving, decision making, and much more. This course is highly interactive and uses experiential activities as the context for learning. This course is recommended for applicants to the Resident Assistant, Orientation Leader, and Peer Mentor positions. Participation in the MILES program or a club or organization's executive board is recommended but not a prerequisite to this course.

CO199 Special Topics in Communication

3 credits DA: N/A

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) (G)

3 credits DA: L1 D

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.

CO204 Introduction to Radio/Audio Production

3 credits DA: L1 C

An introduction to primary radio/audio production, including understanding the basic equipment used in proper audio capture, and software used in elemental editing and programming. In addition, this course will examine the introductory theory behind operating and programming a radio station, as well as discussing the history and future outlook of the radio industry and career options in the broadcasting field.

CO210 Advanced Audio and Radio Production

3 credits DA: L2 C

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) DA: L1 CCT

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 The Horror Film (W)

3 credits DA: L2 CCT

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.

CO217 The Science Fiction Film

3 credits DA: L2 CCT

(3 semester sequence: CO217, 218, 219)

Science Fiction is one of cinema's most enduring and popular genres. It may also be its most curious. From its inception, to its golden ages of the 1950's and 1980's, the science fiction film has explored the subjects of scientific discovery, social unrest, political strife, and gender roles. Along with these subjects we will consider our fascination with the future. In this course, we will study a variety of classic and contemporary science fiction films with the goal of understanding our anxieties surrounding technology,

the future, and social change. Students will read and discuss a variety of reviews, critical essays, and theoretical texts.

CO218 The Comedy Film

3 credits DA: L2 CCT

(3 semester sequence: CO217, 218, 219)

The comedy is one of the most popular and misunderstood film genres. From Charlie Chaplin and Buster Keaton to Johnny Knoxville and Steve-O comedians (and comedy films) have challenged social mores (norms), attacked authority, and criticized politics, all while making us laugh. In this course, we will study a variety of classic and contemporary comedy films with the goal of understanding how the complex genre of film comedy provokes a response in the viewer. We will also profile some of the comic geniuses throughout film history and view their important works.

CO219 International Film

3 credits DA: L1 D

(3 semester sequence: CO217, 218, 219)

International Film will survey the development of the cinema from 1895 to present. Beginning with the dawn of silent film and continuing through the developments of the new independent cinema, this course will examine world cinema in the context of its history, important movements, genres, and work as both a cultural form and entertainment. In addition to gaining a broad historical understanding of film, we will also analyze individual films. Our study will emphasize film as an evolving art, while bearing in mind the influence of technology, economic institutions, and the socio-political contexts in which the films were produced and received. Screenings will include celebrated works from Hollywood, international cinema, documentary, and the avant-garde.

CO220 Communicating in Groups (D)

3 credits DA: L2 SI

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.

CO233 Communication Research (W)

3 credits DA: L2 ICT

Prerequisites: CO105, 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 DA: L2 C

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 DA: L2 V

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 DA: L1 SI

Prerequisites: 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 DA: L2 ICT

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 DA: L2 C

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 DA: L2 D

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 DA: L2 SI

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.

CO314 Interviewing

3 credits DA: L1 SI

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.

CO315 Advanced Public Speaking

3 credits (fall and spring) DA: L1 C

Prerequisites: CO103 and CW101 & CW102

Advanced Public Speaking prepares students for competent public speaking presentations in their field of study as well as effective small group participation. Students study and practice listening,

non-verbal language, communication ethics, fitting the message to the audience, timing, interpersonal and group interaction, using technology, research and presentational aids, and speaking in public with integrity, knowledge, confidence, and skill.

CO320 Organizational Communication (D)

3 credits DA: L2 CCT

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.

CO333 Communication, Performance and the Media

3 credits DA: L2 D

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 DA: L2 CCT

Prerequisites: CO105

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 DA: L2 V

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 DA: L1 SI

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 DA: N/A

Prerequisites: junior or senior status.

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.

CO425 Culture and Communication (D) (G)

3 credits DA: L2 SI

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.

CO443 Senior Fieldwork

3 credits DA: L2 APS

This senior level fieldwork experience will provide the student with practical skills and career training. Working with a supervising professor, students will complete a course of service to the college or community. Students will design and implement an on-campus or community project that addresses their particular communication interest. Each project will require a detailed journal, report or portfolio.

CO450 Communication Capstone Course (W)

3 credits DA: L2 APS

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 DA: L2 SI

Prerequisites: 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.

CW101 Introduction to College Writing (WI)

3 credits (fall and spring) DA: L1 C

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.

CW102 College Writing and Research (WI)

3 credits (fall and spring) DA: L1 C

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.

CW199 Special Topics in Writing

Credit hours by arrangement. (offered as needed)

DA: N/A

Prerequisites: CW102, junior or senior status, 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.

CW399 Special Topics in Writing

Credit hours by arrangement. (offered as needed)

DA: N/A

Prerequisites: CW102, junior or senior status, 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 and spring) DA: L2 CCT

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 (fall and spring) DA: L1 APS

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.

EC199 Special Topics in Economics

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

EC399 Special Topics in Economics

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

ED110 Introduction to Early Childhood Education (D) (W)

3 credits (fall and spring) DA: L1 CCT

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.

ED199 Special Topics in Education

Credit hours by arrangement. DA: N/A

(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.

ED206 Mathematics, Science & Technology in Early Childhood Education (W)

3 credits (spring) DA: L1 APS

Pre-Practicum Component: 20-25 hours

Prerequisites: ED110, ED222

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 and the National Teachers of Mathematics Standards. 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 and the Common Core State Standards.

ED222 Methods & Techniques in Early Childhood Education

3 credits (fall and spring) DA: L1 CCT

Prerequisites: ED110

Co-requisites: 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 for students seeking teacher certification.**

ED261 Including Children with Exceptional Learning Needs (D)(W)

DA: L2 C

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. Standards from Council for Exceptional Children and National Association for Young.

ED262 Storytelling for Teachers

3 credits DA: L1 D

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) DA: L2 C Pre-Practicum Component: 20-25 hours in PreK–K

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. Standards of National Association of Young Children and Common Core State Standards are used.

ED275 Music, Art and Aesthetics for the Young Child (G)

3 credits (spring) DA: L2 CCT

Pre-Practicum Component: 20-25 hours in PreK–K
Prerequisites: ED110, ED222 or permission from the department chair

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) DA: L2 APS

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) DA: L3 APS

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) DA: L2 D

Pre-Practicum Component: 20-25 hours

Non teacher certification students Pre-K-Kdg placement; Teacher Certification track Gr. 1-3

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. Students will be required to submit lesson plans as part of the assignment.

ED311 Play in Early Childhood: Theory, Research and Practice

3 credits DA: L2 CCT

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 DA: L3 C

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) DA: L3 ICT

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) DA: L3 APS

Pre-Practicum Component: 20-25 hrs. in Grades 1-3

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. Standards of International Reading Association, National Association Young Children, Common Core Standards are used.

ED325 Reading and Language Arts in Early Childhood (W)

3 credits (spring) DA: L3 APS

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, the National Association for the Education of Young Children, and Common Core State Standards.

ED380 Observation, Assessment, and Practicum

3 credits (fall or spring) DA: L3 APS

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 DA: L3 APS

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 DA: N/A

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) DA: L3 CCT

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 DA: L3 C

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) DA: L3 APS

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) DA: L3 APS

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) DA: L3 APS

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 Literature

Credit hours by arrangement. (offered as needed)

Prerequisites: CW102

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) DA: L2 CCT

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) DA: L2 CCT

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

3 credits (spring) DA: L2 CCT

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. This course meets the literature requirement for all.

EL215 American Literature I (D) (W)

3 credits (fall even year) DA: L2 CCT

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) DA: L2 CCT

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) DA: L2 C

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) DA: L2 CCT

Prerequisites: C- or above in CW102 or permission of the 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) DA: L2 CCT

Prerequisites: CW102

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) DA: L2 CCT

Prerequisites: CW102

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) DA: L2 CCT

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 DA: L2 CCT

Prerequisites: 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) DA: L3 CCT

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 DA: L3 CCT

Prerequisites: CW 102

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 descendants, 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 DA: L3 CCT

Prerequisites: CW102

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.

EL309 African-American Literature (D) (W)

3 credits (fall odd year) DA: L3 CCT

Prerequisites: CW102 and junior or senior status 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.

EL 320 Eugene O'Neill (W)

3 credits DA: L3 CCT

Prerequisites: CW102

Primarily through film, this course will cover the life of Eugene O'Neill, the historical era of New London in the late 1800's and early 1900's--the whaling years--and the literary genius of O'Neill as seen through 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*. Plays will be viewed and/or read, discussed and analyzed. Visits to Monte Cristo Cottage on Pequot Avenue (the O'Neill home) and a tour of O'Neill's New London will also be included.

EL325 Studies in Literature and Society (W) (IN)

3 credits (fall odd year) DA: L3 CCT

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."

EL399 Special Topics in Literature

3 credits DA: N/A

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 (fall) DA: L1 D

Prerequisites: None

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.

ES150 Environmental Studies Career Seminar

1 credit (spring) DA: L1 CCT

Prerequisites: 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 papers and presentations on careers that interest them.

ES199 Special Topics in Environmental Studies

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

ES210 Environmental Analysis

3 credits (spring - alternate years) DA: L2 CCT

Prerequisites: ES101

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.

ES220 Scientific Writing (WI)

3 credits (spring) DA: L2 ICT

Prerequisites: CW102

This is a three credit course designed to prepare students for further written and presentation work in the Environmental Studies major. Students will demonstrate proficiency in interpreting and presenting large data sets, will learn to critique scientific papers, and to ethically obtain and use appropriate information to analyze environmental issues. Students will prepare a laboratory report, a scientific poster, a research paper and a classroom presentation.

ES260 Field Studies in Ecology (SR)

3 credits (spring alternate years) DA: L2 V

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 (spring - alternate years) DA: L3 D

Prerequisites: Any of BI105, BI143 or ES101 and EC132 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 (fall) DA: L3 D

Prerequisites: any one of BI105, BI143, or ES101 and junior standing.

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 (fall) DA: L3 D

Prerequisites: any one of BI143, BI105 or ES101 and GV119 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 (fall alternate years) DA: L3 D

Prerequisites: BI143 or BI105

This will be an interdisciplinary online course investigating the science behind global climate change; and the geographical, political and societal impacts of this issue.

ES360 Environmental Law

3 credits (spring alternate years) DA: L3 D

Prerequisites: 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.

ES391 Junior Internship

3 credits DA: L2 SI

Prerequisites: Junior Major in Environmental Studies. This course will require student to complete an internship that will demonstrate the skills and knowledge they have acquired through the Environmental Studies program.

ES399 Special Topics in Environmental Studies

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

ES490 Senior Capstone

3 credits DA: L3 C

Prerequisites: 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. A presentation of completed projects to the STEM department is required.

ES491 Senior Internship

3 credits DA: L3 SI

Prerequisite: Senior Major in Environmental Studies. This course will require students to complete an internship that will demonstrate the skills and knowledge they have acquired through the Environmental Studies program. 100 hours of work is expected. A presentation of completed projects to the STEM department is required.

ES492 Senior Internship

6 credits DA: L3 SI

Prerequisites: Senior Major in Environmental Studies. This course will require students to complete an internship that will demonstrate the skills and knowledge they have acquired through the Environmental Studies program. 200 hours of work is expected. A presentation of completed projects to the STEM department is required.

FC101 First-Year Seminar

2 credits (fall and spring) DA: L1 SI

A special interactive class that helps new students engage quickly in the academic life of the college community. 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, develop their cultural identity, 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. FC101 is waived automatically for a student who transfers in 24 or more credits from an accredited institution of higher education.

FC102 Personal Strengths & Service Learning

1 credit (spring) DA: L1 E and SR

Prerequisites: FC101

This is a service learning and community activism course designed to not only give new students the opportunity to become more civically-minded, but to also help them understand their strengths, their ability to work effectively in teams, and their leadership skills they can continue to develop at Mitchell. The semester will begin with the students taking the Clifton Strengths Finder talent assessment to discover their own natural talents. We will then dedicate the semester to learning what those strengths mean, how we use them to be successful, and how they relate to service learning. Students will make the connection between self-awareness, strengths, teamwork, leadership, and service. This course will build upon the service learning project students participated in during FC101; students will participate in monthly volunteer activities with the United Way of Southeastern CT, as well as develop their own service learning project(s).

FC103 Recalibrating Your Academic Compass

1 credit (spring) DA: L1 SI

As an integral part of the FYE Second Opportunity Semester academic core, this special interactive course is designed to empower students to find their academic "true north" following a stormy first

semester. Students will be challenged to examine their lessons learned and chart a new course towards academic recovery and collegiate success.

FC120 Information Technology Literacy

3 credits (fall and spring) DA: L1 ICT

This course is designed to introduce students to 21st Century technology literacy skills. By leveraging the knowledge and skills students have in using technology, this course, through a collaborative project based approach, will focus on developing an awareness and knowledge of how to critically analyze and determine the meaningfulness, relevance and applicability of acquired information. In addition, this course will help students enhance their technology literacy skills through the use of through the use of resources including Microsoft Office Suite, Presentation Software and Cloud Technologies/Services, and Advanced Technologies and Applications.

GD101 Color Concept and Design (W) (D) (G)

3 credits (fall) DA: L1 CCT

This course provides a comprehensive foundation and tools for individual expression through art. Visual perception and artistic vocabulary are developed, while discovering and analyzing the artist's role in making art, history and culture. Visual elements, design principles and color theory are discussed and utilized in a variety of guided exercises that result in creating representational and abstract work.

**GD105 Computer Graphics I
(Illustrator, InDesign, Photoshop)**

3 credits (fall) DA: L1 CCT

Exploring the basic tools of Adobe InDesign, Adobe Photoshop, and Adobe Illustrator, students develop the skills necessary to use the computer as a tool for the creation of digital art and design. Skills for using the software are acquired in project-based practical application, providing students the opportunity to create digital art for either personal expression, or to use as a tool for communication in print and web design. This class provides a solid foundation and direction for further study.

NOTE: A minimum of C- is requisite to enroll in GD305.

GD110 Graphic Design I: An Introduction

3 credits (spring) DA: L1 CCT

Examples of graphic design are all around us in our everyday life. Any visual communication that you use or see, from the logos on your clothing, to the book or website you are reading, is a work of graphic design. It is a creative process that uses art and technology to communicate ideas and information for either personal expression or commercial application. This course introduces the student to the principles and conventions of graphic design, the design process, and technology that can be used to produce it. Through its practical applications in project-based learning, students explore the use of image and type to create communication. NOTE: a minimum of grade C- is requisite to enroll in GD210.

GD199 Special Topics in Graphic Design

Credit hours by arrangement. (offered as needed)

DA: N/A

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: Typography, Image and Layout

3 credits (fall) DA: L2 V

Prerequisites: GD105, GD110 or permission of the instructor.

Through the investigation of the basic elements of design (line, shape, value, texture, space) and their organization through the principles of design (balance, unity, repetition, rhythm, etc.) students learn to develop concepts that communicate persuasively and integrate type and image into effective statements. Particular focus is given to fundamentals of typography, its theory, practice, and technology. NOTE: a minimum of grade C- is requisite to enroll in GD260.

GD260 Graphic Design III

3 credits (spring) DA: L2 APS

Prerequisites: GD105 or permission of the instructor. This course focuses on the pragmatic aspects of graphic design with an emphasis on critical thinking, concept development as a process, and utilizing acquired knowledge and skills. Students create design solutions that are implemented in a variety of formats. Working in the context of a professional studio environment, students experience the project from pencil sketch to finished product. NOTE: a minimum of grade C- is requisite to enroll in GD410.

GD265 Materials and Techniques

3 credits (spring) DA: L2 SI

Prerequisites: GD210 or permission of the instructor.

An introduction to the basics involved in print production for graphic design. Both technical and creative projects juxtapose new technology with age-old methods and provide an understanding for the visual interpretation of ideas. The importance of precision in final mechanical art preparation will be stressed, as well as technical facility in the use of electronic production, materials, tools and equipment.

GD283 Graphic Design Internship

3 credits DA: L2 APS

Prerequisites: GD105, GD210 or permission of instructor.

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
(Photoshop, Dreamweaver, Flash)**

3 credits (spring) DA: L2 ICT

Prerequisites: GD105 or permission of instructor.

Dreamweaver and Flash are programs used in 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.

GD399 Special Topics in Graphic Design

3 credits DA: N/A

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 Advanced Projects: Package and Web Design

3 credits (fall) DA: L2 CCT

Prerequisites: GD260 or permission of the instructor. This course explores the application of graphic design theory to 2 specific formats. Package design embraces the challenge of translating design concepts across 3-D surfaces. Web design translates concepts and consideration for graphic design to websites. Working in a studio environment, students will respond to a variety of 3-dimensional and web 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. NOTE: a minimum of grade C- is requisite to enroll in GD411.

GD411 Portfolio

3 credits (spring) DA: L3 CCT

Prerequisites: GD260 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.

GD429 Marketing and Design Internship

3 credits DA: L2 SI

Prerequisites: Senior status 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.

GV119 American Government and Politics (AI)(E)(W) (SR-some semesters)

3 credits (fall and spring) DA: L1 V

Prerequisites: CW101 or permission of the 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 DA: L1 V

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)

DA: N/A

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.

GV301 The American Presidency (W)(AI)(E)(Sr)

3 credits (fall) DA: L3 ICT

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.

GV350 Political Science Internship (AI)

3 credits (spring) DA: L3 ICT

This internship provides students from all majors an opportunity to be involved in the law making process as well as gain a behind-the-scenes look at public service. Students research current bills/write reports and attend the legislative sessions. This is a competitive statewide internship program and students must be accepted by the Legislative Internship Committee in Hartford.

GV399 Special Topics in Government

Credit hours by arrangement. (offered as needed)

DA: N/A

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.

HD108 Introduction to Human Development

3 credits (fall and spring) DA: L1 C

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.

HD110 Introduction to Race, Ethnicity, and Culture (D)(W)

3 credits (fall and spring) DA: L1 CCT

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.

HD199 Special Topics in Human Development

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

HD209 Child Development

3 credits (spring) DA: L1 CCT

Prerequisites: PY105 and HD108

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.

HD210 Adolescent Development

3 credits (fall and spring) DA: L2 C

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.

HD211 Adult Development

3 credits (spring) DA: L2 C

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.

HD220 Career Concepts in Human Development and Family Studies

3 credits (spring) DA: L2 SI

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 & Moral Development (E)

3 credits (fall) DA: L2 V

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.

HD339 Systems and Theories of Family Development

3 credits (fall) DA: L3 CCT

Prerequisites: HD108 and junior or senior status.

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.

HD345 Sibling Relations Across the Lifespan

3 credits (spring) DA: L3 C

Prerequisites: HD108, HD339 and junior or senior status.

Sibling relations are the longest familial affiliations that individuals experience. Children spend more time with their siblings than with any other person or relationship. In some cultures, brothers and sisters have rigidly defined responsibilities within the family network, while in others there are no such obligations. Contemporary demographics indicate that the average American today has two or three siblings. Many middle-aged baby boomers have at least two full brothers and sisters, while young adults are more likely to have a mixture of full, half-, and stepsiblings. Despite the largely widespread prevalence of siblings, their role in human development and family relations has been largely overlooked. This course addresses this

research void and examines the ways in which siblings influence individual behavior and family dynamics from a lifespan perspective.

HD399 Special Topics in Human Development & Family Studies

3 credits (offered as needed) DA: N/A

Prerequisites: junior or senior status 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 DA: L3 C

Prerequisites: SO207, HD108, HD339 and junior or senior status or by permission of the instructor.

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 & Family Studies (D)(W)

3 credits (fall) DA: L3 D

Prerequisites: SO103, HD108, junior 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.

HD446 Perspectives on Cross-Cultural Development (D) (G)

3 credits (spring) DA: L3 D

Prerequisites: HD108, HD110, SO103 and junior or senior status.

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 variations in race, ethnicity, class, gender, age, and other human differences. Among the topics are: international and historical perspectives, family structures, child rearing strategies, intergenerational relations, educational experiences, patterns of employment and aging experiences. Students are encouraged to explore their personal heritage and the impact culture bears on their own lives.

HD451 Families in Crisis

3 credits (spring) DA: L3 V

Prerequisites: HD339, HD108 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.

HI105 History of the United States I (AI) (D) (W)

3 credits (fall and spring) DA: L1 D

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) DA: L1 D

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) DA: L1 D

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) DA: L1 D

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)

DA: N/A

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) DA: L2 ICT

Prerequisites: CW101 and one history course or permission of the 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) DA: L2 D

Prerequisites: CW101 or permission of the 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) DA: L2 CCT

Prerequisites: CW101 or permission of the 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) DA: L2 CCT

Prerequisites: CW101 and one history course or permission of the 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 DA: L3 D

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.

HI399 Special Topics in History

Credit hours by arrangement. (offered as needed)

DA: N/A

Prerequisites: junior or senior status 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 DA: L1 C

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.

HO199 Special Topics in Homeland Security

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

HO301 Legal Issues in Homeland Security (W)

3 credits DA: L2 C

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 DA: L2 CCT

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.

HO399 Special Topics in Homeland Security

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

HO410 Terrorism (W)(D)

3 credits DA: L2 V

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.

HO440 Independent Study in Homeland Security

6 credits (fall/spring/summer) DA: L 2 C

Prerequisites: Homeland Security Major or permission of instructor.

Six-credit independent research or special project carried out under the supervision of a faculty member. Topics must be approved by the student.

HO441 Senior Seminar in Homeland Security

3 credits (fall) DA: L2 APS

Prerequisites: Senior Homeland Security Major or permission of instructor.

This course will constitute a “capstone” for the Homeland Security Major. Topics covered in the course will include, but not be limited to, the legal framework of the discipline, constitutional and ethical limitations on the exercise of governmental power, cooperation among local, state and federal authorities and the socio-political environment of global terrorism.

HO442 Homeland Security Internship

6 credits (fall/spring/summer) DA: L2 SI

Prerequisites: Homeland Security Major or permission of instructor.

Six-credit field experience affiliated with police, homeland security and related agencies, public and private.

HS115 Introduction to Human Services and Social Welfare

3 credits (fall and spring) DA: L1 CCT

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.

HT101 Introduction to Hospitality & Tourism (G)

3 credits (fall) DA: L1 CCT

An overview to the hospitality industry which provides details regarding history of the industry, career opportunities, 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.

HT110 Introduction to Foodservice

3 credits (spring) DA: L1 ICT

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.

HT130 Introduction to Event Management

3 credits (spring) DA: L1 ICT

This course introduces the student to the meetings, expositions, events, and conventions (MEEC) industry and provides details regarding history of the industry, career opportunities, 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.

**HT150 Hospitality Freshman
Internship Experience**

3 credits (120 hours)

The student has the opportunity to gain practical industry experience through an internship. 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.

HT199 Special Topics in Hospitality & Tourism

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

HT201 Hospitality & Tourism Marketing

3 credits (spring) DA: L2 D

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. Students will work with the Career Services director to establish a resume used to market themselves to industry professionals.

HT210 Food Service Sanitation & Safety

3 credits (fall) DA: L2 ICT

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 have the opportunity to pass the servsafe sanitation exam recognized by the Conference for Food Protection.

HT220 Front Office Management

3 credits (fall) DA: L2 ICT

This course familiarizes students with the lodging industry and specifically front office operations. This course provides details regarding the 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, the four stages of the guest cycle, guest security, guest room accounting, guest room availability, revenue and inventory management, reservation processing, guest registration, night audit, and checkout procedures.

HT221 Managing Housekeeping Operations

3 credits (spring) DA: L2 V

This course familiarizes students with the requirements of ensuring cleanliness in guest rooms and all public areas within a hotel. It entails a guest's requirement for a spotless, tidy, and comfortably arranged room. Additional emphasis is placed on supervising housekeeping, as well as covering the day-to-day operations including planning, organizing, purchasing and budgeting.

**HT230 Convention & Trade Show
Management**

3 credits (spring) DA: L2 CCT

This course provides students an in-depth review 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.

**HT250 Hospitality Sophomore
Internship Experience**

3 credits (120 hours) DA: L2 C

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.

HT301 Hospitality Property Management

3 credits (fall or spring) DA: L2 APS

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.

HT303 Hospitality Financial Accounting

3 credits (spring) DA: L2 APS

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.

HT310 Restaurant Management

3 credits (spring) DA: L2 CCT

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 (fall) DA: L2 APS

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 (fall or spring) DA: L3 D

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 (fall or spring) DA: L2 APS

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 (fall) DA: L1 V

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 a plan and assess a local on/off campus event. Emphasis is placed upon objectives, goal setting and assessment.

HT340 Quality Service (W)

3 credits (fall) DA: L1 V

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 quality service management within the hospitality industry.

HT350 Hotel Internship

3 credits (120 hours) DA: L2 C

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.

HT352 Food Preparation & Cost Control

4 credits (lab) (fall or spring) DA: L2 APS

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.

HT360 Hospitality Human Resources Management (D)

3 credits (fall or spring) DA: L2 V

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.

HT370 Casino & Gaming Industry

3 credits (fall or spring) DA: L2 V

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 industries unique relationship with lodging, food and beverage, sporting, and other services.

HT371 Private Club Management (W)

3 credits (fall or spring) DA: L2 ICT

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 to 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 (fall or spring) DA: L3 D

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 usage, 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 (fall or spring) DA: L3 D

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 (fall or spring) DA: L3 CCT

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 food service 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 (fall or spring) DA: L3 D

This course provides a detailed overview of ecotourism in the world today. The course introduces the concepts of

socio-cultural and environmental impact though 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.

HT399 Special Topics in Hospitality & Tourism

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

HT405 Business & Hospitality Law (E) (AI)

3 credits (fall) DA: L3 ICT

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.

HT430 Special Events Leadership (W)

3 credits (spring) DA: L3 APS

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.

HT450 Hospitality & Tourism Internship I

6 credits (240 hours) DA: L2 SI

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. A written report will complete the course requirements.

HT451 Hospitality & Tourism Internship II

6 credits (240 hours) DA: L3 C

This course is designed to serve as the final piece of the Hotel and Restaurant Management curriculum. As such, the internship 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 Internship I, each student will have an industry professional and a faculty member guiding them through the course. A final report completes the course requirements.

HT490 Hospitality & Tourism Seminar (E)

3 credits (fall) DA: L3 V

This senior seminar utilizes all prior knowledge and skills developed through the four year program to strategically evaluate a variety of ethical issues in the hospitality and tourism industry. Students will be exposed to case studies, industry-based partnerships, and current management issues and trends. The student is to exercise independent research skills to develop a comprehensive project and presentation. Students will work with Career Services to prepare interview /job seeking skills.

HU101 Discovering The Human Adventure (W) (IN)

3 credits (fall) DA: L1 CCT

This introductory course offers an interdisciplinary study that explores the search for knowledge and meaning as related to various academic disciplines and applied to everyday life. The course explores individual, societal and cultural values in the modern, global and information age.

HU102 Profiles in Human Excellence (IN)

3 credits (spring even year) DA: L2 C

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) DA: N/A

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) DA: L2 C

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) DA: L2 ICT

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) DA: L2 ICT

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."

**HU305 African Experience Across the
World (African Diaspora)**

3 credits DA: L3 D

Course level: 300 (D) (E)(IN)(W)

Prerequisites: 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) DA: L3 V

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.

HU315 The Shaping of New London (W)

3 credits (fall-even years) DA: L3 V

Prerequisites: CW102, CO103

The course is designed as an exploration of the humanities-history, art and architecture, literature, music, etc.-presented through a look at the characters and events that shaped New London, Connecticut. The stories of the past set the stage for the city of today. Students will step where history was made, to connect the past to the present, and to define their own beliefs. Students will need to arrange their own transportation to class meetings at the off campus sites. There may be a course fee or admission fees that are off set by the course not requiring a textbook.

HU399 Special Topics in Humanities

3 credits (offered as needed) DA: N/A

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) DA: L2 SI

Prerequisites: junior or senior status 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.

LS450 Liberal Studies Internship I

3 credits (fall and spring) DA: L2 SI

Prerequisites: LS350, senior status and permission of 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 Internship II

3 credits (spring) DA: L2 SI

Prerequisites: LS450, senior status and permission of instructor.

Liberal Studies Internship II is an applied extension of the Liberal Studies program with particular emphasis on the student's 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 may choose a fieldwork experience, such as in a company, corporation, institution, or educational setting or they may choose to design and implement a project or program that captures their liberal studies concentration(s). The internship or project 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.

MA102 Fundamentals of Algebra

3 credits (fall and spring) DA: L1 APS

Prerequisites: Placement by the STEM Department. 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) DA: L1 APS

Prerequisites: MA102 or placement by the STEM Department.

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) DA: L1 APS

Prerequisites: MA102, MA103 or placement by the STEM Department.

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 the mathematics of finance and mathematics and art.

MA105 College Algebra

3 credits (fall and spring) DA: L1 APS

Prerequisites: MA103 or placement by the STEM Department.

College Algebra covers the theory of functions, inverse functions, exponential functions, logarithms, and logarithmic functions, complex numbers, systems of equations, and inequalities, quadratic equations, series, the binomial theorem, matrices and applications.

MA109 Pre-Calculus

4 credits (fall and spring) DA: L2 APS

Prerequisites: MA103 or placement by the STEM Department.

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, matrices, sequences, series, inverse functions, and topics in analytic geometry including conics and vector algebra.

MA111 Introduction to Statistical Analysis

4 credits (fall and spring) DA: L2 APS

Prerequisites: MA105 or higher

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) DA: L3 APS

Prerequisites: MA109 or placement by the STEM Department.

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.

MA115 Calculus II

4 credits (spring) DA: L3 APS

Prerequisites: MA114 or placement by the STEM Department.

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)

DA: N/A

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 DA: L3 APS

Prerequisites: 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)

DA: N/A

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.

MK199 Special Topics in Marketing

Credit hours by arrangement. (offered as needed)

DA: N/A

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 with a change of topic.

MK201 Consumer Behavior

3 credits (fall) DA: L1 C

Prerequisites: 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) DA: L2 C

Prerequisites: 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) DA: L2 ICT

Prerequisites: 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.

MK399 Special Topics in Marketing

Credit hours by arrangement .(offered as needed)

DA: N/A

Prerequisite: 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 with a change of topic.

MK401 Merchandise Management

3 credits (fall) DA: L3 CCT

Prerequisites: 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 only) DA: L3 D

Prerequisites: 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 (offered as needed) DA: L3 ICT

Prerequisites: 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.

MK430 Marketing Internship

3 credits (offered as needed) DA: L3 SI

Prerequisites: junior standing or permission of the instructor.

An applied extension of the Business Administration—Marketing concentration program with particular emphasis on the student's career interests, goals, and options. This internship recognizes Mitchell College's need for practical, career skills training as part of the education of all students. Working with the course professor, students will develop an experience in a company or corporation. The internship is supported by discussions with the course professor, students, as well as input from one's on-site internship supervisor. A detailed journal and final report are required.

**MU110 Contemporary Music:
Blues, Jazz and Rock**

3 credits (spring) (D)(W) DA: L1 D

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.

MU199 Special Topics in Music

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

MU150 Introduction to Voice & Singing

3 credits (fall) DA: L1 SI

In this course students will study the fundamentals of vocal production, through both listening and singing. Some beginning concepts in musical notation and theory, as well as musical terms will be covered in order to begin or enhance music literacy.

MU201 History and Appreciation of Music I (W)

3 credits (fall) DA: L2 D

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) DA: L2 D

Prerequisites: CW101 and CW102 or permission of the 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.

MU250 Advanced Voice & Singing

3 credits (spring) DA: L2 SI

Prerequisites: MU105 preferred

In this course students will study the fundamentals of vocal production, through both listening and singing. Some beginning concepts in musical notation and theory, as well as musical terms will be covered in order to begin or enhance music literacy. Special attention is paid to expressing emotions in performance through the texts and musical line.

MU399 Special Topics in Music

Credit hours by arrangement (offered as needed) DA: N/A

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 with a change of topic.

NOTE: PE108, 110, 118: 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.

PE108 Golf

1 credit (fall) DA: L1 SI

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) DA: L1 SI

Teaches game strategy and rules for singles and doubles through match play.

PE118 Basketball

1 credit (spring) DA: L1 SI

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) DA: L1 C

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) DA: L1 C

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 \$26.00 fee is charged to process the certifications.

PE125 Conditioning and Fitness

1 credit (fall and spring) DA: L1 SI

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.

PE127 Yoga

1 credit DA: L1 SI

This course is designed to stretch your mind and body. Yoga focuses on understanding and controlling the body, the breath, and the mind through exercises (asanas), breathing (prayanamas) techniques and basic meditation training. The techniques are designed to increase strength, flexibility, endurance, balance, coordination, and the ability to relax. They are also designed to release stress and muscle tension and to enhance the ability to concentrate. The course is meant to be both interactive and solitary. The pace is gentle and the approach is relaxed but there is an expectation that the content will be taken seriously. Honoring the ideas and physical presence of one's self and fellow students in essential.

PE135 Health, Fitness and Wellness

3 credits DA: L1 APS

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.

PE199 Special Topics in Physical Education

Credit hours by arrangement. (offered as needed)

DA: N/A

Prerequisite: 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 with a change of topic.

PE222 Personal and Community Health

3 credits (spring) DA: L2 C

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) DA: L2 ICT

Provides the basic principles and knowledge of diet and nutrition. Emphasizes the important relationship of nutrition and the field of physical education which includes coaching, athletic training, physical fitness, and recreation.

PE228 Principles and Practices of Coaching (D)(E)

3 credits (fall and spring) DA: L1 V

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) DA: L2 APS

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.

PE399 Special Topics in Physical Education

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

PH 120 Philosophy of Pop Culture (E) (D)

3 credits (fall) DA: L1 V

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) DA: N/A

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.

PH223 Comparative World Religions (E) (G) (W)

3 credits (fall and spring) DA: L2 D

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 (W)

3 credits DA: L2 D

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.

PH304 Issues in Ethics (E) (W)

3 credits (spring) DA: L3 V

Prerequisites: EL101 or permission of the 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) DA: N/A

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.

PY105 General Psychology I

3 credits (fall and spring) DA: L1 ICT

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) DA: L1 V

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.

PY199 Special Topics in Psychology

3 credits (offered as needed) DA: N/A

Prerequisites: junior or senior status 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.

PY215 Educational Psychology

3 credits (spring) DA: L2 CCT

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 (SR)

3 credits (spring) DA: L2 SI

Prerequisites: PY105

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 facilitation of a self-esteem workshop for young girls and their adult female mentors will enable students to master these topics.

PY270 Psychology of Learning and Memory

3 credits (fall) DA: L2 C

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) DA: L2 CCT

Prerequisites: PY105, BI105 and junior or senior status or permission of the instructor.

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) DA: L2 APS

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.

PY313 Death and Dying

3 credits (spring) DA: L2 V

Prerequisites: PY105 or HD108 and junior or senior status.

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) DA: L2 APS

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.

PY332 Abnormal Psychology

3 credits (spring) DA: L3 V

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 DA: L2 CCT

Prerequisites: PY106 and junior or senior status.

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) DA: L2 ICT

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) DA: L2 APS

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) DA: L2 APS

Prerequisites: PY105 and junior or senior status.

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)

DA: N/A

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.

PY445 Health Issues in Behavioral Science

3 credits (spring) alternate years) DA: L3 C

Prerequisites: HD108 or PY015 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.

SF199 Special Topics in Sport & Fitness

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

SF230 Activity Leadership

3 credits (as needed) DA: L2 SI

Prerequisites: 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) DA: N/A

Prerequisites: 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) DA: L2 CCT

Prerequisites: 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) DA: L2 APS

Prerequisites: BI221 and 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) DA: L2 CCT

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) DA: L2 SI

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) DA: L2 SI

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) DA: L2 APS

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.

SF324 Adaptive Sport & Physical Education

3 credits (fall) DA: L2 D

Prerequisites: junior or senior status.

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.

SF399 Special Topics in Sport & Fitness

Credit hours by arrangement (offered as needed) DA: N/A

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 with a change of topic.

SF405 Organization & Management of Physical Education & Recreation Programs

3 credits (spring) DA: L2 APS

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) DA: L1 CCT

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) DA: N/A

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 (W)

3 credits (fall and spring) DA: L1 D

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) DA: L2 C

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) DA: L2 APS

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) DA: L1 SI

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) DA: L2 CCT

Prerequisites: junior or senior status 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) DA: L2 V

Prerequisites: junior or senior status 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) DA: L2 ICT

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.

SM310 Athletic Event Management (SR)

3 credits (every other semester) DA: L2 SI

This course offers a theoretical and practicum based approach that focuses on Athletic Event planning and implementation. Students will work in conjunction with the Mitchell College Athletic Department to organize and supervise home Athletic Events. Areas of focus will include but are not limited to scheduling of matches, site supervision, security concerns, athletic training, and opposing teams’ accommodations. One third of the course meeting times will be done in the classroom setting and two thirds of the meeting times will be in a lab setting.

SM325 Sports Psychology

3 credits (fall) DA: L2 SI

Prerequisites: PY105

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 DA: N/A

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) DA: L3 V

Prerequisites: junior or senior status 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) DA: L3 APS

Prerequisites: AC103 or permission of the 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) DA: L3 C

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 credits (spring and fall) DA: L3 SI

Prerequisites: Sport Management majors only. Students must meet with Sport Management Internship Coordinator 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.

SM451 Sport Management Internship

12 credits DA: L3 SI

Prerequisites: Sport Management majors only. Students must meet with Sport Management Internship Coordinator to apply for internship and meet minimum Sport Management requirements. The 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: 400 hours.

SM452 Sport Management**Senior Research Project**

6 credits (fall and spring) DA: L3 CCT

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) DA: L1 D

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) DA: L1 V

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) DA: L1 D

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.

SO199 Selected Topics in Sociology

Credit hours by arrangement. (offered as needed)

DA: N/A

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.

SO207 Marriage and Family

3 credits (fall and spring) DA: L2 C

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.

SO227 Human Sexuality

3 credits (fall and spring) DA: L2 V

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.

SO230 Selected Social Issues Through the Lens of Media Satire

3 credits (offered as needed) DA: L1 CCT

Prerequisites: SO103

Contemporary social issues will be explored and analyzed through the lens of Media Satire. Selected social issues will include: stratification, inequality within society, politics, environmentalism, terrorism, technology as an agent of socialization, gender roles, race relations, health and disease, and ageism. These and other social issues will be critically examined through various forms of media satire applied within contemporary popular culture.

SO310 Leadership and Group Processes (SR)

3 credits (fall and spring) DA: L2 SI

Prerequisites: SO103, 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) DA: L3 D

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.

SO399 Special Topics in Sociology

3 credits DA: N/A

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.

TH110 Stagecraft and Play Production I (SR)

3 credits DA: L1 C

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.

TH130 Introduction to Acting I

3 credits DA: L1 C

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 DA: L1 D

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 DA: N/A

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.

TH199 Special Topics in Theater

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

TH210 Stagecraft and Play Production II (SR)

3 credits DA: N/A

Prerequisites: 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 DA: N/A

Prerequisites: 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 DA: N/A

Prerequisites: 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) DA: N/A

Prerequisites: CW101 and 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.

TH270 Advanced Acting

3 credits DA: N/A

This course will build upon TH130 for those students wishing to pursue a greater understanding of the craft.

TH399 Special Topics in Theater

Credit hours by arrangement (offered as needed)

DA: N/A

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 with a change of topic.

WL110 Beginning Spanish I (G)

3 credits (fall) DA: L1 C

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) DA: L1 C

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) DA: L1 C

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) DA: L1 C

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 DA: L1 C

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 DA: L1 C

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

3 credits DA: L1 C

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 DA: L1 C

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 DA: L1 C

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 DA: L1 C

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.

WL199 Special Topics in World Language

Credit hours by arrangement (offered as needed)

DA: N/A

Prerequisite: 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 with a change of topic.

WL210 Intermediate Spanish I (G)

3 credits (fall) DA: L1 C

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) DA: L1 C

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) DA: L1 C

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) DA: L1 C

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.

WL399 Special Topics in World Language

Credit hours by arrangement (offered as needed)

DA: N/A

Prerequisite: 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 with a change of topic.

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ACCREDITATION STATEMENT

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