



COURSE CATALOG
2021–2022

TABLE OF CONTENTS

3	Academic Calendar
4	Mission Statement
4	History of Mitchell College
5	Directions to Mitchell College
6	Admission to Mitchell College
9	Financial Aid at Mitchell College
17	Tuition and Fees
22	Student Affairs
24	Athletics
25	Adult and Returning Students
26	General Information
28	Campus Information
29	Academic Information and Standards
32	Definition of Terms
34	Academic Policies and Procedures
44	Requirements for a Mitchell College Degree
47	Academic Support Services
51	First Year Experience
55	Programs and Degree Offerings
55	Bachelor Degrees
56	Associate Degrees
57	The Mitchell Ability Model
71	Course Descriptions
131	Board of Trustees
132	Full Time Faculty Directory
134	Accreditation Statement
135	Index

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.

ACADEMIC YEAR

2021-2022

Due to Connecticut State requirements and the unknown nature and resulting consequences of the Covid-19 virus, it may be necessary to adjust some college functions and time frames described and printed in this course catalog. Please check the college website for up to date information that could not be included or changed in this document due to its time of publication.

ACADEMIC CALENDAR

2021-2022

The most current academic calendar can be accessed on the college website.

MITCHELL COLLEGE MISSION STATEMENT



Mitchell College celebrates and develops the power of unique minds.

HISTORY OF MITCHELL COLLEGE



On September 14, 1938, a group of New London citizens founded New London Junior College as a private, nonprofit, coeducational, two-year college in their community. 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. The high quality of Mitchell's academic program was recognized in 1956 when the College was awarded membership in the New England Association of Schools and Colleges. Taking a leading role in educating students with learning differences, Mitchell established its specialized learning center, now called the Bentsen Learning Center, in 1981.

In 1998, the College offered its first baccalaureate program in the area of human development and currently offers four-year degrees in 14 programs of study as well as three associate's degrees. In 2006, Thames Academy (now Thames at Mitchell College) launched its distinctive post-graduate program on campus, providing college-bound students with learning differences a structured year on a college campus to gain skills for a successful transition to a traditional college. In 2007 Mitchell College officially joined the Division III National Collegiate Athletic Association and was a founding member of the New England Collegiate Conference, where they have earned championship titles across multiple years in many sports.

Mitchell College celebrates a long and proud tradition of educating students to discover and build on their strengths while gaining an appreciation for diversity in thought and the richness of a full life.

DIRECTIONS TO MITCHELL COLLEGE

From Spring 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* and go to the end, then turn left onto Rout 1 (Bank Street) and take the second right onto Montauk Avenue.

Proceed 1.5 miles to the College entrance. The Admissions and Financial Aid Offices are located in Henry Hall on Pequot Avenue by the water's edge.

From Worcester

Take Route 395 in Auburn, South to Exit 77. Take left onto Route 85 to Colman Street as describe 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 onto Route 1 (Bank Street and take the second right onto Montauk Avenue.

Proceed 1.5 miles to the College entrance. The Admissions and Financial Aid Offices are located in Henry Hall on Pequot Avenue by the water's edge.



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. 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) or provide proof of English proficiency.

The Admission Committee reviews all applications holistically. We admit students without regard to race, color, gender, disability, age, sexual orientation, and national and ethnic origin. The Admissions Review Committee is comprised of Admissions staff as well as members of the College Faculty and Administration.

Admission to the College

Students may apply to Mitchell College as either a first-year or transfer student. However, certain prerequisite courses are necessary to satisfy degree requirements. Students may begin classes twice a year, fall or spring term.

Admission Decision

If students apply for admission, they will be notified of their status by a letter. The letter will define the nature of their acceptance and indicate when they must reply in the form of an advance deposit. Deposits are accepted on-line via our website. A reply signifying an intention to enroll as a full-time student takes the form of an advance deposit of \$500 for resident students and \$300 for commuter students. The deposit is non-refundable until May 1 for the fall semester. The deposit is not refundable for the spring semester.

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 non-immigrant (F-1) student status and to make appropriate travel arrangements.

Secondary school graduates and students who have attended post-secondary institutions in other coun-

tries and are applying for an F-1 Visa are subject to the following procedures:

1. Complete the application for admission. Mitchell College uses the Common Application.
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.
OR
 - 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.
OR
 - 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 Procedures

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

1. Students may apply for admission by completing the Common Application or Mitchell College application. There is no fee to apply for admission.
2. Ask the high school guidance office to forward the 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.

Life Experience

See section on Adult and Returning Students.

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.

CT Community College Transfer Guarantee

Mitchell College guarantees admission to applicants who have graduated with a cumulative minimum 2.0 GPA from a Connecticut community college, as part of the transfer guarantee program established by the New England Board of Higher Education (NEBHE).

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 Director of Admissions. The Admissions Committee will review the appeal.

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 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 psycho-educational 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.

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 charges, can be taken into account. All things remaining similar, the first-year 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. This applies to unmarried parents living together as well.

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 October 1 and before February 1 to have priority financial aid consideration at Mitchell College.

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

Students selected for verification must send federal tax documents, W-2 forms (for both parents and students), and a completed Federal Verification Worksheet as well as any other requested information. Students and parents are encouraged to use the IRS Data Retrieval Tool which is offered to eligible student and parents while completing the FAFSA

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 February 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. Need is met with a combination of loan, work study job, grant or scholarship.

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. Rates are subject to change every July 1.

Federal Direct Stafford Loan Subsidized

The Stafford Loan is a 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 26 credits; and \$5,500 for juniors and seniors. The interest rate is currently at fixed rate of 5.05%. As long as students attend college at least halftime, they will not accumulate interest on this loan or have to begin payment on principal. 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. The fees are retained by the Federal Department of Education.

Federal Direct Stafford Loan Unsubsidized

The Unsubsidized Federal Stafford Loan is a loan available to eligible students regardless of financial need. The 19/20 interest rate is 4.53%. Although the terms of this loan are similar to the Federal Stafford Subsidized Loan, students are responsible for interest charges while they are matriculated. The maxi-

mum limit for both the Federal Subsidized 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 an origination fee.

Federal Direct Plus Loans

Parents of dependent students may apply for a Plus Loan to assist with educational expenses. 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 additional Unsubsidized Stafford loan.) All parents are required to fill out a pre-approval if they wish to apply for a PLUS Loan. The 19-20 interest rate is currently 7.08%. The Federal Government retains the origination fee on this loan.

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.

Additional Information about Federal 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 on-line entrance course which describes the provision of the loan programs. Effective 20/21 students will need to log on to studentloans.gov and review current information. Forgiveness of debt in return for certain kinds of work in the public interest after graduation is possible. Go to: studentaid.ed.gov to get additional information on loan forgiveness. Students must also complete exit counseling when they leave Mitchell or drop below 6 credits.

Students must meet the College's Satisfactory Academic Progress for Financial Aid Policy to retain financial aid.

Satisfactory Academic Progress For Financial Aid Policy

The purpose of this policy is to provide undergraduate students with information on Mitchell College's Satisfactory Academic Progress Standard for Federal Title IV Sources of Aid (Federal Pell Grant, Federal SEOG, Federal Work-Study, Federal Perkins Loan, Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Direct PLUS Loan), as well as Mitchell College Need and Merit Aid. This document describes the qualitative and quantitative standards that make up this policy, how standards are measured, and how financial aid is reinstated if eligibility is lost during enrollment.

The Financial Aid Office is required, in accordance with Federal Title IV regulations, to monitor satisfactory academic progress for students who receive Federal financial assistance. In order to continue to receive financial aid while enrolled at Mitchell College, students must maintain the minimum standards as defined below. These Satisfactory Academic Progress standards for financial aid are either the same or stricter than the College's academic policy for students enrolled in the same academic program who are not receiving financial assistance. Students must make both quantitative and qualitative progress towards their educational goals each academic year to receive federal and Mitchell College need-based and/or merit financial assistance. Mitchell College's academic year consists of two regular semesters fall and spring. Measurement will occur at the end of each semester. Grades for Incompletes will be considered in the following semester unless completed during a winter or summer mini-semester.

The Satisfactory Policy for Financial Aid and the Satisfactory Policy for Academic Performance are not the same.

Satisfactory Progress for Financial Aid

At the end of each semester, grades are reviewed to determine the academic standing of each student. A student is considered to be in good academic standing if he or she is matriculated at Mitchell College, maintains a cumulative grade point average of 2.00 or higher, a semester grade point average of 2.00 or higher, and is making satisfactory progress toward a degree. Satisfactory Pace is total cumulative completion rate based on year in school. Students failing to meet these standards are subject to warning,

suspension or probation with an academic plan. A student falling into one of these categories will find notification in their Mitchell College email as well as by a letter sent to the home address.

Financial Aid Warning - The student's academic performance is such that continuation at this level could eliminate the possibility of academic success and graduation. Students on financial aid warning are still eligible for financial aid for the next semester.

Financial Aid Suspension – Students, who were on financial aid warning and did not obtain satisfactory progress measured in grade point average and/or credits earned, will be placed on financial aid suspension. To maintain further financial aid eligibility, the student may appeal in writing to the Financial Aid Appeal Committee within 3 weeks of the date of notification. Students will be notified in writing about the outcome of their appeal. If the appeal is approved, the student will be placed on financial aid probation with an academic plan. The financial aid appeal letter is separate from any academic appeal letter the student may be required to submit.

Financial Aid Probation with an Academic Plan – Students, whose financial aid appeals are approved, will be placed on financial aid probation with an academic plan. Students, in this status, are eligible to continue to receive financial aid unless they do not meet the plan or at the point they cannot graduate within the time frame established by pace. The Academic Plan will be developed by the student and his/her academic advisor which will have specific outcomes. The Plan will be revised at the end of each semester until the student is making satisfactory progress for financial aid.

Financial Aid Satisfactory Progress		
CR Enrolled	Completion Rate	GPA Minimum
0-25	50%	2.0
26-55	60%	2.0
56-89	67%	2.0
90+	67%	2.0

Appeal Process – The letter should be addressed to the Director of Financial Aid within 3 weeks of notification of suspension. It should include a clear explanation of the circumstances that contributed to

the poor academic performance. The letter should also include steps the student intends to take to remedy the situation. Information on how to contact the student should also be included.

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.

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 2019–2020, the awards range from \$650 to \$6,195.

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.

Mitchell Merit Scholarships - Mitchell College offers merit scholarships. The College establishes the renewal criteria. All students new to Mitchell College are considered for merit scholarships as part of the holistic application review process.

First-time student scholarships are awarded based on a review of the high school transcript concentrating on core courses and GPA as well as course selection. Transfer students are considered for an academic scholarship as part of the application process. These scholarships are based on the students' prior college academic performance.

For further information about scholarships, contact Mitchell College Admissions at 800-443-2811.

SCHOLARSHIPS AND AWARDS

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.

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 Jeffrey S. Turner 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 family studies issues and concerns.

The Behavioral Sciences 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 Catherine E. Wright Behavioral Sciences 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

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

The Merit Award 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.

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 in First-Year Composition - This award is presented to the student judged to be outstanding in effort, improvement, and achievement in first-year composition 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 his/her aspiration to meet the standards for the professional role as an early childhood educator

Hospitality and Tourism

The Mark Burke Scholarship - Established by the College in honor of Trustee Mark Burke, this scholarship will be given to a student in the hospitality program who has a passion for this field of study

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 who has shown exemplary im-

provement in academics and/or the hospitality industry, as well as dedication to community involvement.

Humanities

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.

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.

Life Sciences

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.

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 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 exemplifies 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 Michael C. DiZenzo '14 Memorial Scholarship - Established in 2018 in memory of Michael C. DiZenzo '14 by his grandmother, Nancy Tuccillo and his parents, Valerie and Ivano DiZenzo. This scholarship will provide financial assistance to a student for the kind of transformational experience that Michael had at Mitchell where he was involved joyfully in academics and extra-curricular activities.

The Stephanie Turowski '15 Endowed Scholarship This scholarship was created through the generosity of family members, friends and colleagues who knew and loved Stephanie. No matter the task, Stephanie worked tirelessly to put forth her best effort and demonstrated grace and determination in all corners of her life. The scholarship is given to a continuing student who has a 3.0 GPA or above and is pursuing a career in a helping profession.

Dean of the College Scholarship for Distinguished First-Year Academic Performance

Honors Program Outstanding First-Year Student

Honors Program Outstanding Continuing Student

The President's Award for Performing Arts - Graduating Student

The President's Award for Performing Arts - Continuing Student

The Presidential Scholarship for Outstanding Leadership

The Presidential Award for Outstanding Leadership Student Affairs

The Christine Gallagher Memorial Award The Christine Gallagher Memorial Award is a monetary award that is presented to a student who has shown considerable growth and development during

their time at Mitchell College and has positively impacted student life on campus. This award is presented to an individual who has had a transformative experience during their time at Mitchell while working to make Mitchell a better place for students.

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.

The Dean Roberts Distinguished Service Award - The Dean Roberts Distinguished Service Award is designed to embody the concepts of leadership, selflessness and overall commitment to team and sport.

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.

Alpha Psi Omega is a national theatre honor society for participants in collegiate theatre

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.

Omicron Sigma Sigma - The Order of the Sword and Shield National Honor Society is the first academic and professional honor society dedicated exclusively to homeland security, intelligence, emergency management, and all protective security disciplines. The mission shall be to promote critical thinking, high scholarship and professional development; to further enhance the ethical standards of the protective security professionals; and to cultivate a high order of personal living.

Phi Epsilon Kappa is a national professional honor society for persons engaged in or pursuing careers in health, physical education, recreation, or sport management. The 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.

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.

Psi Chi is the international 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.

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." (See Financial Aid at Mitchell College.)

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 for Academic Affairs/Dean of the College at an additional charge.

2020/2021 Cost of Attendance

Tuition, Fees, Room and Board for Students Living On Campus

Tuition: \$32,960.

Room & Board: \$13,906.

Fees: \$2,112.

Per credit fee over 18 credits per semester: \$515.

Breakage Deposit: \$250.

(All full-time students are required to provide a one-time breakage deposit upon enrollment. Breakage deposits are held until a student graduates or withdraws, at which time deductions from this deposit will be used to satisfy outstanding damage assessments, fines, parking tickets, or costs billed to a student account before being refunded to the student.)

Premium Housing (additional per semester)

Montauk Apartments: \$700 per semester

Mariner Hall: \$575 per semester

Single Room: \$1,500 per semester

Tuition and Fees for Commuter Students

Tuition: \$32,960.

Fees: \$2,112.

Per credit fee over 18 credits per semester: \$515.

Tuition and Fees for Part-time Students

Part-time tuition (9, 10 or 11 credits):

\$12,000 per semester

Part-time tuition (less than 9 credits):

\$500 per credit hour

Science lab fee: \$50 (per lab)

Computer lab fee: \$50 (per lab)

Tuition and Fees for Certificate Programs

Part-time tuition (less than 9 credits): \$500 per credit hour

Estimated Unbilled Expenses

Books: \$1,200 (estimate)

Travel: \$1,400 (estimate)

Miscellaneous: \$1,300 (estimate)

Bentsen Learning Center (BLC)

Supplemental charge per semester:

Comprehensive Strategic Learning Support: \$3,999.

Enhanced Strategic Learning Support: \$2,673.

Transitional Strategic Learning Support: \$1,347.

Academic Coaching for Empowerment (ACE): \$888.

Miscellaneous Charges

Drama Fee: \$50.

Returned Checks: \$35.

Transcripts: \$5.

Auditing Fee: \$375 per credit hour.

For each credit hour in excess of 18: \$515.

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 Student Financial Services 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 the opportunity to participate in a course on a noncredit basis at a reduced rate.

Full-Time Student Due Dates

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.

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 nonrefundable annual enrollment fee of \$100. More details are available from the Student Financial Services (SFS) 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 SFS Office. Students who fail to pay outstanding bills will not be allowed to register for the next semester or start the next semester classes. 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 re-register for classes and housing on a space-available basis through the Registrar's Office and to the Campus Life Office, respectively. See the college website for: Financial Responsibility Agreement.

Tuition Deposit

A \$300 nonrefundable deposit is required of all new full-time commuter students and \$500 for resident students. For students entering in August, 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.

Breakage Deposit

Full-time resident students are required to provide a onetime breakage deposit, which is included in a student's first semester billing. Resident students must deposit \$250. 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 Online Bookstore. The Bookstore carries the required texts for the courses offered and sundries for personal requirements and needs. See the college website for details.

Student Health Insurance

All full-time students are required to maintain adequate health insurance, either under your own private plan or under the Student Health Insurance Plan sponsored by the College. All students must visit www.gallagherstudent.com/Mitchell to enroll in a plan or sign a waiver if you choose to maintain medical coverage in a plan other than the College-sponsored plan. Students who do not complete the waiver by the tuition due date will automatically be enrolled in the College-sponsored health insurance plan and billed accordingly.

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

Student health insurance is not subject to prorated 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 Direct Stafford Loans, Federal Supplemental Education Opportunity Grant (SEOG), Federal 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 the Web at www.studentaid.ed.gov.

Sample worksheets are available for your review by contacting the staff in the SFS Office.

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

Purpose

The intent of our refund policy is to protect the financial interest of the 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.

Full Time and Part Time Students

1. 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 the add/drop period- 100% refund
 - During the add/drop period- 80% refund
 - By the end of the second week of classes- 60% refund

- By the end of the third week of classes- 40% refund
 - By the end of the fourth week of classes- 25% refund
 - After the end of the fourth week of classes- 0% refund
2. Withdrawal from Mitchell College shall entitle a student to a refund of tuition, room and board and learning resource fees (if applicable) based on the above-referenced schedule.
 3. Enrollment period is defined as the first day of classes to the last day of final exams within a semester.
 4. When a student receives Federal Title IV aid and completely withdraws from the college during a 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 Direct Stafford Loan, Federal Supplemental Education Opportunity Grant, 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 a 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 funds are returned. Unearned portion of Title IV funds must be returned by the college to the federal government no later than 45 days from the determined date of a student's withdrawal.

Students will be notified of any balance owed to the college as a result of the refund calculation.
 5. Institutional aid will be calculated using Mitchell College's refund policy. All other outside grants and scholarships will be refunded based on the guidelines of the grantors.
 6. Deposits are not refundable at Mitchell College. Charges for other fees, such as library fees or parking tickets are not eligible for refund. Group health insurance is not eligible for prorata withdrawal credit or tuition withdrawal credit.

Winter and Summer Session Students, or Adult Certificate Programs

1. Tuition Refund Schedule

- | | |
|-----------------------------------|------|
| – Before the first day of classes | 100% |
| – During days 1 and 2 of classes | 100% |
| – During day 3 of classes | 0% |

Tuition Refund Procedure

1. Refunds are initiated when a student has officially withdrawn from Mitchell College.
2. The Registrar will determine the last date of attendance for credit purposes.
3. Students who withdraw from the College before the end of the academic year will have their financial aid adjusted accordingly.

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

With recent innovative changes in residential life at Mitchell College, students like to live on campus for its convenience and being in the middle of an active community. The opportunities to create living experiences are only limited by their imagination.

Mitchell College believes in the importance of on campus residential living as part of the college experience and encourages all full time students to live on campus.

Living in the residence halls provides educational opportunities and helps to support the academic experience. Each student is encouraged to participate in programs and activities. 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 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 nonacademic needs. The Office of Student Affairs promotes student responsibility and accountability through maintaining community standards and enforcing College policies. The Office of Student Affairs 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. 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.

Residence Halls

* - Denotes substance-free residence

** - Denotes premium housing

Mitchell College offers traditional rooms in residence halls that are co-ed by floor, suite-style living, and apartment style living.

****Mariner Hall:** a four-story, suite style residence hall with 2 community lounges and laundry facilities; co-ed by suite; accommodates 112 students. Each suite consists of 3 double bedrooms, a kitchenette and 2 full bathrooms. Rooms are climate controlled, including air conditioning. Students must be a sophomore, junior or senior with a minimum 2.50 GPA and a clean conduct record to live in this residence.

***Matteson Hall:** co-ed by floor with common bathrooms, lounges and laundry facilities; a full kitchen on the first floor and a kitchenette on the 2nd floor; accommodates 121 students. Students must be first-year or sophomores to live in this residence. This is a substance free-living environment.

Simpson Hall: co-ed by floor; common bathrooms, lounges, laundry facilities and 2 kitchenettes. This residence is designated for sophomores, juniors and seniors and accommodates 116 students.

***Saunders Hall:** designated first-year residence hall; co-ed by floor with common bathrooms, lounges and laundry facilities. This is a substance-free living environment and accommodates 112 students.

***Moorings, Harbor House and Fair Haven** are located on Pequot Avenue. A short walk from campus, these three waterfront residences are home to the Thames at Mitchell program. These historic Victorian and Colonial homes each house between 20 and 30 students and offer unique rooms; many with water views. Each hall has a lounge, laundry room and common area bathroom.

****Montauk Apartments:** accommodates 20 students; each apartment shares a bathroom and kitchen; the first floor has 2 bathrooms and full kitchen; base-ment laundry facilities. Residents are expected to have independent living skills and are responsible for maintain-

ing their own bathroom and kitchen areas. This is a designated living and learning environment for juniors and seniors who are seeking the experience of apartment living with the convenience of living on campus.

***East Winds House:** located two blocks off campus it is an easy 5-minute walk to main campus; independent living opportunity; accommodates 36 students in one- and two-bedrooms with access to a full kitchen, washer and dryer, a project area and common lounge area; a substance-free living environment.

CAMPUS SAFETY

A staff of professional campus safety officers provides security around the 68 acre campus 24-hours a day, seven days a week. Campus safety officers respond to emergencies on campus, patrol the campus on a regular basis, and conduct various types of investigations. The Campus Safety staff provides escorts as an added measure of safety should students need accompaniment walking through campus at night. Patrols are conducted on foot, by vehicle, golf cart or by bicycle. Community policing is at the core of the Department of Campus Safety. Because of this, the department maintains four major areas of focus: prevention, enforcement, education, and outreach, resulting in positive relationship-building among all members of the College community.

Campus Safety Contact Numbers

Campus Safety - Emergencies
(860) 443-0214 or Ext. 4590
from any campus telephone

Campus Safety - Routine Texts or Calls
(860) 941-9316

Director of Campus Safety
(860) 701-5182

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. 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 mitchell.edu/campus-safety and click on the link for the report.

Residence Hall Security

Residence Hall exterior doors are secured by an electronic locking system accessed via proximity card readers. This security feature allows resident students access to their residence halls 24/7, while maintaining security access control.

Video Surveillance System

Mitchell College maintains a robust video surveillance system that monitors all residence hall main entrances, as well as other key areas around campus. This system, in conjunction with the card access system, provides for integrated monitoring capabilities and has proven valuable asset to the Department of Campus Safety in the investigation of offenses occurring on campus. The College has numerous Campus Safety Blue Lights and building call boxes strategically placed throughout campus as a direct link to Campus Safety should an emergency arise.

Emergency Notification

Notification to the Mitchell College community (students, faculty, staff) is made through the Rave Alert system. The Rave Alert is utilized in the event of any type of emergency on campus or school closer due to inclement weather. Notification is through email, text message, and phone call. The Rave Alert is available to all who sign up on the Mitchell website.

CAMPUS LIFE

The staff and faculty at Mitchell College believe that involvement in extracurricular 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. All students can keep up-to-date on campus activities through the Mitchell Dock, Mitchell Campus Life Facebook page or MCCampus Life Instagram page. For more information about the opportunities and services available to all students, contact the Office of Campus Life at 860-701-5335.

New Student Orientation

Prior to the start of the academic year, new students participate in a comprehensive orientation to the College. 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.

Commuter Students

Commuting students are a vital segment of the Mitchell community and are encouraged to be engaged in clubs and activities and to utilize all services provided on campus.

To meet the needs of commuter students, Mitchell Dining Services has a variety of options available for campus meal plans. For more information, please contact the Director of Food Services, located in the Clarke Center

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). 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 of offered within the sports experience including intercollegiate, intramural and recreational offerings.

**2020–2021 INTERCOLLEGIATE
ATHLETICS TEAMS**

Men	Women
Baseball	Basketball
Basketball	Cross Country
Cross Country	Lacrosse
Golf	Soccer
Lacrosse	Softball
Soccer	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, softball, fun runs, dodge ball, soccer, sailing, tennis and fitness programs.

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 comprised of 420’s racing sailing boats, Flying Js sailing boats, and a launch boat are maintained and at the Mitchell dock for sailing and educational programs. Paddleboards and kayaks are available at Mitchell dock for waterfront sports and educational programs.

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
- Accelerated sessions
- Hybrid: a mix of on-line and classroom settings

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 an acceptance policy of credits earned through organizations and respected exams that can validate your prior learning, including CAEL (Council on Adult & Experiential Learning).

Mitchell College accepts over 24 exams that could be applied towards Mitchell degrees.

For more information, contact the Registrar's Office.

GENERAL INFORMATION

DINING SERVICES

The Milner Dining Hall, located in the Clarke Center, serves all students who have purchased a meal plan or pay at the door. For more information, please contact the Director of Dining Services.

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 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.

SEXUAL MISCONDUCT

See the Student Code of Conduct for the policy on the Student Portal. 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 Assistant Dean of Student Affairs 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 fed-

- eral 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;
 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.

FERPA: 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.

FERPA was amended in December 2008 to assist Colleges for better operation in times of emergencies. This law refers to discussion or release of the actual educational record, not discussions about a student. A college may disclose educational information without consent to other college officials with legitimate educational interests on a need to know basis, this includes contractors and relevant parties at other colleges. See the Mitchell College Student Handbook for details.

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 FERPA policy can be found in the Registrar's Office.

THE COLLEGE ADA STATEMENT

(effective January 2020)

Mitchell College complies with the mandates created by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. In accordance with these laws, Mitchell College is committed to ensuring that no otherwise qualified student, on the basis of their disability, will be denied access to course content, materials or activities.

A student, who believes they need accommodations, should contact the Office of Accessibility Services at 860-701-5790. Accommodations are not retroactive and cannot be provided by faculty based upon disability until the Letter of Accommodation has been issued by Accessibility Services. Letters of accommodation must be updated each semester. Should a student feel that they were discriminated against, they should follow the procedures defined by the Office of Accessibility Services (860-701-5790).

- The student must express concern initially, within thirty (30) school days of the occurrence, to the appropriate faculty or staff member to discuss a resolution.
- If the student feels that they have not received an appropriate resolution with faculty/staff, they should contact the AS Office to report the complaint.
- The student will file the complaint in writing, or verbally recorded, on a Grievance Form within thirty (30) working days of the occurrence.
- The AS professional will make contact with faculty/staff and a resolution will be determined within ten (10) working days of the recorded complaint.
- The student will be notified of the resolution in

written format, and the resolution will be recorded on the Grievance Form no later than ten

- (10) working days of the recorded complaint.
- The student can request a reconsideration of the case, if they are dissatisfied with the resolution, with the ADA Committee within five (5) working days of hearing the recommendations for a resolution.
- The student will be notified of the resolution made by the ADA Committee, in writing, within fifteen working days of the decision.
- For more information see the Accessibility Services web page.

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: 1) 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, and 2) 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 they enter.

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 at www.gallagherstudent.com/mitchell. 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.

CAMPUS INFORMATION

General 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 Thames Academy 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, entrusted 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 and Administrative Buildings

Bingham Hall houses science and computer laboratories, classrooms and faculty offices.

Nathan Hale Hall has classrooms on the first and second floors and faculty offices on the third level. The Campus Safety Office is on the first floor.

Chappell Cottage, a two story stone house located in Mitchell Woods, formerly served as a residence for the Mitchell Woods caretaker. Currently the cottage houses the Children’s Learning Center at Mitchell College and serves as an academic learning site.

The Mitchell College Library is in a two story building on the southeastern part of campus.

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

The Ric and 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: Registrar, Academic Advising, Accessibility Services (AS), Tutoring Center, Integrative Career Development, Bentsen Learning Center, the Veterans’ Study Lounge and the Office for Academic Affairs. The building has space dedicated to individual meetings with learning and writing specialists, classroom instruction, group meetings, testing, study and relaxation.

Yarnall Athletic Center, located on the upper campus, contains a 600 seat gymnasium, a health/ fitness center, locker rooms, equipment room, training room, athletic staff offices, and the Center for Health and Wellness.

Michael’s Dairy Ice Cream Shop and The Student Center are located on Montauk Ave. near the upper campus residence halls and athletic center. Michael’s Dairy is an academic learning and internship site.

Mitchell Hall (once the Alfred Mitchell family’s summer home) serves as the main administration building currently housing the office of the President and upon completion of renovations the offices of the Vice President for Academic Affairs/Dean of the College, the Vice President of Finance and Administration, Bursar/Student Accounts, Advancement and Alumni Relations, Marketing, Communications, Human Resources, and Facilities.

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

Clarke Center contains The Milner Dining Hall and **The Market Café** on the ground floor. A 400 seat auditorium with complete stage is located on the second floor.

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.

The Umbrella House was formerly used as the primary residence for Mitchell College presidents and now serves as office and teaching space.

The Red Barn is the most recent new construction on campus. The iconic, original barn was rebuilt and is home to performing arts and various campus and community events.

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.

The College provides students with a wealth of resources that should ensure that accurate information about degree requirements is available. The 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 (all forms of course delivery)

The Faculty of the College believes that in order for a college student to derive the maximum benefits of a course, regular, punctual 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 or calculated equivalent.

Standard Course Load: The standard credit load for a full-time student is dependent on the Academic Program in which they are enrolled (normally 15 to 18 credits each semester). The academic advisor will work with the student to make sure the course load is consistent with the plan for success.

Term Overload: 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 VPAA/DOC, through the academic advisor.

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

Credits Earned	Classification
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0 – 25	First-Year
26 – 55	Sophomore
56 – 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. Specific programs may have additional minimum requirements.
- They must achieve a final GPA of 2.0 or greater for course work at Mitchell, except for the Early Childhood Studies-Teacher Certification bachelor program which requires a final GPA of 3.0.
- 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 Ability Based 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.
- If the requirements are completed by June 30th of the student's senior year, the diploma will be ordered and mailed to the student. If the requirements are completed after the June 30th deadline, the date of degree completion will be on the official transcript, however the student will be considered to be part of the following year's class and not receive their diploma until the following May.

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

Note: Any student who repeats a course with the intent to improve their overall GPA, is ineligible for consideration of valedictorian or salutatorian. In addition, the valedictorian or salutatorian must be recommended by the VPAA/DOC. Graduation honors are listed in the commencement program (only for those students who have completed all their degree requirements) 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 calculable 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, Satisfactory (S), Unsatisfactory (U) or Failing grades for the given semester.
5. 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 calculable 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, Satisfactory (S), Unsatisfactory (U) or Failing grades for the given semester.

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

Starfish

Starfish is an on-line, academic support and success system that provides tools and services for students, faculty and support staff in the areas of early alerts, appointment scheduling and other general student performance issues. Starfish is designed to help identify at risk students in real time based on their daily course work performance. Faculty and staff can acknowledge achievements and/or concerns and then connect students to the resources designed to help such as advising, tutoring and support services.

Early Academic Reports

Submitted to the Registrar by faculty after the 4th week of a 15-week semester or calculated equivalent:

1. Whose average grade is a C- or below,,
2. Who has excessive absences, and/or
3. 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 according to the published Academic Calendar.

Final Semester Grades -

Submitted to the Registrar by the faculty at according to the published Academic Calendar.

Grade System

Mitchell College currently uses a 4.0 grade system. The grades issued and their current values in associated grade points are as follows:

Grade	Definition	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C		2.00
C-	Average	1.67
D+		1.33
D		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.

A student must complete all outstanding work, at the latest, by the last day of classes of the following semester otherwise, the mark will revert automatically to a Failure (F). Refer to "Incomplete" Policy under the Academic Policies & Procedures section of the catalog.

Temporary Grading Policy Associated with the COVID-19 Pandemic.

During the pandemic (Spring 2020-Summer 2021), students were given the option of choosing designated grade of Satisfactory (S: earned grade of C- or above) or Unsatisfactory (U: earned grade D+ or below) instead of the earned grade to appear on their transcript. S/U were not used in calculating GPA. Both Ability and the number of credits were earned if the S grade was chosen, but neither was earned if the U grade was chosen.

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: S (Satisfactory), U (Unsatisfactory), 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 S, U, 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 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 an Add/Drop period when a student may make valid schedule changes. (Refer to "Add/Drop" policy under the Academic Policies & Procedures section of the catalog.)

Auditing a Course

Students have the option to take a course for no credit. (Refer to "Auditing a Course" Policy under the Academic Policies & Procedures section of the catalog.)

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.

Concentration

(Ability Based Education Model, effective Fall 2018)

Core

(New Model, fall 2018)

Elective /Explore 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. The purpose of electives is to broaden the scope of a student's experience.

Full-time Student

Full-time status is defined as being registered for twelve semester hours at the end of the Add/Drop period Session I during each of the fall and spring semesters.

Hybrid/Blended Course

A course which is delivered with both in person and on-line components.

Major (for students entering prior to Fall 2018)

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.

Program of Study Change

Students who are considering changing their program of study (Major/Core/Concentration), need to discuss the programs and implications of a change with their Academic Advisor. (Refer to "Change of Major/Core" Policy under the Academic Policies & Procedures section of the catalog)

Minor

Some academic programs offer minors for students that qualify for such an option. A Minor is a focused exploration of approximately 18 credits in a specialized area of study. Restrictions and conditions apply to academic minors. Application and approval for a Minor must occur prior to the student needing the last 30 credits of the BA/BS degree. (Refer to "Minor Program" under the Programs & Degree Offerings section of the catalog.)

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 at Mitchell are not subject to the non-matriculated student limits as mentioned above.

Part-Time Student

Part-time status is defined as being registered for fewer than twelve credits as of the end of the Add/Drop period.

Prerequisite

A requirement that must be met prior to enrollment in a particular course.

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. Students are expected to make an appointment with their Academic Advisor to complete their class registration for the following semester. Consultation with appropriate Core faculty is also recommended.

Remote Course

A course that is delivered entirely on-line

Required Course

A course that 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 cores and concentrations. All courses which are required need to be completed before a student may graduate.

Student Status**Full-time Student**

Full-time status is defined as being registered for twelve semester hours at the end of the Add/Drop period Session I 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 period Session I during each of the fall and spring semesters. (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. (Refer to "Transfer Courses" under the Programs & Degree Offerings section of the catalog.)

VPAA/DOC

Vice-President for Academic Affairs/Dean of the College

ACADEMIC POLICIES AND PROCEDURES

BY ENROLLING AT MITCHELL COLLEGE, THE STUDENT AGREES TO ALL POLICIES AND PROCEDURES IDENTIFIED IN THIS CATALOG FOR THE CURRENT ACADEMIC YEAR

ACADEMIC HONESTY

Mitchell College is committed to educating our students on the importance of academic honesty and protecting original ideas and intellectual property. As a community we provide our students with the necessary tools embedded in the First-Year Experience curriculum to ensure they receive early, consistent exposure to the importance of academic integrity and honesty. Multiple workshops, lessons and resources regarding academic integrity are available to ensure students have ongoing access to these concepts which they are expected to adhere to in all courses offered at Mitchell College. All members of the community should familiarize themselves with the definitions of academic honesty and will be held accountable for adhering to the policies outlined.

Categories of Academic Dishonesty

- Plagiarism, whether from print or electronic sources, is the lifting of words, phrases, sentences, or paragraphs from other writers without attributions.
- 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). The content of papers should reflect the learning in the particular course for which they are written and not repeat work prepared and/or presented for another course. Students who violate this policy may be penalized on the assignment submitted for each class affected.
- Cheating involves any dishonest or deceptive effort to give or receive any unauthorized assistance of any form (electronic, paper, etc.) during an academic exercise, including a class assignment or testing or exam session. This includes allowing someone other than the enrolled student to complete the assigned work.

Student Academic Integrity Board

The purpose of the Student Academic Integrity Board (SAIB) is to educate and appropriately sanction when issues of academic integrity arise. When a student has been charged with a violation of academic honesty and the process leads to SAIB hearing, the goals of such hearing are to provide a forum where all parties have a voice and are empowered with the necessary tools to prevent recidivism.

Process of Reporting Academic Dishonesty

Members of the Mitchell College community are expected to maintain the highest standards of academic conduct. The protection of authentic ideas and products constituting intellectual property is held in the highest regard. Any commission of academic dishonesty, whether intentional or accidental, is condemned at Mitchell College and expected to be appropriately addressed. If a formal charge of academic dishonesty is submitted by a faculty member, the ultimate outcome will be held on record in the Office of Academic Affairs. The VPAA/DOC reserves the right to review the student's record and may recommend a convening of the SAIB. All notifications to the student will occur via the Mitchell College email address on file with the Registrar.

- A written notification of the violation will be sent to the student via their Mitchell College email by the instructor within 2 business days of the charge of academic dishonesty and the appropriate Core Chair will be notified.

Resolution at the Core Level:

- No formal charge- The student and instructor may decide together that a formal charge is not warranted and a hearing is not necessary. The Core Chair will notify the VPAA/DOC in writing that the case was resolved with the student. This will not count as a sequenced offense for the student but notation will be placed on file with the Office of Academic Affairs.

Formal Charge:

- If a student appeals the charge, the student must do so in writing to the Core Chair within 3 business days of receipt of the charge from the instructor.

1. If the Core Chair finds in favor of the student, a hearing is not necessary. The Core Chair will notify the VPAA/DOC in writing that the case was resolved within the Core. This will not count as a sequenced offense for the student but notation will be placed on file with the Office of Academic Affairs.
2. If the Core Chair does not accept the student's appeal, the Chair must notify the student in writing via their Mitchell College email within 3 business days that the case is to proceed to an SAIB hearing. A plea sheet and supporting documentation will be submitted to the Office of Academic Affairs. An SAIB hearing will be scheduled via Outlook Meeting to the student's Mitchell College email within 5 business days of receipt of the completed material.

If a student does not appeal and accepts the charge, the instructor will submit a completed plea sheet and supporting documentation to the Office of Academic Affairs. An SAIB hearing will be scheduled via Outlook Meeting to the student's Mitchell College email within 5 business days of receipt of the completed material.

RESOLUTION AT THE COLLEGE LEVEL (SAIB)

If the SAIB is convened, a recommended sanction or other outcome will be submitted to the VPAA/DOC within 3 business days. Subsequent notification from the VPAA/DOC will then be sent the student within 3 business days. Students have the right to appeal the sanction to the VPAA/DOC within 3 business days of notification.

Student Rights and Responsibilities When A SAIB Hearing is Convened

Students should prepare appropriately for a hearing and are accountable for knowing their rights and responsibilities. As outlined in the Student Code of Conduct, this process and rules governing the hearing are different from legal criminal or civil proceedings. Prior to the hearing, students have the right to read the report that has been filed with the Academic Affairs office. Notes may be taken but no pictures nor copies of the materials can be taken. Students may not have an attorney present when reviewing the report. Information regarding scheduling an appointment to review the material will be provided at the time of the hearing notification. Students may also meet with the Associate Dean/Co-Chair for the SAIB prior to the hearing to review the hearing

procedures. This is a courtesy informational meeting only and will not serve as a negotiation session nor substitute for the hearing. During the hearing, students are entitled to have an appropriate advocate to provide support. However, the advocate may not represent the student or speak on their behalf. The advocate must be a current Mitchell College faculty, staff or student. Students do not have the right to have an attorney present at the hearing. The Board will render a decision based upon the information available to it at the time of the hearing. It is the student's responsibility to attend this meeting. Failure to attend the hearing will result in the student forfeiting any opportunity for further action on the charge and the decision of the SAIB will stand without possibility of appeal.

Penalties of Academic Dishonesty Charge (Brought to an SAIB Hearing)

1. First offense of Academic dishonesty; Zero (0) in the quiz, exam, project, etc. and notation on record with the Office of Academic Affairs. *Lesser penalty possible for those students currently enrolled in a First-Year curriculum course.
2. Second offense involving academic dishonesty in any course: F in the course involved and notation on record with the Office of Academic Affairs.
3. Third offense involving academic dishonesty: Immediate dismissal from the College with notation of academic dishonesty to the Registrar for the student's permanent record and notation on record with the Office of Academic Affairs.

SAIB Hearing Appeals

The SAIB will report findings to the VPAA/DOC. Notification of the finding will be sent to the student via Mitchell email. Students have the right to appeal the findings to the VPAA/DOC. This appeal must be in writing and received by the Office of Academic Affairs within 3 business days of notification. The VPAA/DOC will review the process and the VPAA/DOC's decision is final.

ACADEMIC PROGRESS AND 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.

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. See the Academic Performance chart that follows.

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 they are placed in a probationary status. Moreover, the student in this category is expected to secure additional help, curtail nonacademic activities, and reassess their participation in an academic program. The VPAA/DOC or 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 accredited 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 VPAA/DOC for the first semester they return.

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.

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.

The Policy

Satisfactory Academic Performance

ACADEMIC PERFORMANCE				
CREDITS ENROLLED	GOOD STANDING	WARNING	PROBATION	DISMISSAL
0-15	2.00 - 4.00	1.67 - 1.99	1.00 - 1.66	below 1.00
16 -25	2.00 - 4.00	1.67 - 1.99	1.33 - 1.66	below 1.33
26 - 55	2.00 - 4.00	NA	1.67 - 1.99	below 1.67
56+	2.00 - 4.00	NA	NA	below 2.00

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 the 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 after hearing a student's 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 demonstrate progress each term to advance to degree completion (minimum of 2.0 GPA). The chart above is used to determine student

Right to Appeal an Academic Dismissal

Decisions regarding dismissal may be appealed to the VPAA/DOC. The appeal must be in writing and must be received by the Office for Academic Affairs no later than a date specified in the dismissal letter. The appeal should contain any new information or extenuating circumstances that needs to be considered about the student holistically. Student appeal hearings are held within one week of the defined appeal deadline by the Academic Standing Review Committee. Students do not attend the appeal hearing. The decision of the Academic Standing Review 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 Academic Standing Review Committee decision.

As noted above, the Academic Standing Review Committee 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 VPAA/DOC 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.

Academic Progress as it relates to satisfactory financial aid eligibility will be measured in May at the end of the spring semester. 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/Terms	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/Terms	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) 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.

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 in Session I and one (1) day in Session II as an Add/Drop period when a student may make valid schedule changes through the academic advisor.

If the student meets the requirements for the course, 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 Academic Progress chart. The Athletic department notifies students of ineligibility.

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 credits 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. 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 period during each of the fall and spring sessions. Full-time students are eligible for on-campus residency privileges and athletic participation. They pay the full College Fee.
- II. II. Part-time status (fewer than twelve credits): Students enrolled in fewer than twelve credits as of the end of the Add/Drop period during each of the fall and spring sessions. Part-time students are billed for tuition on the existing scale.

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) working days of grades being posted, the student must request, in writing, that the professor review the grade. The professor 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 Core Chair of the Core in which the course is taught. The Core Chair notifies the student and the VPAA/DOC of their recommendation.

No grade may be changed without the professor completing the Grade Change form. If the student wants to appeal the professor's grade change, they may appeal, in writing, to the VPAA/DOC within ten (10) business days of the grade change. The decision of the VPAA/DOC is final.

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 they 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 they have 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 by the last day of classes in a given session prior to the exam period.
2. The Incomplete is entered by the Registrar only with prior approval. 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 sessions must be completed and submitted by the last day of classes in the spring and incomplete work for spring and summer sessions must be submitted by the last day of classes in the fall. 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.
3. 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.

4. 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.
5. If no grade is submitted by the instructor by the last day of classes of the following semester, the Registrar will assign a grade of F for the course.
6. Please note that because a GPA cannot be calculated for the semester in which the Incomplete is entered: a) 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; b) 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, or course not offered in the traditional curriculum, under the direct sponsorship of a 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 Core Chair for the course prior to the start of the semester in which the Independent Study will be taken. The faculty member, the Core 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 Registrar's Office. It will require evidence of:

- The academic merit of the study;
- The availability of source 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 course may require a different meeting. 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/Core

Once students have embarked on a particular academic program, they may discover that the major/core/concentration selected does not fit their skills, interests and abilities. If they decide to change majors/core, they must meet with their academic advisor to discuss the proposed change. A change of major/core 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/core/concentration 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 Core Chair of the exiting and entering core. The Change of Major/Core/Concentration 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 Core 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 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 their selection of courses is academically and programmatically sound. Consultation with an appropriate full time faculty member is also encouraged. 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. Note: Any student who repeats a course with the intent to improve their overall GPA is ineligible for consideration of valedictorian or salutatorian.

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 (limited to 4 substitutions over the course of earning the bachelor degree)

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 their academic advisor or the Registrar's Office. The student must then make an appointment with their academic advisor. The form requires the signature of the Core 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

- 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 for each session 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.

ACCOMMODATIONS

Students notify faculty of accommodations through the Letter of Accommodation provided by the Accessibility Services Office as early as possible.

Testing Requiring Accommodations

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

- Online Testing Accommodation forms are to be completed by the student, which then delivers an electronic copy to the AS office and the faculty member.
- The faculty member will stipulate via email to the AS office any special test conditions (i.e., use of a calculator, class notes, outlines, etc.) that may be permitted during the test/exam.
- The AS office will email a Testing Confirmation to the faculty member and the student.
- Students are instructed to return completed Testing Accommodation Request forms to the AS office at least five (5) 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 the AS office, the faculty member is responsible for delivering the test to the AS office at least 24 hours prior to the scheduled time and must pick up the completed test.

Please note: Students are not to hand-carry tests to the AS office or back to the faculty.

Final Examinations and Assessment

Any final examination accommodation requested by a student and supported through documentation on file with the AS office is the responsibility of the faculty member. The AS staff is available to assist with any testing accommodation requests. If assistance is requested

- 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 session 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.

Please note: Students are not to hand-carry tests to the AS office or back to the faculty.

Final Examinations Requiring Accommodations

Any final examination accommodation requested by a student and supported through documentation on file with the AS office is the responsibility of the faculty member. The AS staff is available to assist with any testing accommodation requests. If assistance is requested from AS, the same procedure must be followed:

- Online Final Exam Request forms are to be completed by the student, which then delivers an electronic copy to the AS Office and the faculty member.
- The faculty member will stipulate via email to the AS Office any special test conditions (i.e. use of a calculator, class notes, outlines, etc.) that may be permitted during the final exam.
- The AS Office will email a Final Exam confirmation to the faculty member and the student.
- Due to the large number of requests for final examination accommodations, students are instructed to completed Final Exam Request forms to AS at least one week prior to the last day of classes.

- If the accommodation is to take place with AS, the faculty member is responsible for delivering the test to AS prior to the scheduled time and must pick up the completed test.

Please note: Students are not to hand-carry tests to the AS office or back to the faculty.

TRANSFERRING COURSES

Transferring 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/core.

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 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.

WITHDRAWAL AND LEAVE OF ABSENCE

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, they could lose eligibility to live in College housing and may lose financial aid. The Director of Residence Life will make the decision about residence hall status. Students requesting a disability related reduced course load must be registered with Accessibility Services.

If a student withdraws to below twelve semester hours, they 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 they have 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 Director of Residence Life. That letter will accompany the Withdrawal form when delivered to the Registrar's Office for recording.
5. The decision will be copied to the Director of Residence Life 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 of the College.** After review by the Academic Standing and Review Committee, a student may be dismissed from the College for failure to meet academic requirements in all course work after beginning the Session I on Academic Probation and after four (4) weeks, or calculated equivalent, into the subsequent semester. The student will be notified in writing of the possibility of dismissal and will be given five (5) work days from the date of notice to meet with his or her advisor and all instructors to resolve the situation.
2. **Administrative Withdrawal Non-Compliance with Course Requirements** - An instructor may request an Administrative Withdrawal of a student from his or her course for failure to meet academic standards in that course. If a student has not been in attendance for 2 weeks during Session I, the student will be withdrawn from the course regardless of the reason behind the absences and a "W" will be issued. During Session II a student will be withdrawn if they missed 3 consecutive days regardless of the reason behind the absences and a "W" will be issued.
3. **Administrative Withdrawal due to Non-Attendance** - A student will be Administratively Withdrawn if they have not been in attendance for a 14-day consecutive calendar period at any point during the semester. This attendance policy is in compliance with the 14-day absence rule as defined by Department of Education (Title IV administration). When a student is administratively withdrawn, they will be issued "W" grades in all their courses for the semester and the effective withdrawal date is the last determined date of attendance for the student.
4. **Removal from Class Rosters and Semester** - A student who does not attend any classes in the first two (2) weeks of the semester will be dropped from all classes 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 session 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 session up until Noon on the last full day of classes prior to the start of the final examination 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 and complete a Student Withdrawal form that must be submitted to the Registrar's Office to officially withdraw the student from the college. The purpose of this meeting is 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 Registrar 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 their attendance at Mitchell for that semester. The Registrar's Office will 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 period of 180 calendar days and reserve the right to return 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 180 calendar days from the date 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 all options with their academic advisor to ensure that the decision is in the student's best interest. The student writes a letter to the VPAA/DOC requesting the leave and explaining the circumstances and then delivers it to the Office for Academic Affairs. The VPAA/DOC will review the request, consult with the academic advisor and Core Chair, and then notify the student of the decision regarding the request. While on a Leave of Absence, the student is expected to inform the Office for Academic Affairs of any changes in the planned return date. Under no circumstances will a leave of absence be extended beyond 180 calendar days. If a student does not comply with the leave of absence regulations, they must apply for readmission at the Admissions Office.

Medical Leave of Absence from the College

The purpose of a Medical Leave of Absence is to allow a student to separate from the institution for medical reasons for a period of 180 calendar days and reserve the right to return within 180 calendar days without requiring readmission to the College.

A Medical Leave of Absence must be requested in writing and include a definite return date. In addition, it must be accompanied by a doctor's note which must be submitted to the VPAA/DOC as soon as the student knows they are unable to attend classes for an extended period of time.

While on a Medical Leave of Absence, the student is expected to inform the Office for Academic Affairs of any changes in the planned return date. Under no circumstances will the leave of absence be extended beyond 180 calendar days in any 12-month period of time. If a student does not comply with the leave of absence regulations, they 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 afford 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 the 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

Ability Based Education (ABE) - Instituted Fall 2013

I. ABE REQUIREMENTS -

ABE partners the intellectual abilities cultivated by the liberal arts 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: Developing, Competent, and Distinguished.

To meet graduation requirements, students must successfully reach the level of Competent in five (5) of the seven (7) Abilities. A minimum grade of a "C-" must be earned in both level 1 and level 2 in the same ability for the courses to count towards the student's fulfilled ABE requirements. The seven Abilities are embedded throughout the curriculum in such a way that 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:

Analysis & Problem Solving DA: APS Determine the nature of problems, observe problems, analyze situations at multiple levels, and seek solutions appropriate to the discipline.

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.

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.

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.

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 intra-personal / interpersonal skills essential to seeking, securing, and performing work within one's chosen field.

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.

II. CONTENT AREA REQUIREMENTS

(Apply to students who started prior to fall 2018)

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

- CO103 Effective Presentations
- CW101 Introduction to College Writing
- CW102 College Writing and Research
- FC101 First-Year Seminar
- FC120 Information Technology Literacy
- FC11x (choice within the suite of courses)
- FC110-114) Explore Your Core

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/CORE REQUIREMENTS

The Major/Core 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/core also requires a cumulative experiential learning opportunity (e.g. capstone, internship or other course(s)) that allows for the integration and assessment of these abilities, skills and knowledge.

ACADEMIC SUPPORT SERVICES

The Mitchell College community is committed to the development of each student. To best serve students, the College provides the following academic support services:

- Full-Time Academic Advisors
- Professionally Staffed Tutoring
- Comprehensive Career Services Program
- The Bentsen Learning Center
- Accessibility Services Office

ACADEMIC ADVISING

The Mitchell College Office of Advising is a central part of the student success network, coordinating with departments campus-wide to offer a holistic approach in how we support and challenge our students. Each Mitchell College student is assigned a full-time Academic Advisor to assist and guide in the navigating the path to success and graduation. The Advisor is the primary point of contact for the student regarding all issues related to the college experience. Advisors work with each student to determine appropriate classes, monitor academic progress, find enrichment opportunities, and help manage any kind of challenge through the student's entire college experience.

All contact information (office location, phone number, email address) regarding a student's Academic Advisor can be found at the student's portal on the "Degree Audit" page in mid-August.

LIBRARY & INFORMATION SERVICES

Mission and Purpose

Library and Information Services (LIS) supports teaching, scholarship, and innovation at Mitchell College through proactive, student-centered services. The library is a space for students to research, study, collaborate, and relax in a fully-staffed and supportive environment.

LIS actively promotes the development of lifelong learning skills by empowering students with the abilities to find, evaluate, and use information efficiently, effectively, critically, and ethically. Our focus on

Information and Communication Technology (ICT) literacy directly supports the College's Ability Based Education model.

Facilities

The Mitchell College library is a two-level building attached to the Bond House on the southeastern corner of campus. The library houses circulating collections of books, films, DVDs, and technology including laptops, iPads, e-readers, cameras, and camcorders. In addition, the library houses Reference, Course Reserves and College Archives. The library's two levels are divided by purpose with upper and lower floors dedicated to quiet study and group work, respectively.

Curriculum Support

The LIS staff supports Mitchell's curriculum through integrated ICT literacy programming for all first-year students through close partnership with the First-Year Seminar, Introduction to College Writing, and college writing and research courses. Research skills and plagiarism prevention are addressed through in-class instruction designed in collaboration with faculty for all levels of students.

Direct student support is available at any time during library hours, both within the library and via online reference services. Students are able to schedule appointments for one-on-one consultation with a librarian for extended, focused guidance in developing research strategies and exploring the wide range of information sources.

Educational Technology

The LIS staff provide individualized support for students and faculty using classroom technology, learning management systems, media services, presentation tools, and other applications. Additionally, our Educational Technologist consults with and provides guidance to faculty on current trends in effective use of technology through technology-enabled learning spaces.

User Services

Additional student support is available during extended hours throughout the weeks preceding and continuing through each exam period. The library

provides access to state and national resources via inter-library loan services. The library also supports use of campus and library technologies, including one-on-one assistance with wireless network connectivity, printing, Microsoft software applications, Mariner Mail and on-line learning systems.

Collection Resources

Library collections are developed in response to the expressed needs and interests of Mitchell students and faculty. Library staff and Mitchell faculty regularly collaborate to create relevant and engaging collections. The library's collections extend beyond the physical space through its intentional development of on-line resources in a variety of formats. Access to extensive articles, streaming video, downloadable eBooks, audiobooks, and magazines is available through the library's website.

Student Employment and Internships

The LIS department offers a variety of opportunities for Mitchell College students to earn professional experience in a work environment. As a work-study site and internship opportunity, students assist with a wide range of services including library front desk operations, collections processing, archives management, classroom technology support, and other specific, targeted projects.

Contact Us

E-mail: askLIS@mitchell.edu Phone: (860) 701-5156
Text or chat via: <http://mitchell.libguides.com>

INTEGRATIVE CAREER DEVELOPMENT

The Office of Integrative Career Development (ICD) partners with leading Southeastern Connecticut organizations to enhance its academic programs and increase pathways to professional employment for students. By collaborating with dynamic, successful organizations, Mitchell College provides its students with real world, regionally relevant experience and prepares its graduates for engaged citizenship in Southeastern Connecticut.

These community-based, hands-on experiences are part of every academic program, are guided by faculty members, and are provided all four academic years at Mitchell College. The Office of Integrative Career Development coordinates these experiences and prepares students to engage fully in each opportunity.

Preparation includes:

- Field trips to local Southeastern Connecticut organizations.
- Sophomore Seminar career skills development class.
- Individualized career counseling.
- Resume and cover letter writing instruction and revision.
- Assistance with job, internship and graduate school search.
- Interview preparation and skill development.
- Work Values and Strong Interest Inventory assessments.
- Local job fairs and professional speakers.

HEALTH & WELLNESS

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 Northeast Medical Group. Students have access to a team of medical professionals including a registered nurse, a physician assistant and a clinical psychologist. While most services are covered by the student health fees, services such as immunizations, physicals, pharmaceuticals, medical procedures and ongoing counseling 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.

Please use the following link for up to date information regarding health and wellness on campus: <https://mitchell.edu/adjusting-our-sails-fall-2020/>

Health Records and Immunizations

All full-time students are required to have had a physical exam completed within one year prior to their entrance date at Mitchell College and proof of immunizations. Students must comply with Connecticut State Law that requires all matriculating students to provide the following::

- MMR (measles, mumps, rubella) vaccine 2 doses

required, the first one given after first birthday. If unable to provide information, students may get a laboratory test to prove immunity.

- 2 doses Varicella vaccine, dose 1 given after first birthday, or MD documentation of chicken pox disease with dates. If unable to provide information, students may get a laboratory test to prove immunity.
- All students residing in campus housing are required to be immunized against Meningococcal disease within 5 years of enrollment.
- Exceptions to vaccine requirements:
 1. Physician statement of medical contraindication;
 2. Student statement that such vaccines are contrary to religious beliefs.

Mitchell College will require all students, both resident and commuter, to be fully vaccinated with the COVID-19 vaccine prior to returning to campus. Students requesting an exemption must submit a written statement to academicaffairs@mitchell.edu.

Students who do not submit a health record and complete state mandated immunization requirements will not be permitted to register. This must be done before arriving on campus for the semester. All student health information/records are kept confidential. Specific questions about health records or immunization documentation can be addressed by contacting the Health and Wellness Department at (860) 701-5195.

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 or social purposes. Our professional counseling staff provides free and confidential triage services to meet these needs. This may include up to three counseling sessions, participation in a support group, or referral to community resources. Students seeking these counseling supports should make an appointment through Starfish.

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.

ACCESSIBILITY SERVICES

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

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

AS 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/access).
- Student sends in documentation related to his/her disability (see website for documentation guidelines).
- Student meets with the Accessibility Services Office in person or over the phone to discuss campus access and accommodation needs..
- Accessibility Services will determine appropriate and reasonable accommodation and communicate approved accommodations to the student, residential staff, faculty, or campus facilities as appropriate. The student is responsible for providing and discussing the content of the Letter of Accommodation with each faculty member. Diagnosis and documentation will remain confidential.
- Accessibility Services can provide guidance as necessary. Visit the AS Office page on www.mitchell.edu for more information on policies,

procedures, and forms. Please call, email or visit the office with questions or concerns. Phone: 860-701-5790.

THE 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 (based on availability);
- 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 are professionals and 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. Appointments can be made directly on STARFISH.

BENTSEN LEARNING CENTER

The Bentsen Learning Center (BLC), established in 1981, is a fee based, comprehensive academic support program designed 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 in college and beyond. Students are taught how to apply strategies using course content. Specifically, learning specialists work with students individually to assist them in developing strategies in areas that include self advocacy, time management, organization, mnemonic techniques, comprehension, research, writing, study skills and test prep.

Support Levels

Tier 1 Comprehensive Strategic Learning is the most comprehensive level of academic support available to students enrolled in the BLC. At this level, students receive three weekly individual sessions of academic support with an assigned learning specialist. The content, structure and goals of the sessions are determined cooperatively by the student and the specialist. Regular feedback is provided throughout the semester as students progress toward meeting their goals.

Tier 2 Enhanced Strategic Learning provides students with the same support available in Comprehensive Strategic Learning; however, students receive two individual appointments a week with an assigned learning specialist.

Tier 3 Transitional Strategic Learning provides students one appointment of academic support per week with an assigned learning specialist. This level of support is appropriate for students who can apply a variety of learning strategies across the curriculum, but who may benefit from limited support. This level of support is for returning students only.

Application Process

Students who are interested in participating in the Bentsen Learning Center Program must first be accepted to Mitchell College. Admission to the BLC is separate and distinct from the Mitchell College application process. To determine eligibility, students must submit the following documentation to the BLC:

- BLC Application;
- Cognitive and Achievement testing conducted within the last three (3) years;
- IEP or 504 Plan (if available);
- Unedited writing sample.

For additional information, please contact the BLC at (860) 701-3531.

ACADEMIC COACHING FOR EMPOWERMENT PROGRAM

Academic Coaching for Empowerment (ACE) is a student-driven program designed for students with ADHD and/or executive functioning issues. It consists of a collaborative relationship between a student and coach that is designed to develop the student's ability to recognize and address issues that impede academic progress. Through this coaching model, students develop their own effective strategies to remediate procrastination, prioritize goals and manage time..

Application Process

The ACE program is available to all Mitchell College students. Once the ACE application has been received, supporting documentation will be required to be considered for this program. The frequency of coaching sessions is determined by the student and coach for a maximum of sixty (60) minutes per week. For more information, please contact the Bentsen Learning Center (860) 701-3531..

FIRST-YEAR EXPERIENCE

(REVISED 6/2019)

The First-Year Experience (FYE) utilizes the talents of our faculty, staff and students in a wide range of academic and co-curricular initiatives designed to foster a sense of belonging and adventurous exploration. Intentional academic support and co-curricular programming create a holistic model for student development over the course of the FYE journey.

Programmatic objectives include:

- Provide opportunities for first-year students to develop a solid foundation for self-exploration and personally defined success within the unique culture of the Mitchell College community;
- Support a suite of courses with coordinated content designed to integrate knowledge, skills and values necessary for a successful transition into the Mitchell Ability Model;
- Promote first-year student engagement in and out of the classroom.

Students are given the opportunity to explore through learning outcomes in and out of the classroom. These emphasize 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.

FYE Curriculum

The first-year suite of courses creates the foundation for academic inquiry and success. These courses are linked through a team of carefully selected instructors, project based learning and ability-based assessment. First Semester, Session I, students are enrolled in a writing course (CW 100 or 101) as well as a First-Year Seminar (FC101) as the cornerstones of their class schedule. These build academic community around shared proficiencies and interests with a peer cohort dually enrolled in both courses. Additionally, each cohort works with a Transition Mentor, an upper class student who is dedicated to helping students adjust to college life both academically and socially. A third required course on a student's Session I schedule is a technology literacy course (FC120 or FC130) based on assessed aptitude and interest.

During Session II, students are enrolled in an Explore Your Core (FC110 - 114) course based on interest which serves as their introduction to academic opportunities and the Mitchell Ability Model. Second Semester an appropriately sequenced writing course (CW101 or CW102) and Effective Presentations (CO103) form the foundation of a student's schedule. Together with the guidance of a professional academic advisor, the student personalizes the remaining schedule to begin fulfilling requirements and to explore academic interests.

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 transform into effective citizens 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
- 7) Social Interaction.

FYE Common Read

The FYE Common Experience provides the first-year 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 as well as creating a community of learners with a common purpose and diversity of ideas. The selection is chosen by a cross-campus committee which evaluates options based on criteria emphasizing interdisciplinary value and appeal to a wide range of students. The FY Common Experience is utilized in the designated first-year courses while co-curricular programming is designed to connect to selected themes.

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, develop class schedules, recommend 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 professionals holding degrees in content subject areas. Integrative Career Development ensures students get a glimpse of the professional environment related to their academic interests as soon as possible. Students have the opportunity to explore one or more of the College's partner organizations in their first year to better understand how a particular core connects to various career pathways.

First-year academic success and engagement is directly linked to the experiences students have beyond the classroom. Students who actively engage in co-curricular activities are more likely to be academically successful. Student Affairs 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. The Student Affairs staff is committed to support students as they discover relevant connections, make healthy choices and find their unique place within the community.

FYE Advisory Network (FAN) and Retaking First- Year Courses

In acknowledgment of the challenging transition some first-year students encounter, Mitchell College is committed to providing support when academic struggles result. Students are expected to earn a C- grade or higher in their FYE core courses in order to complete the requirement for graduation. If that goal is not achieved after taking the same FYE course twice, students will engage the support of the FYE Advisory Network (FAN). A FAN selected for the student will convene to develop a plan that directs the student to appropriate resources and to guide them towards success. This personalized plan may include enhanced support, guidance on College poli-

cies, recommended tutoring hours, and mini-mester offerings. Students may also be required to meet regularly with a member of the FYE staff. Instructors will also be notified when a student has met with the FYE Advisory Network and will be taking a course for a third time.

- **CW101, CW102, CO103, and FC120** may be retaken multiple times to achieve the passing grade of C- or better. If a student does not achieve the minimum final course grade twice, they must meet with FAN to develop a plan as they prepare to take the course a third time.
- **FC101 and FC 110-114** may only be taken during the student's first year at the college unless given special permission. If a student does not achieve the minimum final course grade of a C- twice, they must meet with FAN to develop an appropriate plan.
- **FC110, FC111, FC112, FC113, FC114** constitute Mitchell's unique "Explore Your Core" series. These courses are designed for first-year students only, unless given permission by the instructor, and are designed to support student exploration of both academic and career paths. If a student does not earn the passing grade of C- or better in one of these courses, they have two options: a student could repeat the same Explore Your Core course, or a student might decide, with guidance from their Academic Advisor, to try a different course in the series that suits their developing interests. If the student achieves a passing grade in a different Explore Your Core course, that grade will replace the original failing grade from the first Explore Your Core course. This option is only open to students who do not achieve the passing grade of C-.
- **CW100**, as a developmental course, has different requirements. If a student does not achieve the minimum final course grade of a C- twice, they must meet with FAN to develop an appropriate plan. No student may take CW100 more than three times. If the student does not achieve the minimum final course grade for CW100 a third time, they will be eligible for dismissal from Mitchell College.

Second Opportunity Semester

The **FYE Second Opportunity Semester (SOS)** is a spring semester program developed specifically for academically at risk first-year students. Participants are evaluated for program invitation based on their potential for success in a supportive environment.

Selection criteria includes a first semester earned GPA which qualifies them for warning, probation or dismissal statuses OR recommendation from faculty/staff. The chosen cohort will enroll in a mandatory one credit course that includes enhanced academic support opportunities and requirements. Each student is also assigned a faculty or staff mentor with whom they must regularly meet throughout the semester. Programmatic objectives include creating nurturing connections for academically vulnerable students outside of their typical routine and assisting students with identifying relevant strategies that prepare them for performance improvement by providing personalized information on the various support services at the College.

The FYE Second Opportunity Semester (SOS) is a spring semester program developed specifically for academically at risk first-year students. Participants are evaluated for program invitation based on their potential for success in a supportive environment. Selection criteria includes a first semester earned GPA which qualifies them for warning, probation or dismissal statuses OR recommendation from faculty/staff. The chosen cohort will enroll in a mandatory one credit course that includes enhanced academic support opportunities and requirements. Each student is also assigned a faculty or staff mentor with whom they must regularly meet throughout the semester. Programmatic objectives include creating nurturing connections for academically vulnerable students outside of their typical routine and assisting students with identifying relevant strategies that prepare them for performance improvement by providing personalized information on the various support services at the College.

SPECIAL PROGRAMS

Mitchell College Honors Program

The Mitchell College Honors Program provides motivated students with opportunities to develop a higher capacity and passion for learning. Honors Students are an intricate part of our diverse community of learners, working closely with leading members of faculty, staff, and other Honors Students. Other key benefits include the opportunity to earn Honors Student Scholarships, priority enrollment in designated courses, a faculty supervised self-directed learning experience and special recognition for outstanding academic achievement.

Our Mission: Mitchell College's Honors Program is dedicated to providing our Honors Students with a transformational college experience that will challenge them through purposeful and distinctive course work, enhanced connections to campus resources and unique opportunities to develop 21st century leadership skills.

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 the College.

The Mystic Program

Moving to a new residence or city, leaving old friendships, routines and support...and establishing new ones... can be overwhelming. For some first-year students, navigating these challenges on their own or within the context of a traditional first-year program isn't quite enough to ensure success. The Mystic Program is designed to bridge that gap.

As part of the Mystic residential cohort, students:

- Enroll in full time Mitchell College classes, making them financial aid eligible
- May optionally apply for academic support through the Bentsen Learning Center
- Have access to professional residential advisors who can provide in-depth support and communication with the cohort;
- Work with a professional advisor who will help each student navigate their individual college experience.

Learn more at Mitchell.edu/mystic.

PROGRAMS AND DEGREE OFFERINGS

FOR STUDENTS ENTERING COLLEGE PRIOR TO FALL 2018

Mitchell College's academic programs offer an exceptionally wide range of disciplines. Founded in the liberal arts tradition, our courses of study provide a strong academic base and solid preparation for further study or career. Each semester students create a schedule to best suit their academic goals, combining required courses with a diverse selection of electives. Mitchell's academic course requirements, that help

build a foundation for learning, are an integral part of all academic major/core 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

- Entrepreneurship
- Graphic Design & Marketing
- Individualized
- Marketing

B.S. Communication

- Graphic Design
- Interpersonal/Organizational
- Production/Performance/Technology

B.A. Criminal Justice

- Justice Studies
- Pre-Law
- Programs & Treatment

B.S. Early Childhood Studies (with optional Teacher Certification)

B.A. Environmental Studies

B.S. Health Science

B.A. Homeland Security

B.S. Hospitality & Tourism

B.S. Human Development and Family Studies

B.S. Human Development and Family Studies with Teacher Certification in Early Childhood Education

B.A. Liberal & Professional Studies

- Individualized

B.S. Liberal & Professional Studies

- Behavioral and Social Sciences

B.S. Psychology

- General
- Individualized

B.S. Sport & Fitness Management

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

* students should speak to their Academic Advisors for recommended course sequences.

Associate Degree Programs

A.S. Early Childhood Education

A.S. Graphic Design

A.A. Liberal Studies

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 12 academic areas:

- Communication
- Criminal Justice
- Early Childhood Education
- Education
- Entrepreneurship
- Gender & Sexuality Studies
- Graphic Design
- History/Government

- Human Development & Family Studies
- Marketing
- Psychology
- Sport & Fitness Management
- Sociology
- 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.

THE MITCHELL ACADEMIC MODEL

FOR STUDENTS ENTERING THE COLLEGE FALL 2018

CORES & CONCENTRATIONS

Degrees at Mitchell College center on core fundamentals with room to explore individual strengths and interests. Each core and concentration is designed to allow students to explore their unique interests, applying new skills and knowledge across the curriculum and through experiential learning opportunities. Students may choose to major in one core alone or add one or two concentrations to meet their evolving interests.

Human Services Core

Students in this core will explore topics such as human behavior, psychology, social policy and criminal justice. Rigorous course work and other learning environments provide opportunities to analyze and solve for challenges across the societal spectrum. Concentrations include:

- Criminal Process
- Human Development & Family Studies
- Psychology

Leadership & Management Core

This core prepares students from a variety of sectors to solve problems, think critically and lead creatively. Following a sequence containing both flexibility and rigor, students strive to become leaders in their field. Concentrations include:

- Communication/Graphic Design/Video Production, Performance & Technology
- Hospitality & Tourism Management
- Sport Management

Sciences Core

Students pursuing the Sciences core will engage in the fundamentals essential to succeed in a variety of fields, including training in transferable skills applicable across a wide variety of scientific disciplines. This core enables students to take a broad approach to the discipline or be laser focused while taking advantage of our vibrant campus environment and network of community partners. Concentrations include:

- Environmental Science
- Health Science
- Marine Science

Teaching & Learning Core

This core encourages students to tap into their passions and compassion as they prepare to be educators. High-interest courses, innovative approaches to curriculum and opportunities for professional immersion on and off campus prepare students to make a difference in the lives of learners. Concentrations include:

- Early Childhood Studies
(with optional Teacher Certification)
- Liberal & Professional Studies
- Physical Education & Sport Fitness

HUMAN SERVICES CORE PSYCHOLOGY

Mitchell's Human Services Core - Psychology concentration gives students a broad-based understanding of human behavior and prepares them to solve scientific, social, and business problems as students focus on studying behavior and mental processes from a variety of perspectives within the discipline. The program provides a strong foundation on which to build a career or prepare for advanced study.

Psychology: Concentration Curriculum

In addition to completing the required curriculum of the Human Services Core, students electing to focus their degree in Psychology are required to complete the following concentration requirements:

- HD305 Ethics (3 cr.)
- PY105 General Psychology I (3 cr.)
- PY106 General Psychology II (3 cr.)
- PY300 Brain and Behavior (3 cr.)
- PY375 History and Systems of Psychology (3 cr.)
- BS/PYXXX Behavioral Science or Psychology
- BS/PYXXX Behavioral Science or Psychology Elective (3 cr.)
- BS/PYXXX Behavioral Science or Psychology Elective (3cr.)
- BS/PYXXX Behavioral Science or Psychology Elective (3cr.)

Learn Real World Skills in A Real World Setting

Psychology students will get practical experience through an internship in the field under the direction of faculty and an onsite supervisor. This exciting opportunity allows students to practice what is learned in the classroom in a supportive, stimulating environment. Internship settings may include:

- 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 in- carceration 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

For students preparing for an advanced degree or further study, a four-course research component provides an opportunity to learn how to gather, analyze, and use important research data with techniques grounded in professional best practices.

Put Your Mitchell Degree to Work

Graduates of Mitchell's Psychology concentration have many career options. Some choose to do graduate work in psychology, others may go on to medical or law school. A psychology degree is excellent preparation for students interested in careers such as:

- Personal Counseling
- Social Work
- Health Psychology
- Industrial/Organizational Psychology

HUMAN SERVICES CORE

CRIMINAL PROCESS

Mitchell's Human Services Core – Criminal Process concentration prepares students for the fascinating and rapidly changing field of Criminal Justice. In this program, students get the advantage of an excellent liberal arts foundation while learning the ins and outs of the criminal justice system. Highlights of this program of study include opportunities to critically evaluate sociological, psychological, and economic theories of crime causation; analyze and explain the various legal and social responses to crime; and explore the moral, ethical and legal obligations of a criminal justice professional.

Criminal Process Concentration Curriculum

In addition to completing the required curriculum of the Human Services Core, students electing to focus their degree in Criminal Process are required to complete the following concentration requirements:

- HD305 Ethics (3 cr.)
- CJ245 Criminology (3 cr.)
- CJ247 Intro to Criminal Justice (3 cr.)
- CJ249 Corrections in Society (3 cr.)
- CJ261 Substantive Criminal Law (3 cr.)
- CJ306 Correctional Treatment Programs (3 cr.)
- CJ314 Victimology (3 cr.)
- CJ322 Policing in a Free Society (3 cr.)
- CJXXX Criminal Justice Elective (3 cr.)
-

Learn Real World Skills in A Real World Setting

Criminal Process students at Mitchell College participate in our dynamic Integrative Career Development program gaining practical skills through experiential learning opportunities. This may include working directly with police, parole, and probation officers in the local court system and in other settings.

Internships settings may include:

- State Attorney's office
- Public Defender's office
- Probation office
- Correctional facility
- Victim Advocacy Center
- Substance Abuse Treatment Center
- Private Attorney's office

Put Your Mitchell Degree to Work

A degree in Human Services with a concentration in Criminal Process from Mitchell College can prepare students for these potential careers including:

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

HUMAN SERVICES CORE

HUMAN DEVELOPMENT & FAMILY STUDIES

The Human Development & Family Studies concentration within the Human Services Core at Mitchell focuses on how people grow, develop, and change during the course of their lives. Students in this core and concentration take part in advanced lifespan study by combining course work in subjects such as psychology, sociology, education, and human services with internship opportunities. Through this combination, students explore the human experience by focusing on human development, family development and relationships, multicultural issues, social policy, and other topics related to people of all ages.

Human Development & Family Studies Concentration Curriculum

In addition to completing the required curriculum of the Human Services Core, students electing to focus their degree in Human Development & Family Studies are required to complete the following concentration requirements:

- HD305 Ethics (3 cr.)
- HD209 Child Development (3 cr.)
- HD211 Adult Development
- HD210 Adolescent Development (3 cr.) or HD211
- HD441 Gender Issues (3 cr.)
- HD339 Systems and Theories of Family Development (3 cr.)
- HD451 Families in Crisis (3 cr.)
- PY313 Death and Dying (3 cr.)
- SO207 Marriage and Family (3 cr.) or SO227 Human Sexuality
- BS/HDXXX Behavioral Science or Human Development Elective (3 cr.)

Learn Real World Skills in A Real World Setting

Students in the Human Development & Family Studies concentration at Mitchell, have the opportunity to take part in our Integrative Career Development program. Mitchell has an excellent relationship with community agencies and organizations that help further education outside the traditional classroom setting.

Recent internships have included:

- The ARC of New London County
- Child & Family Agency
- Community Coalition for Children
- 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 concentration 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

SCIENCES CORE

ENVIRONMENTAL SCIENCE

Mitchell College's bachelor of arts degree within the Sciences Core with a concentration in Environmental Science 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 provides the opportunity to build knowledge and the skills needed to navigate 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. Students frequently use these natural resources for classwork, lab activities and research to complement traditional classroom based learning. The college is within walking distance of beaches and marshes 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.

Environmental Studies Concentration Curriculum:

In addition to completing the required curriculum of the Science Core, students electing to focus their degree in Environmental Studies are required to complete the following concentration requirements:

- BI106-Biology II (4 cr.)
- BI201-Fundamentals of Ecology (4 cr.)
- CH111-College Chemistry I (4 cr.)
- CH112-College Chemistry II (4 cr.)
- ES101-Intro. to Environmental Studies (3 cr.)
- ES3xx+-Environmental Studies Elective (3 cr.)
- ES3xx+-Environmental Studies Elective (3 cr.)

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 Science students with experiential learning opportunities outside of the classroom:

- Veolia Water/New London Water Authority
- Groton Utilities – Waste Water Treatment Plant
- Electric Boat Quonset Point – Environmental Office
- F.R.E.S.H. New London
- Harvard Campus Services Environmental Health & Safety
- Mitchell Woods Advisory Board
- The Mystic Aquarium
- The Science and Technology Magnet High School
- Millstone Nuclear Power Plant/Dominion Power Company

Put Your Mitchell Degree to Work

The Environmental Science concentration, along with career preparation skills gained through the integrative Career Development program, will prepare students to enter the workforce in a variety of environment associated careers in areas such as

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

SCIENCES CORE

HEALTH SCIENCE

Mitchell College's bachelor of science degree in the Sciences Core with a concentration 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 applied fields like exercise science and the behavioral sciences.

Select Courses in Health Science:

- BI221 – Anatomy & Physiology I (4 cr.)
- BI222 – Anatomy & Physiology II (4 cr.)
- CH111 – College Chemistry I (4 cr.)
- PE222 – Personal & Community Health (3 cr.)
- PE226 – Nutrition (3 cr.)
- PH445 – Health Issues in Behavioral Sciences (3 cr.)
- PY105 – General Psychology (3 cr.)
- Six credits of Health Science Electives from the following courses: BI239, BI252, PE231, PE300, PE326, or SC310

Learn Real World Skills in a Real World Setting

Mitchell College is fortunate to have many partners in the New London community. The following is a partial list of sites that may provide Health Science students with practical experiences outside of the classroom.

- Lawrence & Memorial Hospital
- Lawrence & Memorial Hospital
Emergency Medical Services
- Mitchell College (Athletic Training Facility)
- Selected Physical Therapy
- G's Fitness & Nutrition
- McKay Family Dentistry
- Sound Community Services
- Local & Regional health departments,
organizations and agencies

Put Your Mitchell Degree to Work

The Health Science concentration will prepare students to enter the workforce in a variety of health associated careers in areas such as:

- Agencies such as the American Cancer Society & American Heart Association
- Non-Profit Health Organizations
- Behavioral Counseling
- Patient Navigators & Healthcare advocates in hospitals and health clinics
- Roles in Health & Safety in Industrial corporations
- Public Health & Health Education

SCIENCES CORE

MARINE BIOLOGY

Mitchell College's bachelor of science degree in the Sciences Core with a concentration in Marine Biology is an interdisciplinary program designed to give students the flexibility of a liberal arts degree while preparing them for a career in marine science. Students will develop a strong background in general biology while taking specialized classes in marine sciences to prepare them for future graduate degree studies or careers focused on the marine environment. Students can further customize their marine science education to incorporate specific interests such as marine policy/ management, education/outreach, ecology and research, or cellular and molecular marine biology. Mitchell College's unique program provides not only the content knowledge of the scientific principles governing marine ecosystems, but also the opportunity to build transferable skills necessary to be an effective scientist in today's society through our unique Science Core curriculum.

Mitchell College's campus provides a unique location for the study of the marine environment. Located at the mouth of the Thames River on Long Island Sound, the campus includes a sandy beach with mudflats and rocky inter-tidal habitat along with a private dock. Students frequently used these habitats for class activities, laboratory and research work to complement traditional classroom based learning. The college is also within walking and short driving distances of beaches along Long Island Sound and other marine environments such as extensive salt marsh habitats.

Marine Biology Concentration Curriculum

In addition to completing the required curriculum of the Sciences Core, students electing to focus their degree in Marine Biology are required to complete the following concentration requirements:

- BI106 – Biology II (4 cr.)
- BI145 – Marine Biology (4 cr.)
- CH111 – College Chemistry I (4 cr.)
- CH112 – College Chemistry II (4 cr.)
- BI2xx – Biology Elective (3-4 cr.) –
Chosen from BI201, BI239 or BI252

- A minimum of 6 credits chosen from the following Marine Biology Electives – Ecology of Marine Plants, Biology of Fishes, Invertebrate Zoology, or Marine Mammals Seminar

Learn Real World Skills in a Real World Setting

Mitchell College is fortunate to have many marine science and environmental partners. The following is a list of sites that may provide Marine Biology students with practical experiences outside of the classroom:

- Mystic Aquarium
- Project Oceanography
- Veolia Water Treatment/New London Water Authority
- Clean Up Stonington Harbor
- Connecticut Fund for the Environment – Save the Sound
- The New London Environmental Educators' Coalition
- The Connecticut Agricultural and Experimental Station
- Connecticut Department of Energy & Environmental Protection
- Millstone Nuclear Power Plant/Dominion Power Company

Put Your Mitchell Degree to Work

Students completing the Marine Biology Concentration will be prepared to continue onto graduate studies or enter the workforce in a variety of marine associated careers in such areas as research, government, non-profit organizations (e.g. conservation societies, zoos and aquariums), outreach and education. The integrative Career Development curriculum effectively provides career preparation skills for students such as resume writing, interviewing, networking, career research and experiential learning opportunities.

LEADERSHIP & MANAGEMENT CORE COMMUNICATION

(HUMAN COMMUNICATION / GRAPHIC DESIGN / MEDIA PRODUCTION,)

The Communication concentration within the Leadership & Management Core at Mitchell College is an interdisciplinary program that provides students with entry-level skills in written, oral, inter-personal and visual communication. Theoretical, historical and societal aspects of communication are explored in an individualized, supportive and challenging learning environment.

This concentration allows students the opportunity to develop practical experience with professional expectations. Internships are available in specific interests such as journalism, public relations, advertising, radio, television, graphic design, management, marketing, education, social services, theater and the arts. Radio Mitchell, a student-run radio station, provides an opportunity to develop skills in radio production and broadcast communication.

Select Courses in Communication:

- Introduction to Mass Communication
- Communication in Groups
- Communication Internship
- Communication & Society
- Communication Research
- Principles of Leadership
- Visual Communication
- Organizational Communication
- Journalism I & II
- Film Study I & II
- Video Production I & II
- Introduction to Radio/Broadcast I
- Audio & Radio Productions
- Color, Concept and Design
- Computer Graphics I and II

Learn Real World Skills in a Real World Setting

Mitchell College is fortunate to have many partners in the area. The following is a partial list of businesses that provide Communication students with practical experiences outside of the classroom:

- The Day, New London newspaper
- Flock Theatre
- Garde Arts Center
- Enders Island
- Chamber of Commerce of Eastern Connecticut
- Mystic Chamber of Commerce
- Mystic
- Mystic Schooners Summer Collegiate Baseball Team
- Maryland Esports Training Academy
- City of New London
- United States Coast Guard Academy

Put Your Mitchell Degree to Work

Students can develop pathways to advanced study and prepare for careers in a variety of areas including:

- Business
- Advertising
- Communication Education
- Electronic Media Video/Radio/Television/ Broadcasting
- Journalism (Print or Electronic)
- Public Relations
- Theatre/Performing Arts
- Government/Politics
- High Technology Industries
- Communication and Health Care
- International Relations and Negotiations
- Law
- Social and Human Services

LEADERSHIP & MANAGEMENT CORE

HOSPITALITY & TOURISM

Mitchell College's Hospitality & Tourism concentration within the Leadership & Management Core is designed to prepare students for a broad range of managerial roles across the vibrant and growing industry. The program focuses on management positions in hotels, restaurants, retail, tourism, private clubs, trade shows, conventions, recreation, and food service with emphasis on quality service in all service related businesses.

Select Courses in Hospitality & Tourism:

- Intro to Hospitality
- Quality Service Management
- Financial Accounting
- Human Resources
- Business & Hospitality Law
- Front Office Management
- Management of Organizations
- Communication in Groups

Learn Real World Skills in a Real World Setting

Mitchell's Hospitality & Tourism Management concentration requires that students perform a minimum of 200 hours of a hands-on experience through a hospitality or tourism internship experience. All students have the opportunity to complete an additional 200 hours or internship based on electives. Students enrolled in the Hospitality & Tourism Management concentration will benefit from Mitchell College's unique location in Southeastern Connecticut, a prime New England vacation destination. Potential internship opportunities available to our students include:

- Foxwoods Resort and Casino
- Mohegan Sun Casino
- Chartwell's Dining Services
- Water's Edge Resort & Spa
- Mystic Seaport

- Mystic Aquarium & Institute for Exploration
- Mystic Marriott
- Norwich Inn & Spa
- Saybrook Point Inn and Spa
- Various local event & catering companies

Put Your Mitchell Degree to Work

The travel and tourism industry in the United States generates over a trillion dollars annually and creates approximately 8 million domestic jobs. It remains one of the top industries in the world employing over 100 million workers internationally and over 500 billion dollars in annual revenue. Students at Mitchell are prepared for career possibilities including:

- Casino, Convention, or Catering Management
- Contract Food Service Management
- Corporate Travel Coordinator
- Event Planner
- Food and Beverage Management
- Hospitality Accountant
- Hospitality Human Resources
- Marketing/Sales Management
- Retail Management
- Hotel/Resort Management
- Private Club Management
- Spa Management
- Restaurant Management
- Sports Event Management

LEADERSHIP & MANAGEMENT CORE

SPORT MANAGEMENT

The concentration of Sport Management in the Leadership & Management Core 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. A full range of opportunities exist in the Sport Management area including executive level positions requiring strong management and problem-solving capabilities.

Select Courses in Sport Management:

- Intro to Sport Management
- Sport in Society
- Athletic Administration
- Marketing
- Financial Accounting
- Legal Issues in Sport
- Sport Facilities
- Visual Communication
- Athletic Event Management

Learn Real World Skills in a Real World Setting

Students in Sport Management will have multiple opportunities for experiential learning including internships. Students may elect to complete an internship in a wide variety of settings. Opportunities range from professional sports teams, school athletic programs, parks and recreation programs, sporting goods companies, fitness facilities and more. Examples of potential internship sites::

- Foxwoods Resort and Casino
- Advantage Personal Training
- Mystic Schooners
- Norwich Sea Unicorns
- Mohegan Sport

Put Your Mitchell Degree to Work

Mitchell's Sport Management concentration prepares students to meet the contemporary and future needs of the sport management, fitness and recreation fields. Mitchell Sport Management students have gone on to have successful careers in the following areas.

- Professional Sports teams
- Sport Media careers in television, radio or print
- Municipal Recreation Departments
- Boys and Girls Clubs
- Corporate Wellness Programs
- Athletic Administration
- Fitness Facilities

TEACHING & LEARNING CORE EARLY CHILDHOOD STUDIES

(WITH OPTIONAL TEACHER CERTIFICATION)

The Early Childhood Education concentration is one of the most comprehensive and dynamic programs at Mitchell College. There are two different bachelor degrees available in Early Childhood within the Teaching & Learning Core: Human Development and Family Studies with a concentration in Early Childhood Education Teacher Certification (Integrated Special Needs, Pre-K, 1st-3rd Grade); and Early Childhood Studies.

Mitchell's teacher education program of study is organized in a sequential program of coursework that includes field experience in partner schools throughout 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

Select Courses in Early Childhood Studies:

- Intro to Early Childhood Education
- Literacy Development in ECE
- Behavioral Statistics
- Classroom Management

Learn Real World Skills in a Real World Setting

Both early childhood concentrations in the Teaching & Learning Core provide the opportunity for practical experience in the field. This is what makes Mitchell College's Early Childhood program stand out from other colleges.

The Early Childhood Education Club is one of the most active student organizations on campus. Club members participate in community outreach pro-

grams such as the Cat in the Hat Ball, National Week of the Young Child, Read Across America and various other public service projects. Members have also presented at state, regional and national conferences. Acceptance into the Human Development and Family Studies with Early Childhood Education Teacher Certification program requires students to complete a separate application with the Education Department. Typically, students apply to the program at the end of their first-year 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 departmental leadership 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.

Put Your Mitchell Degree to Work

Mitchell's Sport Management concentration prepares students to meet the contemporary and future needs of the sport management, fitness and recreation fields. Mitchell Sport Management students have gone on to have successful careers in the following areas.

- Certified Public School Teacher, Preschool through Grade 3 (ECE – Teacher Cert)
- 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

TEACHING & LEARNING CORE

LIBERAL & PROFESSIONAL STUDIES

Mitchell's concentration in Liberal & Professional Studies within the Teaching & Learning Core is designed to empower students who value independent thought, diversity and flexibility. Students choose courses in variety of academic areas including humanities, literature, history and social sciences. The flexibility in this concentration enables students to develop an academic plan personalized to their specific learning and career goals.

Select Courses in Early Childhood Studies:

- Race, Ethnicity & Culture
- Psychology of Creativity
- Teaching Across Contexts
- Behavioral Statistics

Learn Real World Skills in a Real World Setting

Students in Liberal & Professional Studies participate in Mitchell's internship program with the opportunity to engage with sites such as:

- High Hopes Therapeutic Riding
- Montville Youth Service Bureau
- New London Youth Affairs
- Chamber of Commerce of Eastern Connecticut

Put Your Mitchell Degree to Work

An individually designed concentration in Liberal & Professional Studies provides students with a strong foundation for entry into a specific career or continued education in fields such as:

- Journalist
- Publicity
- Human Relations
- Government/Social Services
- Entry Level Management
- Policy Development and Analyst

TEACHING & LEARNING CORE

PHYSICAL EDUCATION & SPORT FITNESS

The concentration of Physical Education & Sport Fitness in the Teaching & Learning Core emphasizes the practical and academic experiences necessary to be successful in the sport and fitness industry. This concentration is designed to prepare students for a career teaching physical education in various instructional settings. The opportunity to earn a State of Connecticut Coaching Certification is available and a plan of study can be developed to prepare students for further advanced study towards teacher certification. This degree program does not lead directly to CT Teaching Certification.

Select Courses in Early Childhood Studies:

- Introduction to Sport Management
- Personal & Community Health
- Nutrition
- Kinesiology
- Psychology
- Behavioral Statistics
- Educational Psychology

Learn Real World Skills in a Real World Setting

Students in Physical Education & Sport Fitness participate in Mitchell's internship program. Students may elect to complete an internship in a wide variety of settings including professional sports teams, school athletic programs, parks and recreation programs, sporting goods companies, fitness facilities and more. Examples of internship sites include:

- Connecticut Tigers
- Advantage Personal Training
- David McIlhenney Fitness Studio
- Summit Fitness and Sports

Put Your Mitchell Degree to Work

Mitchell's Physical Education and Sport Fitness concentration prepares students to engage and lead in the growing fields of physical education and sport fitness. Many of our Physical Education & Sport Fitness students have gone on to have successful careers in the following settings.

- Municipal Recreation Departments
- School or corporate coaching staff
- YMCA
- Personal training

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 gaining 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 the 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.

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
- Human Service
- Journalism
- Arts
- Education
- Medical and Technical Fields
- Business
- Further Academic Study
- Government

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
HR	Honors
HS	Human Services
HT	Hospitality & Tourism
HU	Humanities
LS	Liberal Studies
MA	Mathematics
MK	Marketing
MU	Music
PE	Physical Education
PH	Philosophy
PY	Psychology
SC	Science
SF	Sport & Fitness
SM	Sport Management
SO	Sociology
TH	Theater
WL	World Language

A course with a W designation: requires considerable writing assignments.

A course with a WI designation: writing intensive.

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 Perspectives
ICT	Information & Communication Technology Literacy
APS	Analysis & Problem Solving
V	Values, Ethics & Social Responsibility
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 open to juniors and seniors. Courses numbered 400-499 usually have advanced prerequisites and may only be open 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

ed 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 no later than the last day of the add/drop period of the semester in which the intern is enrolled.

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.

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 1

3 credits (fall and spring) DA: L1 CCT

A practice based studio course that focuses on ob-

servational drawing skills in black and white media. Participants investigate the art elements of line, shape, volume, spatial illusion and perspective, value, and compositional dynamics.

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 hands-on experience controlling and manipulating the medium of paint and teaches a basic knowledge of Color Theory.

AR105 Naturalist's Journal

3 credits (summer mini-mester) DA: L1 CCT This drawing based, hands-on, outdoor class focuses on sensory observations of the natural world through daily journal keeping in the form of drawing and writing. The course culminates in shared creative projects.

AR199 Special Topics in Art

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 for credit with a change of topic.

NOTE: W designation as appropriate.

AR205 Drawing 2

3 credits (fall and spring) DA: L1 CCT

Prerequisite: AR103 or permission of the instructor. A practice based studio course that reinforces and builds on the skills begun in AR103 Drawing 1. The focus is on observational drawing, spatial organization and structure. Students will expand and deepen their visual acuity while improving their drawing skills with more complex finished works. Students will participate in regular critiques and portfolio assessments.

AR206 Advanced Painting

3 credits (spring) DA: L2 CCT

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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)

4credits (fall and spring) DA: L1 APS

Max enrollment: 18 students.

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 organism biology. NOTE: This course has a lecture and required laboratory component each week.

BI106 Biology II

4 credits (spring) DA: L2 APS Max enrollment: 18 students. Prerequisite: 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 organism biology, ecology and evolution. NOTE: This course has a lecture and required laboratory component each week designed for students majoring or concentrating in the life sciences or planning careers in the medical field.

BI141 Citizen Scientist

4 credits (fall and mini-mester as needed) DA: L1 V
Max enrollment: 18 students.

Curious about the world around you? Like to ask questions and get answers? You can be a citizen scientist! By exploring relatable, everyday questions through hands-on experiences, this course introduces the student to the basic concepts of science around them, including matter, compounds and chemical reactions, cellular function, human metabolism, human health, human use of daily household products, and community/environmental scientific issues. The relationship between biology, chemistry, physics, human physiology and everyday life are emphasized. NOTE: This course has a lecture and required laboratory component each week. Not recommended for students majoring or concentrating in the life sciences or planning careers in the medical field.

BI143 Fundamentals of Life Science

4 credits (fall and spring) DA: L1 V

Max enrollment: 18 students.

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. NOTE: This course has a lecture and required laboratory component each week. Not recommended for students majoring or concentrating in the life sciences or planning careers in the medical field.

BI145 Marine Biology

4 credits (fall - odd years) DA: L2 SI

Max enrollment: 18 students.

Marine Biology is an introductory course designed to provide students with information on the fundamentals of marine biology 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, a survey of major organisms in marine systems, deep sea biology, intertidal ecology, estuaries and salt marshes, symbiotic relationships, and human impact on the sea. The laboratory exercises will introduce students to biological 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. NOTE: This course has a lecture and required laboratory component each week.

BI147 Science of Your Campus

4 credits (offered spring and mini-mesters as needed)

DA: L2 CCT

Explore your campus in a whole new way--from a scientist's eye. From the beach to the woods and everything in between, this class will look at the many different environments on campus and the impacts humans are having on these ecosystems. Outdoor activities will fully immerse students in these habitats, while complementing classroom learning. Other topics to be covered include food sustainability, energy and water usage, as well as management of these resources to become well-informed critical thinkers around your campus. NOTE: This course has a lecture and required laboratory component each week.

BI149 Animal Behavior (W)

4 credits (inactive course)

DA: L1 V Max enrollment: 18 students.

This course will investigate the complex relationships that animals have with members of their own species, members of other species and their physical environment. The physiological processes that determine animal behavior will be discussed as well as other mechanisms for behavior such as learning and communication. The course will cover specific animal behaviors related to finding food, finding shelter, migration, social organization, mating systems and parental care. Students will learn about methods and approaches to studying animal behavior and will be asked to do an in-depth study of an animal of their choosing. The course will be comprised of lecture material, videos of animals in action, observing live animals, laboratory activities and simulating animal behaviors. NOTE: This course has a lecture and required laboratory component each week.

BI199 Special Topics in Biology

Credit hours by arrangement. (offered as needed)

DA: N/A

Prerequisite: Open only with consent of the instructor. Allows the Core 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

4 credits (spring) DA: L2 V

Prerequisites: CW102 and FC120 or permission of instructor. Max enrollment: 18 students.

This course examines how living things interact with each other and with their environment by focusing on generalized ecological principles in both marine and terrestrial systems. Fundamentals include climate patterns, population dynamics, species interactions, energy flow through ecosystems, nutrient cycling, characteristics of different biomes and animal behavior. These fundamentals are discussed in light of the current issues including the biodiversity crisis, global warming, habitat fragmentation, human population growth, invasive species and pollution.

The laboratory exercises will introduce students to classic ecological topics as well as 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 and Mitchell Beach. NOTE: This course has a lecture and required laboratory component each week.

BI221 Anatomy and Physiology I

4 credits (fall) DA: L2 APS

Prerequisite: BI105 or permission of the instructor. Max enrollment: 18 students.

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. Computer technology enhances lab and classroom activities.

NOTE: This course has a lecture and required laboratory component each week. BI221 and BI222 are designed for students intending to enter a degree program in medical technology, physical therapy, nursing, physical education, medicine, and other allied health fields. 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

Prerequisite: BI105 and BI221 or permission of the instructor. Max enrollment: 18 students.

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. Computer technology enhances lab and classroom activities.

NOTE: BI221 and BI222 are designed for students intending to enter a degree program in medical technology, physical therapy, nursing, physical education medicine and other allied health fields. 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

Prerequisite: BI105 and CH111 or permission of the instructor. Max enrollment: 18 students.

Surveys microbial life forms, their occurrence, classi-

fication, 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: This course has a lecture and required laboratory component each week.

BI251 Genetics

3 credits (spring) DA: L2 V

Prerequisite: 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 genetics databases.

BI301 The Ecology of Long Island Sound

3 credits (inactive course) DA: L3 APS Prerequisite: 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.

BI302 Conservation Biology

3 credits (spring, odd years) DA: L2 D

Prerequisite: ES101, ES201 or permission of the instructor. Conservation biology is an interdisciplinary science that focuses on the conservation of biodiversity on multiple levels, including genetic diversity, species, ecosystem and landscape diversity. The causes and consequences of biodiversity loss in an ecological and evolutionary context is discussed in relation to conservation problems. This course exposes students to multiple sides of current conservation issues and the science behind them including sustainability, habitat restoration, introduced species, extinctions, pollution, disease and others using examples from aquatic and terrestrial systems.

BI399 Special Topics in Biology

Credit hours by arrangement. (offered as needed)
DA: N/A Prerequisite: Open only with consent of the instructor.

Allows the Core 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.

BI401 Independent Research I

3 credits (as needed) DA: L3 APS

Prerequisite: permission of instructor.

Independent laboratory, field or literature research project conducted under the direction of a qualified faculty member.

BI402 Independent Research II

3 credits (as needed) DA: L3 APS

Prerequisite: permission of instructor.

Independent laboratory, field or literature research project conducted under the direction of a qualified faculty member. Designed for students who have already taken BI401 Independent Research I or for students whose projects require additional credit hours beyond BI401 Independent Research I.

BS199 Special Topics in Behavioral Sciences

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 for credit with a change of topic.

BS330 Behavioral Statistics

3 credits (fall) DA: L2 APS

Prerequisite: 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

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.

BS340 Behavioral Sciences Internship I

3 credits (fall and spring) DA: L2 SI

Prerequisite: BS335 and junior status and 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

Prerequisite: junior status; 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

Prerequisite: BS340 and senior status and 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

Prerequisite: 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 Prerequisite: BS443 (C- or better)

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

3 credits (fall and spring) DA: L3 APS Prerequisite: BS443 (C- or better)

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 Prerequisite: BU123 Considers the application of fundamental legal principles to typical business situations. Illustrates

selected cases dealing with contracts, agency, negotiable instruments, real and personal property, security transactions, sales, partnerships and corporations.

BU123 Introduction to Business

3 credits (fall and spring) 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 enroll in additional business courses and to meet graduation requirements.

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.

BU127 Social Media Management

3 credits (scheduled as needed) DA: L1 CCT

This course focuses on elements of social media, how they work, and the intentional and focused work of using social media in marketing products, brands, personalities, and social issues. It will discuss analytics, dashboards, understanding Search Engine Optimization (SEO), analytics, and other marketing tools. It will also explore content development, keyword development, and meaningful platform selection and cross platform development over time. We will look at social media marketing case studies and how to forecast and track the ever changing world of social media marketing. This will be a hands on working class using your computer and all the elements of a social media marketer.

BU199 Special Topics in Business

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 for credit with a change of topic.

BU225 Personal Investing

3 credits (spring) DA: L2 APS

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

BU240 Principles of Leadership

3 credits (spring) DA: L1 APS

An introduction to the foundation and principles leadership. Students will explore the concepts of conceptualizing motivation, identifying traits, creating a vision, understanding influence, overcoming obstacles, developing character, and establishing a professional brand. They will apply hands-on leadership skills that challenge their own beliefs of leadership. Students will utilize reading, self-awareness, peer assessment and case studies to analyze leadership behaviors. This course allows student to identify and develop their own personal leadership philosophy and style. This awareness and newly discover leadership skill set will be used in future leadership positions or as part of a team.

BU250 Management of Organizations

3 credits (fall and spring) DA: L2 SI Prerequisite:

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 Prerequisite: 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 Prerequisite: BU123

This course concentrates on the personal and busi-

ness 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 Prerequisite: 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

3 credits (fall) DA: L2 D Prerequisite: 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

3 credits (fall and spring) DA: L3 D
Prerequisite: 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.

BU325 Financial Management

3 credits (fall and spring) DA: L2 APS
Prerequisite: AC103
This course will serve as an introduction to the

general principles of business finance. Topics include financial statement analysis, forecasting, budgeting, working capital management, time value of money, discounted cash flow analysis, capital budgeting, cost of capital and cash flow analysis. Emphasis will be placed upon the development of financial analysis and problem solving skills.

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
Prerequisite: 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

3 credits (fall and spring) DA: L2 V
Prerequisite: 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.

BU420 Business Internship III

6 credits - 240 hours (fall and spring) DA: L3 SI
Prerequisite: senior status or permission of instructor and completion of Proposal for Academic Internship. This course is an applied extension of the 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 course professor, students will choose a fieldwork experience in a company or corporation. The internship is supported by required weekly journal submissions, discussions with the course professor and students as well as input from one's on-site internship supervisor. A final report is required.

BU425 Business Internship I

3 credits (fall and spring) DA: L3 SI
Prerequisite: junior status or permission of instructor and completion of Proposal for Academic Internship. This course is an applied extension of the Business 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 professor, students will choose a fieldwork experience in a company or corporation. The internship is supported by discussions with the course professor and students as well as input from one's on-site internship supervisor. A detailed journal and final report are required.

BU426 Business Internship II

3 credits (fall and spring) DA: L3 SI
Prerequisite: senior status or permission of instructor and completion of Proposal for Academic Internship. This course is an applied extension of the 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 course 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.

BU428 Business Plan Development

(W) 2 credits (fall) DA: L3 SI

Prerequisite: 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 BU310 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 Prerequisite: 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.

CH111 General College Chemistry I

4 credits (fall) DA: L2 APS

Prerequisite: 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: This course has a lecture and required laboratory component each week.

CH112 General College Chemistry II 4 credits

(spring) DA: L2 SI Prerequisite: 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. Computer applications are included in laboratory experiments when appropriate. NOTE: This course has a lecture and required laboratory component each week.

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.

CH301 Biochemistry for Health Science

3 credits (inactive course) DA: L3 APS

Prerequisite: CH111

This course is designed to be an introductory biochemistry course suited for students requiring an understanding of the chemistry of the human body. The course begins with a study of the structures, properties, and reactions of organic compounds, followed by a study of the structures, properties, and functions of carbohydrates, lipids, proteins, and nucleic acids. Topics also include enzyme kinetics and mechanisms, metabolic pathways, and mechanisms regulating metabolism and gene expression.

CH399 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.

CJ170 Introduction to Tribal Legal Studies

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

Prerequisite: 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

Prerequisite: 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 (spring) 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

Prerequisite: 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 Prerequisite: 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 (inactive course) DA: L2 SI

Prerequisite: 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 (inactive course) DA: L2 APS Prerequisite: 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: L1 C Prerequisite: 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 (inactive course) 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 (fall or spring as needed)

DA: L2 APS. Prerequisite: Junior status

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 (spring) DA: L2 SI

Prerequisite: Junior status

A comprehensive review of specific correctional treatment programs and services geared towards offender risk reduction and enhanced public safety. Special emphasis will be placed on the importance of assessment as it relates to the risks and needs of each offender and their placement within correctional institutions as well as delivering effective treatment for successful reentry to society will be discussed.

CJ310 Criminal Justice in Film

3 credits (spring; mini-mesters as needed)

DA: L2 CCT Prerequisite: CJ247, CJ245, Junior status 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 D

Prerequisite: Junior status

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

Prerequisite: CJ247, Junior status 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

3 credits (fall) DA: L2 CCT

Prerequisite: CJ247 or HS115 or GV119; Junior status 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

3 credits (spring) DA: L2 CCT

Formerly Criminal Procedures (CJ320).

Prerequisite: Junior status

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

3 credits (spring) DA: L2 C

Formerly Policing in America (CJ322).

Prerequisite: Junior status

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

3 credits (spring) DA: L2 C

Prerequisite: Junior status

This course is an examination of the relationship between law and society or the interaction of legal and social variables. It 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

3 credits (fall) DA: L2 C

Prerequisite: Junior status

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

Prerequisite: Junior status or 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) DA: L2 APS

Prerequisite Recommended: MA104/105,

Junior status

The 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 (inactive course) DA: L2 APS

Prerequisite: CJ247, MA111 or CJ331, Junior status
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

Prerequisite: Junior status; Criminal Process concentration. 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 (inactive course) DA: L2 CCT

Prerequisite: Junior status

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 (offered as needed) DA: N/A

Prerequisite: Junior status

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 (fall) DA: L2 C

Prerequisite: Junior status

Application of Case Management theory and methods. Includes Objective Classification Systems, The 12 Core Functions, and Security Awareness: Collaborative Approaches with Custody Staff.

CJ422 Senior Internship

3 credits (spring) DA: L2 SI Prerequisite: Senior status, Criminal Process concentration.

The Senior Internship is a 3-credit field experience course affiliated with police, courts, corrections, probation or a related criminal justice agency. Note: retroactive to F'2018.

CJ430 CJ Intervention Strategies

3 credits (spring) DA: L2 APS

Prerequisite: Junior status

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 Prerequisite: Senior status; Criminal Process concentration

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

Prerequisite: Senior status

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

Prerequisite: Senior status

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 (inactive course) DA: L2 V

Prerequisite: Senior status Criminal Process concentration 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 (inactive course) 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: L1 C

This course is designed to increase your effectiveness as a communicator and presenter by emphasizing critical thinking, careful research, organization and delivery strategies. NOTE: A minimum grade of C- is required to meet graduation requirements.

CO105 Introduction to Mass Communication

(W) (E). 3 credits (fall) 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.

CO109 Journalism I

(WI) 3 credits (fall) DA: L1 C

Prerequisite: 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 Prerequisite: 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 Film Study I

(W) 3 credits (spring and fall) DA: L1 C

Film Study I 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

3 credits (spring) DA: L1 SI

This course explores communication skills and behaviors essential to effective interpersonal relationships; theories relative to developing, maintaining and ending relationships; and exploration of productive and nonproductive communication patterns for casual relationships, friendships, families, and intimate and professional relationships.

CO140 Video Production I

3 credits (fall) 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.

CO199 Special Topics in Communication

3 credits (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.

CO202 Communication and Society

(W) 3 credits (fall) 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 inter-play between communication and society. The nature, scope and function of the print, film, sound and electronic media will be examined in relation to social forces.

CO204 Introduction to Radio/Audio Production

3 credits (fall) 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 (spring) 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

Prerequisite: 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.

CO212 Scriptwriting

3 credits (fall) DA: L2 C Prerequisite: CW101, CW102 or permission of the instructor.

This course is designed to help the student master the fundamentals of scriptwriting. It introduces the basic skills and knowledge necessary to write film, television, video and media scripts and construct quality storytelling. This foundation will be invaluable as the student progresses to additional courses in video and other forms of communication.

CO215 Film Study II

3 credits (spring) DA: L1 CCT

Film Study II will give students the opportunity to examine multiple genres of film. Students will be exposed to numerous kinds of films for the purpose of understanding why each genre exists and how it compares with the others. Through an analysis of the essence of storytelling, the film's historical placement and the cinematic techniques used to create each film, students will grow to understand the significant differences, and more importantly, the similarities between the genres. Through course readings, class discussions and short essays, students will develop a vocabulary and the analytical skills that will allow them to discuss a film within those contexts. Practicing analytical skills through writing and talking about film will help to write about and critique all texts in greater depth.

CO216 The Horror Film

3 credits DA: L1 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.

CO218 The Comedy Film

3 credits DA: L2 C

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.

CO220 Communicating in Groups

3 credits (spring) 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.

CO222 Visual Communications

3 credits (spring, s1) DA: L2 C

This course introduces students to the theory and practice of visual communication. Students will gain an understanding of the importance of visual communication and will practice the basic digital techniques necessary to communicate successfully in visual media. The course provides essential skills for leadership and management and also serves as a foundation for further study of graphic design and video production.

CO233 Communication Research

(W) 3 credits (fall) DA: L2 ICT

Prerequisite: 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 (spring) DA: L2 C Prerequisite: 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

3 credits (spring) DA: L2 V

Utilizing a project approach, students will investigate

theories, principles and strategies of persuasion. Emphasis is 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 (fall) DA: L1 SI

Prerequisite: Permission of Core Chair.

A 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.

CO305 Advanced Video Production

3 credits (offered every 2nd or 3rd year)

DA: L2 CCT Prerequisite: CO240

This is a project-based course that requires students to apply the knowledge and skills learned in earlier production courses to produce a high quality 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 (spring) DA: L2 SI Prerequisite: 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 (fall) DA: L1 SI Prerequisite: 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 Prerequisite:

CO103, CW101 and 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

3 credits (spring) DA: L2 CCT Prerequisite: 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 & the Media

3 credits (spring) DA: L3 C

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 (fall) DA: L2 CCT Prerequisite: CO101

A practically based course designed to expose the career paths available to communication majors. Particular emphasis is placed on the self-assessment of skills and aspirations, researching careers, networking, resume building, interviewing, and graduate school options.

CO344 Introduction to After Effects

3 credits (spring) DA: L2 APS Prerequisite: CO140, GD105 or permission of the instructor.

After Effects is a powerful, versatile motion graphics and compositing application. Through a series of classroom lectures, independent exploration and guided video creation, students will be introduced to the tools and functions used to create dynamic graphics and special effects. Weekly assignments and a final project will lead to a basic understanding and a foundation for continued exploration.

CO345 Video Post Production

3 credits (spring) DA: L2 CCT Prerequisite: CO305

Focuses entirely on the techniques and skills involved in advanced post-production including refined editing of picture and dialogue, sound design, mixing audio, creating and integrating titles and

graphics, color correcting, grading color, and mastering video for distribution.

CO383 Communication Internship (Junior)

3 credits (spring) DA: L1 SI

Prerequisite: permission of the Core Chair.

A 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

Prerequisite: 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.

CO443 Senior Fieldwork

3 credits (spring) 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

(W) 3 credits (spring) DA: L2 APS

Prerequisite: Senior Communication Major or permission of instructor.

The capstone project utilizes the knowledge you have gained through the coursework in the degree program, in a practical way to create a professional level piece of work that demonstrates your mastery of a topic in communication. It provides students an opportunity to observe themselves, test their skills, and critically evaluate the results and outcome. The capstone course is an interdisciplinary project that involves Communication majors from different concentrations. Students will choose a project with approval of the instructor.

CO483 Senior Communication Internship

3 credits (fall) DA: L2 SI

Prerequisite: Senior communication major and department chair approval.

Senior level internship to provide the student with practical skills and career training. Students will complete work experience in a company, corporation or professional setting. A detailed journal and final report/portfolio are required.

CW100 Foundations of College Writing

3 credits (fall and spring)

CW100 is designed for students who should develop better language habits before enrolling in other writing classes. The course emphasizes the fundamentals of sentence and paragraph construction. Attention is also given to vocabulary development and reading comprehension. Students may be required to spend time outside of normal class hours. NOTE: Enrollment by placement Pre-level 1 of Mitchell General Education Communication Ability. (C- or better grade required to advance to Communication Ability, Level 1 [CW101])

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

Prerequisite: 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 Prerequisite: 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 Prerequisite: 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.

ED110 Introduction to Early Childhood Education

(D) (W) 3 credits (fall) 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. NOTE: C- or better is required to meet teacher certification requirements.

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.

ED205 Math, Science & Technology in Early Childhood Education

(W) 3 credits (spring) DA: L2 C Pre-Practicum

Prerequisite: ED110, ED222

This course includes the basic methods used to teach mathematics, science and technology in early childhood classrooms: observing, inferring, predicting, experimenting, and inquiry. This course reviews developmental theory and research about science and math education in the early childhood years. Early childhood students will investigate the interrelationship of math and science and explore an organized, project approach to creating a developmentally appropriate math and science curriculum for preschool children. Students will also be given opportunities to observe and work with typically and atypically developing young children in a preschool setting.

ED206 Mathematics, Science & Technology in Early Childhood Education

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

Pre-Practicum Component: 20-25 hours Prerequisite: 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. Constructivist theory provides the underpinnings for this course, developing a student's passion for mathematics and science through inquiry and discovery at a very young age. Mathematic and scientific con-

cepts 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. NOTE: C- or better is required to meet teacher certification requirements.

ED222 Methods & Techniques in Early Childhood Education

3 credits (spring) DA: L1 CCT Prerequisite: ED110 Co-requisite: ED110

The course is designed for those students who have a basic understanding and knowledge of early childhood education. The course will review the philosophical, sociological and pedagogical foundations of education and their applications in early childhood education settings. This course will expose students to the fundamentals of classroom strategies, effective teaching tools, and techniques for children ages 0-8. Students will further their understanding of lesson planning and standards, differentiated instruction, and classroom management skills. Note: Praxis Core must be taken and passed prior to taking a third education course for students seeking teacher certification. NOTE: C- or better is required to meet teacher certification requirements.

ED261 Including Children with Exceptional Learning Needs

(D)(W) 3 credits (fall) DA: L2 CCT

Prerequisites: Students on the teacher Education certification track: admitted to department HD/PY108, or PY105, ED110, ED222 or Permission of Instructor.

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. NOTE: C- or better is required to meet teacher certification requirements.

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 Prerequisite: 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. NOTE: C- or better is required to meet teacher certification requirements.

ED275 Music, Art and Aesthetics for the Young Child

(G) 3 credits (fall) DA: L2 CCT Pre-Practicum Component: 20-25 hours in PreK–K Prerequisite: ED110, ED222 or permission from the core chair

This course explores the range of creativity to enhance learning through the arts and play. Stu-

dents 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 nurturing 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). NOTE: C- or better is required to meet teacher certification requirements.

ED276 Contemporary Issues in Education

3 credits (spring) DA: L1 APS

Contemporary Issues in Education is designed to introduce pre-service teachers and other students who are interested in the field of education to the social, political and cultural issues that currently affect schooling in the United States. The course examines factors that place students at-risk for school failure and identifies practices and programs that can address the needs of at-risk students. The course introduces students to the process of analyzing some of the ideological perspectives that underlie current school arrangements. Strategies for addressing at-risk students in the classroom are also explored.

ED280 Observation and Practicum (PreK/K)

3 credits (fall and spring) DA: L2 APS Prerequisite: 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 Prerequisite: ED110, ED222, ED261, ED274

This represents a "partner" course attached to the

associate degree course ED280 Observation and Practicum (PreK/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.

ED285 Early Childhood Studies: Practicum I

3 credits (every semester as needed) DA: L2 APS

Prerequisite: ED110, ED205, ED222, ED274, ED261 (concurrent), HD108, HD209, HD110

Co-requisite: ED286

This is a 150 hour practicum during the course of a semester; 12.5 hours per week/3.25 hours per day for 4 days, over a 12 week period. The placement is in a supervised classroom experience at an approved NAEYC accredited early childhood setting in an integrated PreK classroom. This course will provide high quality experiences to apply fundamental skills of child development theories, teaching pedagogy, and observation and assessment skills during the early childhood years. Students will gain knowledge in the ability to begin to plan, organize, implement, and evaluate classroom activities. Students will begin to learn how to provide for differentiated instruction and language and literacy skills that are crucial to improving learning needs of children. The practicum teacher (student) is under the supervision of mentor teacher(s), and a college supervisor. This is required of all students working toward an Early Childhood Teaching Credential. This course is also taken in conjunction with

ED286 Practicum I Seminar.

ED286 Early Childhood Studies: Practicum I Seminar 1 credit (every semester as needed) DA: L2 APS Prerequisite: ED110, ED205, ED222, ED274, ED261 (concurrent), HD108, HD209, HD110

Co-requisite: ED285

This course is taken in conjunction with ED285 Practicum I. Students will learn important skills to incorporate into an early childhood classroom. These skills will include a more refined lesson plan, the basic understanding of implementation, and collaboration with others. During the practicum course, it is important for the student to start to see and reflect on their classroom experiences and gain knowledge to increase their skill(s). This is required of all students working toward an Early Childhood Teaching Credential. This course is also taken in conjunction with ED 285 Practicum I.

ED302 Social Studies in Early Childhood Education

(W) 3 credits (fall) DA: L2 D

Pre-Practicum Component: 20-25 hours

Teacher Certification track Gr. 1-3 Prerequisite:

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; and ecology and the social sciences as they relate to social studies. Students will be required to submit lesson plans as part of the assignment. NOTE: C- or better is required to meet teacher certification requirements.

ED311 Play in Early Childhood: Theory, Research and Practice

3 credits (fall) DA: L2 CCT Prerequisite: ED110

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) through play: theories of play, research on various aspects of play and young children's development, methods to enhance development through play, effective approaches to support young children's play, play as seen in the elementary school setting, political perspectives of play. Resources and materials will be explored as well.

ED312 Infant and Toddler Curriculum

3 credits DA: L3 C 125

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 Prerequisite: ED110

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, day care, 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 (spring) DA: L3 APS

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

Prerequisites: 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.

NOTE: C- or better is required to meet teacher certification requirements.

ED322 Teaching & Learning Across Context

3 credits (once a year) DA: L2 D

Prerequisite: PY215

Teaching and Learning Across Context introduces students to how relationships, learner differences, various approaches to teaching & learning, forms of pedagogy, learning environments, culture difference, policies, and politics influence change across context. The objective of this course is to prepare students to be flexible and adaptable practitioners in varied learning environments while remaining true to fundamental learning theory. This course will also focus on various learning theory and how a student's mastery of knowledge and abilities learned in one context can be transferred to a different context. A student's ability to synthesis various teaching strategies from one context to another is a catalyst for mastery of knowledge and a hallmark of this course.

ED325 Reading and Language Arts in Early Childhood

(W) 3 credits (spring) DA: L3 APS Pre-Practicum Component: 20-25 hrs. in Grades 1-3. Prerequisite: 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. NOTE: C- or better is required to meet teacher certification requirements.

ED340 Promoting Social Emotional Competence in Young Children

3 credits (spring biennial) DA: L2 SI
Prerequisite: HD209 or permission of the core chair. This course will focus on promoting the social and emotional development of young children as a means of preventing challenging behaviors. Emphasis will be placed on developing positive relationships with children, families, colleagues and creating supportive environments, social emotional teaching strategies and intensive individualized interventions. This course gives students effective and useful perspectives on the different stages of children's emotional and social development. This course will familiarize students with a variety of tools to assess children's social/emotional development in order to develop appropriate teaching strategies.

ED380 Observation, Assessment and Practicum

3 credits (fall or spring) DA: L3 APS
Prerequisite: Teacher Certification Officer approval. This practicum placement takes place during the candidate's junior year in an integrated PreK 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. NOTE: C- or better is required to meet teacher certification requirements.

ED381 Practicum Seminar in ECE

0 credit, included in ED380 DA: L3 APS

Co-requisite: ED380

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. NOTE: C- or better is required to meet teacher certification requirements.

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 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 (offer as needed) DA: L3 CCT
Pre-Practicum Component: 20-25 hrs. in Grades 1-3. Prerequisite: 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/ pre-school 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 (spring) DA: L3 APS Pre-Practicum Component: 20-25 hrs. in Grades 1-3. Prerequisite: 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. NOTE: C- or better is required to meet teacher certification requirements.

ED420 Early Childhood Studies: Practicum II

3 credits (offered as needed) DA: L3 APS Prerequisite: Completion of all courses in the planned program for Early Childhood Studies
Co-requisite: ED421

This is a 200 hour practicum for one semester in an integrated PreK classroom; 17 hours per week/4.25 hours per day for 4 days, over a 12 week period. The placement is in a supervised classroom experience at an approved NAEYC accredited early childhood setting in an integrated PreK classroom. This course is structured to provide skilled competency in writing and implementing LEPs and lesson plans within the identified areas of cognition, social and emotional development, physical health including nutrition, language and literacy, creative arts, math, science, and social studies. Students will demonstrate mastery of the concepts, principles, dispositions and 127 methodologies necessary for successful teaching including family and community involvement. The practicum

teacher (student) is under the supervision of early childhood teacher(s) and a college supervisor. This is a course required for students seeking the Early Childhood Teaching Credential. This course is also taken in conjunction with ED421 Practicum II Seminar.

ED421 Early Childhood Studies:

Practicum II Seminar

3 credits (offered as needed) DA: L3 APS Prerequisite: Completion of all courses in the planned program for Early Childhood Studies. Co-requisite: ED420

This course is taken in conjunction with ED420 Early Childhood Studies: Practicum II. Students will learn to sharpen their skills in an early childhood classroom. This seminar provides an opportunity for self-evaluations, guided discussions, problem solving, and reflection as it pertains to the student's practicum experience. This weekly class time is designed to support the practicum experience by providing a context for relating theory to practice and an opportunity to reflect upon and share classroom experiences. Topics will provide additional instruction in curriculum planning, classroom management, teaching strategies and technologies, and assessment. This is a required course of all students working toward an Early Childhood Teaching Credential. This course is also taken in conjunction with ED420 Practicum II.

ED432 Senior Seminar in Early Childhood Education

(W) 3 credits (spring) DA: L3 APS
Prerequisite: Completion of all courses in the planned program for ECE Teacher Certification
Co-requisite: 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. NOTE: C- or better is required to meet teacher certification requirements.

ED435 Observation and Student Teaching (Grades 1, 2, or 3)

9 credits (spring) DA: L3 APS

Prerequisite: 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. NOTE: C- or better is required to meet teacher certification requirements.

EL199 Special Topics in Literature

Credit hours by arrangement (offered as needed)

Prerequisite: CW102

Allows the core 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

Prerequisite: 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

Prerequisite: 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

Prerequisites: CW101 and CW102

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 Prerequisite: 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 Prerequisite: 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.

EL221 Introduction to Drama and Theatre

(W) 3 credits (fall) DA: L2 CCT

Prerequisite: 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 of campus theatre productions of their choice.

EL222 Literature and the Environment

(G) (W) 3 credits DA: L2 CCT Prerequisite: CW102

Influenced by the science of ecology as well as by insights from critical theory and cultural studies, ecocritics explore diverse literary representations of the natural world. Using an ecocritical approach in "Literature and the Environment," we will study texts that consider issues such as the distinction between nature and culture, the destruction of the environment over the past two centuries, and the human psychological response to nature.

EL223 Young Adult Literature

(WI) 3 credits (spring) DA: L2 CCT

Prerequisite: CW102

Novels geared towards readers in middle school and high school have gained extraordinary popularity with this age group in recent years. Also during the past two decades, literary critics and cultural theorists have focused more attention on the psychological, social and political implications of young adult fiction. In this course we will read classic and contemporary works for young adults by writers such as C.S. Lewis, J.D. Salinger, S.E. Hinton, Judy Blume, J.K. Rowling, Suzanne Collins and others.

EL224 The Graphic Novel

(WI) 3 credits (fall) DA: L2 CCT

Prerequisite: CW102

The graphic novel combines images with text to create a uniquely challenging narrative form. In this class, we will analyze the conventions of the graphic novel in order to evaluate the literary and cultural significance of specific works by writers such as Art Spiegelman, Alison Bechdel, Marjane Satrapi, Josh Newfield, Gene Young and others. We will enrich our analysis by reading recent responses to these works by literary and cultural critics.

EL225 Neurodivergence in Literature and Film

3 credits DA: L2 CCT. Prerequisite: CW102

The neurodiversity movement questions the pathologization of mental differences such as autism, schizophrenia, and intellectual disabilities. Proponents of neurodiversity view these differences as cognitive variations or divergences within a broad spectrum of neurological types. This course focuses on the representation of neurodivergence in literary fiction, memoirs, and film with reference to debates from the fields of psychology, disability studies, and the history of medicine.

EL301 Difference and Disability in American Culture

(WI)(IN) 3 credits (fall - even year) DA: L3 CCT

Prerequisite: 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

(WI) 3 credits DA: L3 CCT Prerequisite: CW102 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

(WI) 3 credits DA: L3 CCT Prerequisite: 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.

EL304 The Beat Generation

(WI) 3 credits (spring even years) DA: L2 CCT Prerequisite: CW102 During the 1950's and early 1960's, a group of American writers known as the "Beats" challenged the dominant conformist and consumeristic ethos of the postwar era. Before the hippies of the late 1960's, writers such as Allen Ginsberg, William Burroughs, Diane DiPrima, Jack Kerouac, Amiri Baraka and others produced works which defy accepted literary forms and mainstream social norms. Influenced by a jazz idiom and fascinated by Buddhism, they called into question the values of "high" art and Western religions. We

will read novels, poems and essays by these writers in order to explore their cultural significance.

EL309 African-American Literature

(D) (WI) 3 credits (fall - odd year) DA: L3 CCT Prerequisite: 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.

EL320 Eugene O'Neill

(W) 3 credits (fall - odd years) DA: L3 CCT Prerequisite: 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.

EL321 Postcolonial History

3 credits DA: L2 D

Prerequisite: CW102 (offered even years)

This course explores novels which represent diverse cultures formerly colonized by European imperial powers. We will read works by writers who explore the psychological, economic, and sociological effects of colonialism in Africa, Asia and the Americas.

Among the writers we will study are Chinua Achebe, JM Coetzee, Joseph Conrad, David Henry Hwang and Janice Y.K. Lee. We will also consider debates regarding the status of postcolonialism as a controversial interdisciplinary field.

EL322 From "Bartleby" to Mad Men: Business in Culture and the Culture of Business

3 credits DA: L2 V Prerequisite: CW102

This course will explore representations of commerce

and entrepreneurship in literature and film. We will consider novels, short stories, plays and movies that dramatize power dynamics, ethical problems and cultural issues evident in the business world. Other important topics include social mobility, consumerism, and the effects of global capitalism. Readings and films include "Bartleby the Scrivener," "The Overcoat," How to Get Filthy Rich in Rising Asia, Citizen Kane, and The Social Network.

EL325 Studies in Literature and Society

(WI) (IN) 3 credits (fall - odd year) DA: L3 CCT
Prerequisite: 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 "Literature and Medicine" or "The Immigrant Experience in American Literature" or "Shakespeare and His Times."

EL327 LGBTQ Literary Studies

3 credits DA: L3 D

This course focuses on the representation of lesbian, gay, bisexual, transgendered and queer identities in works of literature from the mid-twentieth century to the present. We will read and discuss novels and plays by James Baldwin, Patricia Highsmith, David Henry Hwang, and others in relation to critical theories which investigate the cultural construction of gender. Topics central to our study are the performance of identity, the problem of the "closet," the threat of AIDs and the issue of biological vs. constructivist notions of gender

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 core 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

3 credits (fall) DA: L1 D

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.

ES199 Special Topics in Environmental Studies

Credit hours by arrangement (offered as needed)

DA: N/A Prerequisite: Open only with consent of the instructor.

Allows the Core 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.

ES315 Environmental Economics

3 credits (inactive course) DA: L3 D Prerequisite: 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 and 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 (inactive course) DA: L3 D

Prerequisite: 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 (spring - even years) DA: L3 D Prerequisite: 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 health and 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. Topics pertaining to health and medicine will also be covered. Behavioral factors influencing decisions will be considered. The course will enhance student abilities to critically evaluate health and environmental management, policy and modeling tools. The influential role that scientists exert on local, regional and national policies will be examined through case studies. Attendance at meetings of local conservation committees or meetings of other government agencies discussing environmental issues may be required in this course.

ES360 Environmental Law

3 credits (inactive course) DA: L3 D Prerequisite: 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 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 Tox

ic Substances Control Act and the Wilderness Act. Students will analyze the relative costs and benefits of various forms of environmental regulation within the context of the American political, administrative, and legal systems. While the course focuses on U.S. environmental law, students will also consider the increasingly important field of international environmental law and agreements.

ES399 Special Topics in Environmental Studies

Credit hours by arrangement (offered as needed)

DA: N/A Prerequisite: Open only with consent of the instructor.

Allows the core 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.

FC101 First-Year Seminar

3 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: A minimum grade of C- is required to meet graduation requirements. 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 Prerequisite: FC101

This is a service learning and community activism course designed to not only give new students the opportunity to become more civic-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. Enrollment is determined by instructor recommendation.

FC110 Explore Your Cores

(IN) 3 credits (fall s2; spring s2 if needed) Required component of FYE core. DA: L1 CCT

This introductory course offers an interdisciplinary study that provides an overview of Mitchell’s Ability Based Learning Model (ABE) and an examination of the connections between Mitchell’s ABE model and an exploration of all the academic cores at Mitchell College. Students will be expected to scrutinize and experiment with ideas and texts from each of the academic cores. A focus on institutional abilities and their applications to everyday life will set the foundation for students to excel in their academic, personal and professional fields. The content is designed to assist students who are undecided about their core as they navigate the existing choices of study available through the Mitchell Ability Model. This course is intended for first-year students only unless given instructor permission. NOTE: A minimum grade of C- is required to meet graduation requirements. FC110 must be taken in a student’s first semester at Mitchell and is a requirement for graduation. This course is intended for first-year students only unless instructor permission is given. FC110 is waived for a student who transfers in 24 or more credits from an accredited institution of higher education and receives permission from the Director of First-Year Experience.

FC111 Explore Your Human Services Core

(IN) 3 credits (fall s2; spring s2 if needed). Required component of FYE core. DA: L1 CCT

This introductory course offers an interdisciplinary study that provides an overview of Mitchell’s Ability Based Learning Model (ABE) and an examination of the connections between Mitchell’s ABE model and the search for knowledge and meaning as related to human services as applied to personal and professional development. Through a focus on meeting human needs, key institutional abilities are defined and developed. Applications of relevant concentrations afford the student the opportunity for career exploration. A focus on institutional abilities and their applications to everyday life will set the foundation for students to excel in their academic, personal and professional fields. This course is intended for first-year students only unless given instructor permission. This course is intended for first-year students only unless given instructor permission. NOTE: A minimum grade of C- is required to meet graduation requirements. FC111 must be taken in a student’s first semester at Mitchell and is a requirement for graduation. This course is intended for first-year students only unless instructor permission is given. FC111 is waived for a student who transfers in 24 or more credits from an accredited institution of higher education and receives permission from the Director of First-Year Experience.

FC112 Explore Your Leadership and Management Core (IN)

3 credits (fall s2; spring s2 if needed). Required component of FYE core. DA: L1 CCT

This introductory course offers an interdisciplinary study that provides an overview of Mitchell’s Ability Based Learning Model (ABE) and an examination of the connections between Mitchell’s ABE model and the applications of leadership and management principles. The Leadership and Management Core provides the opportunity to understand the relationship between the leader and the manager in achieving the day to day goals of the organization. An exploration of the leadership skills of communications, motivation, guidance and encouragement leads managers through the planning, organizing, leading, and controlling skills needed to ensure the success of the organization through internal collaboration. A focus on institutional abilities and their applications to everyday life will set the foundation for students to excel in their academic, personal and professional

fields. This course is intended for first-year students only unless given instructor permission. NOTE: A minimum grade of C- is required to meet graduation requirements. FC112 must be taken in a student's first semester at Mitchell and is a requirement for graduation. This course is intended for first-year students only unless instructor permission is given. FC112 is waived for a student who transfers in 24 or more credits from an accredited institution of higher education and receives permission from the Director of First-Year Experience.

FC113 Explore Your Science Core

(IN) 3 credits (fall s2; spring s2 if needed).

Required component of FYE core. DA: L1 CCT

This introductory course offers an interdisciplinary study that provides an overview of Mitchell's Ability Based Learning Model (ABE) and an examination of the connections between Mitchell's ABE model and the search for knowledge and meaning in the context of scientific disciplines and the potential paths an individual could take within these fields. Career exploration will allow students opportunities to integrate their strengths and areas of interest towards a pathway of success. A focus on institutional abilities and their applications to everyday life will set the foundation for students to excel in their academic, personal and professional fields. This course is intended for first-year students only unless given instructor permission. NOTE: A minimum grade of C- is required to meet graduation requirements. FC113 must be taken in a student's first semester at Mitchell and is a requirement for graduation. This course is intended for first-year students only unless instructor permission is given. FC113 is waived for a student who transfers in 24 or more credits from an accredited institution of higher education and receives permission from the Director of First-Year Experience.

FC114 Explore Your Teaching and Learning Core

(IN) 3 credits (fall s2; spring s2 if needed). Required component of FYE core. DA: L1 CCT

This introductory course offers an interdisciplinary study that provides an overview of Mitchell's Ability Based Learning Model (ABE) and an examination of the connections between Mitchell's ABE model in addition, applications of the Teaching and Learning Core will afford students opportunities for career exploration. This course will also provide a glimpse into the future of education by forecasting the var-

ious forms teaching and learning will take at the community, national, and world levels and how professions will meet the needs of our next generation of learners. A focus on institutional abilities and their applications to everyday life will set the foundation for students to excel in their academic, personal and professional fields. This course is intended for first-year students only unless given instructor permission. NOTE: A minimum grade of C- is required to meet graduation requirements. FC114 must be taken in a student's first semester at Mitchell and is a requirement for graduation. This course is intended for first-year students only unless instructor permission is given. FC114 is waived for a student who transfers in 24 or more credits from an accredited institution of higher education and receives permission from the Director of First-Year Experience.

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 resources including Microsoft Office Suite, Presentation Software and Cloud Technologies/Services, and Advanced Technologies and Applications. NOTE: A minimum grade of C- is required to meet graduation requirements.

FC130 Applied Practices in Information Technology Services

3 credits (fall; spring if needed) DA: L1 ICT Prerequisite: Student must be able to demonstrate fundamental Information Technology Literacy skills through the completion of either FC120 or an alternate assessment. The course is designed for students who have an interest in learning about and experimenting with advanced, emerging applications and technologies. Specific focus will be on the practical use and applicability of cloud computing services, open source software, hardware/software platforms and statistical and analytic software and services. In addition, the course will introduce students to the available advanced, discipline based technologies. The course will provide for an engaging, collaborative learning environment

through a “hands on,” project based approach. NOTE: A minimum grade of C- is required to meet graduation requirements.

FC199 Special Topics in First-Year Experience

Credit hours by arrangement (offered as needed) DA: N/A Prerequisite: Only open with consent of the core. This class allows the core 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.

GD101 Color Concept and Design

(W) 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.

GD199 Special Topics in Graphic Design

Credit hours by arrangement (offered as needed) DA: N/A Prerequisite: 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 Prerequisite: 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 and its theory, practice and technology.

GD260 Graphic Design III: Brand Identity

3 credits (spring) DA: L2 APS

Prerequisite: 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.

GD265 Materials and Techniques

3 credits (spring) DA: L2 SI

Prerequisite: 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.

GD305 Computer Graphics II (Photoshop/ Dreamweaver)

3 credits (spring) DA: L2 ICT

Prerequisite: GD105 or permission of instructor. Dreamweaver and Photoshop are programs used for 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. Participants in this course learn to develop a website with Photoshop and Dreamweaver using objects and text, organizing files, importing elements, creating layouts and editing and linking pages in a variety of ways.

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 & Web Design

3 credits (fall) DA: L2 CCT

Prerequisite: 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.

GD429 Marketing and Design Internship

3 credits (fall) DA: L2 SI Prerequisite: Senior status and/or permission of Core 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

Prerequisite: 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) (Junior - 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) 6-15 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 competi-

tive statewide internship program and students must be accepted by the Legislative Internship Committee in Hartford. Students have the option to attend part or full-time.

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

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 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.

HD209 Child Development

3 credits (fall and spring) DA: L1 CCT

Prerequisite: 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) DA: L2 C Prerequisite: 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 Prerequisite: 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.

HD305 Ethics, Character & Moral Development

3 credits (fall and spring) DA: L2 V

Prerequisite: 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 Prerequisite: HD108 and junior 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 (inactive course) DA: L3 C

Prerequisite: HD339

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 step-siblings. 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 and Family Studies

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

3 credits (inactive course) DA: L3 C Prerequisite:

SO207, HD339; or 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

3 credits (fall) DA: L3 D

Prerequisite: SO103, HD108, and junior 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

3 credits (spring) DA: L3 D

Prerequisite: HD108, HD110, SO103 and junior status; or permission of the instructor.

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 Prerequisite: 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

HI105 is an introductory survey course which examines the European colonization of North America, the challenges of the colonial era, including the American Revolution and development of constitutionalism as well as the early national period, the rise of Jacksonian Democracy, and the hardships faced by multiple groups such as Native Americans, African Americans and immigrants. Race-based slavery in America, western expansionism, the growth of political parties, women's rights, and the causes and consequences of the Civil War will also be examined.

HI106 History of the United State II

(AI) (D) (W) 3 credits (fall and spring) DA: L1 D

HI106 is an introductory survey course which exam-

ines post-Civil War America, including the period of Reconstruction, the impact of industrialization on American life, and reform movements of the late nineteenth and early twentieth centuries, including labor activism, women's rights and civil rights. Special emphasis is place on the major sociocultural changes of the twentieth century, particularly American Imperialism, the world wars, the Great Depression, the Cold War era, and the development of America's role in the present world power structure.

HI115 Development of Western Civilization I

(G) (W) 3 credits (fall and spring) DA: L1 D

HI115 addresses the extent to which ancient Egyptian, Asian, Semitic, and Greco-Roman cultures shaped the foundation and early development of the Western Heritage. The course considers the development of the West through an examination of myriad historical movements, including the creation of monotheistic religions, the origin of democracy, the rise of Rome, the influence of the Christian 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) (W) 3 credits (fall and spring) DA: L1 D

HI116 addresses the influence of the Renaissance and Reformation eras within European society and the impact of Chinese and Islamic civilizations upon the West's political, cultural, economic, and technological growth. Topics for discussion include dynastic centralism, the Scientific Revolution, the rise of a market based economy, the Enlightenment, the revolutions of the late eighteenth and early nineteenth centuries, the Industrial Revolution, emerging nationalism, and the creation of the modern European power state and its consequences for the global community. Examination of the West's influence over the Americas, the East and West Indies, Asia and Africa will be explored in tandem with the West's global ambitions and its consequences.

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. Prerequisite appropriate to each course will be determined by the instructor and announced when course descriptions are available.

HI215 World Geography of Tourism

3 credits (fall) DA: L2D

This course is an introduction to world geography through the lens of tourism destinations and markets. Students explore and gain a functional base knowledge about physical-environmental, sociocultural, and geopolitical influences on the travel and tourism industry. Students investigate the fundamental link between international travel and world geography. Emphasis is placed on the strategic location of specific destinations, characteristics of the tourist markets, and the transportation infrastructure and hospitality superstructure found in major destinations. In addition, this course will focus on international travel patterns and trends.

HI245 The Making of Modern America:

U.S. History since 1893 (AI) (G) (W)

3 credits (spring) DA: L2 CCT Prerequisite: CW102

HI245 explores U.S. history from 1893 to the present through in-depth examination of major political, economic, and sociocultural developments and transformations of the modern era. Domestic and international events significantly shaped the United States and the world during this period, including imperial activity, urban industrialism, warfare, the civil rights movement, the Cold War, and the post 9/11 world. This course will emphasize how the United States became a global superpower and the consequences of this development.

HI246 Rebellions, Revolutions, and Rights:

World History since 1900

(G) (W) 3 credits (fall) DA: L2 D Prerequisite: CW102

HI246 provides students with an understanding of the causes and consequences of World Wars I and II and the character and historic importance of radical political movements, including Communism, Fascism, Nazism, Japanese Imperialism, and Islamic Jihadism. Students will also assess and evaluate the forces contributing to the development of the follow-

ing 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 globalization of economics; and the consequences of modern terrorism around the world.

HI295 History Through Film

(G) (W) (IN) 3 credits (spring) DA: L2 CCT

Prerequisite: CW101 or permission of the instructor.

HI295 offers students the 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: such as war, revolution, and important historical figures who have instigated social change. Primary emphasis will be placed upon twentieth century movements including but not limited to imperialism, World War I and II, the Cold War, and civil rights.

HI297 “remember the ladies”:

Women in U.S. History (AI)(D) (W)(IN)

3 credits (spring) DA: L2 CCT Prerequisite: CW102

HI297 examines major themes and events that have affected women in U.S. history. This course will heed the advice Abigail Adams gave to her husband, John Adams, in 1776 to “remember the ladies” while he and other founders created this nation. Although this recommendation was ignored by the founding generation, women since the creation of the United States have contributed in myriad ways that have affected familial, social, economic, and political transformations since the colonial era. Special attention will be paid to the distinctive relationship of women to social reform in American culture and the modern woman’s movement.

HI346 From Isolationism to Interventionism:

The History of U.S. Foreign Relations

(W) 3 credits (fall) DA: L3 D Prerequisite: CW102.

This class will examine the development of U.S. foreign relations from the late eighteenth century to the present. We will connect global and domestic events and policies to provide a broad perspective of American diplomacy since the colonial era. By stressing the interconnectivity between state and non-state actors, students will learn about the dynamic ways in which foreign policy emerged and how myriad factors (political, economic, and sociocultural) ultimately influenced America’s foreign relations.

HI399 Special Topics in History

Credit hours by arrangement (offered as needed)

DA: N/A Prerequisite: 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 (offered fall and spring as needed)

DA: L1 C 141

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 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.

HO301 Legal Issues in Homeland Security

(W) 3 credits (offered fall or spring as needed)

DA: L2 C Prerequisite: Junior status

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 (offered fall or spring as needed)

DA: L2 CCT Prerequisite: Junior status

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 Prerequisite: Open only with Junior status and 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 (offered fall or spring as needed)

DA: L2 V Prerequisite: Junior status

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: L2 C Prerequisite:

Junior status 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

Prerequisite: 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 Prerequisite:

permission of instructor.

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

HR201 Honors Seminar I

1 credit (fall) DA: L2 SI

Prerequisite: Sophomore honors student status

Honors Seminar I is the first in a series of six seminars designed for honors students. This course will help students begin to prepare their Honors Thesis projects, which will be presented during their senior year. Additionally, this seminar will center around a unifying theme which will be incorporated into a common-read for all honors students.

HR202 Honors Seminar II

1 credits (spring) DA: L2 ICT

Prerequisite: Sophomore honors student status

Honors Seminar II is the second in a series of six seminars designed for honors students. This course will help students continue their Honors Thesis project, which will be presented during their senior year. Additionally, this seminar will center around a unifying theme which will be incorporated into a common-read for all honors students.

HR301 Honors Seminar III

1 credit (fall) DA: L2 APS

Honors Seminar III is the third in a series of six seminars designed for honors students. This course will help students continue their Honors Thesis project, which will be presented during their senior year. Additionally, this seminar will center around a unifying theme which will be incorporated into a common-read for all honors students. Students will also begin to take on a mentoring role for incoming honors students to assist them with Honors Thesis project development.

HR302 Honors Seminar IV

1 credit (spring) DA: L2 APS Prerequisite: Junior honors student status

Honors Seminar IV is the fourth in a series of six seminars designed for honors students. This course will help students continue their Honors Thesis project, which will be presented during their senior year. Additionally, this seminar will center around a unifying theme which will be incorporated in a common-read for all honors students. Students will also begin to take on a mentoring role for incoming honors students to assist them with honors thesis project development.

HR401 Honors Seminar V

1 credit (fall) DA: L2 CCT

Prerequisite: Senior honors student status

Honors Seminar V is the fifth in a series of six seminars designed for honors students. This course will help students finalize their Honors Thesis project, which will be presented during their final semester of their senior year. Additionally, this seminar will center around a unifying theme which will be incorporated into a common-read for all honors students. Students will continue to mentor upcoming honors students.

HR402 Honors Seminar VI

1 credit (spring) DA: L2 CCT Prerequisite: Senior honors student status

Honors Seminar VI is the final seminar designed for honors students. This course will help students develop and prepare for their Honors Thesis project defense, which will be presented at the end of the semester. Additionally, this seminar will center around a unifying theme which will be incorporated into a common-read for all honors students.

HS115 Introduction to Human Services & 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.

HS230 Human Services Career Seminar

3 credits (spring) DA: L2 SI Prerequisite: Sophomore status, must be in Human Services Core

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 service 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.

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 Food Service

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.

HT199 Special Topics in Hospitality & Tourism

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.

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

HT215 World Culture: Eat, Pray, Love

3 credits (once per year) DA: L2 D

An exploration of various cultures through both current and historical food, religion, and social customs. As the global economy grows and global influences

on the American economy continue, this course will expose students to various foods, religions and cultures so that they may understand and find the opportunities to appreciate our global society. This course serves as a guide for students to have a realistic perspective of their place in the world. Lastly, this course promotes tolerance and fosters better communication amongst our students from various backgrounds, customs and beliefs.

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.

HT250 Hospitality Sophomore Internship Experience

3 credits (100 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 Facilities Management

3 credits (once per year) DA: L2 APS

This course examines the role of the Facilities Manager within industries that require property management. Critical elements of facility design and engineering are examined along with overall maintenance programs, utilities management, outside contracts, and safety and security procedures.

HT310 Restaurant Wars

3 credits (every 3-4 terms) 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.

HT311 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

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 (100 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.

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 geographics, psycho-graphics, 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 the 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 (e.g. wedding). Students will analyze individual banquet menus as well as complete catering menus.

HT378 Ecotourism

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 through design as well as sustainability. Protected areas throughout the world are discussed in relationship to the governments and world organizations that protect them. Ecotourism marketing and trends are analyzed and discussed. The course then relates all content to a variety of case studies throughout the world of both proper and poor ecotourism development and management such as Costa Rica, Nepal, Africa, Caribbean Islands, Papua New Guinea, Indonesia, and more.

HT399 Special Topics in Hospitality & Tourism

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.

HT405 Business & Hospitality Law

3 credits (fall) DA: L2 V

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.

HT450 Hospitality & Tourism Internship I

6 credits (200 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 (200 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 Strategic Management Capstone

3 credits (once per year) DA: L3 APS

This senior capstone seminar utilizes all prior knowledge and skills developed through the four-year program to strategically evaluate a variety of ethical and management issues in the hospitality and tourism industry. Students will be exposed to case studies, web based products, 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 Integrative Career Development to prepare interview/job seeking skills.

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.

HU150 Marble, Monuments, & Memory: Culture and Commemoration in Society

(W) 3 credits (spring) DA: L1 CCT
John Quincy Adams, sixth president of the United States, observed in 1831, "Democracy has no monuments. It strikes no medals; it bears the head of no man upon its coin; its very essence is iconoclastic." Time, however, has proven President Adams wrong. Monuments commemorating nearly every facet of human endeavor exist in almost every town and city across this nation and around the world. HU150 will explore the role of collective memory, the impact of visual culture and symbols on citizens, the importance of the remembered past, and the function of sites of memory and their cultural meanings. Emphasis will be placed upon sites of memory in the United States but non-U.S. case studies from myriad eras will also come under investigation and discussion. The inclusion of topics linked to history, government, tourism studies, literature, and communication will afford students an interdisciplinary perspective on complex issues associated with commemoration.

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. Prerequisite 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 (fall) DA: L2 C
Prerequisite: 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
Prerequisite: 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.

HU215 World Geography of Tourism

3 credits (fall) DA: L2 D
This course is an introduction to world geography through the lens of tourism destinations and markets. Students explore and gain a functional base knowledge about physical-environmental, socio-cultural, and geopolitical influences on the travel and tourism industry. Students investigate the fundamental link between international travel and world geography. Emphasis is placed on the strategic location of specific destinations, characteristics of the tourist markets, and the transportation infrastructure and hospitality superstructure found in major destinations. In addition, this course will focus on international travel patterns and trends.

HU250 Life Writing and Social Change

(W)(D)(IN) 3 credits (fall) DA: L2 ICT Prerequisite: 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) Prerequisite: 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

Prerequisite: 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 147 Prerequisite: 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 will be a course fee or admission fees that are offset by the course not requiring a textbook. Enrollment is limited to 12 students.

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.

LM230 Leadership & Management Career Seminar

3 credits DA: L2 C

An abilities-based course designed to illuminate career paths in the general business, sports management, hospitality, or communications fields. This course will prepare students for meeting their internship and career goals. Particular emphasis is placed on the self-assessment of skills and aspirations, and researching careers. Additionally, students may work on networking, resume writing, and interviewing.

LS350 Liberal Studies Career Seminar

3 credits (fall) DA: L2 SI

Prerequisite: junior status and permission of the instructor; must be an LPS major.

Max enrollment: 15 students.

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

Prerequisite: 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 (fall and spring) DA: L2 SI

Prerequisite: 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.

MA101 Math in Our World

3 credits (fall and spring) DA: L1 APS

Math in Our World will provide students with an understanding of the practical uses of mathematics with an emphasis on consumer mathematics and finance. The topics covered include percent, simple and compound interest, installment buying including credit and debit, home buying, and stocks and bonds. The US system of measurement and the metric system will be presented in addition to an overview of statistics, probability, graph theory and geometry.

MA102 Problem Solving for College Students

3 credits (fall 1, spring 1) DA: L1 APS

This course will cover general, wide-ranging strategies for problem solving in the real world. If you enjoy working in groups and being creative, this is the course for you. The problems will have a basis in mathematics, but students need not be math wizards to succeed. For example, some problems may be solved by process of elimination; other problems might be solved using diagrams or lists. Other strategies include identifying patterns, matrix logic, organizing information, and algebra. The skills developed in this course are useful

MA103 Intermediate College Algebra

3 credits (fall and spring) DA: L1 APS

Prerequisite: MA102 or by placement.

MA103 will include the following topics: solving/graphing linear equations and inequalities; using/applying formulas (word problems); volume (metric system); polynomials, exponents; factoring.

MA105 College Algebra

3 credits (fall and spring) DA: L1 APS

Prerequisite: MA103 or by placement.

MA105 will include the following topics: functions and inverse functions; exponential functions; logarithms; systems of equations; and quadratic equations including graphing, scientific notation, and metric conversions.

MA111 Introduction to Statistical Analysis

4 credits (fall) DA: L2 APS

Prerequisite: 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.

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.

MA214 Pre-Calculus

4 credits (fall and spring) DA: L2 APS

Prerequisite: MA103 or by placement.

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.

MA215 Calculus I

4 credits (fall) DA: L3 APS Prerequisite: MA109 or by placement.

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.

MA216 Calculus II

4 credits (spring) DA: L3 APS Prerequisite: MA114 or by placement.

Covers formal methods of integration, plane analytic geometry, transcendental functions, polar coordinates, sequences and infinite series.

MA217 Calculus III

4 credits DA: L3 APS Prerequisite: MA115

Calculus III covers vector functions and their derivatives, partial differentiation, multiple integration, and elementary differential equations.

MA399 Special Topics in Mathematics

Credit hours by arrangement. (offered as needed)

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.

MK201 Consumer Behavior

3 credits (fall) DA: L1 C Prerequisite: BU124

An application of the behavioral sciences to marketing and consumer decision-making models. Motivation, learning theory, perception, attitude theory and social referents are examined in terms of how they affect consumer behavior. Consumer measurement and strategy assessment are also examined.

MK205 Fundamentals of Retailing

3 credits (spring) DA: L2 C Prerequisite: BU124

Emphasis is placed on the retail mix: site selection and location, layout, organization, merchandise selection, pricing, customer services, sales promotion and consumer trends. Retail research will be introduced through the examination of target market and demographic analysis.

MK301 Supply Chain Management

3 credits (spring) DA: L2 ICT Prerequisite: BU124

Focuses on managing distribution system design, channel management, procurement, and logistics. We explore order fulfillment strategies and the impact of the Internet on distribution and back-end supply chain processes. We also examine strategies for enterprise integration as well as the impact of recent technology changes on traditional supply chains.

MK401 Merchandise Management

3 credits (fall) DA: L3 CCT Prerequisite: BU124

The course "introduces students to the product management process and gives insight into the operations and practices used by retailers to achieve their product strategy objectives. Blending theoretical approaches from a number of management perspectives, including marketing, purchasing and logistics, the course illustrates the breadth of knowledge that retail product managers need to undertake this complex managerial task." Routledge (2008). In addition, introduction of the fundamental strategies and mathematical calculations used in the retail industry including financial strategy, buying strategy and pricing strategy. Application of retail planning and control procedures will be explored with emphasis on development and evaluation of retail practices including non-store retailing using lectures, experiential exercises and the case method.

MK405 Sales & Strategic Partnerships

3 credits (spring) DA: L3 D Prerequisite: BU124

Examines the elements of an effective sales force as a key component to the organization's total marketing effort. Topics will include: understanding the sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

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.

MU119 Select Choral Ensemble

1 credit (fall) DA: L2 SI

First-Year students will participate in the ongoing preparation and presentation of the best of the choral art, singing widely varied repertoire including music from the Western canon from the 10th century to the present and repertoire from non-Western sources including Southeast Asia, the Pacific Islands and indigenous melodies of North and South America and Australia. The group will perform both on-campus for College functions and events and off-campus as ambassadors for the College in recruitment, engagement and community interaction.

MU120 Select Choral Ensemble

1 credit (spring) DA: L2 SI

See description for MU119 above.

MU150 Introduction to Practical Music Performance
3 credits (fall) DA: L1 SI

Students are introduced to the fundamentals of music performance through class lectures and a participatory class chorus. Music notation, theory, terminology and elementary sight-reading are reinforced with individual voice instruction leading to a final group performance of appropriate repertoire.

MU199 Special Topics in Music

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.

MU201 History and Appreciation of Music I

(W) 3 credits (fall) DA: L2 D Prerequisite: 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 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

Prerequisite: 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.

MU219 Select Choral Ensemble

1 credit (fall) DA: L2 SI

Sophomore year students will participate in the on-going preparation and presentation of the best of the choral art, singing widely varied repertoire including music from the Western canon from the 10th century to the present and repertoire from non-Western sources including Southeast Asia, the Pacific Islands and indigenous melodies of North and South America and Australia. The group will perform both on-campus for College functions and events and off-campus as ambassadors for the College in recruitment, engagement and community interaction.

MU220 Select Choral Ensemble

1 credit (spring) DA: L2 SI

See description for MU219 above.

MU250 Advanced Practical Music Performance
3 credits (spring) DA: L2 SI Prerequisite: MU105 preferred

Students extend the study of practical music performance and continue to develop skills in theory, sight-reading, four-voice harmony and voice leading, arranging and, where appropriate, composition. All skills are reinforced with individual tutoring sessions. The culmination of the course is a group performance of appropriate repertoire.

MU319 Select Choral Ensemble

1 credit (fall) DA: L2 SI

Junior year students will participate in the ongoing preparation and presentation of the best of the choral art, singing widely varied repertoire including music from the Western canon from the 10th century to the present and repertoire from non-Western sources including Southeast Asia, the Pacific Islands and in-

digenous melodies of North and South America and Australia. The group will perform both on-campus for College functions and events and off-campus as ambassadors for the College in recruitment, engagement and community interaction.

MU320 Select Choral Ensemble

1 credit (spring) DA: L2 SI

See description for MU319 above.

MU399 Special Topics in Music

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.

MU419 Select Choral Ensemble

1 credit (fall) DA: L2 SI

Senior year students will participate in the ongoing preparation and presentation of the best of the choral art, singing widely varied repertoire including music from the Western canon from the 10th century to the present and repertoire from non-Western sources including Southeast Asia, the Pacific Islands and indigenous melodies of North and South America and Australia. The group will perform both on-campus for College functions and events and off-campus as ambassadors for the College in recruitment, engagement and community interaction.

MU420 Select Choral Ensemble

1 credit (spring) DA: L2 SI

See description for MU419 above.

PE105 Introduction to Sailing

3 credits (fall 1st half/spring 2nd half) DA: L1 SI

This course is designed to build strong foundational sailing skills and is appropriate for beginner and intermediate sailors who want a refresher course. The program provides a thorough instruction to sailing terminology, rigging and derigging, and basic sailing maneuvers.

PE119 Introduction to Waterfront Sports

3 credits (fall 1st half/spring 2nd half) DA: L1 SI

This course offers students an introduction to the water-front sports of kayaking and stand-up pad-

dle boarding and allows students to work on their strength and balance while fostering a lifelong enjoyment of the water.

PE120 Nutrition, Health & 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

Prerequisite: 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 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.

PE128 Yoga

3 credit (fall, spring and/or every other semester)

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 physical movement (asanas), breathing techniques (prayanamas) and basic meditation. 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 is essential.

PE135 Health, Fitness and Wellness

3 credits (fall and spring) 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.

PE137 Lifetime Leisure Sports

3 credits (offered as needed) DA L1 SI

Lifetime Leisure Sports provides an introduction to the basic concepts of leisure sports and activities that students can use throughout their lifetime. Sports and activities to be introduced will include kayaking, paddle-boarding, golf, tennis, badminton, pickle ball, corn-hole, can jam, walking/jogging. The course will also focus on overall wellness behavior for longevity including weight control, diet and exercise.

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 (fall and spring, as needed) DA: L2 C

Prerequisite: CW102; 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 APS

Prerequisite: FC120

Provides the basic principles and knowledge of diet and nutrition. Emphasizes the relationships between human physiology and nutrients that are important in fields such as physical education, health/fitness, recreation, and health-related professions. Dietary self-assessment projects are a major component of this course.

PE228 Principles and Practices of Coaching

3 credits DA: L1 V

Prerequisite: SM110 or permission of instructor. 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.

PE300 Kinesiology

3 credits (every other year) DA: L2 CCT Prerequisite:

BI222 or permission of instructor. Kinesiology offers an introduction to the study of movement patterns caused by complex actions of the musculoskeletal system. In this course, patterns of movement in sport and in activities of daily living are identified and then examined in terms of musculoskeletal forces and actions needed to produce them. Variations in these patterns that could alter performance, contribute to or result from injury are also investigated. This type of critical analysis is the foundation for study in movement-related fields such as education, health and fitness, exercise sciences, allied health, or similar disciplines.

PE326 Nutrition for Sport & Exercise

3 credits (every other year) DA: L2 CCT

Prerequisite: PE222, PE226 or permission of professor. This course examines relationships among diet, physical activity, health and performance. Nutrient adequacy and energy balance in physically active individuals are evaluated against dietary recommendations across a variety of sports. Projects will demonstrate practical applications of theories.

PE399 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.

PH120 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

Prerequisite: 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

Prerequisite: 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.

PY110 Psychology of Well-Being

3 credits (spring/odd years) DA: L1 CCT

Focuses on developing critical and creative thinking through an examination of the psychology of well-being. Students will critically consider various topics tied to positive psychology (e.g., happiness, positive emotions, living in the present, resilience and post-traumatic growth, optimism, self-discipline and grit, gratitude, empathy and forgiveness, and physical health) as they strengthen their ability to evaluate information, identify multiple perspectives, and assess different arguments

PY199 Special Topics in Psychology

3 credits (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 for credit with a change of topic.

Note: W designation as appropriate.

PY215 Educational Psychology

3 credits (spring) DA: L2 CCT Prerequisite: PY105
Emphasizes the application of principles and theories of learning to various educational situations, covering topics that include motivation, learning, maturation, discipline, measurement, intelligence, and counseling.

PY217 Psychology of Women

3 credits (spring) DA: L2 SI

Prerequisite: 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 (inactive course) DA: L2 C

Prerequisite: 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

Prerequisite: PY105 and junior 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, odd year) DA: L2 ICT Prerequisite: 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 (fall, odd years) DA: L2 V

Prerequisite: HD305

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

Prerequisite: PY105, PY106 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 (fall, even years) DA: L3 V

Prerequisite: PY320

Systematically studies the development and assessment of behavior pathology. Covers etiology, treat-

ment, prognosis, and preventive intervention of major psychological disorders.

PY355 Psychology of Creativity

3 credits (spring, even years) DA: L2 CCT Prerequisite: PY105, PY106 and junior 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, even years) DA: L2 ICT

Prerequisite: 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 (spring, odd year) DA: L2 V Prerequisite: HD305, 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, even years) DA: L2 APS

Prerequisite: PY106, PY300

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 classification 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

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

PY445 Health Issues in Behavioral Science

3 credits (spring, even years) DA: L3 APS Prerequisite:

HD108 or PY105 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.

SC199 Special Topics in Sciences

Credit hours by arrangement (offered as needed)

DA: N/A

Prerequisite: Open only with consent of the instructor. Allows the Core 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.

SC220 Scientific Writing

3 credits (spring) DA: L2 ICT

Prerequisite: CW102

Students will learn to critique scientific papers, ethically obtain and use appropriate information to analyze environmental/health issues, prepare a laboratory report using available data sets, produce a poster based on that report and complete a research paper and accompanying oral presentation accurately citing the scientific literature.

SC230 Science Career Seminar

3 credits (spring) DA: L2 C

Prerequisite: Sophomore standing or above and successful completion of FYE.

Explore the various fields of study and associated career paths within the scientific discipline, building upon connections to self-identified ability-based strengths. Career skills within the scientific discipline, including curriculum vitae writing, cover letters, interviewing and professional etiquette will

also be developed and polished to prepare students for internships, continuing graduate study and/or scientific careers.

SC310 Research Compliance

3 credits (fall, even years) DA: L2 V

Prerequisite: BI105

Research Compliance will examine ethical issues related to current and historical human and animal research through examination of case studies, research reports and legal documents. The policies and procedures relevant to contemporary research on human and animal subjects will also be introduced.

SC399 Special Topics in Sciences

Credit hours by arrangement (offered as needed) DA: N/A Prerequisite: Open only with consent of the instructor. Allows the Core 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.

SC450 Science Internship I

3 credits (fall and spring) DA: L3 SI

Prerequisite: Junior or Senior standing in the Science Core and prior arrangement with instructor and ICD coordinator. This course will require students to take a leadership role in their professional career by obtaining and completing an internship that will demonstrate the interpersonal skills and abilities they have acquired through the Science Core. This internship opportunity will also enable students to develop practical professional skills as a productive group member at their internship site. Students are supervised by a supervisor in their professional field, as well as a qualified faculty member. 100 hours at the internship site is expected.

SC451 Science Internship II

3 credits (fall and spring) DA: L3 SI

Prerequisite: SC451, Junior or Senior standing in the Science Core and prior arrangement with instructor and ICD coordinator.

This course allows students to continue to take a leadership role in their professional career by continuing a previous internship experience or participate in a second internship opportunity that will demonstrate the interpersonal skills and abilities they have acquired through the Science Core. This internship opportunity will also enable students to

develop practical professional skills as a productive group member at their internship site. Students are supervised by a supervisor in their professional field, as well as a qualified faculty member. 100 hours at the internship site is expected.

SC452 Science Internship

6 credits (fall and spring) DA: L3 SI

Prerequisite: Junior or Senior standing in the Science Core and prior arrangement with instructor and ICD coordinator.

This course will require students to take a leadership role in their professional career by obtaining and completing an internship that will demonstrate the interpersonal skills and abilities they have acquired through the Science Core. This internship opportunity will also enable students to develop practical professional skills as a productive group member at their internship site. Students are supervised by a supervisor in their professional field, as well as a qualified faculty member. 200 hours at the internship site is expected.

SC453 Science Internship

12 credits (fall and spring, as needed) DA: L3 SI

Prerequisite: Junior or Senior standing in the Science Core and prior arrangement with instructor and ICD coordinator. This course will require students to take a leadership role in their professional career by obtaining and completing an internship that will demonstrate the interpersonal skills and abilities they have acquired through the Science Core. This internship opportunity will also enable students to develop practical professional skills as a productive group member at their internship site. Students are supervised by a supervisor in their professional field, as well as a qualified faculty member. 400 hours at the internship site is expected.

SC490 Science Capstone

3 credits (fall and spring) DA: L3 C

Prerequisite: Junior or Senior standing in the Science Core and prior arrangement with instructor.

This course will allow students to develop and complete a research or capstone project that demonstrates the abilities and knowledge they have acquired through their program in the Science Core. Students will also be required to communicate their synthesized skills and knowledge through a professional piece of work that demonstrates their mastery of a topic within the scientific discipline.

SF199 Special Topics in Sport & Fitness

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 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.

SF230 Activity Leadership

3 credits DA: L2 SI Prerequisite: SM110

This course will introduce students to leadership styles and their role in sport and fitness programming. Emphasis is on experiential learning of effective personal leadership techniques facilitating a positive participant experience. Direct leadership opportunities will be provided for all students.

SF233 Outdoor Recreation

3 credits DA: L2 CCT Prerequisite: SM110

Students develop skills in selected outdoor activities and are exposed to a range of outdoor recreational pursuits. Included are Outward Bound/Adventure-type activities.

SF301 Motor Learning

3 credits (every other year) DA: L2 APS Prerequisite: BI222 or permission of instructor.

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 life span and other factors influencing those changes.

SF310 Introduction to Exercise Science

3 credits (every other year) DA: L2 CCT

Prerequisite: BI222 or permission of instructor.

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 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 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.

SF324 Adaptive Sport & Physical Education

3 credits (spring) DA: L2 D

Prerequisite: junior or senior status; SM110 or permission of instructor.

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

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.

SF405 Organization & Management of Physical Education & Recreation Programs

3 credits (spring) DA: L2 APS

Prerequisite: SM110 or permission of instructor.
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.

SM110 Introduction to Sport Management

3 credits (fall) 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 (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) DA: L2 C

Prerequisite: 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 through class projects.

SM209 Athletic Administration

3 credits DA: L2 APS

Prerequisite: SM110 or permission of instructor.
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 DA: L1 SI

Prerequisite: SM110 and permission of instructor required.

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

Prerequisite: SM110 and 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) DA: L2 V

Prerequisite: SM110, 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.

SM310 Athletic Event Management

(SR) 3 credits (every other year) DA: L2 SI Prerequisite: SM110 or permission of instructor.

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 sched

uling 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 (every other year) DA: L2 SI Prerequisite: SM110 or permission of instructor.

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. 158

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 is not 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

Prerequisite: 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 through 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

Prerequisite: 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

Prerequisite: senior standing in SFM.

This senior seminar is designed to represent the final course in the Bachelor of Science degree in SFM.

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

Prerequisite: Sport & Fitness Management majors only and permission of instructor.

Traditional Internship (6 credits): The traditional internship is a part-time work experience in the sport industry and is 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

Prerequisite: Sport & Fitness Management majors only and permission of instructor.

The internship is a part-time work experience in the sport industry and is 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 DA: L3 CCT

Students complete a significant independent research or specialized project under the supervision of the SFM faculty. Topics must be pre-approved with the Core 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 (fall and spring) DA: L1 D

Prerequisite: SO103

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.

SO199 Selected Topics in Sociology

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

Prerequisite: open only with consent of the instructor. 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. Prerequisite appropriate to each course will be announced when the course descriptions are distributed.

SO207 Marriage and Family

3 credits (fall, odd years) DA: L2 C Prerequisite: SO103

Provides a broad survey of marriage as a social institution. Emphasizes topics such as theoretical perspectives and research methodologies, historical trends, relationship dynamics, gender roles, sexuality, legal considerations, marital adjustments and transitions, parenthood, family stress, and crises.

SO227 Human Sexuality

3 credits (fall, even years) DA: L2 V

Prerequisite: SO103

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 mini-mesters as need) DA: L1 CCT

Prerequisite: 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

3 credits (fall odd years) DA: L2 SI Prerequisite:

junior 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 group management.

SO399 Special Topics in Sociology

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

junior status and permission of the instructor.

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 is not 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 (fall) 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

design/painting, and backstage crew assignments that allow students to experience theater firsthand. Students will participate in 2 field trips.

TH130 Introduction to Acting I

3 credits (fall) 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 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.

TH150 Stage Makeup

3 credits (spring) DA: L1 APS

A hands-on course devoted to understanding, developing and applying the skills and principles of makeup and adapting designs to fit different facial structures. Enrollment is limited to 12 students.

TH199 Special Topics in Theater

Credit hours by arrangement (offered as needed)

DA: L1 C 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.

TH210 Stagecraft and Play Production II (SR)

3 credits (spring) DA: L2 APS

Prerequisite: TH110

This course builds upon and expands the skills and practices presented in TH110. Particular emphasis will be placed on advanced lighting design and execution, set design, and student engagement with the marketing aspects (publicity, sales, sponsorships, etc.) of a theatrical production.

TH230 Introduction to Acting II

3 credits (spring) DA: L2 APS Prerequisite: TH130

A continuation of the emphases of Acting I. Additionally, Acting II focuses on dramatic processes as they formalize into theatrical performances. Scene study, improvisation and one-act play presentation will constitute the majority of class work.

TH250 The Musical: An Expression of Our Time

3 credits (fall or spring every other year) DA: L2 V

Prerequisite: CW101, CW102.

The course examines the development of Musical Theater from its origins in Ancient Greece and Rome, through Vaudeville and on to Broadway in the present day. Particular emphasis will be on elements of American Musical Theater and its reflection of culture and society.

TH270 Advanced Acting

3 credits (fall) DA: L2 C

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

TH301 ICTF Scotland

3 credits DA: L3 D

Prerequisite: TH110 and permission of instructor

A Practicum for students of demonstrated excellence in and commitment to the theater arts. Selected students will each participate in acting, lighting, sound, costume, makeup, scenery design/painting, and backstage crew assignments that will lead to the presentation of a theatrical work onstage in Edinburgh, Scotland in August of 2021. Particular emphasis will be upon dramatic processes as they formalize into a complete theatrical performance. Students will also focus on the logistical and technical requirements of traveling theater. Coursework and rehearsal preparation will occur between May and August 2021.

TH399 Special Topics in Theater

Credit hours by arrangement (offered as needed)

DA: L3 C 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.

WL110 Beginning Spanish I

(G) 3 credits (fall) DA: L1 C

Prerequisite: 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

Prerequisite: Successful completion of WL110 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

Prerequisite: 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

Prerequisite: 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.

WL131 Beginning Italian II

3 credits DA: L1 C

Prerequisite: Successful completion of WL130.

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.

WL141 Beginning Arabic II

3 credits DA: L1 C

Prerequisite: Successful completion of WL140. This course is based upon proficiency in WL140.

Students will continue their cross-cultural communication exercises through the study of language through conversation. This course will provide an 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

Prerequisite: Successful completion of WL110, 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

Prerequisite: Successful completion of WL210 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

Prerequisite: 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

Prerequisite: Successful completion of WL220 or the equivalent. Students may be required to interview or take a placement test.

Continues the thorough 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: WL221 is especially useful for students planning future study or work in a French-speaking country.

WL339 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

Mitchell College is accredited by the New England Commission of Higher Education (NECHE), a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

Accreditation by NECHE is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by NECHE should be directed to the administrative staff of the school or college. Individuals may also contact the Commission:
New England Commission of Higher Education 3
Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
1-855-886-3272
781-425-7785

INDEX

A

Ability Based Education (ABE) 44, 71, 51

Academic

Academic Advising 47

Academic and Administrative Buildings 28

Academic Calendar 3

Academic Coaching for Empowerment Program 50

Academic Honesty 34

Academic Information and Standards 29

Academic Policies and Procedures 34

Academic Progress and Performance Standards 35

Academic Support Services 47

Academic Year 3

Accommodations 40

Accreditation Statement 134

Add/Drop 33, 37

Admission

Admission Policy 6

Admission Decision 6

Admission of International Students 6

Admission Procedures 7

Admission to Mitchell College 6

Admission to Part-Time Study 7

Admission to the Bentsen Learning Center 8

Admission to the College 6

Appealing an Admissions Decision 7

Adult and Returning Students 25

Advanced Placement (AP) Credit 7

Associate Degree Programs 56

Athletic Eligibility 38

Athletics 24

Auditing a Course 33, 38

B

Bachelor Degree Programs 55

Bentsen Learning Center 50

Board of Trustees 12, 131

C

Campus Information 28

Campus Life 23

Campus Safety 23

Certificate Programs 56

Change of Major/Core 39

College Requirements 45

Commendable Scholar 30

Communication Arts 13

Community Service 53

Content Area Requirements 45

Core 33

Co-Requisite 33

Course Descriptions 71

Credit by Examination 8

Credit for Military Training 8

CT Community College Transfer Guarantee 7

D

Dean's List 30

Definition of Terms 33

Degree Requirements 44

Determination of Enrollment Status 38

Dining Services 26

Directions to Mitchell College 5

Dismissal 37, 42	Library & Information Services 47
Drug-Free Campus and Workplace Acts 26	Loans 10
E	M
Education 8, 9, 10, 13, 14, 44, 45, 51, 55, 56, 71, 132	Major 33
Elective /Explore Courses 33	Major/Core Requirements 46
F	Matriculated Student 33
Faculty Directory 132	Medical Leave of Absence from the College 43
FERPA 26	Minor 33
Final Examinations and Assessment 41	Minor Programs 56
Financial Aid at Mitchell College 9	Mission Statement 4
First-Year Experience (FYE) 51	Mitchell Academic Model 57
Full-time Student 33	Mitchell College Honors Program 53
FYE Curriculum 51	Mitchell College Mission Statement 4
G	N
General Information 26	Non-Discrimination Statement 26
Grade Changes 38	Non-Matriculated Student 33
Grade System 31	P
Graduation 30	Part-Time Student 34
Grants and Scholarships 12	Policy on Withdrawals and Dismissals that Occur During a Semester 42
H	Prerequisite 34
Health & Wellness 48	Program of Study Change 33
History of Mitchell College 4	Programs and Degree Offerings 55-70
Honor Societies 16	R
Human Services Core 57	Registration (fall and spring) 39
Hybrid/Blended Course 33	Repeat Courses 40
I	Required Course 34
Incomplete Grade 38	Requirements for a Mitchell College Degree 44
Independent Study 39	Residence Halls 22
Integrative Career Development 48	Right to Appeal an Academic Dismissal 37
L	S
Leadership & Management Core 57	Satisfactory Academic Performance (SAP) 36
Leave of Absence from the College 43	

Satisfactory Academic Progress **11**
Schlorships and Awards **12**
Sciences Core **57**
Sexual Misconduct **26**
Starfish **31**
Student Affairs **22**
Student Health Insurance **19**
Student Right-to-Know and Campus Security
Act **26**
Student Status **34**
Substitution of Courses **40**

T

Teaching & Learning Core **57**
Testing and Examination **40**
The College ADA Statement **27**
The Mitchell Academic Model **57**
The Mystic Program **53**
Tutoring Center **50**
Transferring Courses **41**
Tuition and Fees **17**

V

Veterans **21**
VPAA/DOC **34**

W

Withdrawal and Leave of Absence **42**
Withdrawal from a Course **42**
Withdrawal from the College **43**
Work Study **12**



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