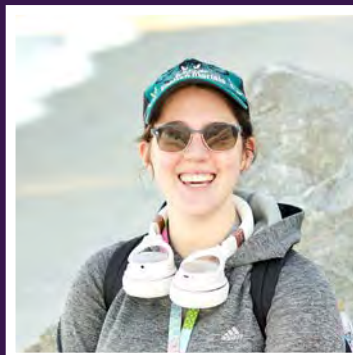
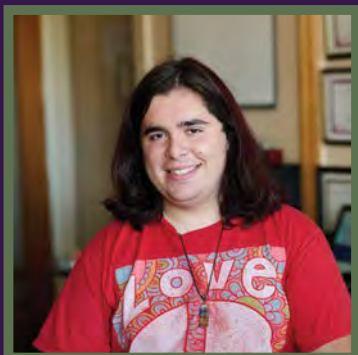


# College Catalog 2024–25



Discover Your  
Radical Possibilities Here

437 Pequot Avenue, New London, CT | [mitchell.edu](https://mitchell.edu)



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# About the College

## 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 re– sources 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  
301 Edgewater Place, Suite 210, Wakefield, MA 01880, 781–425–7785

## MITCHELL COLLEGE MISSION STATEMENT

Mitchell College is a transformative and inclusive learning community. We create a radically supportive, empowering environment where each individual’s growth is nurtured and celebrated.

## ABOUT THE CATALOG

The College Catalog presents 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 College Catalog.

## HELPFUL LINKS

- [Admissions](#)
- [Athletics](#)
- [College Calendar 2024–25](#)
- [Cost and Financial Aid](#)
- [Historic Tour of the College](#)
- [Life at Mitchell](#)
- [Resources](#)
- [Visit: Map and Directions](#)

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## General Information

### DINING SERVICES

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.

### NON-DISCRIMINATION STATEMENT

Mitchell College does not discriminate based on 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 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

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

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

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, 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, amended in December 2008, assists colleges and universities 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 are available 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 accommodation should contact the Office of Accessibility Services at 860–701–5790. Accommodations are not retroactive and cannot be provided by faculty based upon a 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 they have not received an appropriate resolution from 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 contact the 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, at [www.mitchell.edu/access](http://www.mitchell.edu/access).

## **PUBLIC NOTICE DESIGNATING DIRECTORY INFORMATION**

Mitchell College includes, but does not limit itself in designating, the following student information as public or “Directory Information.” 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.
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 students and their 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 <https://go.gallagherstudent.com/Universities/Mitchell%20College/Home>. 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.

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# 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 many resources that ensure accurate information about degree requirements is available. The College Catalog, faculty members, Academic Advisors, and the Registrar's Office are all sources of information about program requirements. Students should consult these sources whenever they have questions.

It is assumed that:

1. Students must do the full work required in each course.
2. Students are always 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 for a college student to derive the maximum benefits from 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 attendance is therefore strongly encouraged.

## 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. Students are considered full time if they are enrolled in 12 credits; however, this is considered a lightened load and would impact the anticipated degree completion date. Students should discuss this further with their Academic Advisor.

## 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 Vice President for Academic Affairs/Dean of the College (VPAA/DOC), through the Academic Advisor. There is an additional cost per credit for credits exceeding 18 credits; see Bursar for charge amount.

## CLASSIFICATION OF ACADEMIC LEVELS

Credits Earned	Classification
0–25	First-Year
26–55	Sophomore
56–89	Junior
90+	Senior

## 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	Grade Points	Definition
A+	4.00	
A	4.00	Excellent
A–	3.67	
B+	3.33	
B	3.00	Good
B–	2.67	
C+	2.33	
C	2.00	Average
C–	1.67	
D+	1.33	
D	1.00	Unsatisfactory but Passing
D–	0.67	
F	0.00	Failure

## **GRADES NOT INCLUDED IN SEMESTER OR CUMULATIVE 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 a 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 within six calendar weeks of the conclusion of the semester in which the Incomplete was requested. If coursework is not completed by the six-week deadline, all missing work will be assigned a zero and a final grade will be calculated.

## **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 those 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.

## GRADUATION REQUIREMENTS

- The minimum number of credits to earn a bachelor's degree is 120 credits. The minimum number of credits to earn an associate degree is 60 credits.
- 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's 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 coursework at Mitchell, except for the Early Childhood–Teacher Certification bachelor program, which requires a final GPA of 3.0.
- They must file an Application for Degree form by October 1 for December graduation and by February 1 for May graduation to notify the Registrar's Office of their expectation to fulfill requirements.
- Ability–Based Education requirements (ABE) 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.
- Students use the check sheet from the year they enter the College. Students may move up to a more recently revised check sheet if they choose.
- 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 the bachelor level or 3 credits at the associate level.
- If the requirements are completed by June 30 of the student's senior year, the diploma will be ordered and mailed to the student. If the requirements are completed after the June 30 deadline, the date of degree completion will be on the official transcript; however, the student will be part of the following year's class. If a student completes their degree requirements in August, their diploma will be mailed home.
- Any "F" or "W" grade earned will impact a student's anticipated degree completion date. Students need to plan accordingly to make up the lost credits if the goal is to graduate on time.

## GRADUATION HONORS

GPA Range	Type of Honor	Distinction
3.00–3.49	Honors	Cum Laude
3.50–3.94	High Honors	Magna Cum Laude
3.95–4.00	Highest Honors	Summa Cum Laude

**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 for those students who have completed all their degree requirements and are included on the student's transcript.

Transfer students must have a minimum of 90 earned Mitchell credits to be eligible for either valedictorian or salutatorian.

## **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 GPA of 3.5 or higher for the given semester.
4. May not have any Incomplete, Withdrawal, or Failing grades for the given semester.

## **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 GPA between 3.0 and 3.49 for the given semester
4. May not have any Incomplete, Withdrawal, or Failing grades for the given semester

## **INSIGHT**

Insight is an online, academic support and success system that provides tools and services for students, faculty, and support staff in early alerts, appointment scheduling and other general student performance issues. Insight is designed to help identify at-risk students in real time based on their daily coursework performance. Faculty and staff can acknowledge achievements and/or concerns and 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 equivalen, Early Academic Reports are intended as an early alert for students of concern (a commen-only report).

## **MID-TERM GRADE REPORTS**

These are submitted to the Registrar by the faculty according to the published Academic Calendar.

## **FINAL SEMESTER GRADES**

These are submitted to the Registrar by the faculty according to the published Academic Calendar.

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## Definition of Terms

The College uses various terms to describe courses and their relationship to a student's curriculum. There are several terms that students may hear that describe their status at Mitchell College. Understanding these terms will help students maintain responsibility for their degree completion and foster their independence as students at Mitchell College.

### Add/Drop

Once the semester starts, a student may discover that for various reasons 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 and Procedures section of the catalog.)

### Auditing a Course

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

### 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 12 credits or more at the end of the Add/Drop during each of the fall and spring semesters.

### Hybrid/Blended Course

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

### Major

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

### Program of Study Change

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

## **Minor**

Some academic programs offer minors for students who qualify for such an option. A minor is a focused exploration of 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 and 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 College 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 12 credits at the end of the Add/Drop period.

## **Prerequisite**

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

## **Registered**

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

## **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 faculty is also recommended.

## **Remote Course**

A course that is delivered entirely online.

## **Required Course**

A course that must be completed before a student is allowed to graduate. Some courses such as CW101 are college-wide requirements, and some are requirements of certain degree programs. All courses, which are required must be completed before a student can graduate.

## **Student Status**

### **FULL-TIME STUDENT**

Students registered for 12–18 credits at the end of the Add/Drop period during each fall and spring semester are considered full-time students.

### **PART-TIME STUDENT**

Students registered for less than 12 credits at the end of the Add/Drop period during each fall and spring semester are considered part-time students. (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 the Transferring Courses policy under the Programs and Degree Offerings section of the catalog.)

## **VPAA/DOC**

Vice President for Academic Affairs/Dean of the College

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## 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 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.
- Unauthorized use of Artificial Intelligence (AI) is prohibited. Individual course instructors are free to set their own policies about using generative AI tools in their courses. In the absence of such a policy, the use of AI may be considered a form of academic dishonesty.

#### 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 a 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 result 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 three business days of the charge of academic dishonesty and the appropriate Division Chair will be notified.

## **Resolution at the Division 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 Division 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 Division Chair within 3 business days of receipt of the charge from the instructor.

If the Division Chair finds in favor of the student, a hearing is not necessary. The Division Chair will notify the VPAA/DOC in writing that the case was resolved within the Division. This will not count as a sequenced offense for the student, but notation will be placed on file with the Office of Academic Affairs.

If the Division 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 a SAIB hearing. A plea sheet and supporting documentation will be submitted to the Office of Academic Affairs. A 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. A 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 to 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 or 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 or 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) on the quiz, exam, project, etc. and notation on record with the Office of Academic Affairs. \*A lesser penalty is possible for those students currently enrolled in a First–Year curriculum course.
2. Second offense involving academic dishonesty: 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 its 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 PROGRAM DISCONTINUATION**

The decision to discontinue ('sunset') an academic program is important and requires careful consideration and investigation. This action requires a comprehensive evaluation of all pertinent qualitative and quantitative information related to that program. In–depth discussion and consultation among the relevant personnel regarding the sustainability of a program must occur before a formal proposal is submitted to the Faculty Committee of the Whole (FCW). The following policy is used when the viability of an academic program is in question.

The faculty or the VPAA/DOC may propose the discontinuation of an academic program. The proposal to 'sunset' an academic program must contain the following information:

- Name of the academic program proposed for discontinuation
- Explanation for discontinuation (low enrollment, staff changes, finances, etc.) including alternatives explored by relevant personnel
- Number of students who will be affected
- Plan for the ‘teach out’ of the academic program to be discontinued for students already enrolled
- Wider curricular implications
- Faculty affected (full–time and adjunct)
- Resource implications for the College (website revision, Admissions, etc.)
- Timeline and date (semester) for the discontinuation of the academic program
  - No more than 4 semesters should elapse before official sunseting occurs

The discontinuation of an academic program occurs by mutual agreement of the faculty and the VPAA/DOC. A vote during FCW will take place as it pertains to the ‘sunseting’ of any academic program. A majority of the full–time faculty must endorse the proposal before the ‘sunseting’ policy takes effect.

## ACADEMIC PROGRESS AND PERFORMANCE STANDARDS

### Purpose

Mitchell College has minimum required standards for academic performance.

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 on 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 can appeal such standing once.

**ACADEMIC SUSPENSION**

This status is only used as an alternative to dismissal after an appeal of the Academic Standing and Review Committee to determine 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 placed on suspension and 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 submit a 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 accepted transfer credits will be counted as credits attempted and earned in the rate of completion calculation.

**ACADEMIC PERFORMANCE****Satisfactory Academic Performance**

Satisfactory academic performance and academic status is based on the 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 determined by the Academic Standing and Review Committee after hearing a student's appeal.

To remain in satisfactory academic standing, students must earn at least a 2.00 GPA each semester. 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).

## 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 of Academic Affairs no later than the date specified in the dismissal letter. The appeal should contain any new information of extenuating circumstances that needs to be considered about the student holistically. Student appeal hearings are held by the Academic Standing Review Committee within one week of the defined appeal deadline. Students do not attend the appeal hearing. The decision of the Academic Standing Review Committee is final. Students readmitted after dismissal will be on Academic Probation. A student may appeal no more than twice; a readmitted student who is subsequently dismissed a third time will be dismissed from the College with no further appeal. 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. Request 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 the 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	Estimated Credit/Terms	Expected terms Enrolled	Max terms (150%)
AA	Full Time	12–18	4	6
AS	Full Time	12–18	4	6
BA	Full Time	12–18	8	12
BS	Full Time	12–18	8	12
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. The Maximum Time Frame (MTF) allowed for completion is defined as 150% of the published length of the program. For example, a BS requires 120 credits to graduate so the MTF would be 180 attempted credits.

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 completion rate using the number of credits a student enrolled in as of the end of each term's Add/Drop period. All classes enrolled are calculated in this evaluation, including any class a student withdrew, repeated, failed, or received an incomplete.

### **Add/Drop**

Once the semester starts, a student may discover that for some reason the previously arranged schedule is no longer appropriate and a change is desirable. For that purpose, Mitchell College has set aside the first six days of classes in the semester as an Add/Drop period when a student may make valid schedule changes through their 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 in the student's transcript.

### **Athletic Eligibility**

Eligibility to represent Mitchell College in intercollegiate athletics competition requires that a student athlete maintain satisfactory progress toward a baccalaureate degree at Mitchell as defined in the Academic Progress chart. The Athletic department notifies students of ineligibility. Refer to the 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 consent 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. Full-time status: Students registered for 12–18 credits at the end of the Add/Drop period during each fall and spring semesters are considered full-time students. Full-time students are eligible for on-campus residency privileges and athletic participation. They pay the full College Fee.

- II. Part–time status: Students registered for less than 12 credits at the end of the Add/Drop period during each fall and spring semesters are considered part–time students. 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 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 Division Chair in which the course is taught. The Division 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 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 completed most required coursework when requesting an Incomplete from the course. The work done to the 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 coursework may petition for a makeup examination or an extension to coursework deadlines. To do so, students complete a Petition for an Incomplete Grade in a Course form and give the completed form to the Office of Academic Affairs by the last day of classes in a given session, prior to the exam period. It is the student's responsibility to notify the course instructor if such an instance occurs. Once the final exam date for a course has passed, a student may not request an Incomplete grade.
2. The Incomplete is entered by the Registrar only with prior approval. Any student granted an Incomplete must complete all outstanding work within six calendar weeks of the end of the semester in which it was requested. If coursework is not completed by the six–week deadline, all missing work will be assigned a zero and a final grade will be calculated.
3. 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; and 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.
4. Extraordinary cases will be reviewed by the Office of Academic Affairs individually.

## **Independent Study**

The opportunity to pursue an Independent Study is extended to a few sophomores, juniors, and seniors who wish to explore areas 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 Division Chair for the course prior to the start of the semester in which the Independent Study will be taken. The faculty member, Division Chair, and Academic Dean must approve the project 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**

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

## **Class 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. Before the actual registration dates, students are provided with the Semester Schedule and the necessary registration materials so they may plan their schedules. The student must meet with an Academic Advisor to ensure that their selection of courses is academically and programmatically

sound, and their Academic Advisor will register them for classes for the following semester. Students are not allowed to register for classes if there is a HOLD on their account, including Bursar, Financial Aid, or a hold with another office on campus.

## **Repeat Courses**

Students are permitted at least three attempts to pass a course (required or not) at Mitchell College. The higher grade will be used to calculate the Grade Point Average. Each course attempt 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 can repeat 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 GPA.

## **Substitution of Courses**

Students are limited to 4 substitutions over the course of earning the bachelor's 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 class for another within the curriculum that the student is pursuing. Since a course substitution's purpose is to tailor the curriculum to a particular student's needs, permission 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 Division Chair. The form is forwarded to the Office of 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.
- The scheduled final exam period will be considered a regular class period in which a meaningful educational activity will be conducted. Faculty will determine the parameters of the activity. Examples may include administering an exam, final presentations, or an in-class discussion.
- 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

### Testing Requiring Accommodations

Any testing accommodation requested by a student and supported through documentation in the Accessibility Services Office (AS) is the faculty member's responsibility. 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:

- A test request should be completed by the student via Symplicity Accommodate, which then notifies the AS office and the faculty member.
- The faculty member will stipulate via Symplicity Accommodate any special test conditions (i.e. use of a calculator, class notes) that may be permitted during the final exam.
- The AS office will confirm the testing reservation with the student and faculty member through Symplicity Accommodate.
- Students are instructed to complete their request at least five business 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.

### Final Examinations and Assessment Requiring Accommodations

Any final examination accommodation requested by a student and supported through file documentation with the AS office is the faculty member's responsibility. The AS staff is available to assist with any testing accommodation requests as follows:

- A test request should be completed by the student via Symplicity Accommodate, which then notifies the AS office and the faculty member.
- The faculty member will stipulate via Symplicity Accommodate any special test conditions (i.e. use of a calculator, class notes) that may be permitted during the final exam.
- The AS office will confirm the final exam reservation with the student and faculty member through Symplicity Accommodate.
- Due to the large number of requests for final examination accommodations, students must complete their request at least one week prior to the last day of classes.
- Faculty must provide the test for final exams one week prior to the scheduled exam date.
- If the accommodation is to take place with the AS office, the faculty member is responsible for delivering the final exam to AS prior to the scheduled time and must pick up the completed test unless other arrangements have been made with AS.

**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. 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 be used to calculate the student's GPA at Mitchell. Some transfer credits may not apply in their chosen major/Division.

### 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's degree candidates must earn their last 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 registering for the course. 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 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 ensuring 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 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 12 semester hours, they will lose eligibility to participate in the athletic program. Below is the process for withdrawal to below 12 semester hours:

1. To withdraw to below 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 understand 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. 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 coursework after being on Academic Probation and after four 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 workdays from the date of notice to meet with their advisor and all instructors to resolve the situation.
2. **Administrative Withdrawal Non–Compliance with Course Requirements.** An instructor may request that a student be Administratively Withdrawn from the course for failure to meet academic standards, including attendance, and the student will be withdrawn from the course regardless of the reason and a “W” will be issued. If a full–time student falls below 12 credits during the semester, the student could lose eligibility to live in college housing and may lose financial aid.
3. **Administrative Withdrawal due to Non–Attendance.** A student may be Administratively Withdrawn if they have not been in attendance for a 10–day consecutive calendar day period at any point during the semester. 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. Resident Students Only: Upon notification of withdrawal, the student has 24 hours to remove all belongings from residence hall.
4. **Removal from Class Rosters and Semester.** A student who does not attend any classes in the first two weeks of the semester will be dropped from all classes by the Registrar.

### Withdrawal from the College

During 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 until Noon on the last full day of classes, before the final examination period starts. The Bursar’s Office maintains a chart of refund amounts associated with the date of withdrawal. It is the student’s responsibility to understand, before the request, the implications (including financial) of withdrawing.

To withdraw officially from the College, a student must meet with an Academic Advisor and complete a Student Withdrawal form which must be submitted to the Registrar's Office. This meeting's purpose is to ensure 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 instructors of record for the courses that the student was enrolled in during that semester. 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 the student's courses from that semester 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 a leave of absence 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 Division 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 of Academic Affairs of any changes to 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**

A Medical Leave of Absence allows a student to separate from the institution for medical reasons for 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.

While on a Medical Leave of Absence, the student is expected to inform the Office for Academic Affairs of any changes to the planned return date. Under no circumstances will the leave of absence be extended beyond 180 calendar days in any 12-month period. 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 provide the skills necessary to meet the challenges of students' academic, professional and personal goals.

Mitchell College provides 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

#### I. ABE REQUIREMENTS

The Ability-Based Education (ABE) model was instituted in fall 2013. ABE partners the intellectual abilities cultivated by the a well-rounded education 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 collect evidence (papers, videos, presentations, projects) that documents 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. Only the Dominant Ability is credited when the student satisfies the requirements with the course's requirements. The Dominant Ability is coded in the Course Description section of the catalog. The code for each Ability appears here after its title:

#### Analysis and 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 and 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 and 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 and 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 inter- personal 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, and 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. GENERAL EDUCATION REQUIREMENTS**

BA and BS Degree Requirements	
CREDITS	COURSE AREA
12 credits	FYE (CW101, CW102, FC101, FC102)
6 credits	Integrative Career Development (ICD)
3/4 credits	Science (science majors must take a 4-credit science with a lab)
3 credits	Math
3 credits	New London: Then and Now (100-level HU designation, taken in First Year)

9 credits	Special Topics (theme) area: 2 Humanities courses 1 Social Science course
6 credits	3 credit Humanities 3 credit Social Science (both free choice)

### AA/AS Degree Requirements

12 credits	FYE (CW101, CW102, FC101, FC102)
3 credits	Math
3 credits	Humanities
3 credits	Social Science

## III. CONTENT AREA REQUIREMENTS

Applies to students who started prior to Fall 2018

To develop an appreciation of the liberal arts 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

#### Associate and Bachelor's Requirements

3 credits	Literature
3 credits	Fine Arts: Music, Art, or Theater History
3 credits	History

#### Additional Requirements for Bachelor's Degree

3 credits (at least one at or above 200 level)	Humanities Elective: Literature, Fine Arts, History, Philosophy, World Language, Humanities
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### Social and Behavior Sciences

#### Associate and Bachelor's Requirements

3 credits	One of the following: PY105, SO103, or HD108
<b>Additional Requirements for Bachelor's Degree</b>	
3 credits	Psychology, Sociology, Human Development, Economics, or Government

**Mathematics**

Associate Requirements	
3–4 credits (C– or better)	Determined by placement test and at a level set by program
Additional Requirements for Bachelor's Degree	
Selected course	MA104 level or higher

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

Associate Requirements	
4 credits	
Additional Requirements for Bachelor's Degree	
4–8 credits	Courses may be both in the Physical or Life Sciences or one course from each area

**Physical Education (PE) and Health**

Associate Requirements	
Choose 1	Choose from the following: –One season intercollegiate sport –One PE Skills course –One PE 3–credit course
Additional Requirements for Bachelor's Degree	
Choose 1	Choose from the following: –Two seasons intercollegiate sport –Two PE Skills courses –One PE 3–credit course

**IV. COLLEGE REQUIREMENTS**

Regardless of major, 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:

College Requirements
CW101—Introduction to College Writing
CW102—College Writing and Research
FC101—First-Year Seminar I: Compass
FC102—First Year Seminar II—Journey
FC105—New London: Then and Now

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 students 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.

## **MAJOR REQUIREMENTS**

The Major Requirements provide the opportunity to apply and integrate the abilities, skills, and knowledge imparted by ABE, the content area requirements, and the College requirements. Each major also requires a 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.

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## 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
- Library and Information Services
- Professionally Staffed Tutoring
- Integrative Career Development Program
- 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 to how we support and challenge our students. Each Mitchell College student is assigned a full-time Academic Advisor to assist and guide in navigating the path to success and graduation. The advisor is the student's main contact point about 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 within the student's portal.

### LIBRARY AND INFORMATION SERVICES

#### Mission and Purpose

[Library and Information Services \(LIS\)](#) creates welcoming and inclusive spaces with responsive collections to inspire curiosity and lifelong learning. Through a highly individualized approach, LIS empowers members of the college community to use information critically and employ technology effectively. LIS staff actively promote 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 Mitchell Ability Model.

#### Facilities

The Mitchell College Library provides a welcoming atmosphere with flexible furnishings in a two-level building attached to the Bond House on the southeast corner of campus. With robust WiFi, views of the Thames River, and thoughtful design that supports a variety of needs, the Library is a destination for collaboration, focused study, relaxation, and discovery. The Library is home of the Mitchell Hub for Digital Innovation and Educational Excellence and houses the Mitchell College Archives.

## **Curriculum Support**

All first-year students are introduced to library resources and support through Information and Communication Technology (ICT) Literacy instruction embedded in the First-Year Experience. Librarians also collaborate with faculty to provide in-class instruction for all levels of students, developing research and critical information literacy skills across the curriculum. Individualized student support is available by appointment, on a drop-in basis, and via online chat. In addition, the Library creates custom web-based subject and course guides to help students identify the research tools best suited to their needs.

## **Educational Technology**

LIS staff provide individualized support for students and faculty using classroom technology, the College's learning management system, media services, presentation tools, Microsoft software, and other applications. Additionally, our Educational Technologist consults with and provides guidance to faculty on current trends in effective use of technology across learning spaces.

## **Physical Collection**

The library provides access to books, videos, and a wide range of technologies including laptops, iPads, e-readers, and accessories. In collaboration with Communication faculty, the library lends a wide range of audio-visual production equipment. Course reserves, access to state and national resources via interlibrary loan services, and ongoing collection development support the research and instructional needs of faculty and students.

## **Online Collections**

The Library offers extensive online resources for research and exploration in a variety of formats including 45+ databases providing access to journal articles, eBooks, streaming videos, and downloadables. Library collections are highly responsive and developed with input from Mitchell students and faculty. Rotating thematic displays encourage browsing, curiosity, and discovery.

## **Student Employment and Internships**

LIS offers various opportunities for Mitchell College students to build professional work experience. Students assist with a range of activities including the library's service desk, collections processing, archives management, classroom technology support, and other targeted projects through work-study and internship placements.

## **Contact Us**

E-mail: [askLIS@mitchell.edu](mailto: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 and are guided by faculty members. The Office of Integrative Career Development coordinates these experiences and prepares students to engage fully in each opportunity.

Preparation includes:

- 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 Interests assessments
- Local job fairs and professional speakers
- Career exploration and occupational research
- Networking strategies

## HEALTH AND WELLNESS

As the provider of healthcare for all full–time students on campus, Mitchell College [Health and Wellness](#) offers medical services through a partnership with Northeast Medical Group. Students have access to a team of medical professionals including a registered nurse and a PA (physician assistant). Additionally, students have access to a full–time on–site counselor and 24–hour telehealth counseling services. 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, close to the campus. Therefore, students should always have an insurance card on their person.

### Health Records and Immunizations

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

- 2 doses MMR (measles, mumps, rubella) vaccine, dose 1 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. Effective April 28, 2021, the State of Connecticut no longer accepts religious exemptions for required immunizations (refer to public act No. 21.6). Approved religious exemptions prior to this date will be maintained. (This act does not apply to the COVID 19 vaccination)

Mitchell College requires 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 [CRTeam@mitchell.edu](mailto:CRTeam@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 Mitchell College Health and Wellness 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 Insight.

## **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 18 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 and/or safety interventions.

## **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 <https://mitchell.edu/access/>)
- Student submits documentation related to their disability (see website for documentation guidelines)
- Student meets with AS, in person or virtually, to discuss campus access and accommodation needs
- Accessibility Services will determine appropriate and reasonable accommodation(s) and communicate approved accommodations to the student, residential staff, faculty, or campus facilities as appropriate. The student is responsible for completing a semester request in Symplicity Accommodate every semester so that accommodations can be communicated to faculty/staff and for discussing the content of the Letter of Accommodation with each faculty member. Diagnoses and documentation will remain confidential.
- AS can provide guidance as necessary. Visit the AS webpage at <https://mitchell.edu/access/> for more information on policies, procedures, and forms. Please, call, email, or visit the office with questions or concerns. Phone: 860–701–5790; Email: [accessibility@mitchell.edu](mailto:accessibility@mitchell.edu).

## THE TUTORING CENTER

Academic tutors provide, for no additional cost, one-on-one and group tutoring sessions in academic subject areas. Most sessions are reserved by appointment, but walk-ins are accommodated based on availability. The [Tutoring Center](#) offers the following services:

- Content tutoring (both individual and group sessions)
- Assistance in library research and term paper writing
- Assistance in writing across the curriculum
- Test preparation

All staff members are professionals with master's degrees (or higher) in the subjects they tutor.

## 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, textbook skills, research, writing, study skills, test taking strategies, 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 with 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.

## Application Process

Students interested 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 years
- IEP or 504 Plan (if available)
- Writing sample

For additional information, please contact the BLC at 860–701–3531.

## First-Year Experience

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 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. In the first semester, most first-year students are enrolled in Introduction to College Writing (CW101) and Seminar I: Compass (FC101) as the cornerstones of their class schedule. Students are also assigned a Compass Mentor (CM), who is a “big sibling” for the length of the first semester. This upperclass student helps students adjust to college life both academically and socially. In the second semester, most first-year students are enrolled in College Writing and Research (CW102) and Seminar II: Journey (FC102). Students are also assigned a Journey Mentor (JM) for the second semester. FY students also take New London: Then and Now (FC105), a 3-credit course. This course builds interest in and engagement with the larger New London community. Together, these five courses form the foundation of a student’s first-year schedule. With the guidance of a professional Academic Advisor, the student personalizes the remaining schedule to begin fulfilling requirements and to explore academic interests.

### FYE 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, monitor academic progress, recommend early intervention strategies, 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 master’s degrees in content subject areas.

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. The Student Affairs staff are committed to supporting students as they discover relevant connections, make healthy choices, and find their unique place within the community.

For students who need additional support, two courses—LAUNCH (FC104) and Introduction to College Writing plus Lab (CWP101)—provide options for increased practice with technology skills, self-advocacy skills, and writing skills. Students are placed into these courses through student survey evaluations, high school GPA analysis, and advisor recommendation.

### **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 college writing courses in order to complete the requirement for graduation. If that goal is not achieved after taking the same FYE foundation course (CW101, CW102, FC101, FC102, FC105) twice, students will work on an Academic Plan with their advisor. This personalized plan may include enhanced support, guidance on college policies, and recommended tutoring hours. Students may also be required to meet regularly with a member of the FYE or advising staff.

### **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 include a first-semester earned GPA which qualifies them for warning, probation, or dismissal status OR recommendation from faculty/ staff. The chosen cohort will enroll in a mandatory 1-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.

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## Special Programs

### MITCHELL COLLEGE HONORS PROGRAM

The Mitchell College [Honors Program](#) is designed to empower highly motivated students to apply interdisciplinary perspectives to real–world contexts while pursuing an individualized research or creative project. The Honors Program contributes to undergraduate scholarly inquiry and strives to foster civic responsibility, global awareness, and life–long learning. Honors Program students are part of a unique cohort of learners through theme–based seminars leading to an honors thesis and presentation their senior year. The Honors Program emphasizes critical inquiry, diverse perspectives, and leadership through community engagement and service initiatives.

Community service is an integral part of Mitchell and is a requirement of some courses. 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 to contribute to the overall mission of the College.

### SAILS

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 is not enough to ensure success. The [SAILS program](#) is designed to bridge that gap.

As part of the SAILS residential cohort, students:

- Enroll in Mitchell College classes full–time, 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/sails/](https://mitchell.edu/sails/).

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## Divisions and Degree Offerings

Mitchell College's academic programs offer a wide range of disciplines. Our courses of study provide a strong academic base and solid preparation for further study or career. Each semester students, with the assistance of faculty and staff advisors, create a schedule to best suit their academic goals, combining required courses with a diverse selection of electives. The foundation of all Mitchell undergraduate degrees is the [Mitchell Ability Model](#).

### DIVISIONS

- [Division of Behavioral and Social Sciences](#)
- [Division of Business](#)
- [Division of Science](#)

### BACHELOR'S DEGREE PROGRAMS

Bachelor's degree programs are listed as of Fall 2024. Any program not listed below is part of a teach-out and is no longer accepting students.

- [B.S. Applied Exercise Science](#)
- [B.S. Business Management](#)
- [B.S. Communication](#)
- [B.S. Criminal Justice](#)
- [B.S. Early Childhood Education](#)
- [B.S. Integrated Early Childhood Education \(Nursery—Grade 3\) Leading to Teacher Certification](#)
- [B.S. Health Sciences](#)
- [B.S. Hospitality Management](#)
- [B.A. Individualized Studies](#)
- [B.S. Marine and Environmental Science](#)
- [B.A. Professional Studies \(for adult degree-completion students\)](#)
- [B.S. Psychology](#)
- [B.S. Sport Management](#)

Students should speak to their Academic Advisors for recommended course sequences.

### ASSOCIATE DEGREE PROGRAMS

- [A.S. Early Childhood Studies](#)
- [A.S. Computer Data and Information Systems](#)
- [A.A. Individualized Studies](#)

## **MINOR PROGRAMS**

Mitchell College offers several minors. Approved minors exist in these academic areas:

- Business Management
- Criminal Justice
- Entrepreneurship
- Gender and Sexuality Studies
- History/Government
- Hospitality Management
- Human Development and Family Studies
- Performing Arts
- Psychology
- Sociology
- Sport Management

Some restrictions and conditions apply to academic minors. Students may petition to pursue a minor during their sophomore or junior years and work with their Academic Advisor and Chair to meet the requirements of the designated minors.

## Applied Exercise Science

The [Bachelor of Science degree in Applied Exercise Science](#), within the Division of Science, provides an interdisciplinary, hands-on approach with a curriculum that explores fundamental scientific principles and their application to exercise, fitness, and health and wellness. Mitchell College's strong Division III athletics program provides many opportunities for students in the Applied Exercise Science program to work directly with our athletes and trainers. Many off-campus experiences are also available for students, as we are located near local hospitals and outpatient wellness practices and programs.

### APPLIED EXERCISE SCIENCE MAJOR CURRICULUM

In addition to completing the required curriculum of the Division of Science, students electing to complete their degree in Applied Exercise Science take classes such as:

- BI105 Biology I
- PE222 Personal and Community Health
- PE226 Nutrition
- PE231 Prevention and Care of Athletic Injuries
- PE300 Kinesiology
- PE326 Nutrition in Sport and Exercise
- SC110 Introduction to Exercise Science

### LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

Mitchell College is fortunate to have partnerships with many local organizations to provide hands-on, real-world experiential learning opportunities. The following is a partial list of organizations that may provide students with experiential learning opportunities outside of the classroom:

- New London High School Athletic Training Department
- Physical Therapy and Sports Medicine Center
- G's Fitness and Nutrition
- Mitchell College (Athletic Training Facility)

### PUT YOUR MITCHELL DEGREE TO WORK

The Applied Exercise Science curriculum, along with career preparation skills gained through the Integrative Career Development program, prepares students to enter the workforce in a variety of careers in areas such as:

- Fitness Instructor
- Strength and Conditioning Coach
- Personal Trainer
- Recreation Instructor/Specialist/Practitioner
- Coaching and Sport Performance
- Health and Nutrition Coach

Students are also prepared for advanced study in allied health fields such as athletic training, physical therapy, occupational therapy, PA (physician assistant), registered dietitian, and respiratory therapist.

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# Business Management

**SPECIALIZATIONS: Digital Marketing, Entrepreneurship, Finance and Accounting, General Management, Project Management, The Business of Hospitality, The Business of Sport**

The [Bachelor of Science in Business Management](#) prepares students to be work-ready in their chosen professional career. Students learn to evaluate management situations and apply appropriate professional methods to improve operations, solve problems, and deliver results.

Through an experiential learning approach, students are empowered with knowledge, skills, attitudes, and behaviors required to pursue careers in business and management. Students engage in a broad study of the environmental, social, and economic systems and emerging megatrends, which affect contemporary business operations, with a particular focus on small and family business. Through our abilities-based curriculum, students master transferable skills and abilities empowering them to be lifelong learners and promoting continued professional advancement in their chosen field.

## Select Courses in Business Management:

- BU123 Introduction to Business
- MG204 Principles of Marketing
- EC101 Introduction to Economics
- AC103 Financial Accounting
- BU225 Personal Investing/The Stock Market
- BU250 Management of Organizations
- MG240 Principles of Leadership
- BU310 Marketing Research
- MG321 Human Resource Management
- MG325 Financial Management
- BU340 Business Law and Ethics

## Specialization Courses:

- MG210 Principles of Project Management
- MG212 Consumer Purchasing Behavior
- MG222 Agile Project Management
- MG227 Digital Media Marketing
- MG311 Entrepreneurship I: The Search for Customer Value
- MG312 Management of Innovation
- MG313 Product Development and Management
- MG314 Organizational Transformation
- MG322 International Marketing
- MG326 Entrepreneurship II: Launching and Scaling a New Business
- MG332 Advertising

## **LEARN REAL–WORLD SKILLS IN A REAL–WORLD SETTING**

Mitchell College has many partners operating on and off campus, including our innovative business learning lab, hosted by Michael's Dairy. This associated on–campus business provides a unique learning experience for business management students. Other partnerships include the following:

- The Day newspaper
- Flock Theatre
- Mystic Aquarium
- Mystic Seaport
- Frontier Communications
- Brown & Brown Insurance
- Chelsea Groton Bank
- Clarion Inn
- Mohegan Sun
- Marriott Hotels
- Norwich Inn & Spa
- Ski Productions Studio
- Veolia Water
- Vista Life Innovations

## **PUT YOUR MITCHELL DEGREE TO WORK**

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

- Retail Management
- General Management
- Entrepreneurship
- Business Strategy and Innovation
- Project and Program Management
- Operations Management
- Business Analysis
- Organizational Change
- Digital Marketing
- Finance and Accounting
- Market Analytics and Research
- Marketing Creative
- The Business of Sports
- The Business of Hospitality

# Communication

## SPECIALIZATIONS: Human Communication, Media Production

The [Communication major](#) is a program that provides students with skills in written, oral, interpersonal, and visual communication. Theoretical, historical, and societal aspects of communication are explored in an individualized, supportive, and challenging learning environment. This major allows students the opportunity to develop practical experience with professional expectations. Internships are available for specific interests such as journalism, public relations, advertising, radio, television, marketing, education, social services, theater, and the arts. Radio Mitchell, a student-run radio station, gives students an opportunity to develop skills in radio production and broadcast communication.

### Select Courses in Communication:

- CO105 Introduction to Mass Communication
- CO302 Communication in Group
- CO202 Communication and Society
- CO303 Communication Research
- MG240 Principles of Leadership
- CO222 Visual Communication
- CO320 Organizational Communication
- CO209, CO309 Journalism I and II
- CO115, CO215 Film Study I and II
- CO140, CO240 Video Production I and II
- CO204 Introduction to Radio/Broadcast I
- CO210 Advanced Audio and Radio Production
- GD105, GD305 Computer Graphics I and II

## LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

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

- The Day newspaper
- Flock Theatre
- Garde Arts Center
- Enders Island
- Chamber of Commerce of Eastern Connecticut
- Mystic Chamber of Commerce
- Mystic Schooners Summer Collegiate Baseball Team
- Maryland E-sports 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/TV/Broadcasting
- Journalism (Print or Electronic)
- Public Relations
- Theatre/Performing Arts
- Government/Politics
- High Technology Industries
- Communication and Healthcare
- International Relations and Negotiations
- Law
- Social and Human Services

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## Criminal Justice

The [Criminal Justice major prepares](#) students for the rapidly changing field of Criminal Justice. In this program, students get the advantage of an excellent liberal arts foundation while learning the intricacies 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 JUSTICE MAJOR CURRICULUM

Students electing to focus their degree on Criminal Justice are required to complete the following major requirements:

- CJ101 Introduction Criminal Justice
- CJ245 Criminology
- CJ249 Corrections in Society
- CJ261 Criminal Law
- CJ306 Correctional Treatment Program
- CJ314 Victimology
- CJ320 Constitutional Criminal Procedure
- CJ322 Policing in a Free Society
- CJ327 Crisis Intervention
- CJ420 Case Management
- HD110 Race, Ethnicity, Culture
- SO103 Introduction to Sociology
- SO104 Social Problems
- CJ312 Diversity Issues in Criminal Justice

### LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

Criminal Justice 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:

- Office of the State's Attorney
- 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 Criminal Justice degree prepares students for potential careers including:

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

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# Integrated Early Childhood Education

## With Optional Teacher Certification

Two bachelor's degrees in [Integrated Early Childhood Education](#) are available: with and without teacher certification. Mitchell's teacher education program offers sequential 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 and Council for the Accreditation of Educator Preparation (CAEP).

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

- National Association for the Education of Young Children (NAEYC)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council for Exceptional Children

## Select Courses in Early Childhood Education:

- ED110 Introduction to Early Childhood Education
- ED276 Contemporary Issues in Education
- ED274 Literacy Instruction I: Foundations of Literacy
- ED321 Literacy Instruction II: Intervention
- ED332 Action Research in the Classroom: Exceptional Children
- ED415 Special Education III: Dyslexia, Interventions, and Accessibility Through Technology

## LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

Both early childhood programs provide the opportunity for practical experience in the field.

The Early Childhood Education Club is one of the most active student organizations on campus. Club members have participated in community outreach programs 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 Mitchell College does not guarantee acceptance into the Teacher Certification program.** Acceptance into the Teacher Certification program requires students to complete a separate application with the Education Department. Students apply to the program at the end of their first year or beginning of their sophomore year in college. Students must have a cumulative GPA of 2.67 to be considered for acceptance into the program. Any student interested in applying to the certification program must make an appointment with departmental leadership to review the criteria to pursue the certification major.

## **PUT YOUR MITCHELL DEGREE TO WORK**

Mitchell Early Childhood Education students have gone on to have successful careers in the following areas:

- Certified Public School Teacher, Nursery–Grade 3 (ECE–Teacher Certification)
- School Readiness Teacher at a State–Funded Preschool Program
- Head Start Teacher or Coordinator
- Assistant/Director of a Child Care Program
- Early Childhood Program Director and/or Administrator
- Infant/Toddler Educator
- Childcare Resource and Referral Personnel
- Family Childcare Provider

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## Health Sciences

The [Bachelor of Science degree in Health Sciences](#) provides a multidisciplinary curriculum that introduces 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. The curriculum of the Health Sciences major is complemented by the teaching of transferable scientific skills that are applicable across a wide variety of scientific disciplines, as well as applied fields. Mitchell College students can obtain practical experiences and internships with local organizations to apply the skills and knowledge they have learned through hands-on, real-world experiences in a variety of healthcare settings.

### Select Courses in Health Sciences:

- BI221 Anatomy and Physiology I
- BI222 Anatomy and Physiology II
- BI239 Microbiology
- BI251 Genetics
- CH111 College Chemistry I
- PE222 Personal and Community Health
- PE226 Nutrition
- PE300 Kinesiology
- PH445 Health Issues in Behavioral Sciences
- PY105 General Psychology
- SC220 Scientific Writing
- SC331 Research Methods in Science
- SC340 Science and Public Policy

### LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

Mitchell College has many partners in the New London community. The following is a partial list of sites that may provide Health Sciences majors with practical experiences outside of the classroom:

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

### PUT YOUR MITCHELL DEGREE TO WORK

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

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

## Hospitality Management

The [Hospitality Management major](#) is designed to prepare students for a broad range of managerial roles across a 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 Management:

- HM101 Introduction to Hospitality
- HM110 Introduction to Foodservice Operations
- HM340 Quality Service Management
- HM220 Front Office Management
- HM210 Food Service Sanitation and Safety
- HM 310 Restaurant Management
- HM376 Banquet and Catering
- HM375 Cruise Line Management
- HM374 Spa Management
- HM322 Revenue Management
- HM371 Private Club Management
- HM330 Event Management
- AC103 Financial Accounting
- MG321 Human Resource Management
- BU340 Business Law and Ethics

### LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

The Hospitality Management major requires students to perform at least 200 hours of hands-on experience through a hospitality or tourism internship. All students can complete an additional 200 hours or internship based on electives. Students enrolled in the Hospitality Management major 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:

- Disney
- Foxwoods Resort and Casino
- Mohegan Sun Casino
- Dining Services
- Water's Edge Resort & Spa
- Mystic Seaport
- Local Hotels and Restaurants
- Mystic Marriott
- Norwich Inn & Spa
- Saybrook Point Inn and Spa
- Various local events and catering companies
- Mystic Aquarium

### 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 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

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## Marine and Environmental Science

The [Bachelor of Science degree in Marine and Environmental Science](#) is an interdisciplinary program designed to give students the flexibility of a well–rounded education while preparing them for a career in marine or environmental science. Students will develop a strong background in general biology while taking specialized classes in marine and environmental science. This program is designed to prepare students for future graduate degree studies or careers focused on the marine and/or environmental world, while also becoming stewards of the Earth’s natural resources. Students can further customize their 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 worlds and Earth’s ecosystems, but also provides the opportunity to build transferable skills necessary to be an effective scientist in today’s society through our Division of Science curriculum.

Mitchell College’s campus provides a unique location for the study of marine and environmental science. At the mouth of the Thames River on Long Island Sound, the campus includes a sandy beach with mudflats, rocky intertidal habitat, and a private dock. The campus also includes Mitchell Woods, a 26–acre wooded area with a freshwater pond. Students frequently use 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.

### Select Marine and Environmental Science Courses:

- BI105 Biology I
- BI106 Biology II
- BI145 Marine Biology
- ES101 Introduction to Environmental Studies
- CH111 College Chemistry I
- CH112 College Chemistry II
- BI2xx Biology Elective (Chosen from BI201–Foundations of Ecology, BI239– Microbiology, or BI252– Genetics)
- BI301 Ecology of Long Island Sound
- SC220 Scientific Writing
- SC331 Research Methods in the Sciences
- Environmental Science Track—Minimum of 9 credits from ES/BI3xx elective courses
- Marine Biology Track—Minimum of 9 credits from BI303–Invertebrate Zoology, BI306–Ecology of Marine Plant, BI405–Evolution and Diversity of Fish, or BI410–Marine Mammals Seminar

## LEARN REAL–WORLD SKILLS IN A REAL–WORLD SETTING

Mitchell College has many marine science and environmental partners. The following is a partial list of programs and sites that may provide Marine and Environmental Science students with practical experiences outside of the classroom:

- Mystic Aquarium
- Denison Pequotsepos Nature Center
- Project Oceanography
- Veolia Water Treatment/New London Water Authority
- Millstone Nuclear Power Plant/Dominion Power Company
- F.R.E.S.H. New London
- Harvard Campus Services Environmental Health and Safety
- Electric Boat Quonset Point– Environmental Office
- Connecticut Department of Energy and Environmental Protection
- National Oceanic and Atmospheric Administration–Milford Lab

## PUT YOUR MITCHELL DEGREE TO WORK

Students completing the Marine and Environmental Science major will be prepared to continue to graduate studies or enter the workforce in a variety of marine environmental–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, while the Science Division curriculum provides transferable skills necessary across a wide variety of scientific disciplines.

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## Professional Studies

[Professional Studies](#) is a degree–completion program specifically designed for adult students who have earned some college credits but no credentials and wish to earn either a bachelor’s or associate degree. Students practice their soft skills, including leadership, critical and creative thinking, communication and collaboration, and analysis and problem–solving, as well as hard skills, including writing, reading comprehension, verbal communication, and technology readiness.

### Students can choose from the following pathways:

1. Business
2. Health and Human Services

### Admission Requirements:

- Recommended for students ages 24 or older
- B.A. students must bring a minimum of 60 earned credits and no more than 90
- A.A. students must earn at least 30 of the required 60 credits at Mitchell

### Select Courses in Professional Studies:

- |                                     |  |
|-------------------------------------|--|
| • BU123 Introduction to Business    | • PY216 Psychology of Well–being                                 |
| • MG240 Principles of Leadership    | • HD305 Ethics, Character, and Moral Development                 |
| • CO126 Interpersonal Communication | • SO310 Leadership and Group Processes                           |
| • CO307 Conflict and Communication  | • SO412 Beyond Skin Deep: Race, Class, and Systems of Inequality |

## LEARN REAL–WORLD SKILLS IN A REAL–WORLD SETTING

The Professional Studies degree is specifically designed for students who are looking for the transferable skills they need to succeed in the workplace:

- Interpersonal and communication skills to foster positive and professional relationships
- Critical and creative thinking skills to gain the confidence they need to generate new or useful ideas, analyze and solve problems, and reflect on their own personal values and experiences
- An appreciation for diversity and diversity of thought to understand that the way each person interprets and interacts with the world correlates with their own identity, culture, and personal experiences

This program places a strong emphasis on critical thinking, writing, information literacy, collaborative learning, and other skills that will improve students’ intellectual and practical competencies. It culminates with a cumulative project. Students explore career opportunities through a career seminar.

## PUT YOUR MITCHELL DEGREE TO WORK

Graduates of Mitchell’s Professional Studies degree–completion program have many career options in business and human and health services and may also be prepared to pursue a graduate degree.

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# Psychology

The [Psychology major](#) gives students a broad-based understanding of human behavior and prepares them to solve scientific, social, and business problems. 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 Major Curriculum

Students electing to focus their degree on Psychology are required to complete the following major requirements:

- BS330 Behavioral Statistics
- BS331 Research Methods I
- HD110 Race, Ethnicity, Culture
- PY105 General Psychology
- PY106 General Psychology II
- PY216 Psychology of Well-being
- PY300 Brain and Behavior
- PY303 Social Psychology
- PY320 Theories of Personality
- PY375 History and Systems of Psychology
- PY392 Counseling Theories
- BS/PYXXX Elective
- BS/PYXXX Elective
- Diversity Course

## 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 Incarceration Program
- Alternative School Education And Recreation Programs
- Youth Service Bureaus
- Social Services With Minority Populations
- Residential Treatment Center for Youth
- Safe Homes for Children Removed from Their Families
- Human Resource Departments
- Community Centers and Organizations
- Substance Abuse Programs
- Specialized Rehabilitation Services, Such as Therapeutic Riding Program

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 major have many career options. Some choose to do graduate work in psychology, others 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

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# Sport Management

## **SPECIALIZATIONS: Athletic Administration and Coaching, Digital Marketing, Entrepreneurship, Finance and Accounting, Project Management**

The [Sport Management major](#) emphasizes 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 exists in the Sport Management area including executive level positions requiring strong management and problem-solving capabilities.

### **Select Courses in Sport Management:**

- SM110 Introduction to Sport Management
- SM201 Sport in Society
- SM209 Athletic Administration
- SM207 Sport Marketing
- AC103 Financial Accounting
- SM302 Sport Facilities
- SM401 Sport Ethics
- CO322 Visual Communication
- SM310 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 choose to complete an internship in many 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 includes:

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

### **PUT YOUR MITCHELL DEGREE TO WORK**

Mitchell's Sport Management major 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

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## Computer Data and Information Systems (A.S.)

The [Computer and Data Information Systems associate degree](#) is designed to meet student demands for technology–centric academic experiences aligned with 21st century workforce needs. Students who enroll in the program will develop computer programming skills using multiple software platforms. They will use those skills to examine and analyze data and develop conclusions that apply to data–driven decisions about problems in real time.

### Select Courses in Computer Data and Information Systems:

- CS110 Computer Programming I
- CS150 Computer Programming II
- CS220 Data Structures
- CS250 Introduction to Data Mining
- CS255 Data Analysis with R
- CS265 Python Programming
- MA160 Discrete Math I
- MA211 Introduction to Statistical Analysis
- HU260 Philosophy of Technology

### LEARN REAL–WORLD SKILLS IN A REAL–WORLD SETTING

Computer Data and Information Systems students can explore different career paths and gain work experience outside the traditional internship framework through micro–internships. The Computer and Data Information Systems program prepares students to:

- Develop inquiry–based problem–solving strategies
- Become adept at using computer–based systems, processes, components, or programs to answer research questions
- Apply knowledge within technical domains in communicating solutions to problems with a global perspective
- Computer Programming
- Data Analysis
- Discrete Mathematics
- Software Applications
- Statistics

### PUT YOUR MITCHELL DEGREE TO WORK

The program prepares students for a wide variety of careers in:

- Information/Information Technology Sector
- Financial Sector
- Transportation and Warehousing
- Professional Services
- Business Services

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## Early Childhood Studies (A.S.)

The [associate degree in Early Childhood Studies](#) is designed for the student or adult learner who is interested in becoming a paraprofessional in Connecticut. This degree can be a pathway for students who wish to continue their education and enroll in the Integrated Early Childhood Education degree program.

### Select Courses in A.S. Early Childhood Studies:

- ED110 Introduction to Early Childhood Education
- ED222 Methods and Techniques for Multi-Lingual Learners
- ED261 Special Education I: Working with Neurodiverse Learners
- ED274 Literacy Instruction I: Foundations of Literacy
- ED206 Integrated Mathematics in Education
- HD108 Introduction to Human Development
- EL212 Literature for the Young Child
- ED276 Contemporary Issues in Education

### LEARN REAL-WORLD SKILLS IN A REAL-WORLD SETTING

The A.S. Early Childhood Studies program prepares students to work as an Infant/Toddler Educator, Child Referral Person, Family Child Care Provider, or Education Retail Specialist.

### PUT YOUR MITCHELL DEGREE TO WORK

The program prepares students for a variety of careers:

- Paraprofessional in a Connecticut School District
- Daycare or Preschool Facility

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## Individualized Studies (A.A./B.A.)

Mitchell's [associate degree in Individualized Studies](#) is a major that crosses disciplinary boundaries to create a unique educational experience for students at Mitchell College who find that no one traditional major fully meets what they want to study. Students interested in this program, which has a two-year and a four-year option, work one-on-one with an advisor and/or faculty to design an individualized learning plan that allows them to pursue deep learning in an area of interest.

### Select Courses in Individualized Studies:

- CO103 Public Speaking
- HD110 Race, Ethnicity and Culture
- FC120 Information Technology Literacy
- MA104 Financial Literacy
- HS230 Career Seminar
- IN350 Micro–Internship

Students work with an advisor and a faculty member to develop a plan of study for the remaining credits.

## LEARN REAL–WORLD SKILLS IN A REAL–WORLD SETTING

The A.A. in Individualized Studies provides hands-on learning across the curriculum, allowing students to explore, retain, and experiment within the field of study. Wraparound supports that offer resources and promote community-building within the learning process, and specializations through electives, allow students deeper learning experiences in their chosen areas of focus.

### DEVELOPING AND PRACTICING SOFT SKILLS—LEADERSHIP

- critical and creative thinking
- communication and collaboration
- analysis and problem-solving

### ACQUIRING AND HONING HARD SKILLS—WRITING

- reading comprehension
- verbal communication
- technology readiness

### CREATING A FOUNDATION FOR:

- Satisfying careers in social services, business administration, marketing, healthcare, retail services, and other business sectors
- Advanced, professional credentialing through Mitchell's Digital Innovation Hub
- Pursuing a four-year degree

## PUT YOUR MITCHELL DEGREE TO WORK

The program prepares students for a wide variety of careers in business, healthcare, marketing, social services, retail, and many other sectors.

## Course Descriptions

The following list includes all 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	HO	Homeland Security
AR	Art	HR	Honors
BI	Biology	HS	Human Services
BS	Behavioral Sciences	HT	Hospitality Management
BU	Business	HU	Humanities/Philosophy
CH	Chemistry	LS	Liberal Studies
CJ	Criminal Justice	MA	Mathematics
CS	Computer Science	MK	Marketing
CO	Communication	MU	Music
CW	College Writing	PE	Physical Education
EC	Economics	PH	Public Health
ED	Education	PY	Psychology
EL	English	SC	Science
ES	Environmental Studies	SF	Sport and Fitness
FC	First-Year College	SM	Sport Management
GD	Graphic Design	SO	Sociology
GV	Government	TH	Theater
HD	Human Development	WL	World Language
HE	Health Science		
HI	History		

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

## ABILITY-BASED EDUCATION (ABE)

### Levels: L1, L2, L3 Abilities

CCT	Critical and Creative Thinking
C	Communication
D	Diversity and Global Perspectives
ICT	Information and Communication Technology Literacy
APS	Analysis and Problem Solving
V	Values, Ethics and 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 to have excellent personal habits and a responsible attitude toward their work and to always exhibit exemplary verbal and non–verbal behavior. 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 according to college policy
- 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

## ACCOUNTING (AC)

### AC103 Financial Accounting

3 credits (fall and spring) DA: L1 ICT

Covers the introductory aspects of financial 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 management career and for use in other pursuits.

### AC183 Workplace Readiness Lab: QuickBooks

1 Credit (fall and spring) DA: ICT L1

This 1–credit lab prepares students for business careers by teaching them to use the QuickBooks accounting software to professional standards.

### AC204 Managerial Accounting

3 credits (Fall) DA: L2 APS. Prerequisite: AC103

This course introduces the basic concepts, analyses, uses, and procedures of accounting and control used by internal company managers when they are faced with planning, directing, controlling, and decision–making activities in their organization. Topics covered focus on the relationship between strategy and decision–making and include product and service costing, budget setting, decision–making, profitability analysis, pricing, management control systems, and performance measurement.

### AC220 Cost Accounting

3 credits (spring) DA: L2 ICT. Prerequisite: AC104

This course introduces students to cost accounting concepts and procedures. An effective cost accounting system provides information that can impact the operational and financial performance of an entity. Students will learn how cost accounting information is developed and used for various purposes in different types of business entities. We will examine the role that cost accounting plays in measuring, analyzing, and reporting

information that relates to the cost of obtaining and using an entity’s resources. Students will learn ways of assigning various costs such as direct costs, indirect costs, fixed costs, variable costs, inventorial costs, and period costs.

### AC240 Tax Accounting

3 credits (Fall) DA: L2 V

This course will introduce students to the U.S. Taxation system. Students will learn basic principles to taxation for individuals, corporations, and other business entities. Upon completion of the course, students will be able to complete key components for an Individual U.S. Federal tax returns and identify tax–related strategies and implications of structuring transactions and organizations.

### AC320 Government/Non–Profit Accounting

3 credits (Fall) DA: L2 ICT. Prerequisite: AC103 and AC183

This course introduces the basic concepts and procedures of accounting used by federal, state, and local governments, as well as the process by which nonprofits record and report on their organization’s finances. Topics covered will include the day–to–day activities of an accountant in an accounting and finance office of a municipality and/or nonprofit organization.

### AC340 Financial Analysis

3 credits (spring) DA: L2 APS. Prerequisite: MG325

This course will introduce students to financial analysis fundamentals, building beyond the basics covered in MG325 Financial Management. Topics covered will include financial planning and analysis, corporate budgeting including both capital expense and operating budgets, and discounted cash flow analysis.

## ART (AR)

### 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, emphasizing

Western tradition. The course also acquaints students with art from other traditions. The course balances 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, emphasizing Western tradition. The course also acquaints students with art from other traditions. The course balances contextual and aesthetic perspectives.

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**AR103 Drawing 1**

3 credits (fall and spring) DA: L1 CCT

A practice-based studio course that focuses on observational drawing skills in black and white media. Participants investigate the art elements of line, shape, volume, spatial illusion and perspective, value, and compositional dynamics.

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**AR104 Introduction to Painting**

3 credits (fall and spring) DA: L1 CCT

This course explores the materials and techniques to compose, tone, and paint both representational and nonrepresentational subjects. It 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 MiniMester) 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.

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**AR199 Special Topics in Art**

Credit hours by arrangement (offered as needed) DA: N/A. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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.

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**AR205 Drawing 2**

3 credits (fall and spring) DA: L1 CCT. Prerequisite: AR103 or consent of 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 expand and deepen their visual acuity while improving their drawing skills with more complex finished works. Students participate in regular critiques and portfolio assessments.

---

**AR206 Advanced Painting**

3 credits (spring) DA: L2 CCT. Prerequisite: AR103, AR104, or consent of 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.

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**AR280 Digital Photography**

3 credits (spring) DA: L1 ICT

This course provides 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 images. 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.

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**AR380 Advanced Digital Photography**

3 credits (spring) DA: L2 C. Prerequisite: AR280 or consent of 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 technology.

### **AR399 Special Topics in Art History**

Credit hours by arrangement (offered as needed)  
DA: N/A. Prerequisite: Junior or senior status and consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

## **BIOLOGY (BI)**

### **BI105 Biology I (W)**

4 credits DA: L1 APS

Provides a broad overview of biological molecules, transformation of energy in living organisms, genetics and inheritance, gene expression, and an introduction to modern biotechnology. Lab work will provide hands on experiences to accompany the major course themes and an introduction to data analysis. Note: This course has a lecture and requires laboratory components each week. Max enrollment: 18

### **BI106 Biology II**

4 credits (spring) DA: L2 APS. Prerequisite: BI105 or consent of instructor

Continues the study introduced in BI105, including natural selection and evolution, principles of taxonomy, diversity of prokaryotic and eukaryotic organisms, plant anatomy and physiology, animal anatomy and physiology, and ecology. Lab work will provide hands-on experiences to accompany the major course themes and data analysis. NOTE: This course has a lecture and requires laboratory components each week. Max enrollment: 18

### **BI141 Citizen Scientist**

3 credits (fall) DA: L1 V

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 a required laboratory component each week. Not recommended for students majoring or concentrating in the life sciences or planning careers in the medical field. Max enrollment: 18

### **BI145 Marine Biology**

4 credits (fall) DA: L1 SI

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 introduce biological methodology including the surveying and sampling of populations and designing and conducting experiments. Many of the labs are held outside making use of local resources. NOTE: This course has a lecture and a required laboratory component each week. Max enrollment: 18

### **BI147 Science of Your Campus**

3 credits (spring, even year) 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 looks at the many different environments on campus and the impacts humans are having on these ecosystems. Outdoor activities fully immerse students in these habitats, while complementing classroom learning. Other topics to be covered include food sustainability, energy and water usage, and management of these resources to become well-informed critical thinkers around your campus. NOTE: This course has a lecture and a required laboratory component each week. Max enrollment: 18

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**BI149 Animal Behavior**

4 credits (offered at needed) DA: L1 V

This course investigates the complex relationships 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 covers specific animal behaviors related to finding food, finding shelter, migration, social organization, mating systems and parental care. Students learn about methods and approaches to studying animal behavior and are asked to do an in-depth study of an animal of their choosing. The course comprises lecture material, videos of animals in action, observing live animals, laboratory activities and simulating animal behaviors. NOTE: This course has a lecture and a required laboratory component each week. Max enrollment: 18

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**BI199 Special Topics in Biology**

Credit hours by arrangement (offered as needed)

DA: N/A Prerequisite: Consent of the instructor

Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

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**BI201 Fundamentals of Ecology**

4 credits (spring, odd year) DA: L2 V. Prerequisite: CW102 or consent of instructor

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 introduce students to classic ecological topics and ecological methods including surveying and sampling populations and designing and conducting experiments. Many of the labs are held outside using Mitchell Woods and Mitchell Beach. NOTE: This course has a lecture and a required laboratory component each week. Max enrollment: 18

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**BI221 Anatomy and Physiology I**

4 credits (spring) DA: L2 APS. Prerequisite: BI105 or consent of instructor

Details the anatomical body plan, kinds of cells, tissues and membranes. Emphasizes the structure and functions of the skin, skeleton and joints, musculature, and central nervous system. Includes comprehensive laboratory examination of human skeletal materials, the dissection of preserved animal specimens, as well as the use of laboratory equipment. Computer technology enhances lab and classroom activities. NOTE: This course has a lecture and a 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. Max enrollment: 18

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**BI222 Anatomy and Physiology II**

4 credits (spring) DA: L2 APS. Prerequisite: BI105 and BI221 or consent of instructor  
Continues the organ approach introduced in BI221. Includes the study of sensory organs and the autonomic nervous system, the endocrine system, the cardiovascular and lymphatic systems, blood and tissue fluid, the respiratory, digestive, and urogenital systems. Lab work includes microscopy, the dissection of preserved specimens, and the use of laboratory equipment including computer integrated physiological activities. 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. Max enrollment: 18

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**BI239 Microbiology**

4 credits (offered as needed) DA: L2 APS. Prerequisite: BI105 and CH111 or consent of instructor  
Surveys microbial life forms, their occurrence, classification, morphology, physiology, growth and reproductive mechanisms, and 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 a required laboratory component each week. Max enrollment: 18

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**BI251 Genetics**

3 credits (spring, even year) DA: L2 V. Prerequisite: BI105 and sophomore standing or consent of instructor  
This course covers the structure of DNA and chromosomes, inheritance, gene expression and

regulation, mutations, epigenetics, population genetics and evolution, biotechnology, and forensic applications. Includes both classical genetics and modern approaches, including introductions to molecular techniques used in research laboratories and medicinal practices.

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**BI301 The Ecology of Long Island Sound**

3 credits (offered as needed) DA: L3 APS. Prerequisite: BI201 or BI145 and junior standing or consent of instructor  
This course focuses exclusively on the ecology of Long Island Sound. Teams of students identify a sampling protocol and then collect and analyze their data over a season. Students are expected to analyze and present their data in a formal presentation to the Mitchell community.

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**BI302 Conservation Biology**

3 credits DA: L2 D. Prerequisite: ES101, BI201 or consent of 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. Students are exposed 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.

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**BI303 Marine Invertebrate Zoology**

4 credits (spring, even year) DA: APS L2. Prerequisites: BI105, BI106, BI145  
This course examines the major phyla of marine invertebrates, including their anatomy, physiology, and taxonomy. Phylogenetic tools, including the use of genetics and morphology characteristics are explored in detail and used to understand relationships among all organisms. Laboratory exercises explore the anatomy and physiology of major marine invertebrates through specimen dissections and identifications. NOTE: This course

has a lecture and a required laboratory component each week. Max enrollment: 18

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**BI306 Ecology of Marine Plants**

4 credits (fall, odd year) DA: C L2. Prerequisites: BI105, BI106, BI145

As foundational organisms, marine plants form the base for food webs in most oceanic ecosystems. This course examines the ecology of marine plants, which encompasses a wide diversity of primary producers, including algae and vascular plants. The evolutionary relationships between these diverse taxa is explored, along with the biological and physiological aspects of these organisms that shape the distribution and abundance of these organisms. Complementary lectures and labs introduce the common marine algae and vascular plants in southern New England habitats, such as rocky shores, sandy beaches, estuarine marshes, and sand dunes. Max enrollment: 18 NOTE: This course has a lecture and a required laboratory component each week.

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**BI399 Special Topics in Biology**

Credit hours by arrangement (offered as needed) DA: N/A. Prerequisite: Consent of instructor  
Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

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**BI401 Independent Research I**

3 credits (offered 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.

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**BI402 Independent Research II**

3 credits (offered 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.

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**BI405 Evolution and Diversity of Fishes**

3 credits (fall, even year) DA: CCT L2. Prerequisites: BI105, BI106, BI145

This course discusses the early evolution and current diversity of fishes through anatomy, physiology, behavior, and ecology. The impacts humans are having on these species, including the conservation efforts, are discussed, with an emphasis on current research. Note: This course is a joint program between Mitchell College and Mystic Aquarium. Class meetings are held at both sites. Special registration and fee required.

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**BI410 Marine Mammals Seminar**

3 credits (fall, odd year) DA: CCT L2.

Prerequisites: BI105, BI106, BI145

This course discusses the natural history, evolution, anatomy, physiology, husbandry, and conservation of marine mammals with an emphasis on how human interactions are impacting these animals. Through primary literature students evaluate the current research trends in relation to marine mammals. Note: This course is a joint program between Mitchell College and Mystic Aquarium. Class meetings are held at both sites. Special registration and fee required.

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**BEHAVIORAL SCIENCE (BS)**

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**BS199 Special Topics in Behavioral Sciences**

Credit hours by arrangement (offered as needed) DA: N/A. Prerequisite: Consent of the instructor  
Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

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**BS330 Behavioral Statistics**

3 credits (fall) DA: L2 APS. Prerequisite: PY105 and junior status

This course focuses 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 provides a basic understanding of statistical analysis within the context of applied behavioral science examples with exposure to current technology.

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**BS331 Research Methods I**

3 credits (spring) DA: L2 APS. Prerequisite: PY105 and junior status

The course introduces the methodologies used 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.

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**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.

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**BS399 Special Topics in Behavioral Sciences**

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

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

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**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. 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.

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**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 can 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.

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**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 extensive research and study in a selected area of behavioral sciences after receiving written approval of their capstone topic. The focus is on 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.

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**BS493 Capstone Project**

3 credits (as needed) DA: L2. 5 out of 7 Abilities course offered only to students enrolled in the Professional Studies Program

This senior capstone seminar requires students to demonstrate, document, and reflect on the skills and knowledge they have developed throughout the Professional Studies program. Students work closely with a faculty member on independent research or a special project centering around Mitchell Abilities.

## BUSINESS (BU)

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**BU123 Introduction to Business**

3 credits (fall and spring) DA: D L1

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.

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**BU199 Special Topics in Business**

Credit hours by arrangement. DA: N/A. Prerequisite: Consent of the instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

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**BU225 Personal Investing/The Stock Market**

3 credits (spring) DA: APS L2

In this exciting introduction to the world of financial investments, we examine securities traded on Wall Street, including stocks, bonds, mutual funds, cryptocurrencies, and futures and options. Students learn to understand financial news and design and manage their own stock portfolios.

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**BU250 Management of Organizations**

3 credits (fall and spring) DA: SI L2. Prerequisite: BU123

This course explores the management functions of planning, organizing, staffing, leading, communicating, and controlling in the context of the dual operating systems of modern management. Students compare and contrast the innovation (explore) and delivery (exploit) operating systems and learn how managers operate in both contexts.

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**BU310 Marketing Research**

3 credits (fall DA: ICT L2. 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.

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**BU340 Business Law and Ethics**

3 credits DA: L2 V. Prerequisite: BU123

An introduction to business law and ethical management including management of sport- and hospitality-related businesses. Students apply ethical and legal standards to management situations through the use of legal case studies and in-depth discussion on ethical management practices, including the use of codes of conduct and corporate social responsibility reporting. Major topics include the legal Constitution and the Courts, government regulation, property, IP, insurance law, bankruptcy, crime and criminal procedure, and the integration of ethical standards of practices with legal requirements in management organizations. This course is designated “W” as a writing-intensive course.

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**BU399 Special Topics in Business**

3 credits DA: N/A. Prerequisite: Consent of the instructor

This course is designated as special topics, which allows the department to design a course to meet specific current business topics or a specific selection of business industry topics that are of interest to the student.

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**BU415 Bus Lab II: Managing Ops Improvement**

3 credits (spring) DA: CCT L2. Pre/co-requisite: BU182

In this lab course students work in consulting teams on a real-world improvement opportunity, planning, leading, and implementing changes designed to improve operations or launch new operations for one of our learning lab businesses. Students then conduct a retrospective with the employees of the learning lab business and write a post-implementation review document for presentation in the learning lab. Students develop skills in effectively leading business improvement for a real-world business.

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**BU493 Capstone Project**

3 credits (as needed) DA: L2. 5 out of 7 Abilities Course is only offered to students enrolled in the Professional Studies Program

This senior capstone seminar requires students to demonstrate, document and reflect on the skills and knowledge they have developed throughout the Professional Studies program. Students will work closely with a faculty member on an independent research or special project which will center around Mitchell Abilities.

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**CHEMISTRY (CH)**

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**CH111 General College Chemistry I**

4 credits DA: L2 APS. Prerequisite: MA105 or consent of instructor

In this course students study the fundamental principles, theories, and laws of chemistry with a quantitative emphasis. Topics include atomic theory and the structure of the atom, periodicity, chemical bonding and molecular geometry, stoichiometry, composition of substances and solutions, gases, and thermochemistry. Note: This course has a lecture and a required laboratory component each week. Max enrollment: 18

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**CH112 General College Chemistry II**

4 credits (fall) DA: L2 SI. Prerequisite: CH111

This course presents further study of the principles, theories, and laws of chemistry. Topics include properties of liquids and solutions, kinetics, chemical equilibrium, acids and bases, electrochemistry, and introduction to organic chemistry. Note: This course has a lecture and a required laboratory component each week. Max Enrollment: 18

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**CH115 General Organic and Biochemistry**

3 credits (spring) DA: L1 APS

This course provides science majors with a foundation in the principles of general chemistry, organic chemistry, and biochemistry (GOB) that connects directly to and is encountered in health-related fields. In addition to GOB content, students

develop quantitative reasoning, critical thinking, and problem-solving skills necessary for these career paths. Essential analytical calculations relevant to health sciences and nursing will be emphasized. Max enrollment: 18

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### **CH199 Chemistry of Everyday Things**

4 credits DA: L1

Chemistry around us may go unnoticed, but its influence and impact, for bad and for good, is ever-present. The sweeping view from our campus of an expansive lawn, Mitchell Hall, the Thames River waterway, and the industries on the eastern bank offer a host of examples. What causes plants, the Tiffany diamond, stained glass, pigments, and dyes to have color and why is color important? Why is fermentation essential to our health? What is radioactivity, nuclear decay, and how do these processes help us and how are they misused? Why should certain cleaners never be mixed? How does a hyperbaric environment affect our bodies? What is corrosion and what is its cost? This course presents a series of topics through the lens of chemistry. Laboratory exercises afford students opportunities to experiment, observe, collect data, and draw conclusions. NOTE: This course has a lecture and a required laboratory component each week. Not recommended for students majoring or concentrating in the life sciences or planning careers in the medical field. Max enrollment: 18

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### **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.

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### **CH399 Special Topics in Chemistry**

Credit hours by arrangement (offered as needed)

Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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## **CRIMINAL JUSTICE (CJ)**

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### **CJ101 Introduction to Criminal Justice**

3 credits (fall and spring) DA: L1 C

An overview of the contemporary criminal justice system, with special focus on law enforcement, the judicial process, and corrections.

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### **CJ199 Special Topics in Criminal Justice**

Credit hours by arrangement. (Offered as needed)

DA: N/A. Prerequisite: Junior or senior status and consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

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### **CJ245 Criminology**

3 credits (spring) DA: L2 CCT. Prerequisite: CJ247 or consent of instructor

This course examines the causes of crime related to rational models of behavior, biological, psychological, and social/structural factors, and the measurement of crime and patterns of crime. Patterns of criminal behavior with specific emphasis on the variety of theoretical explanations of criminal behavior will be explored.

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### **CJ249 Corrections in Society**

3 credits (spring) DA: L1 APS

This course examines the historical development of the American prison system as well as contemporary issues prison systems face in an

ever-changing environment. Emphasis is placed on community corrections including probation, parole, pretrial release programs, halfway houses, house arrest, electronic monitoring, and the overall effectiveness of community-based correctional programs.

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### **CJ251 Juvenile Delinquency and the Juvenile Justice System**

3 credits (fall) DA: L1 C. Prerequisite: CJ101 or consent 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.

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### **CJ257 Drugs, Law, and Society**

3 credits (spring) DA: L1 APS

This course explores the complex issues around drug use and substance abuse and the complex relationships between individual and group behavior, social structure, and family dynamics. Legal responses, including incarceration and deinstitutionalization, and prevention and treatment are discussed.

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### **CJ261 Criminal Law**

(W) 3 credits (fall) DA: L2 CCT. Prerequisite: CJ101

This course examines and analyzes the development of the current U.S. system of criminal law, criminal liability, and the elements of crime as well as sentencing guidelines imposed at the state level and federal level.

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### **CJ265 Probation and Parole**

3 credits (spring) DA: L1 C Prerequisite: CJ101

This course provides a comprehensive examination of probation and parole for both juvenile and adult offenders, including best practices for working with specialized populations. Students explore the primary responsibilities of probation and parole officers, including risk and need assessments, supervisory strategies, case management, and treatment/programming options for offenders.

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### **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 is placed 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.

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### **CJ306 Correctional Treatment Programs**

3 credits (spring) DA: L2 C. Prerequisite: junior status

A comprehensive review of specific correctional treatment programs and services geared towards offender risk reduction and enhanced public safety. Special emphasis is 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.

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### **CJ310 Criminal Justice in Film**

3 credits (spring; MiniMesters as needed)

DA: L2 CCT. Prerequisite: CJ101, CJ245, junior status or recommendation of the instructor

This course examines the powerful influence of film on perceptions of law enforcement, the legal system, and criminal behavior of those who find themselves on the wrong side of the law. Through an engaging blend of film analysis, critical thinking discussions, and purposeful reflection, students gain a comprehensive understanding of how feature films and documentaries shape and reflect society's attitudes toward the criminal justice system and process.

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### **CJ312 Diversity Issues in Criminal Justice**

3 credits (fall) DA: L2 D

In this course students learn how issues of race, class, sexual orientation, and gender impact our understanding of crime and justice. Students learn the personal challenges of historically marginalized populations and their various treatment in the

United States. Social injustice is the topic of emphasis, and students examine how societal inequalities impact our criminal justice system.

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**CJ314 Victimology**

3 credits (spring) DA: L2 C. Prerequisite: CJ101, junior status or consent of instructor

This course examines the causation of crime, including theories that focus on the victims rather than the offenders. Specific attention is given to the physical, emotional, and financial harm victims suffer due to crime and criminal activity. This course also examines victim–offender relationships, the victimization that takes place within the criminal justice system, and the role the media plays in portraying victims.

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**CJ315 The Administration of Justice**

3 credits (fall) DA: L2 CCT. Prerequisite: CJ101 or HS115 or GV119; junior status or consent of instructor

In this course students learn the importance of planned change within the administration of justice. Specifically, students examine how successful programs are created and the process in which criminal justice reform occurs. Topics include problem analysis, goal setting, project design, action planning, and outcome evaluation.

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**CJ320 Constitutional Criminal Procedure**

3 credits (spring) DA: L2 CCT (formerly CJ320 Criminal Procedures). Prerequisite: Junior status  
This course provides 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. Emphasis is given to the 4th, 5th, 6th, 8th, 10th and 14th Amendments to the Constitution.

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**CJ322 Policing in a Free Society**

3 credits (spring) DA: L2 APS (formerly CJ322 Policing in America). Prerequisite: Junior status  
This course examines law enforcement's role from a variety of disciplinary perspectives. Topics include

the history of law enforcement, theories of policing, and the organization of police agencies. Special attention is 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.

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**CJ325 Law in Society**

3 credits (spring) DA: L2 C. Prerequisite: Junior status

This course examines the United States criminal justice system and its approach to different types of law, including criminal law, constitutional law, civil law, and the rights of individuals as protected by the Constitution. By analyzing significant Supreme Court landmark cases, students gain a foundational understanding of how law affects their everyday life.

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**CJ327 Crisis Intervention**

3 credits (spring) DA: L2 APS. Prerequisite: Junior status or consent of instructor

This course offers the opportunity to examine crisis intervention principles across many 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 is presented, as well as intervention strategies that have proven to be efficient and productive. Role playing and structured improvisation are utilized.

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**CJ331 Scientific Methods in Criminal Justice**

3 credits (fall) DA: L2 APS. Prerequisite

Recommended: Junior status

This course introduces scientific methods of inquiry and their importance within criminal justice settings. Students learn about basic issues of research design, methodology, and statistical analysis. Throughout this course, a variety of scientific literature are presented, reviewed, analyzed, and interpreted.

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### **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 that isn't part of the traditional curriculum. Special Topic courses are offered as needed and as interest arises.

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### **CJ420 Case Management**

3 credits (fall) DA: L2 C. Prerequisite: Junior status

A comprehensive review of various methods of delivering case management with an emphasis on assessment, intake and interviewing, report writing, building and understanding components of a master case file, and how to successfully work with diverse and at-risk populations.

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### **CJ441 Senior Seminar in Criminal Justice**

3 credits (fall) DA: L2 APS. Prerequisite: Senior status

This capstone course provides a critical analysis of the major issues in criminal justice. Topics range from corruption, overcrowding in correctional institutions, and women in the criminal justice system to current public issues.

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### **CJ445 Ethics in Criminal Justice**

(E) 3 credits (inactive course) DA: L2 V. Prerequisite: senior status Criminal Process major or consent of instructor

The relationship between morality and the law has become a major inquiry within the criminal justice system. Students examine how ethical perspectives can guide criminal justice policy and decision-making. Various controversies and ethical concerns within policing, the legal system, and corrections are explored.

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## **COMMUNICATION (CO)**

### **CO103 Public Speaking**

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.

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### **CO105 Introduction to Mass Communication**

(W) 3 credits DA: L1 V

A broad analysis of the theories, forms, purposes, and major criticisms of mass communication. This 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.

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### **CO115 Film Study I**

(W) 3 credits DA: L1 CCT

Gives 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 examines Hollywood cinema as an institution: its history, genres, and work as both a cultural form and as an industry.

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### **CO126 Interpersonal Communication**

3 credits 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.

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### **CO140 Video Production I**

3 credits DA: L1 C

A hands-on approach to video production that offers students an understanding of the principles and practices of video production, including

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introduction to basic technical skills and theories relative to camera operation, shot/framing techniques, editing, vocabulary, procedure, uses, and career opportunities.

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**C0199 Special Topics in Communication**

3 credits DA: N/A

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

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**C0202 Communication and Society**

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

A broad introduction to the role communication plays in society. Focus is placed on the theories, concepts, issues, and research models used to explore the interplay between communication and society. The nature, scope, and function of the print, film, sound, and electronic media are examined in relation to social forces.

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**C0204 Introduction to Radio/Audio Production**

3 credits DA: L1 C

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

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**C0209 Journalism I**

(WI) 3 credits DA: L1 C. Prerequisite: Enrollment in CW101 and consent of instructor

Explores the fundamentals of journalism and newswriting and reporting, how to compile a fair, balanced, and comprehensive news story, newswriting style, the art of the news interview, obituary writing, fire and police reporting, the news beat system, and feature story writing.

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**C0211 Creative Writing**

(WI) 3 credits DA: L1 CCT. Prerequisite: CW102 or consent of 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.

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**C0212 Scriptwriting**

3 credits DA: L2 C. Prerequisite: CW101, CW102 or consent of 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 is invaluable as the student progresses to additional courses in video and other forms of communication.

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**C0215 Film Study II**

3 credits DA: L1 CCT

Gives students the opportunity to examine multiple genres of film. Students are exposed to many kinds of films to understand 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 grow to understand the significant differences, and more importantly, the similarities between the genres. Through course readings, class discussions, and short essays students develop the vocabulary and analytical skills to discuss a film within those contexts. Practicing analytical skills through writing and talking about film helps students to write about and critique all texts in greater depth.

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**C0216 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 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 read and discuss various reviews, critical essays, and theoretical texts.

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**C0218 The Comedy Film**

3 credits DA: L2 CCT

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 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 also profile some of the comic geniuses throughout film history and view their important works.

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**C0222 Visual Communication**

3 credits DA: L2 C

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

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**C0240 Video Production II**

3 credits DA: L2 C. Prerequisite: C0140

A continuation of the principles of video production in camera operation, shot design, editing, integration of visual and audio elements, and story/message development. Theories relative to the development of technique and style are introduced.

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**C0302 Communicating in Groups**

3 credits DA: L2 SI

Analysis of small group communication and group interaction; special attention is given to related communication theories involving group dynamics, conflict management, group development, and decision-making processes.

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**C0303 Communication Research**

(W) 3 credits DA: L2 ICT. Prerequisite: C0105, C0126 and C0302

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 and the creation of an original research project in the student's area of interest.

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**C0307 Conflict and Communication**

3 credits DA: L2 SI. Prerequisite: C0126

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.

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**C0315 Advanced Public Speaking**

3 credits DA: L1 C. Prerequisite: C0103, CW101 and CW102

Prepares students for competent public speaking presentations in their field of study and effective small group participation. Students study and practice listening, nonverbal 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.

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**C0320 Organizational Communication**

3 credits DA: L2 CCT

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 are covered.

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**C0333 Communication, Performance and the Media**

3 credits 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.

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**C0344 Introduction to After Effects**

3 credits DA: L2 APS. Prerequisite: CO140, GD105 or consent of 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 are introduced to the tools and functions used to create dynamic graphics and special effects. Weekly assignments and a final project lead to a basic understanding and a foundation for continued exploration.

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**C0346 Persuasion**

3 credits DA: L2 V

Utilizing a project approach, students 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.

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**C0399 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 are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

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**C0450 Communication Capstone**

(W) 3 credits DA: L2 APS. Prerequisite: Senior Communication Major or consent 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 with 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 the approval of the instructor.

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**COMPUTER SCIENCE (CS)**

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**CS105 Computer Coding**

3 credits (fall) DA: L1 ICT

This course introduces at least two languages we use to communicate with computers. Students will compare code for typical tasks to develop an understanding of how different programming languages receive and interpret commands to accomplish these tasks.

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**CS160 Excel for Data Analysis**

3 credits (fall) DA: L1 ICT

This activity–based course offers students the opportunity to learn to manipulate Microsoft Excel spreadsheet data, using a variety of basic, formulaic, and programming skills. Students learn how to complete data checks, clean data, and use feature engineering to prepare large data sets for analysis. Especially appropriate for students planning to study computer and data information systems who may have limited programming experience.

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**CS110 Programming for Business: Python, R, and SQL Today**

3 credits DA: L1 APS

This course introduces students to structured and object–oriented programming, algorithms,

techniques of technology–driven problem–solving, and working with Python, SQL, and R programming language.

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**CS150 Introductory Data Visualization: Tableau and Power BI**

3 credits DA: L1 ICT

This course introduces students to structured and object–oriented programming, algorithms, techniques of technology–driven problem–solving, and working with Tableau, Power BI, and Data Visualization programming languages.

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**CS250 Designing for the User Experience**

3 credits (SO/spring) DA: L2 CCT. Prerequisite: CS110

This course includes instruction in quality assurance focused on the user experience within the information technology sector. Topics include human factors in design, program testing for ergonomics and ease of use, and application of quality assurance techniques in systems evaluation.

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**CS255 Data Analysis with R**

3 credits (SO/Fall) DA: L2 ICT

This course builds on students' analytic learning in MA 211 through practical application of R programming language to perform processes such as descriptive analysis including graphing, hypothesis testing, analysis of variance, regression, principal component, and cluster analysis.

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**CS265 Python Programming**

3 credits (SO/spring) DA: L2 ICT. Prerequisite: CS110 or consent of instructor

This course expands on introductory Python programming content students learned in CS 110. Course topics include data types, dictionaries, sets, files, exceptions, functions as objects, decorators, solving computational problems, and context managers.

## COLLEGE WRITING (CW)

**CW101 Introduction to College Writing**

3 credits (fall and spring) DA: L1 C

This course introduces students to the writing, reading, and thinking skills necessary for success in college. Assignments emphasize composition processes, writing for different purposes, reading and responding critically, and conventions of formal written English. NOTE: A minimum grade of C is required to meet graduation requirements and to enroll in CW102.

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**CWP101 Introduction to College Writing Plus Lab**

(W) 4 credits (fall and spring) DA: L1 C

This course introduces students to the writing, reading, and thinking skills necessary for success in college. In addition to learning the CW101 curriculum, students attend weekly labs for additional writing support. Assignments emphasize composition processes, writing for different purposes, reading and responding critically, and the conventions of formal written English. NOTE: A minimum grade of C is required to meet graduation requirements and to enroll in CW102.

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**CW102 College Writing and Research**

(WI) 3 credits (fall and spring) DA: L1 ICT.

Prerequisite: CW101 (C grade or better), the equivalent, or consent of instructor

This course reinforces skills taught in CW101 while introducing students to the procedures of academic and professional research. Assignments emphasize information literacy skills needed to find and evaluate appropriate sources, and proper documentation of sources, as well as writing to analyze and synthesize ideas and incorporate information from sources in support of an original thesis. A minimum grade of C is required for graduation.

### **CW199 Special Topics in Writing**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: CW102, junior or senior status, or consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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 consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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.

## **DANCE (DA)**

### **DA110 Dance as an Art Form**

3 credits (fall and spring) DA: L1 SI

Students experience ballet, modern, and jazz dance techniques and elements of composition and improvisation. The course focuses on the movement experience, with some theory and history that can lead the participants to confident, comfortable aesthetic discussions of dance.

### **DA111 Dance Improvisation**

3 credits (fall and spring) DA: L1 CCT

This course explores space, time, weight, energy, contact, props, games, grids, scores, relationships, and group dynamics. It is appropriate for experienced dancers and non-dancers alike.

## **ECONOMICS (EC)**

### **EC101 Introduction to Economics**

3 credits (spring) DA: APS L1

This course introduces students to the core ideas in micro- and macroeconomics, with particular emphasis on understanding the ecosystems of the U.S. economy. Topics include economic growth, unemployment, taxation, the role of the dollar in the U.S. and developing world, supply and demand, competition and monopoly, game theory, environmental economics, systems thinking, the role of government in managing the economy, and the implications of economic megatrends on contemporary business operations.

### **EC131 Macroeconomics**

3 credits 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 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.

## EDUCATION (ED)

### 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 (ECE) as it is viewed in the context of the home and family, society, and culture. Students 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.

### ED120 Nutrition, Health and Safety for Teachers of Young Children

3 credits DA: L1 C

This course is designed to explore the role of positive nutrition, health, and safety practices for teachers of young children. Students participate in the development of age–appropriate curriculum and activities to encourage healthy habits and nutritional practices in preschool through grade three. Students have the opportunity to gain practical experiences working with children in various educational settings including early childhood programs and elementary schools. Topics include, but are not limited to, 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.

### 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 are developed for students with special interests and demonstrated

abilities. Course may be repeated for credit with a change in topic.

### ED206 Integrated Mathematics in Early Childhood

(W) 3 credits (spring) DA: L1 APS. Prerequisite: ED110, ED222

This course is for Education majors in the application of the Common Core State Standards and the Mathematical Practices for Pre–Kindergarten through Grade 3. Mathematic topics include counting, cardinality, number sense, mathematical operations, algebraic reasoning, measurement, data, and geometry. There is an emphasis on student–centered problem solving and inquiry learning. Students review and analyze several methods of integrating assessment tools into teaching mathematics such as student discourse, math journals, and questioning techniques. Early childhood students investigate the interrelationship of math and science, and explore an organized project approach to creating a developmentally appropriate integrated curriculum for PreK–3 elementary students. This course reviews the current uses of technology as a teaching and assessment tool.

### ED222 Methods and Techniques for Multilingual Learners

3 credits (spring) DA: L1 CCT. Prerequisite: ED110

This course guides participants through concepts of second language learning and acquisition and the processes that reflect current research in multilingual learners. The course is designed to examine past and present approaches, methods, and procedures. State regulations and techniques for teaching and assessing multilingual learners will be reviewed. Participants consider best practices for collaboration with families.

### ED261 Special Education 1: Working with Neurodiverse Students

(D)(W) 3 credits (fall) DA: L2 CCT. Prerequisite: ED110, ED222

This course examines the understanding of children with special needs in a least restrictive

environment; characteristics of neurodiverse learners with emphasis on newborns through age eight including children with disabilities; multilingual learners who are also special education and gifted and talented and struggling learners. Among the topics included are types of disabilities, special education law, integrated curriculum strategies, strategies for developmentally appropriate nursery–kindergarten programs, technology, assessment, dyslexia, and implementation of social skills instruction and self–regulation strategies. Students become familiar with Individualized Educational Plans, Individual Family Service Plans, the Americans with Disabilities Act (ADA), and Public Laws 94–142, 99–457. NOTE: C– or better is required to meet teacher certification requirements.

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**ED274 Literacy Instruction I: Foundations of Literacy**

(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. Students 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.

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**ED275 Interdisciplinary Learning with Field Experience PK/K**

4 credits (fall) DA: L2 CCT. Prerequisite: ED110, ED222

This course explores the range of creativity to enhance learning through the arts and play. Students explore how songs, musical games, rhythm activities,

and involvement with art materials affect the whole child and promote learning across the curriculum. A particular emphasis is placed on the 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).

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**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 analyzing some of the ideological perspectives that underlie current school arrangements. Strategies for addressing at–risk students in the classroom are also explored.

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**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 allow students to examine and discuss relevant topics and classroom experiences. Students taking this course will be in the ECE with Business Major or completing their associate degree in Early Childhood.

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**ED285 Early Childhood Studies: Practicum I**

3 credits (every semester as needed) DA: L2 APS  
This is a 150–hour practicum during 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 provides high–quality experiences to apply fundamental skill of child development theories, teaching pedagogy, and observation and assessment skills during the early childhood years. Students gain the ability to begin to plan, organize, implement, and evaluate classroom activities. Students begin to learn how to provide differentiated instruction and language and literacy skills that are crucial to improving the 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 Teacher Credential. This course is also taken in conjunction with ED286 Practicum I Seminar.

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**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 develop important skills to incorporate into an early childhood classroom. These skills 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 Teacher Credential. This course is also taken in conjunction with ED 285 Practicum I.

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**ED311 Play in Early Childhood: Theory, Research, and Practice**

3 credits (fall) DA: L2 CCT. Prerequisite: ED110, ED222  
This course is designed for early childhood educators and students 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; and political perspectives of play. Resources and materials are explored as well.

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**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 who are interested in exploring the relationships that exist between parents and early childhood programs. This course recognizes that parent and family involvement is a key element in any high–quality early childhood program, such as infant/toddler programming, preschool education programming, daycare, Head Start, elementary school, or family childcare programming. This course explores what parent and family involvement embraces, and what can be done to foster high–quality interaction between the home and school settings.

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**ED321 Literacy Instruction II: Interventions**

3 credits (spring) DA: L3 APS. Prerequisite: ED380, ED381

Current theory and research to inform planning, instruction, and assessment of literacy processes in K–3 classrooms is part of the seminar and learning lab. This course examines the literacy skills and processes that reflect current research and best practices in early literacy instruction for grades K–3. The course summarizes the research on how children learn to read and reviews the literacy skills and competencies children need to acquire

to become successful readers and writers. Teacher candidates learn effective classroom instructional strategies and assessment practices, including the components of a comprehensive and balanced literacy program in the primary grades.

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**ED322 Teaching and Learning Across Context**

3 credits (once a year) DA: L2 D

Introduces students to how relationships, learner differences, various approaches to teaching and 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 focuses 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 synthesize various teaching strategies from one context to another is a catalyst for mastery of knowledge and a hallmark of this course.

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**ED325 Literacy Instruction III: Intervention and Assessment with Field Experience**

(W) 4 credits (spring) DA: L3 APS. Prerequisite: ED380, ED381

The reading process and factors influencing the development of reading are examined. 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 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 relating to the teaching of listening, speaking, reading, and writing.

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**ED332 Action Research in the Classroom: Exceptional Children**

3 credits (spring) DA: L2 CCT

This course is based on Action Research which is a process of inquiry and reflection in which educators

examine their personal instructional practice systematically, using the techniques of research. Students are given an overview of quantitative and qualitative methodology in education. Key research skills taught include: quantitative and qualitative data collection, observations, and interviews; techniques in analyzing and interpreting data; and best practices.

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**ED340 Social and Emotional Development/ Classroom Management**

3 credits (spring biennial) DA: L2 SI

This course focuses on promoting the social and emotional development of young children to prevent challenging behaviors. Emphasis is placed on developing positive relationships with children, families, and 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. Students become familiar with a variety of tools to assess children's social-emotional development in order to develop appropriate teaching strategies.

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**ED380 Special Education II; Planning and Implementing IEP's with Field Experience**

4 credits (fall or spring) DA: L3 APS. Prerequisite: TCO Approval

This course is designed to develop the skills necessary for creating comprehensive individualized education plans (IEP) in accordance with State Special Education guidelines. The approach will include adaptations for infants and toddlers with special needs, programs for infants and toddlers with special needs, special considerations, determining academic and functional performance goals based on data, annual goals, short- and long-term objectives, supplementary aids and services (inclusive of technology), related services, indirect services, progress reporting, and available resources.

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**ED399 Special Topics in Early Childhood Education**

3 credits DA: N/A

This is an advanced level course that 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.

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**ED414 Administration of Early Childhood Programs**

3 credits DA: L3 C. Pre-Practicum Component: 20–25 hr. in center-based NAEYC center

This course is designed for early childhood students and educators who are currently involved in the operations and administration of early childhood programs (infant/toddler programs, nursery school/preschool programs, childcare programs, family childcare programs, school-age childcare, etc.). Topics 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 visits, and 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.

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**ED415 Special Education III: Dyslexia, Interventions and Accessibility Through Technology**

(W) 3 credits (spring) DA: L3 APS. Prerequisite: ED380, ED381; Acceptance into the ECE Teacher Certification Program

This course offers an appraisal of the evaluation and assessment methods available within the early childhood and elementary education curricula. Research on evaluation and assessment is

reviewed, with particular emphasis on the analysis of performance measures and their proper use and interpretation. Among the topics included are current assessment issues and controversies, 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.

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**ED420 Early Childhood Studies: Practicum II**

6 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 supervised by early childhood teacher(s) and a college supervisor. This course is required for students seeking the Early Childhood Teacher Credential and is also taken in conjunction with ED421 Practicum II Seminar.

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**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

learn to sharpen their skills in an early childhood classroom. 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 provide additional instruction in curriculum planning, classroom management, teaching strategies and technologies, and assessment. This is a required course for all students working toward an Early Childhood Teacher Credential. This course is also taken in conjunction with ED420 Practicum II.

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**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.

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

6 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 allow 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.

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**ENGLISH LITERATURE (EL)****EL199 Special Topics in Literature**

Credit hours by arrangement (offered as needed). Prerequisite: CW102

Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are 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.

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**EL205 World Literature I**

(G) (W) 3 credits (fall, odd year) DA: L2 CCT. Prerequisite: CW102 (C– grade or better), the equivalent, or consent of 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.

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**EL206 World Literature II**

(G) (W) 3 credits (spring, even year) DA: L2 CCT. Prerequisite: CW102 (C– grade or better), the equivalent, or consent of 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.

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### **EL212 Literature for the Young Child**

3 credits (spring) DA: L2 CCT. Prerequisite: CW101 and CW102

Introduces students to historical, global, and contemporary issues presented in literature written for children. Literature appropriate for PreK children through grade 6, with a focus on the characteristics of children's literature, particularly multicultural literature. The course does not specifically address how to teach this literature to young children, but does focus on gaining an understanding and appreciation for literature created for children. This course meets the literature requirement for all.

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### **EL215 American Literature I**

(D) (W) 3 credits (fall, even year) DA: L2 CCT. Prerequisite: CW102 (C– grade or better), the equivalent or consent of instructor

This course introduces 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 includes texts by well–known writers, such as Emily Dickinson and Herman Melville, as well as works by lesser–known writers.

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### **EL216 American Literature II**

(D) (W) 3 credits (spring, odd year) DA: L2 CCT. Prerequisite: CW102 (C– grade or better), the equivalent or consent of instructor

This course introduces 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 includes texts by well–known writers, such as Mark Twain and Langston Hughes, as well as works by lesser–known writers.

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### **EL217 The Short Story**

(G) (W) 3 credits (fall) DA: L2 C. Prerequisite: CW102 (C– grade or better), the equivalent, or consent of instructor

This course allows students to analyze, interpret, and evaluate short stories 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 course's global perspective, with selections chosen to represent the classic canon and lesser–known authors from throughout the world.

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### **EL218 Popular Literature**

(W) 3 credits (spring, even year) DA: L2 CCT.

Prerequisite: C– or above in CW102 or consent of instructor

Investigates the conventions, themes, and cultural assumptions of one type of popular literature, such as detective fiction, horror, or science fiction. The specific topic of each section of the course is selected by the instructor.

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### **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.

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### **EL221 Introduction to Drama and Theatre**

(W) 3 credits (fall) DA: L2 CCT. Prerequisite: CW102 (C– grade or better), the equivalent, or consent of 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 production, and in the drama's structure, specifically tragedy and comedy. Attendance at theatrical production is strongly encouraged, and students are required to attend and review two campus theatre productions of their choice.

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**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 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.

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**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. 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 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.

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**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 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 enrich our analysis by reading recent responses to these works by literary and cultural critics.

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**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.

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**EL226 Prison Literature**

3 credits DA: L2 CCT. Prerequisite: CW102  
Currently, there are more incarcerated people in the United States than in any other part of the world. What cultural conditions have enabled this to happen? What are the implications of mass incarceration for social justice? This course explores literary representations of the imprisonment, mainly from the perspective of incarcerated people in the United States. Focusing on works from the 20th and 21st centuries, we consider how prisoners represent their psychological, intellectual, and political responses to the penal system through the act of writing. The reading list includes novels, memoirs, and plays by Jessica Blank, John Cheever, J.M. Coetzee, and John Edgar Wideman.

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**EL301 Difference and Disability in American Culture**

(WI)(IN) 3 credits (fall, even years) DA: L3 CCT. Prerequisite: CW102  
Since the middle of the 19th 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 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 also read critical and theoretical commentaries from the fields of cultural studies, sociology, psychology, and biology.

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**EL302 Italian American Literature**

(WI) 3 credits DA: L3 CCT. Prerequisite: CW102  
Italian American writers from the 1930s 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 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.

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**EL303 The Literature of American Immigrants**

(WI) 3 credits DA: L3 CCT. Prerequisite: CW102  
This course examines 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 have a strong desire to maintain their traditional cultural values. Besides reading literary works, students also consider critical theories that explore the cultural construction of white and minority cultures and the psychosocial effects of assimilation.

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**EL304 The Beat Generation**

(WI) 3 credits (spring, even year) DA: L2 CCT. Prerequisite: CW102.  
During the 1950s and early 1960s, 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 1960s, writers such as Allen Ginsberg, William Burroughs, Diane DiPrima, Jack Kerouac, Amiri Baraka, and others produced works that 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 read novels,

poems, and essays by these writers to explore their cultural significance.

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**EL309 African American Literature**

(D) (WI) 3 credits (fall, odd year) DA: L3 CCT. Prerequisite: CW102 and junior or senior status or consent of instructor  
African American Literature is an upper-level course that examines literary works by African American writers within historical and social contexts. Course material includes 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.

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**EL320 Eugene O’Neill**

(W) 3 credits (fall, odd year) DA: L3 CCT. Prerequisite: CW102  
Primarily through film, this course covers the life of Eugene O’Neill, the historical era of New London in the late 1800s and early 1900s (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 are 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 are included.

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**EL321 Postcolonial History**

3 credits DA: L2 D. Prerequisite: CW102 (offered even years)  
This course explores novels that represent diverse cultures formerly colonized by European imperial powers. We read works by writers who explore the psychological, economic, and sociological effects of colonialism in Africa, Asia, and the Americas. Among the writers we study are Chinua Achebe, JM Coetzee, Joseph Conrad, David Henry Hwang, and Janice Y.K. Lee. We also consider debates regarding the status of post-colonialism 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 explores representations of commerce and entrepreneurship in literature and film. We 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 consent of instructor

Examines literary works within the context of the social issues of their times. The specific topic of each section of the course is 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–20th century to the present. We 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 Division 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.

**ENVIRONMENTAL STUDIES (ES)****ES101 Introduction to Environmental Studies**

3 credits (spring) DA: L1 D

This course introduces students to environmental issues on local, regional, and global levels. Students 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. The 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: Consent of the instructor

Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

**ES399 Special Topics in Environmental Studies**

Credit hours by arrangement (offered as needed)

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

Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

**EXERCISE SCIENCE (EX)****EX110 Exercise Science I**

3 credits DA: L1 CCT

This course introduces students to the disciplines related to allied exercise science. Students explore systems within the human body and examine the body's responses to changes in physical activity in a variety of settings, including classroom, Yarnall fitness center, athletic fields, and the gymnasium.

**EX210 Exercise Science II**

3 credits (fall) DA: L1 APS

This course provides foundational knowledge for those interested in personal training. Students examine the human systems associated with movement and their responses to training and explore methods to assess fitness and techniques to work with clients to improve it.

**EX310 Strength and Conditioning**

3 credits (annually) DA: L2 CCT

This course investigates key components of strength and conditioning programs. Students apply these to evaluate and design programs for specific goals. This course is intended to help students prepare for certification in strength and conditioning.

**EX320 Exercise Physiology**

3 credits (annually) DA: L2 APS

This course examines cardiorespiratory, musculoskeletal, neuroendocrine, and energetic responses and adaptations to exercise. Students

measure and interpret markers of fitness in the laboratory component of this course.

**FIRST-YEAR COLLEGE (FC)****FC101 Seminar I: Compass**

3 credits (fall and spring) DA: L1 SI

This course informs students' skillful transition to college, with the guidance of both an instructor and a student Compass Mentor. Central to the course is the experiential examination of our MARINERS Wellness Model, which explores how eight different dimensions of wellness (Mindfulness, Access, Resilience, Identity, Novelty, Ethics, Resolve, and Story) impact overall wellbeing and learning. As part of their studies, students adopt a practice of participation and dialogue that they apply within and outside of the classroom. Work in Seminar I: Compass culminates with students forming habits of inquiry and expression that serve them well throughout their academic careers. 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 Seminar II: Journey**

3 credits (fall and spring) DA: L1 CCT

This course furthers the work of Seminar I: Compass in assisting students with the transition to college, helping them find their "academic home" within the curriculum. Central to the course is the experiential examination of the Mitchell Ability Model and how that model informs learning. Students become practiced thinkers and skilled participants in classroom dialogue. Co-curricular work includes attending programming offered by the academic departments. Work in Seminar II: Journey culminates with students delivering presentations to their peers about their cognitive journeys. FC102 must be taken in a full-time student's second semester at Mitchell and is a requirement for graduation. FC102 is waived automatically for a

student who transfers 24 or more credits from an accredited institution of higher education.

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**FC103 Recalibrating Your Academic Compass**

1 credit (spring) DA: L1 SI

As an integral part of the FYE Second Opportunity Semester Academic Division, this special interactive course is designed to empower students to find their academic “true north” following a stormy first semester. Students are challenged to examine their lessons learned and chart a new course towards academic recovery and collegiate success. Enrollment is determined by instructor recommendation.

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**FC104 LAUNCH**

1 credit (fall) DA: L1 ICTL

LAUNCH (Living in, Accessing, and Understanding your New College Home) is a course for new students who are interested in extra support with academic technologies and connecting with resources. Students learn how to advocate for themselves within the college context and gain confidence in non-academic skills ancillary to the academic skills students need. NOTE: A C is required to earn credit in this course.

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**FC105 New London: Then and Now**

3 credits (fall and spring) DA: L1 DGP

Mitchell is your COLLEGE and the City of New London is your CAMPUS! In this required first-year course, students visit landmarks, museums, and other community sites. As students explore these community resources, they develop an understanding of New London, both historically and as it exists now—a vibrant, diverse community which is ready to welcome them. NOTE: FC105 must be taken in a student’s first two semesters at Mitchell and is a requirement for graduation. FC105 is waived automatically for a student who transfers in 24 or more credits from an accredited institution of higher education.

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**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, focuses 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 helps students enhance their technology literacy skills using 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.

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**FC199 Special Topics in First-Year Experience**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of the Division

This class allows the Division to design a course outside the normal offerings. In any given semester the course content and format are 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.

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**GRAPHIC DESIGN (GD)****GD105 Computer Graphics I (Illustrator, InDesign, Photoshop)**

3 credits 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.

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### **GD199 Special Topics in Graphic Design**

3 credits DA: N/A. Prerequisite: Permission of instructor

This class allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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.

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### **GD210 Graphic Design II: Typography, Image, and Layout**

3 credits DA: L2 CCT. Prerequisite: GD105 or consent of 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. Focus is given to fundamentals of typography and its theory, practice, and technology.

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### **GD260 Graphic Design III: Brand Identity**

3 credits DA: L2 APS. Prerequisite: GD105 or consent of 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 implemented in various formats. Working in the context of a professional studio environment, students experience the project from pencil sketch to finished product.

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### **GD305 Computer Graphics II (Photoshop/Dreamweaver)**

3 credits DA: L2 ICT. Prerequisite: GD105 or consent 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.

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### **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.

## **GOVERNMENT (GV)**

### **GV119 American Government and Politics**

(AI)(E) (W) (SR—some semesters) 3 credits (fall and spring) DA: L1 V. Prerequisite: CW101 or consent of instructor

A survey course covering the organization of national, state, and local governments. Students explore the three branches of government (legislative, executive and judicial). Students 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 is encouraged through special projects. A historical perspective is taken.

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### **GV120 State and Local Government**

(AI) (E) (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 regarding 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 are 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 C

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 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.

**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 are 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.

**HUMAN DEVELOPMENT (HD)****HD108 Introduction to Human Development**

3 credits (fall and spring) DA: L1 C

This course 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 interrelatedness 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

An introduction to foundational theories and concepts in the study of race and ethnicity in the United States. This course utilizes interdisciplinary perspectives from the social sciences and humanities to examine historical and contemporary practices and institutions that support or challenge racism, sociocultural, political, and economic impacts of dominant–minority relations, and intersections of race and ethnicity with gender, class, and other identities.

**HD199 Special Topics in Human Development**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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 12. 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.

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**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. 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 considers 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.

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**HD305 Ethics, Character, and 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.

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**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.

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**HD399 Special Topics in Human Development and Family Studies**

3 credits (offered as needed) DA: N/A. Prerequisite: junior or senior status and consent of instructor  
Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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.

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**HD441 Gender Issues in Human Development and Family Studies**

3 credits (fall) DA: L3 D. Prerequisite: SO103, HD108, and junior status, or consent of 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 consent of instructor

This course studies human development throughout the lifespan, emphasizing 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. This course's integral feature is intervention strategies including prevention, control, rehabilitation, and promotion of individual and family health.

**HISTORY (HI)****HI105 History of the United States I**

(AI) (D) (W) 3 credits (fall and spring) DA: L1 D  
This introductory survey course 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 are also examined.

**HI106 History of the United States II**

(AI) (D) (W) 3 credits (fall and spring) DA: L1D  
This introductory survey course examines post-Civil War America, including the period of Reconstruction, the impact of industrialization on American life, and reform movements of the late 19th and early 20th centuries, including labor activism, women's rights, and civil rights. Special emphasis is placed on the major sociocultural changes of the 20th 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 Mediterranean History from Antiquity to the Renaissance**

(G) (W) 3 credits (fall and spring) DA: L1 D  
This course investigates the robust interactions that occurred within the Mediterranean community from antiquity to the Renaissance. The development of civilizations in North Africa, the Middle East, and Europe frame larger discussions that focus on religion, commerce, diplomacy, warfare, politics, and culture. Examples of societies explored include the Egyptians, Persians, Greeks, Macedonians, Carthaginians, Romans, and various European kingdoms. When appropriate, exploration of areas and peoples beyond the Mediterranean world are included.

**HI116 Mediterranean History Since the Renaissance**

(G) (W) 3 credits (fall and spring) DA: L1 D  
This course investigates the robust interactions that occurred within the Mediterranean community since the Renaissance. Exploration of civilizations in North Africa, the Middle East, and Europe frame larger discussions that focus on religion, commerce, diplomacy, warfare, politics, and culture. Examination of this region's modern

history shows the contested nature of borders, mobility, and development of nation states. When appropriate, exploration of areas and peoples beyond the Mediterranean world is included.

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**HI199 Special Topics in History**

Credit hours by arrangement (offered as needed)

DA: N/A

Courses that examine certain issues and questions in selected areas of historical study are offered periodically. The course may be repeated with a change in topic. Prerequisites appropriate to each course will be determined by the instructor and announced when course descriptions are available.

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**HI245 The Making of Modern America: U.S. History since 1893**

(AI) (G) (W) 3 credits (spring) DA: L2 CCT.

Prerequisite: CW102

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 emphasizes how the United States became a global superpower and the consequences of this development.

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**HI246 Rebellions, Revolutions, and Rights: World History since 1900**

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

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 assess and evaluate the forces contributing to the development of the following historical movements: the Cold War and its impact on global politics; the decolonization of Africa, Asia, and the Middle East; the collapse of the Soviet Union; the rise of the European Economic Union; the globalization of economics; and the

consequences of modern terrorism around the world.

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**HI295 History Through Film**

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

Prerequisite: CW101 or consent of instructor

Offers students the opportunity to study history through 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 is placed on 20th century movements including, but not limited to imperialism, World War I and II, the Cold War, and civil rights.

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**HI297 “Remember the Ladies”: Women in U.S. History**

(AI)(D)(W)(IN) 3 credits (spring) DA: L2 CCT.

Prerequisite: CW102

Examines major themes and events that have affected women in U.S. history. This course heeds 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 is paid to the distinctive relationship of women to social reform in American culture and the modern women’s movement.

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**HI346 From Isolationism to Interventionism: The History of U.S. Foreign Relations**

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

This class examines the development of U.S. foreign relations from the late 18th century to the present. We 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 learn about the dynamic ways

in which foreign policy emerged and how myriad factors (political, economic, and sociocultural) ultimately influenced America's foreign relations.

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**HI399 Special Topics in History**

Credit hours by arrangement (offered as needed)  
DA: N/A. Prerequisite: Junior or senior status and consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

## **HOSPITALITY MANAGEMENT (HM)**

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**HM101 Introduction to Hospitality Management**

3 credits DA: L1 CCT

An overview of the hospitality industry that includes history of the industry, career opportunities, organizational structures, management, and human resource needs within the industry. Industry segments are examined in event planning, food service, lodging, and tourism. This course also exposes students to sound management practices within the industry.

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**HM110 Introduction to Food Service Management**

3 credits DA: L1 C

This course introduces students to the food service industry and provides details regarding career opportunities, history of the industry, organizational structures, management, and human resource needs, as well as basic food service practices. We examine different industry segments: commercial, industrial, and institutional areas of food service.

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**HM199 Special Topics in Hospitality Management**

3 credits DA: N/A

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**HM210 Food Service Sanitation and Safety**

3 credits DA: L2 ICT

This course introduces students to the important role that sanitation and safety have in the food service industry. The seven Hazard Analysis Critical Control Points (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.

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**HM215 World Culture: Eat, Pray, Love**

3 credits 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 exposes students to various foods, religions, and cultures so that they may understand and find the opportunities to appreciate our global society. This course guides students to have a realistic perspective of their place in the world. Students participate in food tastings by world region to analyze quality and authenticity of cuisine to experience culture through the lens of food. This course promotes tolerance and fosters better communication among our students from various backgrounds, customs, and beliefs.

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**HM220 Front Office Management**

3 credits 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.

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**HM301 Facilities Management**

3 credits 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.

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**HM310 Restaurant Management**

3 credits 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 is placed on staffing requirements, facility design, menu management, and financial analysis, including portion and cost control procedures.

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**HM311 Beverage Operations Management**

3 credits DA: L2 APS

This course is designed to introduce students to both non-alcoholic and alcoholic beverages. Special concentration is placed on understanding the relationship beverages play with food. Students are introduced to the importance of purchasing, inventory control, and portion control. Students participate in wine tastings by world region and varietal, beer tastings by type, and coffee tastings to analyze the quality and appropriateness of a

beverage menu. Marketing concepts specific to the beverage industry are examined, resulting in a group-designed beverage menu. Note: Students must be 21 prior to term start.

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**HM321 Resort Management**

3 credits DA: L2 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 and their impact on local culture and ecology. In addition the activities resorts chosen are examined based on their fit and desire amongst guests.

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**HM322 Revenue Management**

3 credits DA: L2 APS

This course provides a detailed look into the role of revenue management in today's hospitality industry and its subsegments. Students explore the history of revenue management 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 are explored and strategies for forecasting are analyzed.

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**HM330 Event Management**

3 credits DA: L2 CCT

This course offers a thorough review and critique of successful event planning, event management and event marketing strategies, including the use of current case analysis. Students explore both on- and off-premises event processes and procedures. Course topics include logistics, budgeting, marketing, design, and post-event evaluation. In addition students work to develop, plan, and present a complicated social function (e.g. wedding, anniversary, etc.). Students analyze and create menus and use correct forms needed to plan and execute an event.

### **HM340 Quality Service Management**

(W) 3 credits DA: L1 V

An in–depth analysis of the critical relationship between the customer and the organization and how that relationship can be cultivated and converted into 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.

### **HM375 Cruise Line Operations**

3 credits DA: L2 APS

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, psychographics, and demographics. This course also engages students in the total cruise experience from operations to pre– and post–cruising experiences. Students 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.

### **HM399 Special Topics in Hospitality Management**

3 credits DA: N/A

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

## **HONORS (HR)**

### **HR201 Honors Seminar I**

1 credit (fall) DA: L1 D. Prerequisite: sophomore Honors Program student status

This is the first in a series of six seminars designed for Honors Program students and supports students in developing their Honors research project, which is presented during the senior year.

### **HR202 Honors Seminar II**

1 credit (spring) DA: L1 CCT. Prerequisite: HR201

This is the second in a series of six seminars designed for Honors Program students. It supports students in developing their Honors research project, which is presented during the senior year.

### **HR301 Honors Seminar III**

1 credit (fall) DA: L2 ICT

This is the third in a series of six seminars designed for Honors Program students. It supports students in developing their Honors research project, which is presented during the senior year.

### **HR302 Honors Seminar IV**

3 credit (spring) DA: L2 ICT. Prerequisite: HR301

This is the fourth in a series of six seminars designed for Honors Program students. It supports students in developing their Honors research project, which is presented during the senior year.

### **HR401 Honors Seminar V**

3 credit (fall) DA: L3 CCT. Prerequisite: HR302

This is the fifth in a series of six seminars designed for Honors Program students. It supports students in developing their Honors research project, which is presented during the senior year.

### **HR402 Honors Seminar VI**

1 credit (spring) DA: L3 C. Prerequisite: HR401

This is the final in a series of six seminars designed for Honors Program students. It supports students in developing their Honors research project, which is presented during the senior year.

## **HUMAN SERVICES (HS)**

### **HS230 Human Services Career Seminar**

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

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.

## HUMANITIES (HU)

### **HU102 Profiles in Human Excellence**

(IN) 3 credits (spring, even year) DA: L2 C  
Studies the cultural backgrounds, 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.

### **HU120 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 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 see how these themes fit into the continuum of a long history of ideas and defining historical eras. We also examine how popular culture has currently taken on global proportions, discussing current trends and speculating on possible future influences.

### **HU150 Marble, Monuments, and 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 explores 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 is 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 affords 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 humanities. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. This course may be repeated for credit with a change in topic. Prerequisites appropriate to each course will be determined by the instructor and announced when course descriptions are available.

### **HU201 Survey of the Human Adventure**

(IN) 3 credits (fall) DA: L2 C. Prerequisite: CW101 (C– or better), the equivalent, or consent of instructor

This course explores the human quest for self-discovery, expression, and growth in such diverse areas as music, painting, literature, theatre, philosophy, and religion. It offers a thematic, interdisciplinary treatment of these and other disciplines common to the Humanities. The course gives special attention to the relationships among societal expectations, cultural values, and individual belief systems.

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**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.

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**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.

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**HU223 Comparative World Religions**

(E) (G) (W) 3 credits (fall and spring) DA: L2 D

This course 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.

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**HU225 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 deals with some of the most complex contemporary issues (death, abortion, capital punishment, war, genocide, right to life, etc.) and approaches them from an eastern perspective. No prior knowledge or experience in eastern philosophy is required for this course.

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**HU230 When People Take to the Streets: Protest Movements in U.S. Society**

3 credits (fall and spring) DA: L1 D

In 1791, the Bill of Rights was added to the U.S. Constitution. The First Amendment concluded, in part, that Congress is forbidden to abridge “the right of the people peaceably to assemble, and to petition the government for a redress of grievances.” This course explores how Americans from diverse backgrounds and generations used protest as a tool to assert their rights when championing different topics linked to social justice. Relying on a case–study approach, we investigate the role of protest in American society since the 18th century. This course heeds Supreme Court Associate Justice Thurgood Marshall’s perspective that “To protest against injustice is the foundation of all our American democracy.” Topics such as the Boston Tea Party, the Whiskey Rebellion, the Bonus Army, the Stonewall Inn riots, Occupy Wall Street, and Black Lives Matters are explored.

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**HU250 Life Writing and Social Change**

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

CW101, CW102, or consent 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.”

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**HU260 Philosophy of Technology**

3 credits DA: L2 CCT

Technology is advancing at an ever-increasing rate. In this course students will examine how philosophers of the modern and post-modern eras think about, question, and propose new ways to consider the human-machine interrelationship. What are the ethics of the new technology horizon?

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**HU304 Issues in Ethics**

(E)(W) 3 credits (spring) DA: L3 V. Prerequisite: EL101 or consent of instructor

This course offers the student an opportunity to study the philosophical foundations of ethical thought and action through an examination of ancient, modern, and post-modern ethical theories and the extent to which they may be applicable to contemporary problems.

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

(D)(E)(IN)(W) 3 credits DA: L3 D. 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 focuses on 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 are the focus of the course readings, lectures, videos, and discussions.

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**HU310 Holocaust: Its Implications and Contexts**

(D)(E)(IN) 3 credits (spring) DA: L3 V. Prerequisite: CW102 (C- or better), the equivalent, or consent of 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.

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**HU315 The Shaping of New London (W)**

3 credits (fall, even year) 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 the characters and events that shaped New London, Connecticut. The stories of the past set the stage for the city of today. Students step where history was made, to connect the past to the present, and to define their own beliefs. Students need to arrange their own transportation to class meetings at the off-campus sites. There is a course fee or admission fees that are offset by the course not requiring a textbook. Enrollment is limited to 12 students.

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**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 are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

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**INTERNSHIP (IN)**

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**IN350 Micro-Internship**

3 credits DA: L2 SI. Prerequisite: Junior or senior status; students must meet specific criteria and be pre-approved

This course includes a 10-module curriculum to accompany the 25–30-hour+ internship and focuses on workplace readiness. Students may use this opportunity to explore or expand on prior

experience in their field. Working with the course instructor and the Integrative Career Development Coordinator, students choose a fieldwork experience with a company or corporation, human service organization, institution, or educational setting. The internship is supported by a required weekly seminar, weekly journal submissions, resume enhancement, and an evaluation from an on-site internship supervisor. Hours required: 25–30 hours+.

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### **IN450 Internship I**

3 credits DA: L2 SI. Prerequisite: Junior or senior status and prior arrangements with student's advisor and the ICD Coordinator  
Internships offer practical, career-related skills and training and are considered a valuable part of a Mitchell education. The Internship I course requires students to take a leadership role in their professional career by obtaining and completing a 100-hour internship that will demonstrate the interpersonal skills and abilities they have acquired throughout their course of study. Students choose a fieldwork experience with a company or corporation, human service organization, institution, or educational setting. The internship is supported asynchronously by an instructor, and includes check-ins, journal submissions, resume enhancement, and an evaluation from an onsite internship supervisor. Hours required: 100.

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### **IN451 Internship II**

3 credits DA: L2 SI. Prerequisite: IN450, junior or senior status and prior arrangements with student's advisor and the ICD Coordinator  
Internships offer practical career-related skills and training and are considered a valuable part of a Mitchell education. The Internship II course allows students to take an additional 100-hour internship. Students may use this opportunity to expand on prior experience in their field. The internship is supported asynchronously by an instructor, and includes check-ins, journal submissions, resume enhancement, and an evaluation from an onsite internship supervisor. Hours required: 100.

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### **IN452 Internship III**

6 credits DA: L2 SI. Prerequisite: Junior or senior status and prior arrangements with student's advisor and the ICD Coordinator  
Internships offer practical career-related skills and training and are considered a valuable part of a Mitchell education. The Internship III course allows students to complete a 200-hour internship that demonstrates the interpersonal skills and abilities they have acquired throughout their course of study. Students choose a fieldwork experience with a company or corporation, human service organization, institution, or educational setting. The internship is supported asynchronously by an instructor, and includes check-ins, journal submissions, resume enhancement, and an evaluation from an onsite internship supervisor. Hours required: 200.

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### **IN453 Internship IV**

12 credits DA: L2 SI. Prerequisite: Junior or senior status and prior arrangements with student's advisor and the ICD Coordinator  
Internships offer practical career-related skills and training and are considered a valuable part of a Mitchell education. The Internship IV course allows students to complete a 400-hour internship that demonstrates the interpersonal skills and abilities they have acquired throughout their course of study. Students choose a fieldwork experience with a company or corporation, human service organization, institution, or educational setting. The internship is supported asynchronously by an instructor, and includes check-ins, journal submissions, resume enhancement, and an evaluation from an onsite internship supervisor. Hours required: 400

## **MATHEMATICS (MA)**

### **MA104 Financial Literacy**

3 credits (fall and spring) DA: L1 APS  
Financial Literacy helps students understand math that affects everyday life and is important for navigating the world of work and adult life.

Topics include student loans and personal finance; calculating interest to understand credit cards, debt, and investing; budgeting; risk management and insurance; employee benefits and saving for retirement. The course also touches on measuring (planning spaces) probability (ways to determine the chance and odds of calculations), and how data are used (evaluating charts, graphs, and statistics you might see in news reports and advertising). By the end of the class students should be prepared to take charge of personal finances and to think critically about math–related information.

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**MA105 College Algebra**

3 credits (fall and spring) DA: L1 APS

This course focuses on problem solving with functions (including inverse, exponential and logarithmic), equations (linear and quadratic), systems of equations, and inequalities. Students use a variety of techniques, including graphing, substitution, and combination to build a knowledge base for use with practical applications in other courses and the world of work.

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**MA160 Discrete Math I**

3 credits DA: L1 APS

This course examines mathematics of the technological world. It introduces students to sets, logic, functions, equivalence and recurrence relations, countable and uncountable sets, mathematical induction, permutations and combinations, and Boolean algebra.

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**MAP105 College Algebra with Lab**

4 credits (fall and spring) DA: L1 APS

This course focuses on problem–solving with functions (including inverse, exponential and logarithmic), equations (linear and quadratic), systems of equations, and inequalities. Students use a variety of techniques, including graphing, substitution, and combination to build a knowledge base for use with practical applications in other courses and the world of work.

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**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 are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

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**MA 211 Introduction to Statistical Analysis**

3 credits, DA: L2APS. Prerequisite: MA 104 or higher  
Statistical analysis and data literacy are important life skills. In this course students use real–world applications of measure of center, spread, and location, regression modeling, probability and expectation, theoretical distributions, estimates and confidence intervals, and tests of hypotheses. NOTE: Experience in statistical analysis on the computer is an integral part of MA 211. A knowledge of algebra is strongly recommended.

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**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 are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change in topic.

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**MANAGEMENT (MG)**

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**MG181 Workplace Readiness Lab: Excel**

1 Credit (fall) DA: ICT L1

This 1–credit lab prepares students for business careers by teaching them to use the Microsoft Excel spreadsheet software to professional standards.

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**MG182 Workplace Readiness Lab: PowerPoint**

1 Credit (spring) DA: ICT L1

This 1–credit lab prepares students for business careers by teaching them to use the Microsoft PowerPoint software to professional standards.

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**MG210 Principles of Project Management**

3 credits (fall) DA: SI L2

A project is defined as “a temporary endeavor undertaken to create a unique product, service, or result” (PMI, 2021). This course introduces tools, techniques, and processes used to manage projects as distinct from general and operations management. Project management methodologies are introduced, including agile, waterfall, and hybrid models and career paths within the project management discipline (such as business analyst, project manager, program manager, portfolio manager) are explored.

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**MG212 Consumer Purchasing Behavior**

3 credits (spring) DA: C L1

An application of behavioral sciences to sales and marketing, with particular emphasis on consumer purchase decision–making. Motivation, learning theory, perception, attitude theory, and social referents are examined in terms of how they affect consumer purchasing. Sales and marketing content and practices are examined in the context of buyer behavior, with a focus on customer experience (CX) and user experience (UX) within a digital marketing paradigm.

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**MG215 Bus Lab I: Improving Business Operations**

3 credits (fall) DA: V L1. Pre/co–requisite: MG181

In this lab course students work in consulting teams to apply a variety of methods to identify and analyze opportunities to improve business operations, working hands–on in the Mitchell College learning lab. Methods include market research, operations research, brainstorming, analysis using real options and factors of competitive advantage, and learning to effectively document and present options for managerial decision–making.

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**MG220 Retail Marketing**

3 credits (every two years) DA: C L2. Prerequisite: MG204

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 the target market and demographic analysis.

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**MG222 Agile Project Management**

3 credits (spring) DA: SI L2. Prerequisite: MG210

Project management is the art and science of delivering products and services to the market, and agile project management is an iterative approach to achieving this goal. Students learn the agile mindset, using the SCRUM methodology as a tool to create an organizational plan to shift from more traditional management of project to the agile method. Content in this course is aligned with the disciplined agile approach as defined by the Project Management Institute.

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**MG224 Principles of Marketing**

3 credits (fall and spring) DA: CCT L1

Introduces the marketing discipline, with specific focus on modern digital marketing practices. Includes an overview of market research, marketing strategy, product, pricing, placement, and promotional. Uses real–world marketing problems and cases as class activities.

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**MG227 Digital Media Marketing**

3 credits (fall) DA: V L1. Prerequisite: MG204

This course focuses on elements of digital media, how they work, and the intentional and focused work of using digital media in marketing. Students learn about market analytics, digital dashboards, Search Engine Optimization (SEO), and other digital marketing tools, as well as content and keyword development, appropriate platform selection, and cross–platform development, in the context of a well–conceived marketing strategy. This is a hands–on class using the computer to explore best practices in using digital media to market a product or service.

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**MG230 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 prepares students for meeting their internship and career goals. Emphasis is placed on the self–assessment of skills and aspirations and researching careers. Additionally, students may work on networking, resume writing, and interviewing.

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**MG240 Principles of Leadership**

3 credits (fall and spring) DA: APS L1

An introduction to the foundations and principles of leadership. Students explore the concepts of motivation, leadership traits, creating a vision, understanding influence, overcoming obstacles, developing character, and establishing a professional brand. They apply hands–on leadership skills that challenge their own beliefs about leadership. Students utilize reading, self–awareness, peer assessment, and case studies to analyze leadership behaviors. This course allows students to develop their own personal leadership style. This newly discovered capability can be used in future leadership positions or as part of a team. This course is designated “W” as a writing–intensive course.

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**MG311 Entrepreneurship I: The Search for Customer Value**

3 credits (fall) DA: C L2

This course concentrates on the personal and business fundamentals required to start a successful new business venture. Topics include business ideation and testing as part of the search for customer value. This course is part of a two–course sequence in formal entrepreneurship and focuses on the early stages of a new venture, culminating with a draft business model and investor pitch presentation.

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**MG312 Management of Innovation**

3 credits (spring) DA: SI L3. Prerequisite: BU123

Innovation in a modern business is managed using the dual operating system, with part of the business operation designed to scale the existing business and another part of the business operation designed to identify future business models, test them, and then roll them into mainstream operations. This course uses the latest management thinking to explore how companies achieve the dual goal of scaling AND innovating, to enable students to work in teams to design an innovation management system to improve a business operation.

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**MG313 Product Development and Management**

3 credits (fall) DA: L2 CCT. Prerequisite: MG204

The course provides 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 takes the student from initial creative concepts through market introduction, culminating with market and brand assessment. The course gives students the knowledge and understanding of all the rigorous effort and research that is behind the scenes when creating a successful brand identity.

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**MG314 Organizational Transformation**

3 credits (fall) DA: D L2

Organizational transformation is the process of transforming the direction of an enterprise, using the pragmatic tools of management to achieve individual, group, and enterprise–wide change. The Transformation Compass, published by the Project Management Institute’s Brightline Initiative, is used to teach students how to achieve transformation using a deep, people–first approach.

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**MG315 Business Systems Analysis**

3 credits (fall) DA: CCT L2

This course covers the major theories and methods used in business systems analysis including

Systems Analysis using structured methods, Requirements Gathering, Functional Requirements Specification, Test Design using Equivalence Partitioning, and Test change work including defect tracking and change management processes. The disciplinary focus is on applying these structured methods as of modern project management system used for development of application software.

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**MG321 Human Resource Management**

3 credits (fall and spring) DA: D L2

Human Resource Management encompasses those activities designed to provide and coordinate the human resources of an organization. This course focuses on the relationship between people and the organization from the management point of view. Topics include planning, recruiting, selecting, training, and counseling employees.

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**MG322 International Marketing**

3 credits (every 2 years) DA: D L3. Prerequisite: MG204

This course provides an opportunity to analyze and to evaluate linkages between domestic and international business marketing environments, including the prevailing economic, geopolitical, and cultural systems, which exist in international business. This course places an emphasis on addressing the requirement for business to operate multicultural digital marketing programs when competing in an international context.

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**MG325 Financial Management**

3 credits (fall) DA: L2 APS. Prerequisite: AC103

This course serves 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 is placed on the development of financial analysis and problem-solving skills.

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**MG326 Entrepreneurship II: Building and Scaling a New Business**

3 credits (spring) DA: CCT L2. Prerequisite: MG311

This course continues the study of the personal and business fundamentals required to start a successful new business venture. Topics include business planning, funding, marketing, and customer development. This course is the second part of a two-course sequence in formal entrepreneurship and focuses on the mid-stages of a new venture, culminating with a detailed business model and investor pitch presentation.

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**MG332 Advertising**

3 credits (every two years) DA: L2 C. Prerequisite: MG204

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 using such media as television, radio, print, social networks, and the Internet.

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**MG340 Business Law and Ethics**

3 credits (annually) DA: L2 V. Prerequisite: BU123

This course is an introduction to business law and ethical management, including management of sport- and hospitality-related businesses. Students will apply ethical and legal standards to management situations using legal case studies and in-depth discussions on ethical management practices, including the use of codes of conduct and corporate social responsibility reporting. Major topics include the legal environment, contracts, agency and employment law, business organization, sales, Uniform Commercial Code, torts, U.S. Constitution and the Courts, government regulation, property, IP, insurance law, bankruptcy, crime and criminal procedure, and the integration of ethical standards of practices with legal requirements in management organizations. This course is designated "W" as a writing-intensive course.

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**MG490 Strategic Management Seminar**

3 credits (spring) DA: APS L3

This culminating seminar course requires students to use the strategic management process along with prior knowledge and skills developed through the four-year program to evaluate ethical and management issues and propose solutions to these challenges. Students explore case studies on current and emerging megatrends in management and conduct research on an emerging topic. Students must present a final integrating presentation showing how their project work connects with the learning outcomes of their program of study.

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**MG495 Strategic Management Project**

3 credits (spring) DA: APS L3

This culminating project course requires students to design and execute a strategic management project on behalf of a real-world client, typically a client with whom the student interacted in one or more of their professional internships. The project must focus on one or more areas of management practices and involve substantial interaction with the client and application of theory and practice learned in the wider program of study. Students in this course are required to present an integrating presentation demonstrating how their project work connects with the learning outcomes of their program of study.

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**MUSIC (MU)**

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

(D)(W) 3 credits (spring) 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.

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**MU119 Select Choral Ensemble**

1 credit (fall) DA: L2 SI

First-Year students 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 performs both on campus for college functions and events and off campus as ambassadors for the College in recruitment, engagement, and community interaction.

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**MU120 Select Choral Ensemble**

1 credit (spring) DA: L2 SI

See description for MU119 above.

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**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.

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**MU199 Special Topics in Music**

Credit hours by arrangement (offered as needed)

DA: N/A Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**MU201 A Subversive's Guide to the History and Appreciation of Music I**

(W) 3 credits (fall) DA: L2 D. Prerequisite: CW101 and CW102 or consent of instructor

Examines the role of composers and creators of music as underground members of the

counterculture, and their impact on the development of Western music through the ages. This course begins with the Gregorian Chant of the Middle Ages and ends with the early 18th century Classical music of the revolutionaries Haydn, Mozart, and Beethoven. Study includes discussion of how and why composers and performers were able to subvert governments, nations, and entire cultures.

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**MU202 A Subversive's Guide to the History and Appreciation of Music II**

(W) 3 credits (spring) DA: L2 D. Prerequisite: CW101, CW102 and MU201 or consent of instructor  
Continues the examination of the role of composers and creators of music as underground members of the counterculture, and their impact on the development of Western music. The course begins with the early 19th century music of the upstart Beethoven and continues through the scandalous 20th century music of Debussy, Schoenberg, Copeland, Gershwin, Ives, and others, and touches upon the new trends of the 21st century. Emphasis is on the characteristics of the style of each period, including the forms of music and the composers prominent in each.

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**MU219 Select Choral Ensemble**

1 credit (fall) DA: L2 SI

Sophomore-year students 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 performs both on campus for college functions and events and off campus as ambassadors for the College in recruitment, engagement, and community interaction.

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**MU220 Select Choral Ensemble**

1 credit (spring) DA: L2 SI

See description for MU219 above.

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**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.

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**MU319 Select Choral Ensemble**

1 credit (fall) DA: L2 SI

Junior-year students 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 perform both on campus for college functions and events and off campus as ambassadors for the College in recruitment, engagement, and community interaction.

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**MU320 Select Choral Ensemble**

1 credit (spring) DA: L2 SI.

See description for MU319 above.

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**MU399 Special Topics in Music**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**MU419 Select Choral Ensemble**

1 credit (fall) DA: L2 SI

Senior-year students 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 performs both on campus for college functions and events and off campus as ambassadors for the college in recruitment, engagement, and community interaction.

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**MU420 Select Choral Ensemble**

1 credit (spring) DA: L2 SI

See description for MU419 above.

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**PHYSICAL EXERCISE (PE)****PE119 Introduction to Waterfront Sports**

3 credits DA: L1 SI

This course offers students an introduction to the waterfront sports of kayaking and stand-up paddle boarding and allows students to work on their strength and balance while fostering a lifelong enjoyment of the water.

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**PE121 First Aid and Safety**

3 credits DA: L1 C. Prerequisite: open to students whose academic programs require this course with consent of instructor

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 fee is charged to process the certifications.

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**PE128 Yoga**

3 credit DA: L1 SI

This course is designed to stretch your mind and body. Yoga focuses on understanding and controlling the body, the breath, and the mind through physical movement (asana), breathing techniques (pranayama) 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 oneself and fellow students is essential.

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**PE135 Health through Physical Fitness**

3 credits DA: L1 APS

This course introduces the concepts of wellness and the importance of an individual's responsibility for their 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.

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**PE137 Lifetime Leisure Sports**

3 credits (fall) DA L1 SI

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

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**PE199 Special Topics in Physical Education**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**PE222 Personal and Community Health**

3 credits DA: L2 C. Prerequisite: CW102 or consent of instructor

Other students must have consent from the instructor to enroll. This course offers instruction in both the art and science of health behavior and emphasizes a modern point of view toward health education. It focuses on several major topics: personal health, nutrition, education for family living, mental health, health hazards, and community health.

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**PE226 Nutrition**

3 credits (spring) DA: L2 APS. Prerequisite: CW102 or consent of instructor

This course provides the basic principles and knowledge of diet and nutrition. It 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.

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**PE228 Principles and Practices of Coaching**

3 credits DA: L1 V. Prerequisite: SM110 or consent of instructor

This course provides an in-depth look at care and prevention of athletic injuries, coaching philosophy, and athletic liability. Upon completion of this course, the student can 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.

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**PE231 Prevention and Care of Athletic Injuries**

3 credits DA: L2 APS

This course provides an in-depth inquiry into the procedures used in the evaluation, immediate care, rehabilitation, and prevention of athletic injuries. It 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.

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**PE300 Kinesiology**

3 credits DA: L2 CCT. Prerequisite: BI222 or consent of instructor

Kinesiology is an introduction to the study of movement patterns caused by complex musculoskeletal system actions. 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.

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**PE326 Nutrition for Sport and Exercise**

3 credits DA: L2 CCT. Prerequisite: PE222, PE226 or consent of instructor

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 many sports. Projects demonstrate practical applications of theories.

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**PE399 Special Topics in Physical Education**

3 credits DA: N/A

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**PUBLIC HEALTH (PH)**

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**PH101 Introduction to Public Health**

3 credits DA: L1 ICT

This course uses lectures, discussions, and case studies to introduce students to the principles and practices of public health, including the social, behavioral, and environmental factors that influence health and health outcomes. The course

covers health behaviors, prevention, health equity, epidemiology, policy, and global health. Students study the role of public health professionals in addressing health disparities and promoting health at the individual, community, and population levels.

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**PH102 Introduction to Community Health**

3 credits DA: L1 V

This course uses lectures, discussions, and case studies to introduce students to community health and the role of community health professionals in addressing health disparities and promoting health. Students develop critical thinking skills and the ability to evaluate and interpret health data related to community health. Students examine the health challenges facing communities and healthcare systems, explore health promotion and disease prevention strategies, and evaluate ethical issues related to these strategies. Topics covered include the social determinants of health, health-related behaviors, communicable and non-communicable diseases, environmental health, and health equity.

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**PSYCHOLOGY (PY)**

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**PY105 General Psychology I**

3 credits (fall and spring) DA: L1 ICT

This course 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 is designated for majors in the Department of Behavioral Sciences.

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**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.

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**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 are 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.

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**PY215 Educational Psychology**

3 credits (spring) DA: L2 CCT. Prerequisite: PY105

This course 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.

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**PY216 Psychology of Well-Being**

3 credits (fall) DA: L1 CCT

Students consider various topics tied to psychological well-being (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. The relevance of positive psychology is emphasized through a direct application of empirically supported interventions to students' well-being.

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**PY217 Psychology of Women**

3 credits (spring) DA: L2 SI. Prerequisite: PY105

This course examines a variety of topics related to feminine psychology and the psychology of women. Students 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 enable students to master these topics.

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**PY300 Brain and Behavior**

3 credits (fall) DA: L2 CCT. Prerequisite: PY105 and junior status or consent of 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.

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**PY303 Social Psychology**

3 credits (spring) DA: L2 ICT. Prerequisite: PY105 and junior status

This course 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.

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**PY313 Death and Dying**

3 credits (fall, odd year) 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.

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**PY320 Theories of Personality**

3 credits (fall) DA: L2 CCT. Prerequisite: PY105, PY106 and junior status

This course critically surveys the major theories of personality, the organization of personality and its

development, measurement, and assessment. It emphasizes normal personality development.

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**PY332 Abnormal Psychology**

3 credits (fall, even year) DA: L3 V. Prerequisite: PY320

This course systematically studies the development and assessment of behavior pathology. It covers etiology, treatment, prognosis, and preventive intervention of major psychological disorders.

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**PY355 Psychology of Creativity**

3 credits (spring, even year) DA: L2 CCT.

Prerequisite: PY105, PY106 and junior status

The creative process is critically examined from numerous perspectives, including the roles of imagery, playfulness, affect, divergent thinking, intelligence, and other paradigms. We focus on factors that supposedly influence the creative process. Students participate in activities that encourage creativity.

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**PY375 History and Systems of Psychology**

3 credits (spring, even year) 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.

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**PY392 Counseling Theory**

3 credits (spring) DA: L3 CCT. Prerequisite: HD305, PY320

This course aims to help beginning counselors realize their capabilities and limitations in the helping relationship. The course emphasizes the fundamental theories of counseling and the role of therapeutic psychology in contemporary society.

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### **PY395 Psychology of Drugs and Behavior**

3 credits (spring) DA: L2 APS. Prerequisite: PY106, PY300

This course provides 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.

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### **PY399 Special Topics in Psychology**

3 credits (offered as needed) DA: N/A . Prerequisite: Junior status and consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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.

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### **PY445 Health Issues in Behavioral Science**

3 credits (spring, even year) DA: L3 CCT.

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 introduces students to the wide variety of topics that are the focus of research within the field of health psychology. Also, the course aims to demonstrate the relevance of health psychology concepts to everyday life for you to access these concepts and enhance your personal health.

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## **SCIENCE (SC)**

### **SC110 Exercise Science I**

3 credits (fall) DA: L1 CCT

This course introduces students to the disciplines related to allied exercise science. Students explore the systems within the human body. Students examine the body's responses to changes in physical activity in a variety of settings, including the classroom, Yarnall Fitness Center, athletic fields, and the gymnasium.

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### **SC199 Special Topics in Sciences**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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### **SC220 Scientific Writing (WI)**

3 credits DA: L2 ICT. Prerequisite: CW102

Scientific writing is a very structured and technical type of writing that is unlike traditional college writing. In this course, students are exposed to scientific writing through critiques of peer-reviewed scientific papers, while learning how to ethically obtain and use appropriate information and scientific literature relevant to a scientific area of interest. Students are trained in how to communicate scientific findings to a scientific audience through posters, oral presentations, and scientific manuscripts.

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### **SC230 Science Career Seminar**

3 credits DA: L2 C. Prerequisite: Sophomore status 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 are also developed and polished to prepare students for internships,

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continuing graduate study, and/or scientific careers.

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**SC310 Research Compliance**

3 credits DA: L2 V. Prerequisite: BI105

Research Compliance examines 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 are introduced.

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**SC330 Biostatistics**

(WI) 3 credits (fall) DA: APS L2. Prerequisite: BI105,

MA105, and junior status or consent of instructor

This course focuses on quantitative descriptive and inferential statistics, including graphic measures, frequency distributions, measures of central tendency and dispersion, confidence intervals, hypothesis and significance testing, tests of mean differences, analysis of variance, correlation and regression, and non-parametric statistics. The course provides a basic understanding of statistical analysis within the context of life sciences using industry standard programs.

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**SC331 Research Methods in Science**

3 credits (spring) DA: CCT L2. Prerequisites: CW102 or consent of instructor

Students examine various research designs and methods across scientific disciplines and further evaluate the strengths and weaknesses of the scientific methodology in an area of interest through scientific literature. They identify key objectives and questions in that area, develop testable hypotheses, and then design and present studies using methods appropriate to address them. This course is particularly useful for students in science-based fields and to anyone who wants to have a better understanding of how science advances.

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**SC340 Science and Public Policy**

(3 credits) DA: D L3. Prerequisite: BI143 or BI105 or GV119 and junior status, or consent of instructor

Students explore the intersection of science and public policy, paying attention to the diverse roles of scientists and physicians, government agencies, public opinion, the courts, and private industry. Topics broadly include both environmental and healthcare fields. For each topic the underlying science provides a foundation on which to build other factors influencing policy decisions and an exploration of the policy formation process. This course enhances students' abilities to critically evaluate information as it applies to real-world decisions and prepare them to contribute to these decisions in the real world. Case studies focus on both historical cases and those currently in the headlines at local, state, national, and international levels. Students should expect to apply knowledge from their previous courses to critically evaluate complex issues where answers are rarely straightforward.

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**SC399 Special Topics in Sciences**

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the Division to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**SC415 Communicating Science**

3 credits DA: C L3. Prerequisite: SC331, minimum junior status, or Consent of instructor

Students develop and demonstrate the ability to communicate scientific concepts, study findings, and arguments to expert and non-expert audiences using various media forms.

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**SC430 Career Seminar II**

3 credits DA: L3 C

Prerequisite: Senior status in SFM

This course helps prepare seniors for internships, job searches and interviews, and entry into the working world. Students evaluate their own professional values and skills to develop written and oral communication in pursuit of career goals.

## SPORT FITNESS (SF)

### SF199 Special Topics in Sport and Fitness

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are 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. Course emphasis is on experiential learning of effective personal leadership techniques facilitating a positive participant experience. Direct leadership opportunities are provided for all students.

### SF230 Activity Leadership

3 credits DA: L2 SI

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

### SF399 Special Topics in Sport and Fitness

Credit hours by arrangement (offered as needed)

DA: N/A. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester, the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

## SPORT MANAGEMENT (SM)

### SM110 Introduction to Sport Management

3 credits (fall) DA: L1 CCT

This course explores the field of sport management and its role in our society. It covers the management of a variety of sport organizations.

### SM199 Special Topics in Sport Management

3 credits DA: N/A

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated for credit with a change of topic.

### SM201 Sport in Society

(W) 3 credits 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 DA: L2 C. Prerequisite: SM110, MG204 or consent of 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 consent of instructor

This course introduces students to the management issues faced by administrators within collegiate and high school athletics departments. Students 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.

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**SM302 Sport Facilities**

3 credits DA: L2 CCT. Prerequisite: SM110 and junior or senior status or consent of 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.

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**SM310 Athletic Event Management**

3 credits DA: L2 SI. Prerequisite: SM110 or consent of instructor

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

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**SM320 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 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.

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**SM321 Teaching Individual Activities**

3 credits DA: L2 SI

This course focuses on teaching individual activities and sports that would be involved in educational and recreational settings. Individual sport activities 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 include skill development, pedagogy of teaching individual skills, spatial and body awareness, fitness components, and safety/risk management concerns.

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**SM325 Sports Psychology**

3 credits DA: L2 SI. Prerequisite: SM110 or consent of instructor

This course examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce 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, not only in sports settings, but in corporate, recreational, and school settings as well.

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**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.

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**SM415 Management of PE and Rec**

3 credits DA: L2 APS. Prerequisite: SM110

This course covers 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 is emphasized.

## SOCIOLOGY (SO)

### **SO103 Introduction to Sociology**

3 credits (fall and spring) DA: L1 D

Introduces sociological concepts, theories, and methods to examine social institutions and sociocultural phenomena. Topics include culture, social stratification, family, education, politics, race, gender, sexualities, and environment in contemporary United States. Emphasis is on application of social science perspectives toward understanding cultural diversity.

### **SO104 Social Problems**

3 credits (fall and spring) DA: L1 D. Prerequisite: SO103

Examines social processes and institutions to address social problems in contemporary United States and global context. Topics include poverty and inequality, work and the economy, education, families, crime, drugs, health, urbanization, and the environment. Emphasis is on applying social science research skills to address social problems.

### **SO110 Introduction to Cultural Anthropology**

3 credits (spring) DA: L1 D

This course provides an introduction to the study of cultures around the world. Topics include cultural ecology and diversity in human behavior and beliefs, language and culture, technology, kinship and descent, religion, aesthetics, and the arts.

### **SO199 Selected Topics in Sociology**

3 credits (offered as needed) DA: N/A. Prerequisite: Consent of instructor

Courses are offered periodically within the discipline that examine issues and problems in selected areas. The course may be repeated with a change in subject matter. Prerequisites appropriate to each course will be announced when the course descriptions are distributed.

### **SO207 Marriage and Family**

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

This course provides a broad survey of marriage as a social institution. It 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 year) DA: L2 V. Prerequisite: SO103

This course offers an in-depth analysis of human sexuality from sociological, psychological, cultural, and biological perspectives. It 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. The course emphasizes nurturing of more knowledgeable, tolerant, sensitive, and responsible sexual attitudes and behaviors.

### **SO310 Leadership and Group Processes**

3 credits (fall, odd year) DA: L2 SI. Prerequisite: Junior status or consent of instructor

This course provides 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.

### **SO399 Special Topics in Sociology**

3 credits (offered as needed) DA: N/A. Prerequisite: Junior status and consent of 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.

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**S0412 Beyond Skin Deep: Race, Class, and Systems of Inequality**

3 credits (fall) DA: L3 D. Prerequisite: HD110 or SO103 and junior or senior status

This course offers a analysis of race and social institutions in contemporary United States including family, work, health care, education, sports, politics, crime, law, and military. Emphasis is placed on broadening understandings of identity, intersectionality, and social dimensions of inequality and power operating within everyday institutions and lived experiences.

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**THEATER (TH)****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 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.

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**TH199 Special Topics in Theater**

Credit hours by arrangement (offered as needed)

DA: L1 C. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.

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**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. Emphasis is placed on advanced lighting design and execution, set design, and student engagement with the marketing aspects (publicity, sales, sponsorships, etc.) of a theatrical production.

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**TH230 Introduction to Acting II**

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

This course is a continuation of the emphases of Acting I and focuses on dramatic processes as they formalize into theatrical performances. Scene study, improvisation, and one-act play presentation constitutes most of class work.

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**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. Emphasis is on elements of American Musical Theater and its reflection of culture and society.

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**TH270 Advanced Acting**

3 credits (fall) DA: L2 C

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

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### **TH399 Special Topics in Theater**

Credit hours by arrangement (offered as needed)

DA: L3 C. Prerequisite: Consent of instructor

Allows the department to design a course outside the normal offerings. In any given semester the course content and format are developed for students with special interests and demonstrated abilities. Course may be repeated with a change of topic.