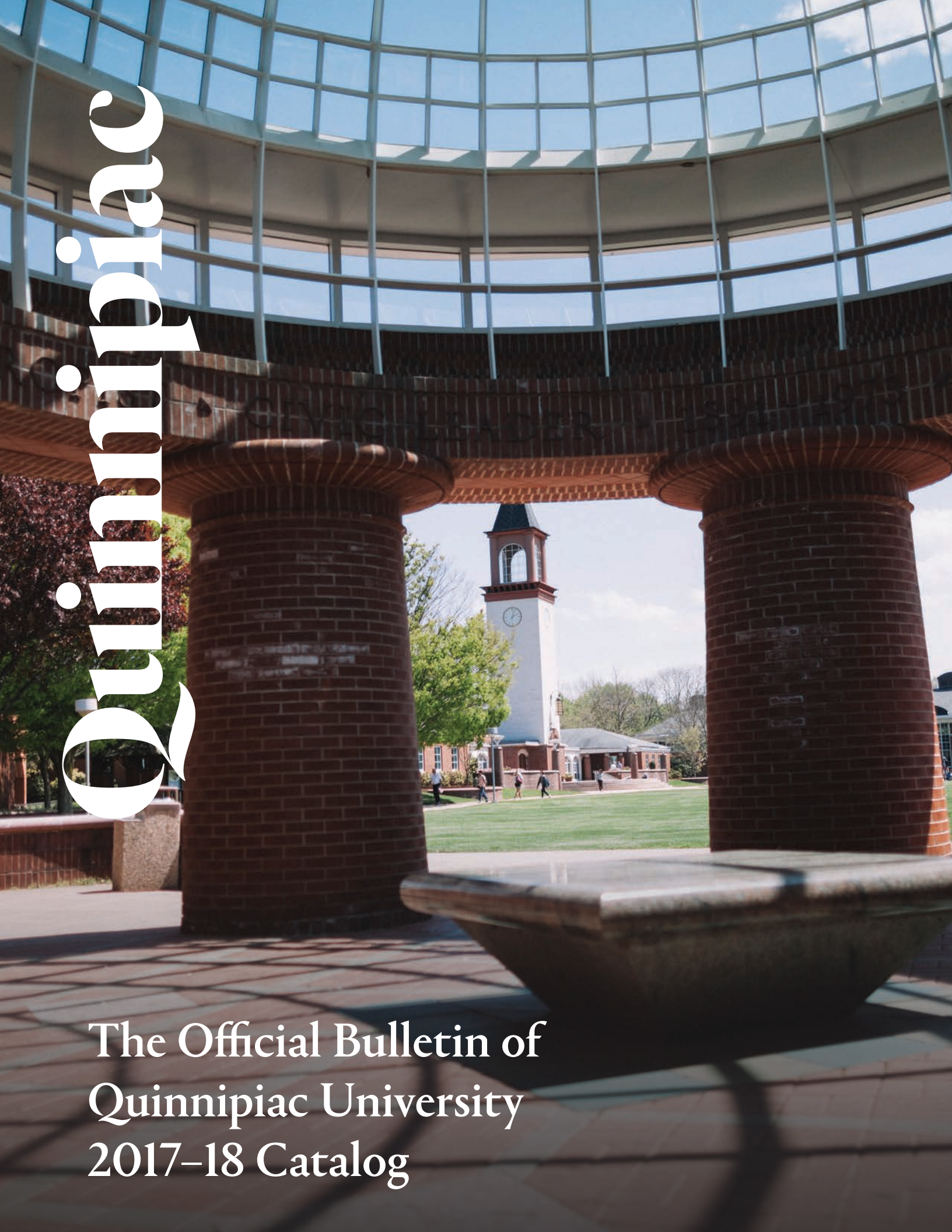

Quinnipiac

The Official Bulletin of Quinnipiac University 2017–18 Catalog

THE OFFICIAL BULLETIN OF QUINNIPIAC UNIVERSITY

2017-18 Catalog

Quinnipiac University's online catalog provides descriptions of courses, majors and minors offered by academic departments and programs, as well as other university-wide information such as the academic calendar, academic regulations, facilities, financial aid and tuition costs. Degree, major and minor requirements specified in the 2017-18 Catalog are valid for the Class of 2021. Other classes should follow the degree, major and minor requirements specified in the catalog for the year in which they entered Quinnipiac University. For additional questions, please contact the Dean's Office for the associated school.

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Quinnipiac University

Hamden and North Haven, Connecticut

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Sustainability Initiatives

We, as members of the Quinnipiac Community, strongly believe it is our responsibility to work toward a more environmentally sustainable society. The university utilizes renewable electricity and single-stream recycling. Campus buildings feature energy-efficient heating and cooling units, energy-efficient lighting fixtures, Green Guard carpeting and windows with energy-efficient thermal glazing. Whenever possible, environmentally friendly paper and supplies are used. In fact, the initiative to move to an online catalog was approved in part because of the savings in paper for printed copies.

No section of this catalog may be copied or reproduced without the permission of the Division of Public Affairs, Quinnipiac University.

Admission requirements, fees, rules and regulations and academic programs are updated in official bulletins of the university. The university reserves the right to change the contents of this catalog at any time.

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LETTER FROM THE PRESIDENT

Dear Students,

The essence of a university lies in its people and in its programs. We at Quinnipiac University have reason to be proud of our programs and all the members of our university community. We take care to ensure that the students who enroll at Quinnipiac are prepared to make their contributions as responsible professionals and community leaders in a culturally rich and diverse society.

As you look through the pages of the catalog, consider the three values upon which Quinnipiac University was founded: high-quality academic programs, a student-oriented environment and the fostering of a sense of community among all of the members of the Quinnipiac family. We continue to be committed to these important values and to providing the best possible living and learning environment for our students.

I welcome you to Quinnipiac University, and I look forward to seeing you on one of our three campuses.

John L. Lahey
President

STATEMENTS ON NONDISCRIMINATION AND COMPLIANCE

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the university community. Women, members of minority groups and individuals with disabilities are encouraged to consider and apply for admission. Quinnipiac does not discriminate on the basis of race, color, creed, gender identity or expression, age, sexual orientation, national and ethnic origin, or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other university-administered programs.

Quinnipiac is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and inquiries should be directed to the Learning Commons or to the Office of Human Resources. Quinnipiac complies with the Student Right to Know and Campus Security Act (PL 103-542) and those reports are available from the Office of Public Affairs. Quinnipiac maintains all federal and state requirements for a drug-free campus and workplace; information on student drug and alcohol programs is published in the Student Handbook and employee information is distributed through the Office of Human Resources. Graduation reports are available upon request from the Offices of Admissions and Registrar. Reports on athletic programs are available from the Department of Athletics and Recreation.

Title IX Policy Against Gender-based Discrimination and Sexual Misconduct

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive federal financial assistance. To ensure compliance with Title IX and other federal and state laws, Quinnipiac University has developed policies that prohibit discrimination and misconduct on the basis of gender, such as sexual misconduct, sexual violence, sexual harassment, intimate partner violence, stalking and any other gender-based harassment or misconduct.

Quinnipiac University is committed to providing an environment free from all forms of gender or sex discrimination and sexual misconduct. Members of the university community, guests and visitors have a right to be free from sexual harassment, violence and of gender-based discrimination and harassment. The policy is intended to define community standards and to outline the investigation and grievance process when those standards are violated.

These policies apply regardless of the complainant's or respondent's sexual orientation, sex, gender identity or expression, age, race, nationality, religion or ability. Harassment or discrimination based upon an individual's sexual orientation may be considered gender-based and be subject to the policy. Also, prohibitions against discrimination and harassment do not extend to statements or written materials that are germane to the classroom or academic course of study.

Title IX inquiries may be referred to the Title IX coordinator, Terri Johnson, Associate Vice President for Operations, at 203-582-8731.

The full policy and additional information can be found on the website.

ACCREDITATIONS AND PROFESSIONAL MEMBERSHIPS

Quinnipiac University is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.

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

Accreditation by the commission is not partial but applies to the institution as a whole. As such, it is not a guarantee 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 accreditation status by the commission should be directed to the administrative staff of the institution. Individuals also may contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
781-425-7785
Email: cihe@neasc.org

Quinnipiac also is accredited by the Board of Education of the state of Connecticut and is authorized by the General Assembly of the state to confer such degrees and grant such diplomas as are authorized by the board.

All programs in the Schools of Health Sciences and Nursing have been approved by appropriate state and national agencies or are in the process of accreditation. The physical therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The graduate physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The pathologists' assistant program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The MSW program is fully accredited by the Council on Social Work Education (CSWE). The bachelor's degree program in radiologic sciences is accredited by the Joint Review Committee on Education in Radiologic Technology. The cardiovascular perfusion program is accredited by the Commission on Accreditation of Allied Health Education Programs. The bachelor's degree in nursing, the master's degree in nursing, and the doctor of nursing practice programs at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education. The nurse anesthesia program is also accredited by the Council on Accreditation (COA) for nurse anesthesia educational programs.

Quinnipiac's undergraduate and graduate business programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. As a school of business with AACSB-accredited business programs, Quinnipiac meets or exceeds established standards, as determined by periodic AACSB peer group review. The AACSB quality standards relate to curriculum, faculty resources, admission, degree requirements, library and computer facilities, financial resources and intellectual climate. The BS in computer information systems program is accredited by the Computing Accreditation Commission of ABET Inc. (ABET.org).

All engineering programs will be assessed in the ongoing ABET cycle of accreditation, self-study and continuous improvement and are seeking initial accreditation by the Engineering Accreditation Commission of ABET Inc. (ABET.org).

The State Bar Examining Committee has approved the undergraduate programs of Quinnipiac for prelaw education, and the American Bar Association has approved the legal studies bachelor's degree program.

Quinnipiac has received full approval from the American Bar Association to award the JD degree through the Quinnipiac University School of Law. The American Bar Association also has acquiesced in the offering by the Quinnipiac University School of Law of the Master of Laws in Health Law (the "Health Law LLM"). (Under its standards, the ABA does not "approve" post-JD programs such as the LLM, but only considers whether it will or will not "acquiesce" in such proposed programs at an accredited law school.) The Quinnipiac University School of Law is also a member of the Association of American Law Schools.

The master of arts in teaching program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Connecticut Department of Education. The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education. The educational leadership program is fully accredited by the Connecticut State Department of Education and is aligned with the leadership standards of NCATE.

The Frank H. Netter MD School of Medicine is accredited by the Liaison Committee on Medical Education. The school is also authorized by the state of Connecticut to award the MD degree. The Frank H. Netter MD School of Medicine is a member of the American Association of Medical Colleges.

Students may review information on the various accrediting agencies and accrediting reports by contacting the Office of Academic Innovation & Effectiveness.

Quinnipiac reserves the right to change any provisions of this catalog at any time.

ABOUT QUINNIPIAC UNIVERSITY

Quinnipiac is a thriving, three-campus university located in southern Connecticut. As an independent, not-for-profit institution, it offers more than 100 programs to 6,784 undergraduates and 2,884 graduate, medical and law students. The university, founded in New Haven in 1929 with an emphasis on business, was known as the Connecticut College of Commerce until it changed its name in 1951 to Quinnipiac College. Soon thereafter, having outgrown its New Haven surroundings, the school moved to its 250-acre Mount Carmel Campus in Hamden, Connecticut, 90 minutes north of New York City, two hours from Boston and eight miles from metropolitan New Haven.

In 2000, the name Quinnipiac University was adopted to better reflect the quality and diversity of the school's programs at both the undergraduate and graduate levels. Over the years, Quinnipiac has experienced dramatic and steady growth in the quality and scope of its academic programs. Our nine schools offer programs in business, communications, education, engineering, health sciences, law, medicine, nursing and the arts and sciences

The Mount Carmel Campus, next to Sleeping Giant State Park, contains academic buildings and residence halls. The nearby 250-acre York Hill Campus houses the TD Bank Sports Center, residence halls for 2,000 students, the Rocky Top Student Center, a fitness facility and a 2,000-car parking garage. A third 150-acre campus in North Haven serves as home to the School of Education, School of Health Sciences, School of Law, School of Nursing, the Frank H. Netter MD School of Medicine and other graduate programs.

Quinnipiac consistently ranks among the top regional universities in the North in U.S. News & World Report's America's Best Colleges issue. The 2015 issue named Quinnipiac the top up-and-coming university in the northern region for the third consecutive year. Throughout its history, Quinnipiac has remained true to its three core values: high-quality academic programs, a student-oriented environment and a sense of community. The university is easily reached via the Connecticut Turnpike (Interstates 95 and 91), the Merritt Parkway (Route 15) and Interstate 84.

Academic Calendar

2017–18 Academic Calendar [1]

Fall 2017

August 19	Saturday	New graduate student orientation
August 23-27	Wed-Sun	New undergraduate student orientation and welcome weekend
August 25	Friday	Transfer student orientation
August 28	Monday	Undergraduate and graduate classes begin; online classes begin for Fall 1
September 1	Friday	Last day for late registration/schedule changes
September 4	Monday	Labor Day—university holiday; no classes
September 9	Saturday	All Saturday classes begin
September 22	Friday	Last day to withdraw from Aug. 28-Oct. 14 classes[2]
September 23	Saturday	Open House for prospective undergraduate students
September 29	Friday	Yom Kippur—university holiday; no classes
September 30	Saturday	No classes
October 9-14	Mon-Sat	Midterm examination period for 100-level courses
October 13-15	Fri-Sun	Parents & Family Weekend
October 22	Sunday	Open House for prospective undergraduate students
October 23	Monday	Online classes begin for Fall 2
October 25	Wednesday	Midterm grades due for 100-level courses
November 3	Friday	Last day to withdraw from undergraduate and graduate classes (14-week) with a grade of "W"[2]
November 3-4	Fri-Sat	Alumni Weekend
November 11	Saturday	Open House for prospective undergraduate students
November 17	Friday	Last day to withdraw from Oct. 23-Dec. 9 classes[2]
Nov 20-25	Mon-Sat	No classes
Nov 23-24	Thurs-Fri	Thanksgiving holiday—university closed
December 3	Sunday	Open House for prospective undergraduate students
December 9	Saturday	Undergraduate and graduate classes end
December 11-16	Mon-Sat	Final examination period—undergraduate and graduate classes
December 18	Monday	Final grades due
Dec. 24-Jan. 1	Sun-Mon	University closed for Winter Break

January Term 2018

January 2	Tuesday	Undergraduate and graduate classes begin
January 15	Monday	Martin Luther King Jr. Day—university holiday; no classes
January 19	Friday	Classes end; final examinations
January 22	Monday	Final grades due

Spring 2018

January 13	Saturday	New graduate student orientation
January 18-19	Thurs-Fri	New undergraduate student orientation
January 22	Monday	Undergraduate and graduate classes begin; online classes begin Spring 1
January 26	Friday	Last day for late registration or schedule changes
January 27	Saturday	Saturday classes begin
February 9	Friday	Last day to withdraw with a grade of "W" from Jan. 22-March 10 classes[2]
March 4	Sunday	Open House for prospective undergraduate students
March 5-10	Mon-Sat	Midterm examination period for 100-level courses
March 12-17	Mon-Sat	Undergraduate and graduate spring recess
March 19	Monday	Online classes begin Spring 2
March 21	Wednesday	Midterm grades due for 100-level courses

March 24-25	Sat-Sun	Admitted Student Days
March 29	Thursday	Last day to withdraw from undergraduate and graduate classes (14-week) with a grade of "W"[2]
March 30	Friday	Good Friday—university holiday; no classes
April 13	Friday	Last day to withdraw with a grade of "W" from March 19-May 5 classes[2]
April 28	Saturday	Undergraduate Award Ceremony
May 5	Saturday	Undergraduate and graduate classes end
May 7-12	Mon-Sat	Final examination period—undergraduate and graduate classes
May 12	Saturday	Graduate Commencement
May 13	Sunday	Frank H. Netter MD School of Medicine Commencement and School of Law Commencement
May 14	Monday	Final grades due
May 19-20	Sat-Sun	Undergraduate Commencement
May 21	Monday	New graduate student orientation
May 28	Monday	Memorial Day—university holiday; no classes
June 3	Sunday	Open House for prospective undergraduate students
June 7-8	Thurs-Fri	New student orientation, session one
June 11-12	Mon-Tues	New student orientation, session two
June 13	Wednesday	Transfer student orientation
June 14-15	Thurs-Fri	New student orientation, session three
June 18-19	Mon-Tues	New student orientation, session four

Summer Term 2018

Summer I		
May 21—June 22 (5 weeks)	Mon-Fri	
May 21—July 6 (7 weeks)	Mon-Fri	
May 28	Monday	Memorial Day—university holiday; no classes
July 4	Wednesday	Independence Day—university holiday; no classes
Summer II		
July 9-August 10 (5 weeks)	Mon-Fri	
July 9-August 24 (7 weeks)	Mon-Fri	

2018–19 Academic Calendar [1]

Fall 2018

August 18	Saturday	New graduate student orientation
August 22-26	Wed-Sun	New undergraduate student orientation and welcome weekend
August 24	Friday	Transfer student orientation
August 27	Monday	Undergraduate and graduate classes begin; online classes begin for Fall 1
August 31	Friday	Last day for late registration/schedule changes
September 3	Monday	Labor Day—university holiday; no classes
September 8	Saturday	All Saturday classes begin
September 19	Wednesday	Yom Kippur—university holiday; no classes
September 21	Friday	Last day to withdraw with a grade of "W" from Aug. 27-Oct. 13 classes[2]
September 22	Saturday	Open House for prospective undergraduate students
October 8-13	Mon-Sat	Midterm examination period for 100-level courses
October 21	Sunday	Open House for prospective undergraduate students
October 22	Monday	Online classes begin for Fall 2
October 24	Wednesday	Midterm grades due for 100-level courses
November 2	Friday	Last day to withdraw from undergraduate and graduate classes (14-week) with a grade of "W"[2]
November 10	Saturday	Open House for prospective undergraduate students
November 16	Friday	Last day to withdraw with a grade of "W" from Oct. 23-Dec. 8 classes[2]
Nov 19-24	Mon-Sat	No classes
Nov 22-23	Thurs-Fri	Thanksgiving holiday—university closed
December 2	Sunday	Open House for prospective undergraduate students
December 8	Saturday	Undergraduate and graduate classes end
Dec 10-15	Mon-Sat	Final examination period—undergraduate and graduate classes
December 17	Monday	Final grades due
Dec. 24-Jan. 1	Mon-Tue	University closed for Winter Break

January Term 2019

January 2	Wednesday	Undergraduate and graduate classes begin
January 18	Friday	Classes end; final examinations
January 21	Monday	Martin Luther King Jr. Day—university holiday; no classes[3]
January 22	Tuesday	Final grades due

Spring 2019

January 12	Saturday	New graduate student orientation
January 17-18	Thurs-Fri	New undergraduate student orientation
January 21	Monday	Martin Luther King Jr. Day—university holiday; no classes[3]
January 22	Tuesday	Undergraduate and graduate classes begin; online classes begin Spring 1
January 26	Saturday	Saturday classes begin
January 28	Monday	Last day for late registration or schedule changes
February 15	Friday	Last day to withdraw with a grade of "W" from Jan. 22-March 9 classes[2]
March 3	Sunday	Open House for prospective undergraduate students
March 4-9	Mon-Sat	Midterm examination period for 100-level courses
March 11-16	Mon-Sat	Undergraduate and graduate spring recess
March 18	Monday	Online classes begin Spring 2

March 20	Wednesday	Midterm grades due for 100-level courses
March 29	Friday	Last day to withdraw from undergraduate and graduate classes (14-week) with a grade of "W"[2]
March 30-31	Sat-Sun	Admitted Student Days
April 5	Friday	Last day to withdraw with a grade of "W" from March 18-May 4 classes[2]
April 19	Friday	Good Friday—university holiday; no classes[3]
April 27	Saturday	Undergraduate Award Ceremony
May 4	Saturday	Undergraduate and graduate classes end
May 6-11	Mon-Sat	Final examination period—undergraduate and graduate classes
May 11	Saturday	Graduate Commencement[3]
May 12	Sunday	Frank H. Netter MD School of Medicine and School of Law Commencement[3]
May 13	Monday	Final grades due
May 18-19	Sat-Sun	Undergraduate Commencement[3]
May 20	Monday	New graduate student orientation
May 27	Monday	Memorial Day—university holiday; no classes[3]
June 2	Sunday	Open House for prospective undergraduate students
June 6-7	Thurs-Fri	New student orientation, session one
June 10-11	Mon-Tues	New student orientation, session two
June 12	Wednesday	Transfer student orientation
June 13-14	Thurs-Fri	New student orientation, session three
June 17-18	Mon-Tues	New student orientation, session four

Summer Term 2019

Summer I		
May 20—June 21 (5 weeks)	Mon-Fri	
May 20—July 5 (7 weeks)	Mon-Fri	
May 27	Monday	Memorial Day—university holiday; no classes[3]
July 4	Thursday	Independence Day—university holiday; no classes[3]
Summer II		
July 8-August 9 (5 weeks)	Mon-Fri	
July 9-August 23 (7 weeks)	Mon-Fri	

1 Excludes School of Law and School of Medicine

2 For further details, see Withdrawal from a Course. (p. 57)

3 Tentative

The university reserves the right to revise this calendar.

Quinnipiac's Mission

University Mission Statement

An education at Quinnipiac embodies the university's commitment to three core values: high-quality academic programs, a student-oriented environment and a strong sense of community. The university prepares undergraduate and graduate students for achievement and leadership in business, communications, engineering, health, education, law, medicine, nursing and the liberal arts and sciences.

Quinnipiac University educates students to be valued and contributing members of their communities through a vital, challenging and purposeful educational program. Students engage real-world issues through practice and the consideration of different perspectives.

To fulfill its educational mission Quinnipiac:

- offers degree programs centered on effective practice that are strengthened by the integration of a liberal education;
- cultivates critical thinking, intellectual integrity, curiosity and creativity in the pursuit of knowledge;
- provides a variety of learning and service experiences to facilitate student achievement;
- maintains a strong commitment to a diverse and inclusive student body, faculty and staff;
- fosters an understanding of and respect for the multiplicity of human perspectives and belief systems;
- supports faculty teacher-scholars who are effective teachers and who engage in scholarship with valuable intellectual and practical results.

A Student-Oriented University

Quinnipiac is committed to making each student's experience a satisfying and rewarding one. It strives to do this in both personal and academic contexts. Students are represented on all key bodies involved in decision making, including the Board of Trustees.

The Student Government Association is involved in fundamental university issues, as well as ongoing campus events. Activity clubs, organizations, societies, fraternities, sororities and ethnic, religious, cultural and political groups all play important roles in the day-to-day life of the community.

In keeping with the value system at Quinnipiac, emphasis is on the individual, not on social or economic standing. Students are selected solely on the basis of merit and qualifications, with major consideration given to the innate qualities of motivation and character.

As a result, the student body reflects a wide spectrum of racial, religious and economic backgrounds, personalities and lifestyles that provide diverse social and cultural experiences. The cosmopolitan student community represents 37 states throughout the United States as well as 42 countries abroad.

Admissions

Admissions Procedures

Consistent with the university mission, Quinnipiac welcomes inquiries from serious students of all ages who are interested in professional preparation in fields related to health sciences, business, education, engineering, communications, nursing, public service, and the theoretical and applied disciplines in arts and sciences. An education at Quinnipiac integrates technical, professional and liberal studies. The students who benefit most from Quinnipiac are those who are motivated for a life of professional service and prepared to undertake a program of studies that is broad in its cultural perspectives, while being focused in its technical and professional dimensions. Quinnipiac University seeks students who

wish to pursue professional careers, including those who, as yet, are undecided on their fields.

Students interested in Quinnipiac University are urged to acquaint themselves thoroughly with Quinnipiac as early in their decision-making process as possible. A campus visit and admissions interview is strongly recommended. If a campus visit is not possible, prospective students are advised to meet with one of Quinnipiac's representatives when they visit the student's school, or to make arrangements for a telephone conference. The admissions office hosts on-campus interviews Monday through Friday year-round and group information sessions weekdays throughout the year and on Saturday mornings during the fall and spring semesters. Fall and spring open houses, Admitted Student Days (in late March or early April) and online interactive sessions also provide opportunities to learn more about Quinnipiac. We welcome your interest. Please call our toll-free number, 800-462-1944 or 203-582-8600, visit our website www.qu.edu/visit, or email us at admissions@qu.edu.

Admissions Process

Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available. Students applying for entry into the Physician Assistant (PA) program should apply by Oct. 15. Those applying for entry into the Physical Therapy (PT), Occupational Therapy (OT) or nursing programs should apply by Nov. 15. Students applying for admission into the PT program are asked to supply documentation of two clinical observations (acute care and rehabilitation). Students may apply using the Common Application or the Quinnipiac University application (links are provided at www.qu.edu/apply).

File review begins as applications become complete, and students are notified starting in the late fall. A $200 matriculation fee and $350 housing deposit are due by May 1. February 1 is the application deadline. Students who are placed on a wait list are notified by June 1 of any decision. There is an early decision option (with an application deadline of Nov. 1) available for all majors for freshman applicants for the fall. See the website (www.qu.edu/apply) for details.

Transfer students should apply for admission by mid-November for the Spring (January) semester, or by April 1 for fall (August) entry. Applicants for nursing, OT, athletic training and the radiologic sciences are considered on a space-available basis only for the Fall term. The application deadline is March 1. Official transcripts from all institutions attended must be provided. Most programs look for a minimum grade point average of 2.5 (3.0 for health sciences) for consideration. Those interested in the DPT and PA programs may only apply at the graduate level.

Quinnipiac works closely with the community and technical colleges in Connecticut and elsewhere, and recommends that students follow a transfer curriculum of study if their plan is to move to a four-year university. Students may wish to arrange an admissions appointment to discuss program requirements.

Admissions Requirements

Admission to Quinnipiac University is competitive, and applicants are expected to present a strong college prep program in high school. Official SAT or ACT scores are recommended for all applicants and required for some, as noted below. The admissions staff looks for a B or higher grade point average in a challenging academic program through the senior year. If the high school does not provide a rank in class, we will estimate based on the high school profile. We will use the highest individual scores on the SAT in critical reading and math or the highest ACT composite score. The admissions website provides a range of information on the number of applicants and average scores, including ethnic and geographic information about the recent incoming class.

All freshman applicants for admission are expected to present:

1. A high school diploma from an approved secondary school or its equivalent prior to enrolling.

2. A secondary school transcript showing as completed, or in progress, a college preparatory sequence including: English, four units; mathematics, three units (physical and occupational therapy, nursing, physician assistant and engineering applicants should have four years); science, three units (all health science and engineering applicants are expected to have four years including biology and chemistry; physical therapy applicants should also have physics); social science, two units; academic (college preparatory) electives, four units. Total academic units expected: 16. First quarter grades in the senior year should be sent as soon as they are available.

3. All official score results for the Scholastic Reasoning Test (SAT I) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT). The writing portion is not required. Official Test scores are REQUIRED for the following individuals:

- Students applying to the School of Health Sciences or School of Nursing
- International Students (SAT, ACT or TOEFL or IELTS)
- Students who have been home-schooled
- Athletes playing a Division I sport (as required by the NCAA)
- Students interested in our combined programs: four-year (3+1) BS/MBA in business; four-year (3+1) BA/MS in communications; 3+3 BA or BS/JD with the School of Law; and those interested in the BA or BS/Master of Arts in Teaching as a certain score will waive a portion of the PRAXIS exam.

Test scores are OPTIONAL for those applying to the College of Arts and Sciences, School of Business, School of Communications or School of Engineering.

4. A completed Quinnipiac University application, or the Common Application together with a nonrefundable application fee of $65.

5. A personal statement or essay (250-word minimum).

6. An interview is recommended but not required.

7. A teacher or counselor letter of recommendation.

Transfer Requirements

Transfer applicants must submit the documents listed above for freshmen with the following exceptions:

1. An official transcript from each post-high school institution attended, even if no courses were completed.
2. Applicants who graduated from high school more than five years ago or have successfully completed the equivalent of one year (30 credits) of college study are not required to submit entrance examination scores. Students applying to health science majors with less than 30 credits must submit test scores.

3. Students seeking a second bachelor's degree need only submit transcripts of all college work and the application form.
4. The application fee for transfer applicants is $65.

International Student Admissions

Applications for undergraduate study from international students are welcomed. Upon application, international students are requested to submit English language descriptions of secondary schools, colleges and universities attended.

In addition, applicants from non-English-speaking countries also must submit the following documents:

1. Certified translations of all prior secondary and collegiate academic records.
2. Proof of English ability: Test of English as a Foreign Language (TOEFL). Information and registration forms can be found at www.ets.org/toefl. TOEFL Program, Educational Testing Service, Princeton, NJ 08540. A minimum score of 550 (paper) or 80 on the Internet-based TOEFL, or an IELTS score of 6.0 is required for admission.
3. Official documentation of financial support for undergraduate study and living expenses must be submitted to the admissions office before an I-20 can be issued to the student. The statement of financial support can be downloaded from the website.

Online Admissions

For information on Quinnipiac University online programs, click here (p. 268).

Advanced Standing/Placement

FRESHMAN ADVANCED STANDING

Advanced standing or placement will be considered for entering freshmen who have successfully completed college-level credit courses (with a grade of C or better on an official transcript) through a regionally accredited college or university, or who have achieved an acceptable score on an appropriate examination:

1. the Advanced Placement Program of the College Entrance Examination Board,

2. the International Baccalaureate, or

3. the College Level Examination Program (CLEP)

TRANSFER STUDENT CREDIT

An unofficial evaluation of credit is completed as part of the evaluation process for transfer students. Quinnipiac University normally grants transfer credit for college level courses appropriate to the chosen curriculum completed with a grade of C or better at a regionally accredited college or university. Certain majors may request course completion within a five-year period. Official transfer of credit occurs once an admitted student matriculates into a program of study.

A student who has completed courses at an institution not granting degrees, or who has extensive experience in a specialized field, may request comprehensive examinations to help determine placement.

Tuition and Fees

Summary of Undergraduate Charges

Tuition and Fees for 2017–18

Fee	Cost
Full-time undergraduate students taking 12–16 credits per semester	$46,100 per year ($23,050 per semester)
More than 16 credits or fewer than 12 credits	$1,020 per credit
Technology Fee: Full-time students	$680 per year

A number of undergraduate health science and engineering programs generally require students to take more than the traditional 12–16 credits. For more information about tuition and fees for these specialized programs, please visit the academic website of the respective school.

For tuition and fees associated with graduate programs, School of Law, School of Medicine, QU Online or the Business Four-Year BS/MBA program, please visit the respective websites below:

Graduate Tuition and Financial Aid

School of Law Financial Aid

School of Medicine Financial Aid

QU Online

Accelerated Four-Year BS/MBA

Miscellaneous expenses (books, travel and personal) average $1,400 per year.

The university offers a variety of payment plans to help you meet your educational expenses. These plans are available for the fall and spring terms, both on an annual and semester basis. Please note that payment plans are not available for the summer terms. The payment plan is not a loan program, and there are no interest or finance charges. The only initial cost to you is a small, nonrefundable enrollment fee per agreement.

Families are encouraged to enroll online at the Bursar's website. Once you have set up your account through this secure website, you can authorize your monthly payments to be electronically sent from your checking, savings or credit card account.

Resident Fee (Room and Board)

The resident fee (room and board) is an all-inclusive fee for students living in on-campus housing. The resident fee for students living in a standard room is $14,190 per year. The resident fee for students living in a standard room with a kitchen is $14,910. The resident fee for students living in a single with a kitchen is $17,150 per year. The resident fee for students living in off-campus houses and Whitney Village is $15,360 per year. The resident fee for students living in The Flats ranges from $17,240 to $20,350

All costs are based on the 2017–18 figures. The Office of Undergraduate Admissions and the Quinnipiac University website can supply financial information.

Quinnipiac requires that all students obtain a university ID card, known as the QCard. Various accounts are associated with the QCard, chiefly the required dining service and QCash.

Quinnipiac requires resident students to subscribe to the Dining Plan. The Dining Plan operates as a prepaid debit account into which students are allocated a specified amount of money as part of their resident room and board fee. The cards can be used to make purchases in the dining locations on each of Quinnipiac's three campuses. All full-time, undergraduate resident students must subscribe to the Base Dining Experience, which includes $1,600 points per semester. At the time of residence hall selection, students will default to a room and board charge that includes an additional $100 meal points per semester. Students will have the option to keep the default, downgrade to the Base Plan noted above or upgrade to a plan that includes even more meal points. The Commuter Meal Plan applies to all full-time undergraduates not living in an on-campus residence hall and all students living in Whitney Village and Quinnipiac-owned off-campus housing, as well as, all full-time graduate students including all law students and medical students in years one and two. The Commuter Meal Plan excludes students who are away for Study Abroad, on Clinical Affiliations or who are Student Teaching. Any unused balance from the fall semester may be carried over to the spring (provided that the student is enrolled for the spring semester), but no carryover is permitted from spring to the following fall.

Quinnipiac also offers QCash, a prepaid debit account that can be used to make a variety of cashless purchases. QCash can be used at the campus post office, the bookstore, the dining areas on all three campuses, and for copy, laundry and vending machines. It also is accepted at many popular off-campus business establishments and restaurants. Students may open an account with a deposit of any amount; additional deposits may be made as needed throughout the semester. Balances are carried forward from semester to semester so long as the student is enrolled at Quinnipiac. Refunds of unused QCash are made upon a student's graduation (upon request) or withdrawal from the university.

Please visit the Quinnipiac website to find out more information about the QCard.

University Laptop Program

All incoming students are expected to have a laptop that meets academic requirements and technical standards. Quinnipiac has a laptop program that is both cost effective and well supported. See the Student Resources and Services section (p. 18) for more information on the program.

Financial Aid

Quinnipiac seeks to assist each of its students and his or her parents to receive the maximum federal, state and institutional financial aid for which they are eligible. Institutional financial aid is available to full-time undergraduate students demonstrating eligibility according to Quinnipiac application procedures and funding policies. Aid is provided as a "package" which may include grants, scholarships, campus employment (Work Study), and loans. It is the goal of Quinnipiac to coordinate aid eligibility so that a Quinnipiac education is within the means of each student and his or her family.

Quinnipiac's financial aid policy is built on the principle of supplementing student and family contributions toward the cost of attending college. This principle is rooted in the belief that primary responsibility for meeting college costs rests with the student and the family. Financial aid eligibility, therefore, is measured between the cost of attending Quinnipiac and the reasonable support expected from student earnings and savings and from family income, assets and resources. To help Quinnipiac stretch its funds to assist as many students as possible, financial aid applicants are expected to explore all sources of external support for which they might qualify. Check your high school, community and other affiliations for opportunities.

Students should apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) by March 1. All currently attending students who wish to apply for or renew their aid must file the FAFSA for renewal prior to April 1. Detailed information and links to both forms can be found on the website. All financial aid applicants are required to meet Quinnipiac's standards for satisfactory academic progress for financial aid recipients and applicants. The policy is available here (p. 41), and is also published in the Student Handbook and is available online and from the Office of Financial Aid.

Academic Scholarships

A variety of academic scholarships are awarded at the time of entry and are renewable. The value of most academic scholarships ranges from $6,500-$25,000 per year. Consideration for all scholarships is given to students who have provided all application materials by Feb. 1. Visit the website for current academic scholarship award information as well as the criteria for renewal.

Veterans Benefits

Quinnipiac University accepts all U.S. Department of Veterans Affairs (VA) Education and Vocational Rehabilitation and Employment (VR&E) benefits available to eligible veterans and dependents. In addition, Quinnipiac is a proud participant of the Yellow Ribbon program. Any student eligible and electing to utilize VA education benefits should apply for a Certificate of Eligibility (COE) via the VA Online Application (VONAPP) website. The COE must be submitted to Quinnipiac's director of veteran and military affairs prior to the start of classes. For more information or questions concerning VA benefits, contact 203-582-8867 or visit the website.

Military Tuition Assistance (TA)

Quinnipiac University has recently partnered with the Department of Defense via a Memorandum of Understanding (MOU), which provides eligible active and reserve military members the opportunity to receive TA from their respective service. To find out eligibility requirements, service members must visit their military installations' college office or visit their command career counselor.

Reserve Officer Training Corps (ROTC)

Air Force ROTC

Quinnipiac students meeting Air Force requirements may participate in Air Force Reserve Officer Training Corps (AFROTC) cross-town at Yale University.

The AFROTC program is available to Quinnipiac University students at Yale University's main campus in New Haven. Through the AFROTC program, Quinnipiac University students, without paying extra tuition, can pursue a commission as an officer in the United States Air Force. The freshman and sophomore courses carry no military obligation and are open to all students. Scholarships also are available for qualified students. These scholarships pay up to full tuition and fees, as well as money for books and a monthly tax-free stipend.

Students enroll in a four-year or three-year (if they join at the start of sophomore year) AFROTC sequence. Students commute to New Haven

on the days listed below for AFROTC-specific classes and events. Up to 17 credits may be transferred to Quinnipiac and counted toward degree requirements as free electives.

Qualified students should contact the AFROTC office at 203-432-9431 or visit their website.

AFROTC Courses

- **USAF 101/102 "The Foundations of the USAF"**— Thursdays, 1–1:50 p.m. *or* Fridays, 10:15–11:05 a.m.
- **USAF 201/202 "The Evolution of Air & Space Power"**— Thursdays, noon–12:50 p.m. *or* Fridays, 11:15–12:05 p.m.
- **USAF 301/302 "USAF Leadership Studies"**— Tuesdays, 8:30–11:20 a.m.
- **USAF 401/402 "National Security Affairs/Prep for Active Duty"** Contact the ROTC department for class days/times.
- **Leadership Laboratory**—2–4 p.m. *or* Fridays 8–10 a.m.
- **Physical Training**—Thursdays, 4:30–5:30 p.m. *or* Fridays, 6:30–7:30 a.m.

Army ROTC

The Army ROTC program is available to Quinnipiac University students at the University of New Haven's (UNH) campus in West Haven. The program is open to all physically qualified students who are U.S. citizens and meet other specific requirements. Students are required to be non-matriculated at UNH and enrolled in MSL-1101 (Military Science). Successful completion of the program can qualify the student for a commission in the United States Army, Army Reserve or Army National Guard. Potential students are required to interview with Army ROTC leadership prior to acceptance. For more information, contact the Army ROTC Recruiting Office at 203-931-2998 or visit their website.

Student Resources and Services

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Albert Schweitzer Institute

The Albert Schweitzer Institute for Global Ethics cultivates the legacy of Albert Schweitzer – in thought and action – at Quinnipiac University and on a worldwide basis.

Albert Schweitzer, the 1952 Nobel Peace Prize Laureate, was recognized for his contributions to peace by serving the medical needs of underserved populations in Africa, bringing attention to the harms perpetrated upon humans and the biosphere by atmospheric nuclear testing, and his philosophy of Reverence for Life. In these ways, he became an advocate for peace, for humanitarian values, for medical care, for (social, economic and political) development, for service to others, and for a growing environmental movement.

The Institute's programs include:
- Hosting conferences and speakers that focus on health, humanitarian service and peace efforts, at the United Nations and on campus;
- Including students and faculty in an annual peace summit abroad, organized around the activities and interests of the living Nobel peace laureates and laureate organizations;
- Engaging students in projects that promote public awareness of Schweitzer's philosophy and its potential for cultivating a more peaceful, sustainable world.

The Institute, located adjacent to the campus at 660 New Road, houses the offices of its staff as well as the Albert Schweitzer museum, which consists of artifacts and archives from Schweitzer's collections.

Carl Hansen Student Center

This multipurpose facility located on the Mount Carmel Campus provides opportunities for the Quinnipiac community to come together in a relaxed atmosphere. The Carl Hansen Student Center is home to Quinnipiac's main dining hall and a variety of services and functions which include:

Banking

TD Bank operates a full-service branch on the first floor of the Carl Hansen Student Center. The branch is equipped with a 24-hour automated teller machine that is part of the Cirrus, NYCE and PLUS networks. The branch is staffed with two representatives who are available to provide a full range of products and services Monday through Wednesday, 8:30 a.m. to 5 p.m.; Thursday and Friday, 8:30 a.m. to 6 p.m.; Saturday, 8:30 a.m. to 2 p.m. The representatives can be reached by phone at 203-287-5109.

TD Bank's main office is located at 2992 Dixwell Avenue in Hamden (near the old Town Hall and Brown Stone House Restaurant). The telephone number for the office is 203-287-4991.

Bookstore

The bookstore, open to the Quinnipiac community and the public, is located in the rotunda of the Carl Hansen Student Center, between the post office and the bank. The bookstore carries textbooks, general books,

school supplies, licensed merchandise, insignia giftware, greeting cards, snacks, as well as health and beauty aids. The store hours are Monday through Thursday, 9 a.m. to 7 p.m.; Friday, 9 a.m. to 4:30 p.m.; Saturday, noon to 4 p.m. The bookstore is closed on Sundays.

Campus Reservations (Events and Scheduling)

The Office of Events and Scheduling is located in the Facilities Administration Building on the Mount Carmel Campus and is responsible for managing the room reservation system (EMS) along with the university events calendar (Master Calendar). All requests for university space on the Mount Carmel, North Haven or York Hill campuses must be submitted via the room reservation system.

Commuter Lockers

There are commuter lockers conveniently located on the second floor. Lockers are available at the beginning of the academic year on a first-come, first-served basis. Interested commuter students should contact Campus Life or fill out a Commuter Locker Request Form, which can be found on Do You QU, under the Campus Life profile page.

Campus Information Center

The Information Center is centrally located on the first floor of the Carl Hansen Student Center near the main entrance. It is a resource for the Quinnipiac community and visitors. The Information Center, staffed by student employees, is open Monday through Friday and some weekend hours. Student staff members are available to provide information pertaining to campus events and directions for procedures unique to student activities.

Office Locations

The Carl Hansen Student Center is home to several offices for student organizations such as the Student Government Association, the Student Programming Board, Quinnipiac University After Dark, student media groups and fraternity and sorority life. The newly expanded student center offers a multipurpose programming space, student media, a fraternity and sorority life suite, a student organization and graphic arts suite, as well as several meeting rooms.

Post Office

The main post office, located on the first floor of the Carl Hansen Student Center, is open Monday through Thursday, 11 a.m. to 4:45 p.m. All resident students are assigned boxes.

Office of Campus Life

In supporting the mission of Quinnipiac University, the Office of Campus Life aims to offer students exceptional programs, services and opportunities that enhance the academic experience while developing independent thinkers and effective leaders in college and beyond.

The core values of the Office of Campus Life are

Supporting a strong sense of community by…

- Creating an environment that values a diverse student body.
- Maintaining facilities that sustain the growth of group collaboration and peer interaction.
- Transitioning students into the University through the orientation program.
- Offering a wide range of social and educational programming.
- Advising more than 130 student organizations.

Promoting critical thinking by…

- Exposing students to new, unique and diverse experiences.
- Meeting regularly with students to pose questions, raise concerns and provide guidance.
- Encouraging and evaluating students' personal and group goals.
- Helping students analyze multiple points of view on a local and global scale.
- Engaging students in a comprehensive leadership development program.

Fostering individual responsibility by…

- Educating students on appropriate and inclusive methods of communication.
- Helping students develop their character and ethical compass.
- Holding students accountable for their decisions and actions.
- Encouraging students to be mindful of their personal health and well-being.
- Modeling compassion and empathy in relationships with peers, students and colleagues.

The Office of Campus Life is located on the Mount Carmel Campus in the Carl Hansen Student Center, room 202, and the fourth floor of the Rocky Top Student Center on the York Hill Campus and can be reached at 203-582-8673.

Career Development

Quinnipiac University offers an array of career services specifically geared to students in each of the schools. These services include:

- individual career counseling and advising sessions;
- assistance with resume/cover letter writing and other job search correspondence;
- interview practice and preparation;
- connections with alumni and employers;
- career fairs, panels and workshops;
- job and internship listings and strategy sessions;
- graduate school information; and
- school-specific career information.

For further information please email qucc@qu.edu (qucc@qu.edu) or visit the appropriate career development page on our website:

General Career Development

College of Arts and Sciences

School of Business

School of Communications

School of Engineering

School of Health Sciences

School of Nursing

Clubs and Organizations

The Department of Campus Life is available to assist all student organizations and campus groups in program development and implementation of cocurricular activities. The staff, in conjunction with other student affairs personnel, provides a support system to foster personal growth and social competency through the development of group activities.

Additional information and guidelines for organizations, as well as procedures for initiating new clubs, are available at the Quinnipiac University Student Handbook and in the Department of Campus Life. All policies and guidelines pertaining to organizations are subject to the interpretation of the Department of Campus Life, upon consultation with the vice president and dean of students.

The following list represents organizations that exist and are active on campus. For a detailed description of each organization, refer to the Quinnipiac Student Handbook available online.

Student organizations are listed according to the following categories:

- Academic
- Arts and Entertainment
- Cultural, Spiritual & Identity
- Government and Program Boards
- Fraternity and Sorority Life
- Multimedia
- Political & Advocacy
- Recreational
- Service
- Spirit
- Student Media

For a complete list of student organizations, please go to visit the website.

Community Service

The Office of Community Service offers a number of opportunities throughout the year to engage students in local community service. Activities include publishing a directory of local nonprofits, alerting the community to specific nonprofit requests for service and working with faculty to develop service learning courses and projects. The office also organizes special service events including the Bobcat Community Builders, Fall Service Series and an end-of-the-year food drive.

The Office of Community Service offers alternative break programs that engage students in community service during spring break in a variety of national locales. Students also may work with a local nonprofit or elementary school through the University's work-study employment program.

Many student clubs and organizations perform service including Community Action Project, Habitat for Humanity and Alpha Phi Omega. Students interested in regular, ongoing community service opportunities are highly encouraged to join a student organization to complement the activities offered by the office.

Counseling Services

Counseling is available to undergraduate and graduate students at no cost. The counseling department is open Monday through Friday, from 9 a.m. to 5 p.m. The office is located in the Health and Wellness Center on Bobcat Way on the Mount Carmel Campus. Counseling services also are available on the North Haven Campus by appointment. To schedule an appointment, students must complete an intake form, which is available online or in the office. The telephone number for the office is 203-582-8680. If you have additional questions, please contact the director of health and wellness at 203-582-3087.

Department of Cultural and Global Engagement

Quinnipiac University fosters respect for each individual by honoring the differences inherent among people. As an intellectual community of learners and scholars, we recognize and appreciate our common humanity. Acknowledging that we live in a pluralistic society, we have a genuine desire to ensure that all members of the Quinnipiac community feel empowered to express their own individuality. These principles underscore our central mission of teaching and learning and are vital to achieving national prominence and excellence in education. They also serve as the foundation for promoting the economic, social and cultural well-being of our community, our nation and beyond.

The associate vice president for academic affairs and chief diversity officer oversees the Department of Cultural and Global Engagement and engages the campus and surrounding community to help define, enable and foster an inclusive campus culture that embraces the diversity of identities, ideas and values that embody Quinnipiac University. For more information, please contact the office at 203-582-7987.

The Department of Cultural and Global Engagement promotes and sustains multicultural and global education by mentoring and advising students, facilitating transformative cultural experiences, preparing students to be responsible global citizens and enhancing creative and critical thinking through local and global academic engagement.

We believe in working in the intersection of internationalization and multicultural education, which provides creative opportunities for faculty, staff and administrators to:

- help students understand multiculturalism and social justice in a global context
- develop intercultural skills
- broaden attitudes and experiences for students such as study abroad, global service learning and courses with a travel component
- examine values, attitudes and responsibilities for local/global citizenship
- see how power and privilege are shifting the local/global context
- prepare students to cooperate and compete in a multicultural and global workplace.

Multicultural Education

Multicultural education provides advocacy for the cultivation of a sustainable campus environment that is supportive of a diverse student body. This area:

- works collaboratively with academic and administrative units to foster intercultural dialogue and programming

- delivers academic and social mentorship for underrepresented students to live, work, lead and succeed in a multicultural and global world
- assists multicultural student organizations in leadership development to enhance their active engagement and participation in the University community
- offers programming that enhances students' understanding and appreciation of various ethnic, racial, sexual orientation, socioeconomic class and other cultural identities
- offers transitional support for incoming students of color, first generation and international students
- provides opportunities for students and faculty to learn about, embrace and celebrate diverse ethnic, racial and cultural identities.

Global Education

Global education promotes, supports and develops a wide range of international and intercultural opportunities for all members of the community. This office:

- provides international experiences through education abroad
- maintains a supportive and stimulating environment for international students, faculty and staff
- hosts events and programs to increase the international activities at Quinnipiac.

See separate section for Study Abroad information.

International Services

Many Quinnipiac academic programs have developed one- to two-week programs that take place during winter, spring or summer break. These trips enable students to put their knowledge into use while providing service to developing countries around the world. The programs are coordinated with the College of Arts and Sciences and the Schools of Business, Communications, Education, Health Sciences, Nursing and Law. For more information, contact the Department of Cultural and Global Engagement at 203-582-3596.

International Students

The Department of Cultural and Global Engagement provides services for the international student population at Quinnipiac University. The department organizes on- and off-campus programs and events that are open to both international and domestic students. Services are provided from the time of acceptance through completion of the program, and many times extend beyond the program end date. Services include preparation of documents for visa issuance and work authorization, as well as workshops on employment, taxes and immigration procedures. Additionally, the department hosts a comprehensive orientation program each semester to prepare incoming international students and scholars for life and study at Quinnipiac University. The DCGE partners with Residential Life to host a Global Living and Learning Community for freshman students on campus. In this community, globally minded first-year students live together, take one or two courses together and attend multicultural programming events, including an alternative spring break trip. For more information, contact the Department of Cultural and Global Engagement at 203-582-8425 or via email at international.student@qu.edu.

Fraternity and Sorority Life

Currently, more than 25 percent of Quinnipiac undergraduate students belong to one of the 20 campus fraternities/sororities. The Office of Fraternity and Sorority Life is committed to advancing fraternities and sororities through intellectual and interpersonal development within the Quinnipiac University community and beyond. The office is guided by a set of shared values, known as "Pillars," which shape all community programming and initiatives from the new member experience through Commencement.

The Pillars are:

- Leadership through strength of character
- Growth through intellectual excellence
- Service through civic engagement
- Community through diversity and inclusion

Staff in the Office of Fraternity and Sorority Life offer advisement, programming and experiences that are intended to complement the numerous occasions for leadership and involvement provided by individual chapters and their respective governing councils. These experiences afford opportunities to gain proficiency in QU Essential Learning Outcomes.

Women have the opportunity to join one of nine National Panhellenic Conference (NPC) sororities, one National Pan-Hellenic Council (NPHC) sorority, or one National Association of Latino Fraternal Organizations (NALFO) sorority, which are governed by the Quinnipiac Panhellenic Council.

Governed by the Interfraternity Council, men have the opportunity to join one of nine North-American Interfraternity Conference (NIC) fraternities. Quinnipiac also has a chapter of the national honor society for fraternity/sorority students, Order of Omega. Students are encouraged to seek membership at any point in their undergraduate career.

For more information call 203-582-8673 or email FSLife@qu.edu.

University Laptop Program

Faculty design their courses with the expectation that students will have computer technology in the classroom when requested. For that reason, all incoming students must have a laptop that meets our academic requirements and technical standards. To facilitate this need, Quinnipiac offers a laptop program that is cost effective and exceptionally well supported both on and off campus. The recommended laptops are configured so that they meet the core needs of academic programs and are a key part of the campus computing infrastructure, designed to support new teaching and learning.

Learning Commons

The Learning Commons serves as a centralized source for academic support to students as well as all other members of the university community. In particular, the Learning Commons provides support to students seeking help in their course work, to students with metacognitive development goals, and to students with access needs.

There are two Learning Commons locations: for the Mount Carmel Campus, the Commons is located in the north wing of the Arnold Bernhard Library (phone: 203-582-8628); on the North Haven Campus, the Commons is on the second floor of the School of Law Center (phone:

203-582-5252). Students and others seeking academic support can inquire in person or by phone about accessing the Learning Commons services.

Peer Academic Support

Many students find that their needs for academic support are satisfied by a combination of professors' office hours and work with a peer educator. The Learning Commons selects, trains and manages a range of peer educators who interact with students during class meetings and outside of the classroom, depending on the course and the peer educational program. Students who have questions should contact the Learning Commons to determine what types of assistance are available for their classes. The following peer educator programs are staffed by students who have earned an A or A- in the class, who have been recommended by faculty, and who have passed a Learning Commons hiring and training process:

- Peer Tutors – The Peer Tutoring program is certified by the College Reading and Learning Association to the highest level of tutor training available (master level). Tutors are available by appointment at both the Mount Carmel and North Haven Learning Commons for individual and small group meetings. Supporting a wide range of courses from the 100- to graduate level, Peer Tutors will work with students to understand course content, build sustainable and effective learning skills, and plan strategically for test preparation, paper writing or project management as needed.
- Peer Fellows – The Peer Fellow program is led by a certified coordinator trained at UMKC's International Center for Supplemental Instruction. Peer Fellows support courses identified by faculty and the Learning Commons for their challenging nature. Meeting students in weekly voluntary group study sessions, Peer Fellows model a critical understanding of course content and effective study methods. Peer Fellows inform work with students by attending all class lectures and coordinating with faculty.
- Peer Catalysts – The Peer Catalyst program primarily supports the First-Year Seminar, with the goals of increasing learning through interaction, building student autonomy and promoting intellectual engagement. Peer Catalysts attend and participate in all class meetings, serving to facilitate class discussion and to exemplify the behaviors of successful college learning. Peer Catalysts translate between professors and students, contributing to a more successful transition from high school into college. They also serve as resources to new students unfamiliar with the workings of the university.
- Study Tables – Peer educators (tutors, fellow, or catalysts) hold open-door sessions at regular times throughout the week to field questions from students in classes identified as high-demand activities. Study table users can have specific questions answered or engage in more wide-ranging group discussion. When appropriate, Study Table leaders will refer students to Peer Tutors, Peer Fellows or full-time staff at the Learning Commons to address their needs for academic support.

Support for Students with Disabilities

The Office of Student Accessibility (OSA) provides students with disabilities equal access to all university activities and programs. OSA is an integral part of the Learning Commons at both the Mount Carmel Campus and North Haven Campus, coordinating between the academic support programs and students registered with the Office. Accommodations are provided in compliance with university policy, section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Students seeking accommodations will meet with the OSA director or an ADA coordinator; upon review of appropriate medical documentation, the OSA staff will determine appropriate accommodations and will facilitate their implementation. Collaborating with all university departments, the OSA assists students as they develop self-advocacy skills and pursue their academic goals. Questions can be directed to access@qu.edu or 203-582-7600.

Professional Academic Support

The Learning Commons offers individual support from professional staff whose expertise is supporting students' metacognitive development. This service provides the opportunity for students to make significant strides in realizing their potential to become academically successful. Academic Specialists meet one-on-one with students seeking to augment their study skills, time management practices, reading and comprehension strategies, problem solving, motivation, test preparation, and organization skills. Academic Specialists hold advanced degrees in a number of fields that allows the staff to address all aspects of the college student experience as they affect academic performance. Students typically seek out Academic Specialists when they find that their academic challenges extend beyond problems with a single class or cluster of concepts. Appointments can be made with a Learning Specialist at both the Mount Carmel and North Haven Learning Commons locations.

The Learning Commons' Role in Retention

The Learning Commons serves as a centralized location for programming and information exchange to promote academic achievement. All faculty and staff at Quinnipiac can submit information to help students achieve their academic goals though the Learning Commons' Retention Alert system. Learning Commons staff coordinate with faculty advisors, Student Affairs and Residence Life staff, and the college and school deans to get ahead of student challenges before they turn into crises. Faculty also collaborate with Learning Specialists to develop unique in-class interventions to develop specific and transferrable thinking and learning skills as they manifest themselves in the classroom. Furthermore, Learning Commons staff serve to assist the Academic Integrity Board's mission of informing ethical behavior and remediating offenses. In all its activities, the Learning Commons engages in a consistent practice of information gathering as a means of better understanding the needs of the Quinnipiac student and planning the activities and programs to meet those needs.

Department of Public Safety

The Department of Public Safety provides the following services for the university community:

- Vehicle and foot patrol of all three campuses, 24 hours a day, seven days a week.
- 24-hour staffing at campus gate entrances.
- Response to all emergencies and requests for assistance, including medical emergencies
- Investigation of all complaints and completion of written follow-up reports.
- Regular security checks of all residential and academic buildings.
- Escort service (walking escort) 24 hours a day, seven days a week.
- Security services for all student and university events.

The Department of Public Safety maintains a close working relationship with local, state and federal law enforcement partners and other

emergency service agencies on matters related to the security and safety of the university community. For routine inquiries, the department can be reached at 203-582-6200. For emergencies, dial 911.

Office of Religious Life

The Office of Religious Life organizes religious programs and events at the university. The four staff religious leaders (Catholic priest/chaplain, Jewish rabbi, Protestant chaplain and Muslim religious life coordinator) oversee their respective communities at Quinnipiac. They coordinate worship services, weekly prayer and sacraments; and they provide spiritual and pastoral counseling. In addition, the office's *Center for Religion* offers programs designed to raise the level of religious literacy on campus, as well as furthering students' ethical and moral development. The center is a place for students of all religious traditions to build interpersonal connections; and it is designed to foster a greater sense of community cohesion. For those students belonging to a community not represented on campus, the office assists them in making connections with local religious resources. The Office of Religious Life serves as a resource to the university on religious issues, and provides outreach to anyone with questions about religion, ethics and spirituality. The staff members work to raise the visibility of religion on campus through tradition-specific as well as interfaith programming, and when required, provide a religious presence at university events.

For more information, contact the executive director of university religious life at 203-582-8257.

All Jewish events are held at the Peter C. Hereld House for Jewish Life, 560 New Road. For information about Jewish life at Quinnipiac, contact the rabbi at 203-582-8206.

Residential Life

Living on campus is one of the most impactful experiences a student will have during college. Students have the unique opportunity to live with students from a variety of diverse backgrounds.

The Office of Residential Life is committed to excellence in the development of a living-learning environment that contributes to student success. All professional and paraprofessional staff provide purposeful experiences that will develop students as engaged, responsible and inclusive members of a community.

Quinnipiac houses approximately 5,000 students in university housing, which includes traditional residence halls, suites, townhouses, apartments and single-family homes. For the convenience of our students, Residential Life offices are located on the Mount Carmel Campus in the Student Affairs Center and on the York Hill Campus in the Rocky Top Student Center.

University Housing Options

The university offers a variety of student housing options. Students progress toward more independent living from year to year.

First-Year Residential Experience (FYRE)

First-year students are offered a variety of living options: Irma and Dana are traditional residence halls with two to three people to a room and a community bathroom; Ledges and Commons feature quad-style rooms for four people with a community bathroom; Larson, Troup, and Mountainview are suite-style housing consisting of four double-occupancy rooms and a bathroom in the suite.

Sophomore Year Experience (SYE)

The sophomore year experience provides second-year students with a residential living environment that supports intellectual and interpersonal growth, self-reflection and co-curricular involvement through the development of intentional connections between students, faculty and staff in the Quinnipiac community. Sophomore students live on the Mount Carmel Campus in the Complex, Hill, Village or Perlroth or on the York Hill Campus in the Crescent.

Junior/Senior Housing

Juniors can choose to live on the York Hill Campus in apartment-style housing offered in the Crescent, Westview, Townhouses or Whitney Village. Apartments provide one to four bedrooms, a furnished living room, oversized bathroom and a kitchen. Seniors may select from available apartment-style housing at Eastview and university-owned houses. Most seniors have single bedrooms and all have an extended housing contract. Students living in university-owned houses are minutes away from the Mount Carmel and York Hill campuses.

Graduate Housing

Graduate students interested in housing should contact Graduate Student Affairs.

Rocky Top Student Center

The Rocky Top Student Center serves as the living room for the York Hill Campus. This lodge-inspired design, which uses 10 different types of wood, instantly transports students and community members with expansive vistas of New Haven and Long Island Sound. It is easy to marvel at the attention to detail in every aspect of the Rocky Top Student Center as students are surrounded by 293 representations of the Quinnipiac mascot.

Similar to the Carl Hansen Student Center, the Rocky Top Student Center aims to provide opportunities for the Quinnipiac community to come together in a relaxed atmosphere and also offers a variety of services and functions for all members of the Quinnipiac community which include:

Banking

The Rocky Top Student Center at York Hill Campus has an ATM for use during normal business hours.

The Den

The Den at Rocky Top is the largest space in the building and can be reserved for functions of up to 125 people. The space traditionally features large tables perfect for a dinner event, but can also be converted to accommodate a dance floor or informational fair.

Office Locations

The fourth floor houses additional offices for the Office of Campus Life, the Office of Residential Life, Athletics Fitness and Wellness, as well as an organizational suite for student use and two conference rooms.

Post Office

A post office, located in the Rocky Top Student Center, is open Monday through Thursday, 11 a.m. to 4:45 p.m.; and Friday, 11 a.m. to 4 p.m.

Public Safety

York Hill Public Safety offices are located on the first floor of the Rocky Top Student Center and students can call or drop in to address any questions or concerns.

Student Health Services

Student health services are available on the first floor of the building. Click here (p. 21) for further information.

Technology Counter

The Technology Counter (Computer Help Desk), located on the second floor, provides technology assistance and repair for students with questions or issues. The desk is staffed Monday through Thursday from noon to 10 p.m.; Friday, 8 a.m. to 4 p.m., and Saturday and Sunday, noon to 4 p.m.

Division of Student Affairs

Student Affairs Vision Statement

To engage, educate and empower students.

Student Affairs Vision Statement

The Division of Student Affairs cultivates vibrant co-curricular experiences and partnerships that prepare students to discover and pursue their personal and professional goals. To foster a sense of belonging and affirm the value of all students, we develop inclusive and supportive learning environments. We provide exceptional services and opportunities that encourage students to thrive as responsible citizens.

Student Health Services

Mount Carmel Campus

Located in the Health and Wellness Center on Bobcat Way, Student Health Services is staffed by registered nurses 24 hours a day, seven days a week while students are in residence. A physician, board certified in both emergency and internal medicine, is available 30 hours per week, Monday through Friday. The highest priority of the staff is meeting the emergent health needs of the student population and providing ongoing health education opportunities as an integral part of the college experience. All questions should be directed to Student Health Services at 203-582-8742.

Services are available only to students who have completed the student health services requirements:

1. online personal form
2. online personal immunizations
3. physical examinations

The Student Health Services Physical Examination Form must be downloaded and taken to your health care provider for completion. The results of a pre-entrance physical examination that was administered by a licensed advanced practice nurse, a physician assistant, a DO or an MD within two years of the first day of classes must be mailed to the SHS office. These forms serve as a basis for health counseling and for decisions about physical activities in which students can engage. Students who do not comply are not permitted to register, including preregistration for the second semester. The information provided becomes the basis for the student's confidential medical record within Student Health Services.

All charges for referrals, diagnostic procedures and lab work will be billed directly to the student at his/her home address. Quest Diagnostic Laboratory is the default laboratory where all specimens are sent unless the student advises the health care provider otherwise. Student Health Services does not participate in third-party billing. To process bills for insurance reimbursement follow the instructions on the bill.

Required immunizations are:

- Meningitis conjugate immunization given within five years of the first day of classes (required of anyone living in campus-owned housing)
- Two MMR (measles, mumps and rubella) or positive titer indicated by lab report
- TB screening, per guidelines listed on the form
- Two Varicella (or proof of the disease) or positive titer indicated by lab report
- Vaccination against Hepatitis B is strongly recommended and may be required by certain clinical programs.

Quinnipiac University, along with Gallagher Student Health, has developed a health insurance plan especially for students. The plan provides coverage for illnesses and injuries that occur on and off campus and includes special cost-saving features to keep the coverage as affordable as possible.

This is a hard waiver program, which means that all students MUST maintain major medical insurance. A student may waive health insurance coverage if he or she presents evidence of other health insurance under a plan that provides benefits equal to or greater than the Quinnipiac University Student Health Insurance Plan. Students must document evidence of coverage and make an online waiver decision by the waiver deadline of June 15. For additional information regarding the plan, please visit: gallagherstudent.com.

A nominal fee is charged for gynecological exams. Routine services and supplies are provided without charge. Prescriptions may be taken to local pharmacies to be filled at the usual and customary fee. Students have the option to purchase some medications through Student Health Services.

A student driver is available, weather permitting, Monday through Friday for the following types of student transport:

1. two pharmacy runs each day
2. certain local medical appointments

Advanced scheduling of student driver appointments is necessary and the student driver is unable to stay with the student during his/her appointment.

Class excuses are not issued to students. Students who are ill are expected to contact their respective professors to inform them of their illness. Professors may phone Student Health Services to verify this information and will be told the student was or was not seen by a professional staff member. Particulars of student visits are not shared unless a student completes a release of information form. Parents or legal guardians are notified of serious illness and emergencies at the discretion of the professional staff.

For additional information, please click Student Health Services.

York Hill Campus

Student Health Services also operates the York Hill Campus Health and Wellness Center, located on the first floor of the Rocky Top Student Center. The center is open eight hours a day to serve students living on the York Hill Campus. A health care provider under the direction of the Student Health Services medical director is available. Again, services are available only to those students who have submitted the required information as outlined above. Allergy injections are provided (by appointment only) on the York Hill Campus only for those students who have submitted the necessary allergy paperwork. Gynecological exams are provided on the Mount Carmel Campus only.

Technology Assistance

All incoming students are required to have a laptop computer readily available to them with no exceptions. Information Services annually recommends a specific hardware and software laptop configuration that meets or exceeds these technical standards (specific information on the most current program can be found at on the laptop technology page on our website). By selecting the recommended laptop, students will receive exceptional service and support on and off campus. Students who elect to bring their own laptops to campus (other than the recommended ones) also will be afforded technology assistance often of a less comprehensive nature due to the many possible variations of alternatives. Ultimately, it is the responsibility of the student to perform in the classroom.

Although laptops meet the vast majority of student needs, for those disciplines that require more specialized hardware or software, the university has more than 800 computers in 36 computer laboratories throughout the campus. In addition there are numerous virtual labs which host program-specific software available through virtual desktops that can be accessed from anywhere. The university maintains a secure and advanced data network that connects all university computers on all three Quinnipiac campuses. Students, faculty and staff are able to access this secure network through wired and wireless access. Wireless access is found across all three campuses, including the residence halls, classrooms, athletic fields and public areas.

The Arnold Bernhard Library is open 24 hours a day during the academic year, and contains more than 100 publicly available computers, as well as the Technology Center, where faculty and students can receive computer repair services and help with equipment and software for capturing and processing digital audio, images and video. The library also provides an extensive collection of online bibliographic databases and full text journals for use in the library or remotely through the campus network.

Transitional Services for Underrepresented Students

Quinnipiac is committed to ensuring that underrepresented students (international students, students of color and first-generational students) have a successful educational experience. For further information and assistance, please contact the Department of Cultural and Global Engagement at 203-582-8425.

Athletics and Recreation

Quinnipiac recognizes the importance of athletics and recreation in student life. The university supports 21 highly competitive, Division I intercollegiate teams, as well as an extensive campus recreation program. The campus recreation program, which provides access to fully equipped fitness centers consists of intramurals, fitness and many leisure-time offerings. For specific program information, email athletics@qu.edu.

Athletics

NCAA Division I intercollegiate athletic teams for men include baseball, basketball, cross-country, ice hockey, lacrosse, soccer and tennis. Women compete in acrobatics and tumbling, basketball, cross country, field hockey, golf, ice hockey, indoor and outdoor track, lacrosse, soccer, tennis, rugby, softball and volleyball.

Quinnipiac has full memberships in the following NCAA Division I conferences:

- Metro Atlantic Athletic Conference (MAAC)
- ECAC Men's and Women's Ice Hockey
- Big East (Field Hockey)
- National Collegiate Acrobatics and Tumbling Association
- National Intercollegiate Rugby Association (NIRA)

Spirit Groups

Several spirit groups lend their support to athletic teams. The Quinnipiac Pep Band, Boomer the Bobcat (mascot), Sideline Cheer and Ice Cats perform at a variety of athletic events. The university dance teams are often regular performers and crowd favorites as well!

Campus Recreation

Intramural Program

The Quinnipiac intramural program offers a variety of competitive sports activities in a recreational setting. Participants have freedom of choice, equality of opportunity and responsibility for sharing in the planning, supervision and administration of their sports programs. Participants create their own teams, select their level of competition and vie for coveted championship T-shirts. Nearly 75 percent of the student body participates in one or more intramural activities.

The intramural program has work-study positions available for referees and statisticians. Intramural offerings include:

- Basketball (5-on-5 and 3-on-3)
- Dodgeball
- Flag football
- Ice Hockey
- Kickball
- Soccer (indoor and outdoor)
- Tennis (singles & doubles)
- Ultimate Frisbee
- Volleyball (4-on-4 and 6-on 6)
- Wiffle ball
- Open skate (figure skating)

For more information about intramural sports, visit the Quinnipiac Athletics website.

Fitness Classes and Programs

Campus Recreation offers a full schedule of free lunchtime and evening activities taught by certified student instructors. Activities include a

variety of the latest trends including: Spinning®, Ugifit®, Boot Camp, Zumba(R), Yoga and Pilates.

Classes usually begin during the second week of the fall and spring semesters. Classes are not scheduled during summer. The schedule is available to the Quinnipiac community via MyQ as well as at the Fitness Centers.

For more information about fitness and aerobics classes, visit the Quinnipiac Athletics website.

Open Recreation

"Open Rec" hours are scheduled in both the Recreation Center and the dance studios on Mount Carmel Campus. Quinnipiac community members are encouraged to walk or jog on the track; and to play basketball or volleyball in the Recreation Center or use the mirrored dance studios to rehearse. Hours are posted beside the entrance doors of each facility.

Athletic and Recreation Facilities

TD Bank Sports Center

The TD Bank Sports Center is a state-of-the-art, 185,000-square-foot facility featuring separate arenas for Quinnipiac University's NCAA Division I men's and women's basketball and ice hockey teams. The two arenas at the sports center are connected by a three-story structure featuring a common lobby and ticket box office, the University Club, administrative and team offices, professional-style locker rooms with student athlete lounges, conference and meeting rooms, athletic training and equipment rooms, and a strength and conditioning center. The TD Bank Sports Center is located on Quinnipiac's 250-acre York Hill Campus on Sherman Avenue, less than a mile from the Mount Carmel Campus.

Burt Kahn Court/Gymnasium

This hardwood floor facility located in the Athletic and Recreation Center on Mount Carmel Campus serves as the competitive site for Quinnipiac home volleyball games. The gymnasium also is occasionally used for intramurals and "open recreation."

Recreation Center

The Recreation Center on Mount Carmel Campus has four multipurpose courts that are used for tennis, basketball and volleyball. Curtains between each court allow for a variety of activities to take place simultaneously.

Fitness Centers

There are three fitness centers at Quinnipiac University. One is located in the Athletic and Recreation Center on the Mount Carmel Campus; another is located in the Rocky Top Student Center on the York Hill Campus. Both have a full line of strength equipment, free weights and cardiovascular equipment including:

- Adaptive motion trainers
- Bicycles (recumbent, upright)
- Elliptical
- Free climbers/steppers
- Treadmills

The third fitness center is a satellite space on the North Haven Campus, with a few pieces of cardio equipment and free weights. The fitness centers are open to all members of the Quinnipiac community. Prospective users must complete an online waiver. Please review the online waiver rules and regulations located in your WebAdvisor account to initiate your usage of the facilities. A validated Quinnipiac ID must be presented for entrance to the facility at all time.

Dance Studios

Fitness classes, dance groups and many other campus groups all share the university's three studios. The mirrored studios each contain state-of-the-art stereo equipment for professional and student use. Each studio also is equipped with audio and video systems. Equipment for all scheduled activities and classes is provided. Mats, steps, power bars and hand weights usually are available in the studio equipment storage area.

Quinnipiac community members may drop in during free time to use the studios for exercising or rehearsals.

Indoor Track

The suspended track encircles the four Recreation Center courts on the Mount Carmel Campus. Students and staff may walk and jog upstairs while games and practices are being conducted downstairs. Nine laps of the track equal one mile.

Cardio Corners

All four corners of the indoor track on the Mount Carmel Campus have been outfitted with various pieces of cardiovascular equipment. Each corner (approx. 2,800 square feet) has treadmills, elliptical, steppers and bikes. Additionally, one corner is outfitted with multipurpose mats, stability balls and light weights.

Spinning® Room

There is a Spinning® room located in the fitness center on the York Hill Campus. There is an online bike reservations process. Use of this room is available during classes *only*.

Outdoor Venues and Fields

Quinnipiac's outdoor athletic facilities consist of athletic fields for softball, baseball and women's intercollegiate rugby, as well as six lighted tennis courts. A hitting wall and basketball court are adjacent to the Recreation Center. Two state-of-the-art artificial turf venues will open in the Fall 2017. One will be dedicated to field hockey and the other to both men's and women's soccer and lacrosse.

Sports Equipment

Quinnipiac supplies most recreation equipment, such as volleyballs, basketballs and tennis rackets. Equipment may be signed out at the fitness center reception desk with a Quinnipiac ID.

Campus Resources

Quinnipiac University Libraries

The Arnold Bernhard Library on Quinnipiac's Mount Carmel Campus and the Edward and Barbara Netter Health Sciences Library on the North Haven Campus serve the undergraduate and graduate populations of the university and provide support for the Quinnipiac University School of Law.

Approximately 48,000 square feet in size, the Arnold Bernhard Library provides 600 seats, 16 group rooms, a 30-seat instructional facility, more than 60 public computers terminals and wireless connectivity. In addition to the group study rooms, students can select from individual study carrels, tables, soft seating and rocking chairs with magnificent views when they visit the facility. Supporting this facility are the combined

staffs of the library, academic technology, and media services. The Arnold Bernhard Library building also houses the clock tower, the executive suite, the Provost suite, Learning Commons, the Offices of Administrative Services, the Bursar, Registrar and Procurement.

The Edward and Barbara Netter Health Sciences Library is the primary library for Quinnipiac University's Schools of Medicine, Nursing and Health Sciences. The library is equipped with 17 public computer workstations, printers, scanners, copiers, study carrels and plenty of soft seating, which provides spectacular views of the North Haven Campus.

Each library offers a large variety of web-based resources, including ebooks, ejournals and databases as well as print volumes, microforms and audiovisual materials.

Bioanthropology Research Institute

Quinnipiac's Bioanthropology Research Institute, administered through the College of Arts and Sciences, provides research opportunities for students and faculty in a variety of disciplines. Research projects, field experiences and international course work provide unique opportunities to experience current and ancient cultures. Research projects often lead to publications and presentations at professional conferences. The field of bioanthropology naturally crosses many disciplines, including both science and arts. The Bioanthropology Research Institute has formal relationships with international research groups such as Centro Mallqui in Peru as well as with many well-known domestic and international museums.

Students should contact the College of Arts and Sciences for more information.

Bristol-Myers Squibb Center for Science Teaching and Learning

The Bristol-Myers Squibb Center for Science Teaching and Learning at Quinnipiac University is committed to bridging the gap between the existing research on how students come to understand the collective STEM body of knowledge and the teaching practices used every day in classrooms across Connecticut. We are here to help passionate practitioners to **critically** reflect on their teaching practices and how to enhance their own classroom practices to engage their students in a transformative science experience.

Clarice L. Buckman Center and Theater

This building houses science laboratories, faculty offices, classrooms, and a 177-seat theater for lectures and theater performances.

Terry W. Goodwin '67 Financial Technology Center

Quinnipiac University created its own state-of-the-art Wall Street trading room with the Terry W. Goodwin '67 Financial Technology Center in the Lender School of Business Center. The 2,000 square-foot center allows students to make real-time investment decisions and learn how the financial markets work by managing a real-life student portfolio. Software installed in the center's 53 computer workstations allows students to access real-time financial data, practice analytical finance methods, conduct trading simulations, analyze economic databases and develop financial models.

Ireland's Great Hunger Institute

Ireland's Great Hunger Institute is a scholarly resource for the study of the Great Hunger, also known as An Gorta Mór—the Famine that devastated Ireland from 1845–52. Through a strategic program of lectures, conferences, course offerings and publications, the institute fosters a deeper understanding of this tragedy and its causes and consequences. For more information about the institute, please contact the director at 203-582-4564.

Ireland's Great Hunger Museum

Ireland's Great Hunger Museum, Músaem An Ghorta Mhóir, is home to the world's largest collection of visual art, artifacts and printed materials relating to the Irish Famine. The museum is located at 3011 Whitney Avenue, near Quinnipiac's Mount Carmel and York Hill campuses and is open to the public. Its collection focuses on the famine years from 1845–52, when blight destroyed virtually all of Ireland's potato crops for consecutive years. The crop destruction, coupled with British governmental indifference to the plight of the Irish, who at the time were part of the United Kingdom, resulted in the deaths of more than 1 million Irish men, women and children and the emigration of more than 2 million to nations around the world. The 4,750-square-foot museum offers publications, lectures, concerts and other events designed to educate the general public, scholars, researchers, artists and students about the richness of Irish culture and the high quality of its visual arts in particular. Visit the IGHM website for more information.

Lender School of Business Center and Ed McMahon Mass Communications Center

This state-of-the-art building contains case study rooms, two local area network (LAN) rooms, classrooms, an executive conference center, faculty and dean's offices—all of which are linked by a highly sophisticated computer network.

This building also houses the Ed McMahon Mass Communications Center, a first-class digital media production facility providing students with a spacious, professional-level high-definition television (HDTV) studio, a wireless multiplatform newsroom with the Associated Press wire service and ENPS newsroom management system, advanced non-linear digital video editing systems, a 4K edit facility, a production lab for interactive multimedia design, website development, digital imaging, a remote media production resource depot and a screening room with HD video projection and theater-quality sound and numerous iMac stations running the latest applications for digital media production. Two cable television channels originate from the McMahon Center, providing the campus with student-produced programming from the Q30 student television organization as well as other cablecasts.

ACADEMICS

Schools and Colleges

All Quinnipiac University programs fall within nine major academic areas:

- College of Arts and Sciences (p. 58)
- Frank H. Netter MD School of Medicine (p. 251)
- School of Business (p. 104)
- School of Communications (p. 124)
- School of Education (p. 137)
- School of Engineering (p. 138)
- School of Health Sciences (p. 147)
- School of Law (p. 251)
- School of Nursing

Programs

For information on any of Quinnipiac's programs, click on the appropriate link below:

- undergraduate majors (p. 30)
- undergraduate minors (p. 30)
- graduate degree programs (p. 28)
- special programs such as prelaw (p. 31) and premedical studies (p. 32) as well as the Honors Program (p. 29).

Academic Honors

Dean's List

Students who excel in scholarship by earning a grade point average of at least 3.5 with no grade lower than C are recognized by being placed on the dean's list. Full-time students must complete at least 14 credits in a semester, with at least 12 credits that have been graded on a letter grade basis (A through C) to be eligible. Part-time students must complete at least 6 credits during a semester.

Degrees with Honors

Students who have demonstrated superior scholarship and who have attended Quinnipiac for at least 60 credits immediately prior to graduation are eligible to receive degrees with honors. Designation is based on grade point averages as follows:

Summa Cum Laude	3.90–4.00
Magna Cum Laude	3.70–3.89
Cum Laude	3.50–3.69

A complete list of academic awards and honor societies, is available in the Academic Awards and Honor Societies (p. 273) section of the catalog.

Undergraduate students with strong academic records and extensive intellectual curiosity may apply to the Honors Program (p. 29).

Academic Outcomes Assessment

Academic outcomes assessment at Quinnipiac University is based on objectives identified by faculty and administrators for specific academic and support programs. The process employs a variety of measurements to discover, as accurately as possible, whether the programs are achieving the student learning outcomes in areas such as general education and major programs of study.

The purpose of academic outcomes assessment is to produce feedback to the department, school/college or administrative unit on the performance of the curriculum, learning process and/or services, thereby allowing each unit to improve program offerings. This type of assessment is not for the purpose of evaluating performance of an individual student, faculty member or staff member.

Measurements may be drawn from surveys, course evaluations, placement tests and a variety of other standardized or locally developed tests. For example, required course assignments and examinations may be used first as a basis for course placement or for assigning grades to a student, and then later used again in an outcomes assessment for an academic or support program. In these cases, the outcomes assessment is conducted as a process separate from and without influence on the course placement or grading process for individual students.

Whenever academic performances are used in outcomes assessment, confidentiality of individual student identities is strictly maintained. Outcomes assessment results for academic and support programs do not disclose analyses at the level of the individual student without written permission from the student.

Center for Excellence in Teaching and Service to Students

The Center for Excellence in Teaching and Service to Students encourages, supports and recognizes superior teaching and service to students at the university. The center serves as an important vehicle in helping the university achieve its educational mission, consistent with its three core values: high-quality academic programs, a student-oriented environment and a sense of community.

The center sponsors a variety of professional development programs and activities using its own role models and expertise within the faculty and staff, as well as external consultants and experts. It also sponsors workshops and seminars throughout the year, conducts student, faculty and staff surveys and hosts special recognition events. The annual Excellence in Service to Students Award and Excellence in Teaching Award reflect the highest recognition of excellence at Quinnipiac University.

The work of the center is intended to supplement, not supplant or duplicate, the many excellent professional development initiatives and programs that are sponsored and supported each year in all areas of the university. The center gives institution-wide recognition and validation to these activities and the offices that sponsor them. The center is supported through the President's Office and is guided by a rotating board of directors consisting of representatives from the faculty, staff and students.

Center for Interprofessional Healthcare Education

The Center for Interprofessional Healthcare Education at Quinnipiac University strives to achieve the university's three core values: high-quality academic programs, a student-oriented environment and a strong sense of community in the development of health care professionals who work collaboratively to provide evidence-based and coordinated patient

or client-centered health care. The mission of this center is to develop, promote and measure the effectiveness of interprofessional learning opportunities for faculty and students that lead to effective team-based practice.

Interprofessionalism is a process by which two or more professionals work collaboratively to critically examine issues in health care education and practice. The overarching purpose of the center is to develop opportunities for faculty, students and community partners to learn together to promote team practice that meets the challenges of future health care systems. The center provides support for educational opportunities in three areas. The first focus is on a program that allows students to earn graduation transcript designation of *Distinction in Interprofessional Healthcare*. This is a 140-hour co-curricular program where students from different disciplines learn with-by-from each other to address health care issues to improve the patient or client experience and reduce health care costs. The second focus is to develop learning opportunities for faculty and students within the curriculum such as case studies and experiential learning. Finally, the center supports interprofessional practice opportunities between the university and community health care partners.

Course and Credit Requirements

Each course is measured in credits. Following the Federal credit hour definition (*34CFR 600.2*) and accepted practices in higher education, Quinnipiac University defines a credit hour as equivalent to 50 minutes of direct faculty instruction and two hours of out-of-class student work for a minimum of 15 weeks. During fall and spring semesters, a 3 credit course typically meets for 150 minutes per week (three 50-minute class meetings or two 75-minute class meetings) for 15 weeks. At least an equivalent amount of work is required for other activities leading to the award of academic credit (e.g., internships), for modalities in which classroom instruction ("seat time") is not the primary method of instruction (e.g., online courses), and for work completed in compressed semesters (summer and J-term). For example, to earn 3 credits for an internship course, students must complete a minimum of 120 hours of supervised work.

The usual load for undergraduate students is five courses. A student with a superior academic record may secure permission to take more than the normal course load. Conversely, a student who enters with deficiencies may be allowed to take only three or four courses.

Regular class attendance is expected. A student whose attendance is unsatisfactory may be forced to withdraw from a course at the discretion of the instructor and consistent with Quinnipiac's withdrawal policy. See Class Attendance Policy (p. 51).

So far as is practicable, final examinations are regarded as part of the regular work for undergraduate courses.

In courses for which a final examination would serve no useful purpose, a term essay or personal conference, problem-solving exercise, or other assignment may be substituted; work on the substitute exercise may take place during the final examination period. See Final Exam Policy (p. 51).

In some cases, faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the faculty of the school concerned.

Quinnipiac University's Essential Learning Outcomes

Approved by the Faculty Senate on February 12, 2016

A Quinnipiac University education provides students with both specialized knowledge of a discipline, and a broad understanding of human cultures and the physical and natural world. Quinnipiac graduates can integrate and apply knowledge from multiple perspectives found inside and outside of the classroom. They have a sufficient command of key forms of literacy, as well as the requisite intellectual, social, and personal skills and understanding, to identify and respond effectively to contemporary problems. Quinnipiac graduates demonstrate a number of key outcomes essential to the life and practice of a responsible, educated citizen, consciously and decisively. Graduates acquire these Essential Learning Outcomes (ELOs) through a purposeful integration of the University Curriculum, requirements within one's major, and co-curricular experiences.

- Knowledge and Literacies
- Critical and Creative Thinking
- Effective Communication
- Inquiry and Analysis
- Social and Emotional Intelligence
- Intercultural Citizenship and Responsibility

By acquiring the Essential Learning Outcomes, Quinnipiac University graduates can…

- Demonstrate, integrate and apply knowledge
- Think critically and creatively
- Communicate effectively
- Conduct inquiry and analysis effectively
- Engage collaboratively and responsibly
- Act as responsible intercultural citizens of a diverse world

For more information about the Essential Learning Outcomes, please see MyQ.

Experiential Learning Certificates

SQUID Certificate Program

SQUID stands for Scholars at Quinnipiac University Integrating Difference. Many students seek out opportunities to learn about people in societies who have been historically underrepresented and underprivileged. This certificate program, offered through the College of Arts and Sciences, is designed to acknowledge the effort students have made to learn about the broad variety of human experience. Students in any undergraduate program who are interested and who complete three SQUID-designated courses of their choice are eligible to achieve a certificate from the College of Arts and Sciences that reflects the commitment they have made to diversify their college curriculum. Applications for the SQUID certificate are accepted in the spring semester as announced. Students should direct questions to CASDeans@qu.edu.

Albert Schweitzer Certificate for Ethics and Responsibility

This certificate program, affiliated with the Albert Schweitzer Institute, enables students to be recognized for their service to others in keeping with the ideals of the 1952 Nobel Peace Prize Laureate, Dr. Albert Schweitzer. Students earn credit toward this certificate through directed academic engagement and volunteer activities. To earn the certificate, eligible students take pre-approved courses or those that have a service learning designation, and participate in a variety of service-based activities. Examples of these activities include Albert Schweitzer Institute - sponsored programs, an alternative spring break, a semester-long internship program with a service organization on or off campus, or a leadership role in a campus organization or off-campus non-governmental organization. Given the strong interest by potential employees, graduate schools and professional schools in ethical leadership and service to others, this program is structured to help a student easily demonstrate his or her dedication to these important values.

Service Learning Certificate

Interested students who meet the requirements are eligible to receive a certificate from the Committee for Service and Service Learning. This certificate reflects the commitment the student has made to experiential and service learning opportunities in designated service learning courses. To earn a Service Learning Certificate, students must successfully complete (with a grade of C or better) three or more service learning (SL) designated courses at Quinnipiac or two Service Learning designated courses along with a service experience or service trip with a reflection component. An application form can be downloaded from the Department of Cultural and Global Engagement web page. The SL designation helps students identify service learning courses to plan and prepare for registration. Each student who applies and completes the requirements of a Service Learning Certificate receives their certificate at an end-of-the-year celebration.

Grading System

Achievement in a particular course is indicated by a letter grade that is translated into grade points for the student's record. Final grades are issued by the registrar at the close of each semester. Mid-semester standings are issued to first-year students in 100-level courses, apprising them of their progress.

Grade points earned in a course are determined by multiplying the point value of the letter grade (shown in the table below) by the number of credits of the course. A cumulative average is obtained by dividing the total number of grade points by the total number of credits taken at Quinnipiac.

Faculty members are the most appropriate judges of how students perform academically. Except when a grade of Incomplete has been submitted, faculty shall not accept late work from students after the final course grade has been submitted to the Registrar or after the final grade due date, whichever comes first. Except when there are verifiable errors in the final grade calculation, faculty members shall not request changes in final course grades after submission to the Registrar.

Scale of Grades

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00

AU (audit)	Indicates the course was audited. This grade type is in effect for the Fall 2017 semester and beyond.
I (incomplete)	A grade of "Incomplete" or "I" indicates that a student has not satisfied all of the course requirements and has come to an agreement with the faculty member for an extension in order to complete the work. The decision to issue a grade of Incomplete is made solely at the discretion of the faculty member. Incomplete grades must be requested by the student, and be granted only if justified by compelling individual circumstances requiring additional time beyond the end of the semester to complete course requirements. A grade of Incomplete should not serve primarily as a mechanism to allow a failing student to earn a passing grade. Grades of Incomplete should be accompanied by a written plan for resolving the Incomplete grade, which includes documentation of outstanding work and the timeline for completion. This written plan shall be retained by the student, the faculty member and the department chair. An Incomplete grade automatically becomes an "F" if it is not removed within 30 days following the end of the semester in which it was issued, or within a lesser period specified by the instructor. In exceptional cases, extensions beyond that normal period are permitted only with the written approval of the department chairperson. Any change in an Incomplete to a grade other than "F" after one year requires the written permission of the dean of the school, college, or division.

W (withdrawal)	A student may withdraw from a course offered in a traditional semester (15 week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other nontraditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions. Prior to the start of each semester, the specific withdrawal deadlines for all classes are published by the Office of the Registrar. Withdrawals must be recorded on an official form available in the Registrar's Office.
P (pass)	Indicates "passed with credit" when no letter grade is given.
Z (audit)	Indicates the course was audited. This grade type will no longer be offered after the Spring 2017 semester.
S (satisfactory)	Indicates "passed with no credit."
U (unsatisfactory)	Indicates "unsatisfactory work."
IP (In-Progress)	IP: Grade in Progress. This grade is intended for internships, research-based courses, thesis, dissertation, individual study, projects, and seminar offerings. Other course types must have Dean's approval and must have been filed with the Registrar's Office prior to grading. Failure to complete the work according to the agreed upon timeline will result in a grade of "F." For courses required for degree completion, a grade must be given before the credential may be granted. Syllabi for courses approved for the IP grade option should note the reason for the provisional IP grade to be assigned at the end of the semester, as well as the timeframe within which the students' final course work will be evaluated and the IP grade will be replaced with a permanent grade. IP grades are not used in calculating grade point averages. Undergraduate students with grades of "IP" in a course(s) are not eligible for the Dean's List.

Graduate Degrees

Arts and Sciences

Master of Science (MS)

- Molecular and Cell Biology (p. 200)
- Five-year Master's Degree in Molecular and Cell Biology (p. 63)

Business

Master of Business Administration (MBA)

- MBA (p. 204)
- MBA-Finance Track (p. 208)
- MBA-Health Care Management Track (p. 209)
- MBA-Supply Chain Management Track (p. 208)
- Fast Track Combined BA/MBA program (p. 207)
- Fast Track Combined BS/MBA program (p. 207)
- Four-year (3+1) BS/MBA (p. 205)
- Joint JD/MBA (p. 207)

Master of Science (MS)

- Business Analytics (p. 209) (online)
- Organizational Leadership (p. 210) (online)

Certificates

- Health Care Compliance
- Long-term Care Administration

Communications

Combined

- Accelerated Four-Year (3+1) (p. 136)
- Combined BA or BS/MS in Interactive Media (p. 216)
- Combined BA or BS/MS in Journalism (p. 216)
- Combined BA or BS/MS in Public Relations (p. 217)
- Combined BA or BS/MS in Sports Journalism (p. 217)

Master of Science (MS)

- Interactive Media (p. 211) (online)
- Journalism (p. 213)
- Public Relations (p. 214)
  - Master of Science in Public Relations - Online/Professional Track (p. 214)
- Sports Journalism (p. 215)

Certificates

- Graduate Certificate in Social Media
- Graduate Certificate in User Experience Design

Education

BA/MAT Program

- Elementary Education (p. 218)
- Secondary Education (p. 221)

Master of Arts in Teaching (MAT)

- Elementary Education (p. 223)
- Secondary Education (p. 224)

Master of Science

- MS in Instructional Design (p. 226) (online-only program)
- MS in Teacher Leadership (p. 228) (online-only program)
- MS in Special Education (p. 227) (online-only program)

Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (p. 229)

Certificate

- Certificate of Completion in Special Education (p. 230)

Health Sciences

Master of Health Science (MHS)

- Advanced Medical Imaging and Leadership (p. 232)
- Cardiovascular Perfusion (p. 234)
- Medical Laboratory Sciences (p. 241)
- Pathologists' Assistant (p. 245)
- Physician Assistant (p. 247)
- Radiologist Assistant

Occupational Therapy Doctorate (p.) (Post-professional)

- Occupational Therapy
- BS to OTD bridge program
- Entry-level MOT to OTD

Entry-Level Master of Occupational Therapy (p. 172) (MOT)

Entry-Level Doctor of Physical Therapy (p. 178) (DPT)

- Post-bachelor's DPT

Entry-level Master's Physician Assistant Program (p. 182)

Master of Social Work (p. 238)

Bachelor of Science in Athletic Training and Doctor of Physical Therapy (p. 180)

Law

Admission is through the School of Law. The School of Law has its own academic catalog and student services handbook, to which readers should refer for information about School of Law policies, procedures and requirements for academic and other matters.

Juris Doctor (JD)

- 3+3 BA or BS/JD Program (p. 31)
- JD/Master of Business (p. 207)
- JD/Master of Environmental Law and Policy
- JD/Master of Social Work

Master of Laws in Health Law (LLM)

Medicine

Anesthesiologist Assistant (MMSc)

Admission is through the Frank H. Netter School of Medicine.

Medical Doctor (MD)

Admission is through the Frank H. Netter School of Medicine (p. 187).

Nursing

Master of Science in Nursing (p. 262)

- **Post-bachelor's study**
  - RN to MSN Completion (p. 265)
  - Operational Leadership (p. 263)

Doctor of Nursing Practice (p. 252)

- **Post-bachelor's study**
  - Adult-Gerontology Nurse Practitioner (p. 253)
  - Family Nurse Practitioner (p. 255)
  - Nurse Anesthesia (p. 256)
- **Post-master's study**
  - Care of Populations (p. 258)
  - Nurse Anesthesia (p. 259)
  - Nursing Leadership (p. 261)

Honors Program

University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. The program creates a strong internal sense of community that is founded on core values of intellectual curiosity, academic leadership, and service.

Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

Honors students also participate in and contribute to campus culture through lectures, book discussions and unique events that enhance the distinctive learning opportunities available in the University environment. Quinnipiac honors students have access to a special space on campus —the honors student lounge, which includes a small collection of books, informal seating, coffee and a kitchen that facilitates studying, conversation and honors committee meetings. In addition, honors students have the opportunity for off-campus learning experiences in nearby areas such as Boston, New Haven and New York City.

Honors students take a minimum of 8 honors level courses and experiences designated at the honors level as part of their existing University Curriculum or major courses; the program does not add additional credit requirements to the students' major work, and preserves freedom to pursue electives and minors.

Each year, the honors program welcomes incoming first-year students with strong academic records and extensive intellectual curiosity. Entry to the program is by application. Students who have received their acceptance to Quinnipiac may apply for admission to the honors program in February and will learn of their status before May 1. Students also may apply after the February deadline and, if accepted, will be admitted on a wait-list basis. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their

intellectual curiosity and engagement with others may apply to join the program.

For details please see the website.

Majors

Undergraduate Degree Programs

Quinnipiac offers undergraduate programs leading to bachelor of arts or bachelor of science degrees.

Bachelor of Arts (BA)

- Advertising and Integrated Communications (p. 133)
- Communications (p. 132)
- Computer Science (p. 139)
- Criminal Justice (p. 91)
- English (p. 70)
- Film, Television and Media Arts
- Game Design and Development
- Gerontology (p. 91)
- Graphic and Interactive Design (p. 129)
- History (p. 72)
- Independent Majors (p. 58)
- Interdisciplinary Studies (p. 61)
- Interdisciplinary Studies/Concentration in Education Studies (p. 61)
- Journalism (p. 130)
- Law in Society
- Liberal Studies (p. 195)
- Mathematics (p. 77)
- Philosophy
- Political Science (p. 82)
- Public Relations (p. 134)
- Sociology (p. 92)
- Spanish Language and Literature (p. 79)
- Theater

Bachelor of Fine Arts (BFA)

- Film, Television and Media Arts (p. 127)

Bachelor of Science (BS)

- Accounting (p. 110)
- Athletic Training (p. 149)
- Behavioral Neuroscience
- Biochemistry (p. 66)
- Biology (p. 61)
- Biomedical Marketing (p. 121)
- Biomedical Sciences (p. 153)
- Business Administration (Online BS Completion Track) (p. 109)
- Chemistry (p. 67)
- Computer Information Systems (p. 112)
- Computer Information Systems and Accounting
- Computer Science (p. 141)
- Diagnostic Medical Sonography
- Economics (p. 68)
- Engineering, Civil
- Engineering, Industrial
- Engineering, Mechanical
- Engineering, Software
- Entrepreneurship and Small Business Management (p. 115)
- Finance (p. 116)
- Health Science Studies (p.)
  - Online BS Completion Track (p. 164)
- Interdisciplinary Studies (p. 61)
- International Business (p. 118)
- Management (p. 120)
- Marketing (p. 122)
- Microbiology and Immunology (p. 158)
- Nursing (p. 190)
  - Online RN to BSN Completion Track
  - Accelerated BSN for Second-Degree Students
- Occupational Therapy (p. 172) *(see MOT)*
- Physical Therapy (p. 178) *(see DPT)*
- Physician Assistant (p.) (entry-level)
- Premedical Studies
- Psychology (p. 87)
  Concentrations:
  - Human Services
  - Industrial/Organizational
- Radiologic Sciences (p. 167)

Minors

Please see the Minors (p. 30) section for a complete listing.

Undergraduate Certificate Programs

- Certificate/Minor in Legal Studies (p. 77) (ABA Approved)
- Export Marketing (p. 196)
- International Purchasing (p. 196)

Graduate Degree Programs

For information on Quinnipiac's graduate degree and certificate programs, click here (p. 28).

Minors

The purpose of a minor is to provide students with the opportunity to pursue an interest in a field outside of their major. Minors generally consist of six courses within a discipline or set of related disciplines with a progression of course levels. If a minor requires additional prerequisite courses, these courses are clearly indicated in the description of the minor within the University Catalog.

A student may earn a minor in an area of study concurrently with the major degree but not subsequently. Normally credits counted toward the requirements of the major may not be used to meet the requirements of a minor. Each individual school/college may have additional policies on meeting minor requirements, which are listed in the University Catalog. Completed minors are noted on student transcripts.

To ensure sufficient time to complete a minor, students should submit an application to declare a desired minor prior to the end of their sophomore

year. Completing a minor often necessitates to taking additional courses beyond degree requirements.

To have a minor appear on their transcript, students should apply to declare a minor prior to their senior year. Applications to declare a minor may be obtained in the dean's office of the school/college offering the minor, which will refer the student to the designated adviser for the minor. The adviser will indicate on the application for the student the number of credits and the specific courses required. At least one-half of the credits needed for a minor must be taken at Quinnipiac. Under special circumstances a dean, with the permission of the EVP/Provost, may suspend the admission of new students into a minor for an academic year.

The following is a list of approved minors:

- Accounting
- Advertising and Integrated Communications
- Anthropology
- Asian Studies
- Biology
- Biomedical Sciences
- Business
- Chemistry
- Computer Information Systems
- Computer Science
- Criminal Justice
- Dispute Resolution
- Economics
- English
- Entrepreneurship and Small Business Management
- Film and Television
- Finance
- Fine Arts
- French
- Game Design and Development
- Gerontology
- Global Public Health
- History
- History and Philosophy of Science
- International Business
- International Studies
- Irish Studies
- Italian
- Journalism
- Law in Society
- Legal Studies
- Management
- Marketing
- Mathematics
- Media Studies
- Microbiology and Immunology
- Middle Eastern Studies
- Music
- Philosophy
- Political Science
- Psychology
- Public Relations
- Sociology
- Spanish
- Sports Studies
- Theater
- Women's and Gender Studies

Personal Success Plans and ePortfolios

The personal success plan is a narrative that students create, reflect upon and revise throughout their undergraduate experience at Quinnipiac University. The plan promotes intentional and integrative learning and facilitates meaningful discussions between students and academic and nonacademic advisers about student growth and development as an undergraduate. The plan strengthens each student's ability to clearly communicate knowledge, skills and expertise to graduate school admissions committees or prospective employers.

Electronic portfolios are personalized, integrative, web-based collections of academic and cocurricular activity. ePortfolios are multimodal and flexible; virtually any type of content can be posted and students customize the appearance. ePortfolios play an important role in a robust assessment strategy. Quinnipiac undergraduates utilize ePortfolios to document and assess student achievement of the essential learning outcomes and program learning outcomes as they progress and develop their individualized personal success plans.

Prelaw

Students interested in attending law school must have a BA or BS degree and have taken the Law School Admission Test (LSAT). No single prelaw course of study is required or recommended. Several broad objectives of prelegal education, however, have been set forth by the Association of American Law Schools: developing fundamental reading skills; the ability to think and write clearly and succinctly; logical reasoning and analytical skills; and an appreciation of the social, political and economic foundations and complexities of our society.

Toward this end, every prelaw student should carefully choose, with the assistance of his or her academic adviser and/or the prelaw adviser, courses that will help build these skills and areas of knowledge. Students or graduates who have an interest in law school should contact the Quinnipiac University prelaw adviser, prelawadvising@qu.edu, for further information and should join the Prelaw Society to learn more about the LSAT, law school admissions and financial aid.

Undergraduate students who wish to attend the School of Law at Quinnipiac may take one of two paths. The traditional path entails obtaining a BA or BS degree in four years followed by three years of law school. The accelerated path, via the 3+3 Bachelor's/JD Program described below, allows students to complete their undergraduate degree in three years and a law degree in three years for a total of six years (one year less than the traditional path).

(Please note: Attending Quinnipiac University as an undergraduate student does not guarantee admission to the School of Law.)

3+3 Bachelor's/JD Program

Quinnipiac University offers an innovative Bachelor's/Juris Doctorate Program, which will shorten the usual seven-year sequence to just six years to earn a BA or BS in a major in the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences, and the JD from the Quinnipiac School of Law. This program is designed for students who know they want to attend law school at Quinnipiac.

The 3+3 Bachelor's/JD Program provides a number of benefits. In addition to the opportunity to complete both degrees in only six years, students may live in Quinnipiac housing for four years, interact with the Law School Dean and faculty throughout the undergraduate years, and receive continued merit scholarships throughout law school. A 1-credit LSAT prep class is also offered to help students prepare for the LSATs.

The accelerated 3+3 Bachelor's/JD Program is designed for students admitted to a major in the College of Arts and Sciences or in the Schools of Business, Communications or Health Sciences at Quinnipiac University who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT of at least 1200 or a composite ACT of at least 27. Students meeting these requirements may enter the program as freshmen by selecting prelaw on their application. Students interested in the program who are close to but do not meet the admission criteria may apply to the Undergraduate Admissions Office for special consideration.

Students accepted into the program in their freshman year and who receive a Quinnipiac merit scholarship will have the scholarship renewed each year of the six-year program providing they maintain a 3.0 GPA at the end of each undergraduate academic year, have a cumulative GPA of 3.4 when they enter the law school, score at least a 150 on the LSAT, and continue to rank in the top half of their class throughout law school.

Sophomores attending Quinnipiac University and sophomore transfer students may enter the 3+3 Bachelor's/JD Program during the first semester of their sophomore year by applying through the prelaw adviser. Sophomores must meet the same eligibility criteria set out above for freshmen entering the program and must have a minimum of 27 credits with at least a 3.0 grade point average at the end of their freshman year. Transfer students must attend Quinnipiac for at least 60 undergraduate (non-law) credits immediately prior to matriculation in the School of Law.

Students admitted to the 3+3 Bachelor's/JD Program will work with Quinnipiac's prelaw adviser as well as the adviser in their major to be certain they have completed all major and University Curriculum requirements before entering the Law School. Course overloads may be necessary to complete the undergraduate degree requirements in the accelerated time period. Overload credits are not included in the regular tuition rate.

There are two options for completion of the 3+3 program:

Option 1 requires completion of a minimum of 90 undergraduate credits, including all major and University Curriculum requirements, by the end of the third year. Students following Option 1 will use the first year of law school for their fourth year of undergraduate credits and count up to 30 law school credits toward their undergraduate degree. Students will be full-time law students in the first semester of their fourth year and will earn a bachelor's degree at the end of their first year of law school/fourth year of college.

Option 2 requires completion of a minimum of 105 undergraduate credits by the end of the third year. The fall semester of the fourth year will be a "bridge" semester in which students will take six credits of undergraduate courses along with 10 credits of law school courses. Students will be considered full-time law students in the second semester of the fourth year. Option 2 has the additional requirement of 6 credits of law school courses in the summer between the fourth and the fifth years. Students will receive their bachelor's degree at the end of the bridge semester.

Students in the 3+3 Bachelor's/JD Program must have a cumulative GPA of 3.4 by the end of their third year, take the LSAT no later than February of that year and score a minimum of 150, and file a law school application with the Law School Admissions Council (LSAC) during their third undergraduate year. The Law School Admissions Office will work with students to ensure that the application is complete. All applications will be reviewed by the Law School Admissions Committee to make sure the perquisites are met and there are no character and fitness issues. Students who do not meet the score requirements set out above may still be considered by the Law School Admissions Committee.

Premedical Studies

The Premedical Studies designation is designed for students of any major who are interested in health professions including, but are not limited to, medicine (allopathic and osteopathic), dentistry, physician assistant, pharmacy, optometry, chiropractic, physical therapy, podiatry and veterinary medicine. Admission to medically related professional programs may require additional courses outside of the chosen major. The majority of this additional study can be accomplished through the premedical studies designation, which provides undergraduate students with the appropriate educational background necessary to meet both the application requirements and academic background needed to sit for standardized entrance examinations of various professional programs in medicine and healthcare.

The Premedical Studies program must be declared **in addition** to another degree and is not a stand-alone program. Students may declare the designation after the start of their first semester by attending a "PreMed 101" session offered by the Prehealth Advising Office. PreMed 101 sessions are offered throughout the academic year.

Prehealth students should seek advice directly from the Prehealth Advising Office. In addition to helping students to select courses, the director of prehealth advising advises students on the extensive extracurricular activities and experiences expected to meet the admissions standards for the student's field of interest. These activities include participation in basic/applied research; clinical work; volunteer work; experiences that develop interpersonal skills, maturity and a genuine interest in medicine (i.e., direct clinical exposure and medically related philanthropic activities); leadership and teamwork experiences; and opportunities to develop oral and written communication skills. The Prehealth Advising Office, along with the Health Professions Advisory Committee, provides committee letters of evaluation for eligible applicants to certain professional school programs (including medicine and dentistry). The Prehealth Advising Office also provides in-depth workshops, individual advising, essay critiques, guidance on school selection, and mock interviews to help students strategically navigate the professional school application process.

For more information, please contact the director of prehealth advising at prehealthadvising@qu.edu (PrehealthAdvising@qu.edu).

Grade Requirements

Many professional schools require a minimum grade point average to apply for admission. Completion of the requirements of the premedical studies designation does not guarantee acceptance to graduate programs, as it is only one criterion among many that are used in determining admission. As such, the designation has the following minimum GPA requirements:

- Overall Grade Point Average (GPA) 3.0
- Science GPA 3.0

Even though a student may be in the Premedical Studies program, they must meet the GPA and course requirements upon graduation to have this designation appear on their transcripts with their degree. The Premedical Studies program designation will not appear on transcripts if the GPA and course requirements are not met at graduation.

Transfer Students

Students who transfer to Quinnipiac University and want to complete the Premedical Studies designation must complete all of the prerequisite courses, a minimum of 20 credits of which must be completed at Quinnipiac. Although Quinnipiac University may transfer the credits for courses taken elsewhere and not the grades, for receipt of the Premedical Studies designation, grades from required courses from other institutions will be used to ensure that the minimum GPA of at least 3.0 based upon all premedical studies courses has been met.

Advanced Placement Credits

Some health professions schools accept AP credits provided that applicants replace courses for which AP credit has been granted with a course in the same discipline at a higher level. Other schools, including many medical schools, do not accept AP credits as a replacement for prerequisite science courses. Students are encouraged to check with the specific AP policies and course requirements of any graduate health profession program to which they intend to apply.

Course Requirements

All courses listed in this section may count toward both the major (if applicable) and the premedical studies program.

Required Courses (All Courses Required for a Minimum of 39 Credits)

Students must complete all of the listed required courses, as they are the minimum prerequisites for application to most medical schools and form the basis of standardized admission tests (Medical College Admission Test, Dental Admission Test, Optometry Admission Test and Pharmacy College Admission Test).

Required Courses		
Select one of the following:		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
Select one of the following:		4
BIO 102 & 102L	General Biology II and General Biology Lab II	
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
MA 141	Calculus of a Single Variable I	3
Recommended Elective Courses		
Psychology and Sociology		
Genetics [1]		
Cell Biology [2]		
Anatomy and Physiology [3]		

1. i.e., BIO 282 / BIO 282L, or BIO 382, or BIO 471 / BIO 471L
2. i.e., BIO 346 / BIO 346L or BIO 568
3. i.e., BIO 211 and BIO 212

Students are encouraged to check the specific prerequisite course requirements of any health professions program to which they intend to apply. The selection of additional courses, especially those emphasizing critical reading and writing, should be at the discretion of the student in consultation with the student's academic and prehealth advisers.

Many professional schools recommend additional elective coursework in preparing for admission. Coursework in the humanities and social sciences provide breadth, and science electives provide a more extensive background for subjects covered by the standardized admissions tests.

Premedical students should refer to the Association of American Medical Colleges (AAMC) online database Medical School Admission Requirements (MSAR®) for full information regarding the required and recommended coursework for medical school. Additionally, MSAR content information can be found on the AAMC website.

Requirements for Graduation

Degrees are awarded three times a year: January, May and September.

Commencement exercises are held in the spring. Students may participate in the ceremony provided that:

1. They have completed all requirements for their degree or are within 6–8 credits (two courses) of their degree;
2. If they have credits to complete, they are enrolled in summer school; and
3. They have a minimum 2.0 quality point average.

Though faculty advisers assist each student in the selection of courses, the responsibility for fulfilling the requirements of the program and all Quinnipiac University program and departmental academic requirements of study rests with the individual student.

For the Bachelor's Degree

1. The satisfactory completion of at least 120 credits, of which the final 45 must be taken at Quinnipiac University. (Certain majors require the completion of more than 120 credits; see specific program requirements.)
2. Completion of the University Curriculum common to all bachelor's degree programs.
3. The satisfactory completion of the specific course standards and requirements of a student's chosen major (see curriculum descriptions).
4. A grade point average of at least 2.0, with at least that average maintained during the final 60 credits of study, and any other GPA requirements imposed by the school, department or program.
5. School of Business students must complete a minimum of 50 percent of the business courses required for the degree at Quinnipiac (exclusive of 6 credits of economics).
6. Up to 6 credits of workshop courses and/or fitness, leisure and wellness courses may be applied toward the degree requirement.

Majors

A student's major must be approved in advance by the department chair or program director (if applicable), and the student must follow the prescribed course of study leading to the completion of this major. At least one-half of the courses in a major must be taken at Quinnipiac University.

Dual Majors

A student may request to major in two areas of study in the same school or college. He or she must fulfill all department requirements in both areas and complete all school requirements in the school granting the degree. The student receives one diploma.

Dual Degrees

A student may earn two undergraduate degrees in two separate schools provided

1. all requirements for each degree are completed successfully, and concurrently
2. all pertinent requirements of Quinnipiac and of the departments and schools involved are completed successfully, and
3. both degrees are conferred concurrently.

Second Degree

A second bachelor's degree may be earned, provided a minimum of 45 additional credits in residence have been earned, and all requirements have been satisfied.

Posthumous and In Memoriam Degrees

The conferral of Posthumous and In Memoriam Degrees provides a means by which Quinnipiac can honor students whose education at Quinnipiac was tragically halted due to an untimely death, while at the same time upholding the requirements of integrity in the award of academic degrees.

Posthumous Degrees can be awarded to an undergraduate or graduate student who was in academic good standing when he/she passed away during the last semester of his/her degree program at Quinnipiac. If the deceased student had completed sufficient work in order to be awarded course grades for his/her final semester, the student will be issued either the grade for which he/she was eligible at the time of his/her death or a passing grade. Grade determinations are made following discussion with the faculty member teaching the course in question and are approved by the school dean. If the deceased student had not completed sufficient course work in order to be issued a passing grade, course substitutions permitting the completion of the degree will be approved and implemented via the variant procedure process. Posthumous degrees are regular degrees included in the official count of degrees and thus are awarded with an official diploma. Hence any Latin Honors for which the deceased student was eligible will be conferred.

In Memoriam Degrees can be awarded to an undergraduate or graduate student whose death occurred prior to the student's last semester in his/her degree program. The In Memoriam Degree honors a deceased student's progress towards a degree, but is not included in the official count of degrees. To be eligible for the In Memoriam Degree, at the time his/her studies at Quinnipiac were halted due to an illness or accident leading to death, a deceased student must have been 1) enrolled in classes in the current term or the most recent fall/spring term and 2) in good academic standing. For any courses the student was enrolled in at the time of their death, he/she will be issued either the grades he/she earned if sufficient course work had been completed, or grades of W. The In Memoriam Degree is awarded with a distinct document that affirms the student's good academic standing and progress towards a degree. Latin Honors are not applicable.

Service Learning Courses

Course offerings designated SL in the catalog indicate classes or sections of classes that integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. The SL designation helps faculty advisers and students identify service learning courses to plan and prepare for registration. Quinnipiac University is a member of Connecticut Campus Compact. Campus Compact is a national coalition of college and university presidents dedicated to promoting community service, civic engagement and service-learning in higher education.

Service learning is not volunteerism; nor is it an internship. Service learning is a curriculum-based initiative bringing together faculty, students and community organizations. Service Learning courses incorporate the following basic principles:

- Engagement is fostered through service projects with a community partner.
- Reflection on the experience of working on the community project is both an academic and personal process.
- Reciprocity is promoted by addressing real community needs.
- Dissemination means that previous courses serve as models of best practices for new courses.

The purpose is to assist community organizations by providing situation-specific student resources in activities consistent with the goals of a specific course. Through Service Learning, community organizations are more able to meet their objectives, faculty are more able to demonstrate key course concepts, and students are more able to relate course theory with actual situations and practices. For details, see the Unique Learning Opportunities section of the website.

A Service Learning Certificate is available to students who complete three or more Service Learning designated courses or two courses plus a learning experience.

Study Abroad

Education Abroad

Quinnipiac students participate in semester, short-term, and faculty-led programs abroad in various countries such as Ireland, Australia, Costa Rica, Spain, Nicaragua, Italy, China and South Africa to name a few. Administered by the Department of Cultural and Global Engagement (DCGE), study abroad programs promote a deeper level of understanding of the world by providing an opportunity to live and learn in a new culture. All students are advised to plan early for study abroad and to discuss with their academic adviser to determine whether they can fulfill their graduation requirements through a study abroad program. Students also must attend an information session in the semester prior to the study abroad experience.

For more information, contact the DCGE or visit the website.

Semester Abroad Policies

1. Students must maintain a minimum GPA of 3.0.
2. Students must not have any pending conduct sanctions.
3. The study abroad program must be preapproved by the Quinnipiac University Department of Cultural and Global Engagement.
4. Students must maintain full-time status (12–16 QU credits) while abroad. Some countries limit enrollment to 12 QU credits.
5. Students studying abroad are required to obtain approval from their academic advisers and respective dean(s) for all courses listed on the Study Abroad Course Preapproval Form. In addition, nursing and health science students are required to sign a statement of understanding prior to receiving approval to study abroad.
6. The cost of study abroad includes, but is not limited to: a registration fee, Quinnipiac's study abroad tuition and residence fees (less the dining service fee) and an obligatory overseas emergency medical insurance and security assistance fee. If the cost of the study abroad program exceeds the sum of Quinnipiac's tuition and housing, the difference will be paid to Quinnipiac by the student. The student is also responsible for paying any refundable security deposits, program application fees and/or program withdrawal fees. Additional expenses include but are not limited to: airfare, visas, meals, academic materials, lab fees, Internet usage, public transportation, personal travel, etc.
7. Students are required to live at the study abroad program residence facility.
8. Students who receive financial assistance at Quinnipiac may apply their financial aid for study abroad, including federal aid, state grants, college grants and scholarships. Work study cannot be applied.
9. Withdrawal from a program initiated by the student, Quinnipiac, the program affiliate and/or the host institution will result in a loss of fees and tuition in accordance with Quinnipiac's refund policy. Depending on the circumstances of the withdrawal, the student may be subject to action based on Quinnipiac's Student Conduct System.
10. For Quinnipiac students studying abroad, the credits and grades for approved courses taken abroad become part of the student's academic transcript and all grades are included in the calculation of the student's GPA. Grades are the exclusive prerogative of the faculty members teaching the courses. If students have questions about grading in any particular course, they must consult the faculty member teaching that course. Quinnipiac will not change grades issued by another institution.
11. Students may not take classes for a pass-fail grade.
12. Students who have not completed the Study Abroad Course Preapproval Form and complied with policy and procedure will not receive transfer credit and will be ineligible to study abroad through Quinnipiac University.

Short-Term Study Abroad Policies

1. Students must maintain a minimum GPA of 3.0 and must not have any existing or pending conduct sanctions.
2. The short-term study abroad program must be preapproved by the Department of Cultural and Global Engagement.
3. Students shall be limited to two courses taken abroad during their short-term program. Students are not exempt from the Undergraduate Summer Credit Policy as outlined in the Course Schedule and Registration Bulletin, which prohibits students from taking more than 7 credits during the summer. If more courses are requested, then the student must file a variant procedure with the dean of their college or school.
4. Students may be eligible to apply for financial aid if they are enrolled in 6 credits. Please inquire with the Financial Aid Office for further information.
5. Students studying abroad are required to obtain approval from their academic advisers and respective dean(s) for all courses listed on the Study Abroad Course Preapproval Form.
6. A grade of "C" or better will be accepted for transfer credits for all short-term study abroad programs. No letter grade is given for these credits. If the short-term program course grades are less than C, the credits are not accepted at Quinnipiac University.
7. Students who have not completed the Study Abroad Course Preapproval Form or complied with Quinnipiac Study Abroad policies and procedures will not receive transfer credit and will be ineligible to study abroad through Quinnipiac University.
8. When studying through a Quinnipiac-approved short-term study abroad program, the student is required to pay the program cost directly to the program or affiliates. The student is responsible for paying Quinnipiac's obligatory overseas emergency medical insurance and security assistance fee. Payment must be given to the Department of Cultural and Global Engagement by set deadlines. This fee will be paid for the duration of the program. Failure to make the required payments will disqualify a student from receiving transfer credit.

Quinnipiac in Cork, Ireland

All Quinnipiac students also have the opportunity to study at University College, Cork (UCC), in Ireland for a semester, academic year or summer term. Through this direct program, students are encouraged to fully participate in the programs and courses offered by UCC. For more information, visit the UCC website.

Faculty-Led Programs

Quinnipiac faculty members also plan courses with a travel component to various countries during the January term, spring break, and summer terms. Some of the countries visited include Canada, Costa Rica, Dominican Republic, various European countries and South Africa. Students interested in participating in a Quinnipiac faculty-led course abroad should contact the Department of Cultural and Global Engagement.

Field Studies

During summer, winter and spring recess, Quinnipiac offers faculty-led field trips for credit to sites in the United States and abroad. Field studies trips, to carefully selected locations, are designed to take advantage of the unique educational opportunities made possible by direct contact with other cultures. Pre-trip orientation and on-site instruction are provided by the faculty.

Washington, D.C., Semester Programs

Washington, D.C., semester programs are multi-disciplinary, experiential learning programs bringing students from around the nation and the world to a variety of programming, including semester-length internships, research projects and two-week seminars in the national capitol. Students in any major may apply. Students may choose between Quinnipiac's affiliated institutions —American University and the Washington Center. Both offer modules that focus on students' particular areas of interest, such as American politics, economic policy, journalism, international development and the arts. Occasionally students have the opportunity for two-week inter-term and summer seminars. All students must complete an independent research project related to their experience in the program.

To be eligible, Quinnipiac students must have a minimum GPA of 3.00 and not be under judicial sanctions. Students must pay full-time Quinnipiac tuition for the semester or single course in Washington, D.C. An additional fee (based on the cost difference between Quinnipiac tuition and the program sponsor's fee) is assessed each student who selects a Washington semester program whose costs exceed Quinnipiac's tuition. Students receiving financial aid at Quinnipiac may apply their aid to the Washington, D.C., semester; this includes federal aid, state grants, and college grants and scholarships. Additional scholarships from the affiliated programs or other sources may also be applied to tuition or housing costs. For details about the programs and application deadlines, please contact the director of the program at 203-582-8686.

Quinnipiac in LA Program

The Quinnipiac in Los Angeles program is offered during the fall and spring semesters as well as during the summer, giving undergraduate and graduate students the experience of working and studying in the nation's second largest city. QU in LA is open to all University students.

The program emphasizes experiential learning and is designed to enhance Quinnipiac's professionally oriented education. It is intended to expand Quinnipiac's career development programs, which prepare students to be contributors in the workplace from day one; meet the interests of students who want to experience and understand first hand the unique working environment of Los Angeles and the West Coast; and enable students to have internships, career practicum experience, a sense of independence and autonomy as part of our academic culture. For more information, go to Quinnipiac in Los Angeles.

University Curriculum

Mission Statement

A Quinnipiac education fosters in-depth learning, the gaining of disciplinary expertise (the major), and promotes an interdisciplinary understanding of the expertise in local and global contexts (the University Curriculum). In addition, a QU education inspires students to learn how to work independently both in and outside the classroom to gain a closer and more complex sense of themselves as citizens, intellectuals and human beings. Through the University Curriculum, intentional learning is fostered by studying human cultures, artistic and literary expressions, the physical and natural worlds, and the forces that have shaped and continue to shape our world. Students develop a flexible and open mind, the capacity to learn from others, effective communication skills and the ability to influence potential solutions to global problems. Students demonstrate their abilities through classroom and civic engagement, in both their local and global communities. A student's education at Quinnipiac University is a single, reciprocal process with specialized education in the major integrated with general education, with each providing dimension to the other. In the way that the major leads a student to deep, disciplinary knowledge, general education leads a student to broad knowledge gained from multiple perspectives and in concert, they support the students' achievement as measured by the Essential Learning Outcomes. A Quinnipiac University graduate is a well-rounded individual who demonstrates knowledge of science, cultures, numeracy, the arts, history and society as well as an ability to apply learning to complex problems and challenges.

The requirements of the University Curriculum assure that all students receive a broad education that exposes them to different perspectives and ways of knowing, producing lifelong learners who can, upon graduation, become leaders in their professions, in the communities where they live, and in their role as informed citizens. The University Curriculum also contributes significantly to the development of the Essential Learning Outcomes for the 21st Century (p. 26) that are expected for graduates of Quinnipiac University.

Statement of Purpose for the Breadth Component

As a consequence of personal inquiry and a balanced, purposeful selection of courses representing diverse perspectives, students will:

- Demonstrate knowledge of science, cultures, numeracy, history, arts and society.
- Develop the skills, knowledge and diverse perspectives necessary to address the complexity of their guiding questions.
- Acquire the scientific and cultural literacy necessary to be an informed and ethical citizen who can contribute to local and global society.
- Reflect on and continue to develop meaning in their own lives and to see meaning in the lives of others.

This will be accomplished through a process whereby students:

- Practice and compare a balanced mix of disciplinary perspectives across the natural sciences, social sciences, humanities, math and fine arts.
- Progress toward achievement of the essential learning outcomes.
- Examine multiple perspectives, environments and cultures ranging from the local to the global.
- Interpret complex problems and challenges in novel ways, engendering and nurturing the habit of a flexible and open mind that seeks new opportunities and conceives new solutions.

University Curriculum for Bachelor's Degree Candidates

For all bachelor's degree candidates entering Quinnipiac University during or after Fall 2016, the University Curriculum consists of 46 credits as outlined in the following curriculum structure:

Foundations of Inquiry (4 classes = 12 credits)

FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Math Course		3
Total Credits		12

Disciplinary Inquiry (4 classes = 13 credits)

In the "Disciplinary Inquiry" phase of the University Curriculum, students will make their first encounters with specific knowledge and methodologies in the disciplinary areas. This phase will familiarize students with the kinds of knowledge produced in these disciplinary areas and thus inform their choices as they undertake their "Personal Inquiry." Additionally, students will be proceeding upon their Personal Quest as they take these and all breadth courses, including reflection upon their Guiding Question.

Students will select one course from each of the disciplinary areas:

- Natural Sciences: 4 credits
- Humanities: 3 credits
- Social Sciences: 3 credits
- Fine Arts: 3 credits

Personal Inquiry (6 classes = minimum 18 credits)

The "Personal Inquiry" (PI) phase requires 18 credits with at least three Disciplinary Inquiry areas represented. This allows students significant flexibility in the selection of course work as they pursue their Guiding Questions. The Personal Inquiry requirement has two parts:

Part 1: In addition to those selected under Disciplinary Inquiry above, students will select three courses from three different disciplinary areas:

- Natural Sciences
- Humanities
- Social Sciences
- Fine Arts

Part 2: The remaining three courses can be from disciplinary areas in Part 1 and/or UC Breadth Electives. Students can combine Disciplinary Inquiry areas and UC Breadth Electives in any pattern that totals 9 to 12 credits. [Note: natural science courses that are treated by the Registrar as two separate courses (lecture and lab) shall be treated as *one course* for the purposes of the PI requirement. Students could thus take up to four lecture-lab pairings in the PI).

Integrative Capstone Experience (1 course = 3 credits)

If the Integrative Capstone is offered in the student's major or school, then the student selects an additional unrestricted course in the University Curriculum.

Intercultural Understanding (2 courses = minimum 6 credits)

As students purposefully select courses and progress through the Breadth part of the curriculum, it is imperative that all students develop the skills, knowledge and diverse perspectives necessary to address the complexity of their Guiding Questions, and to acquire the understanding necessary to be informed and ethical citizens who can contribute to the local and global society.

To achieve this goal, within their 31 breadth component credits students are required to take at least 6 credits in classes marked as "I" (Intercultural Understanding). The classes with "I" designation can be chosen from any area in Disciplinary and/or Personal Inquiry.

University Curriculum Breadth Electives (formerly called UC "Electives")

University Curriculum (UC) Breadth Electives are courses with generalizable and transferrable knowledge that are based in a single academic discipline outside of the four Disciplinary Inquiry areas (Natural Sciences, Social Sciences, Humanities, Fine Arts) or that reflect nationally established interdisciplinary areas. Such courses increase the disciplinary, methodological and cultural perspectives available to students in the University Curriculum, thereby extending the breadth of their knowledge to navigate successfully a complex and dynamic world.

Natural Sciences

AN 102	Bones, Genes, and Everything In Between: Introduction to Biological Anthropology	3
AT 450	Administration and Management in Athletic Training	3
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 105	Introduction to the Biological Sciences I	3
BIO 105L	Introduction to Biological Science Lab	1
BIO 106	Science and Society: Concepts and Current Issues	3
BIO 106L	Science and Society: Concepts And Current Issues Lab	1
BIO 120	The Biology of Beer	3
BIO 121	Human Genetics from ACTG to XY	3
BIO 128L	Global Health Challenges Lab	1
BIO 128	Global Health Challenges: A Human Perspective	3
BIO 150	General Biology for Majors	4
BIO 150L	General Biology for Majors Laboratory	
BIO 151	Molecular and Cell Biology and Genetics	4
BIO 151L	Molecular and Cell Biology and Genetics Lab	
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208	Introduction to Forensic Science	3

BIO 208L	Introduction to Forensic Science Laboratory	1
BIO 282	Genetics	3
BIO 282L	Genetics Lab	1
BMS 110	The World of Microbes	3
BMS 117	The Human Organism	3
BMS 162	Human Health	3
BMS 200	Biology of Aging	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1
CHE 110	General Chemistry I	3
CHE 110L	General Chemistry I Lab	1
CHE 111	General Chemistry II	3
CHE 111L	General Chemistry II Lab	1
PHY 101	Elements of Physics	3
PHY 101L	Elements of Physics Lab	1
PHY 110	General Physics I	3
PHY 110L	General Physics I Lab	1
PHY 111	General Physics II	3
PHY 111L	General Physics II Lab	1
SCI 102	Earth Sciences	3
SCI 102L	Earth Sciences Lab Lab	1
SCI 161	Nutrition: An Investigative Experience	3

Social Sciences

AN 101H	Honors Introduction to Cultural Anthropology	3
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3
AN 103	Dirt, Artifacts, and Ideas: Introduction to Archaeology	3
AN 240	Ethnographic Theory and Practice	3
EC 111	Principles of Microeconomics	3
EC 111H	Honors Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 112H	Honors Principles of Macroeconomics	3
ED 250	(uc) Diversity, Dispositions and Multiculturalism	3
GT 263	Sociology of the Aged (SO 263)	3
IB 105	International Business Environment	3
IB 201	Globalization and International Business	3
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Leadership	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 219	Women in Political Thought (WS219)	3
PO 221	Introduction to Latin America	3
PO 227	The Politics of Intimacy	3
PO 231	Elections and Political Parties (SL: Service Learning)	3
PO 245	International Political Economy	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PS 101	Introduction to Psychology	3
PS 232	The Concept of Personality and Its Development	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 272	Abnormal Psychology	3
SO 101H	Honors Introduction to Sociology	3
SO 101	Introduction to Sociology	3
SO 201	Sociological Theory	3
SO 225	Social Problems	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Stratification	3
SO 255	Sociology of Families (WS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of the Aged (GT 263)	3
SO 264	Social Welfare Institutions	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Illness and Disability	3
WS 219	Women in Political Thought (PO 219)	3
WS 255	Sociology of Families (SO 255)	3
WS 262	Psychology of Women (PS 262)	3
WS 285	Protest and Change (SO285)	3

Humanities

ED 260	Social and Philosophical Foundations of Education	3
EN 208H	Honors Greek Tragedy	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay	3
EN 215	The Travel Essay	3
EN 220	The Short Story as a Genre	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 240	Survey of English Literature I	3
EN 250H	Honors Survey of English Literature II	3
EN 250	Survey of English Literature II	3
EN 260	Survey of American Literature I	3
EN 265	Survey of African-American Literature	3
EN 270	Survey of American Literature II	3
EN 276	Literature of the Global South I: Africa and South Asia	3
EN 277	Lit of the Global South II: The Americas	3
EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
HS 111	The Rise of the West	3
HS 112H	Honors The West and The World	3
HS 112	The West in the World	3

HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210H	Honors Contemporary America	3
HS 210	Contemporary America	3
HS 228	Twentieth-Century Russia	3
HS 230	The Rise of Modern Science	3
HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 274	History of India	3
HS 275	History of the Middle East	3
IRST 101	Introduction to Irish Studies	3
IT 210	Italy: a Journey Through Its Food, History and Culture (in Eng.)	3
IT 212	Florence and the Making of Modernity (in Eng.)	3
LE 101	Introduction to the American Legal System	3
MSS 220	Media, History and Memory	3
PL 101H	Honors Introduction to Philosophy	3
PL 101	Introduction to Philosophy	3
PL 202	Logical Reasoning	3
PL 220H	Honors Ethics and Human Values	3
PL 220	Ethics and Human Values	3
PL 236	Philosophy of Language	3
PL 238	Philosophy of Technology and Social Transformation	3
PL 240	Philosophy of Sport (SPS 240)	3
PL 250	Philosophy of Art	3
PL 265	Living Religions of the World	3
PL 266	Diverse Global Philosophies	3
PL 267	Philosophy of Religion	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 334	Medieval Philosophy	3
PL 335	Contemporary Philosophy	3
PL 338	Paradoxes	3
WS 101	Introduction to Women's and Gender Studies	3
WS 235	Literature by Women (EN 235)	3

Fine Arts

AR 101	Introduction to Art	3
AR 102	Art History: Ancient Through Medieval	3
AR 102H	Honors Art History I	3
AR 103H	Art History: Renaissance Through Contemporary	3
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Policy for Students Who Fail FYS 101

Freshmen entering the University in the fall semester who withdraw from or fail to receive a passing grade for FYS 101 during that semester are given one chance to repeat the course during the first spring semester that they are enrolled at Quinnipiac. If they fail to complete the course successfully on a second attempt, they may not take FYS 101 again. They may not withdraw from the course on the second attempt. The failing student receives no credit for FYS 101, the failing grade (F) remains and he/she must substitute 3 credits from any other UC-designated course to count toward required general education credits.

FYS 101 Policy for Transfer Students

A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in FYS 101 in his/her first semester at Quinnipiac. Students who transfer to Quinnipiac with 27 or more credits must substitute any UC-designated course for FYS 101, to count toward the general education credits needed to graduate. They also will complete a series of self-guided online modules by the start of their second semester at Quinnipiac, designed to ensure students successfully complete their remaining general education requirements and prepare for the integrative capstone experience.

Students may consult the 2015–16 University Catalog for more information on the University Curriculum required of all bachelor's degree candidates who entered Quinnipiac University prior to Fall 2016.

Writing Across the Curriculum

Since 2000, Quinnipiac University has adopted a writing-across-the-curriculum (WAC) approach to teaching writing at the undergraduate level, an effort that has been generously supported by the Davis Educational Foundation. Writing is used extensively throughout the University Curriculum and in the undergraduate majors to promote good critical thinking and communication skills for all students.

In support of our students' success, the WAC program facilitates faculty workshops on critical thinking and writing development, awards faculty research in the scholarship of teaching and learning, hosts a biennial conference on critical thinking and writing on the Quinnipiac campus, and sponsors Double Helix: A Journal of Critical Thinking and Writing, that publishes faculty scholarship from across the globe.

The University endorses the position taken by the National Commission on Writing for America's Families, Schools and Colleges that good writing is a "threshold skill" for employment virtually anywhere in the professions. Our nationally recognized WAC program provides students with the opportunity to develop their ability to write at the same time they are acquiring knowledge and skills in their chosen profession. Our intention is to enable the connection between writing and learning to be a lifelong habit that students will rely upon to enhance both their personal and professional lives.

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Academic Good Standing Policy for Undergraduate Students

(Revised for May 2015)

Credit and GPA Requirements

To be in Academic Good Standing at Quinnipiac, undergraduate students must meet both minimum grade point average and completed credit requirements.

A student fails to meet Academic Good Standing requirements if his or her:

1. cumulative GPA is below 2.0
2. semester GPA is below 2.0 in any two consecutive semesters.

Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 2.0, but 1.2 or more, will be placed on Academic Warning in his or her first semester. Any first-time, full-time student or first-time, full-time transfer student earning a GPA less than 1.2 will be placed on Academic Probation. Students on Academic Warning are required to follow the same requirements as those on Academic Probation.

In addition to the GPA requirements, all students must complete course work over a period no longer than 150 percent of their program length to maintain the satisfactory academic progress standards of the university. For example, a full-time student enrolled in a four-year degree program must successfully complete an average of 10 credits per semester registered.

A part-time student must complete an average of 6 credits per semester registered. Some individual degree programs have higher GPA and credit requirements for students to maintain program eligibility. Consequently, students should consult the program description in the Catalog for the requirements of their individual program.

The Academic Good Standing requirements for transfer students are based on the number of credits accepted for transfer. For example, students who enter Quinnipiac with 20 transfer credits are considered to have completed two semesters and are subject to the requirements of a third-semester student during her/his first semester at Quinnipiac. However, minimum GPA is based only on courses completed at Quinnipiac.

Students should also know that failure to meet the Academic Good Standing requirements may result in the loss of financial aid and or scholarship, and may affect their eligibility for campus housing. Also, individual programs may have other academic requirements to remain in good standing in the specific program. Students should refer to the program section of the catalog for information regarding individual program requirements.

Sanctions

Any student who fails to achieve any of the requirements above is subject to one of the following sanctions:

Academic Probation

Probation serves as an official notification of deficiency that requires students to promptly address their deficiency(s). After the close of the previous semester, the Office of Academic Innovation & Effectiveness notifies students of their probation. Prior to the start of each semester, students on probation and their academic advisers are notified about this sanction through Retention Alert; advisers and probationary students also are directed toward resources that support the Improvement Plan process. Before the end of the first week of classes, students on probation must submit an electronic copy of their Improvement Plan to their academic adviser and the Learning Commons. In their Improvement Plan, they should reflect on their past semester, and indicate how they will improve their academic performance to remedy their academic deficiencies. Probationary students must meet with their adviser within the first two weeks of the next semester to have the adviser approve or amend the plan. Approved plans are forwarded to both their school/college dean's office and the Learning Commons. Probationary students must meet personally with their adviser a second time during preregistration to discuss their progress in meeting the goals of their Improvement Plan and their course selection for the next semester. Additionally, probationary students must email their adviser with a progress update every two weeks during their semester on probation. The Learning Commons has a variety of programs to support students on probation. Students on probation may register for courses in the usual fashion. However, students on probation must attend and successfully complete an Advanced Learning Tutorial with an academic specialist at the Learning Commons during their probationary semester. These meetings provide students support and strategies to assist them in correcting their deficiencies. Normally, students are not permitted to appeal probationary status. However, students who failed to achieve the completed credits requirement for documented medical reasons may appeal a probation decision.

Students on probation or credit deficient at the close of the semester may use summer or winter classes to regain good standing to the degree this action follows existing academic policies. To remediate a deficiency in GPA, students must take a course offered by Quinnipiac University and comply with existing policies regarding summer and winter courses. To remediate credit deficiency with courses taken at another university, students must comply with the policy regarding study at another institution (p. 56). If they are able to remediate their deficiency, they must appeal the change of academic status through the office of the associate vice president for retention and academic success no later than the Friday of the first week of the subsequent semester. Appeals should be made in person and should include acknowledgement of current status, actions taken to remediate current status, and discussion of changes intended for the next semester. A change in academic status will not be made without a successful appeal. A successful appeal will result in a notation to the student's transcript that indicates a new standing of Academic Warning, which is discussed below. Appeals to reinstate financial aid may also be addressed during this appeal process.

Suspension

Students who have serious or repeated deficiencies are subject to suspension. Suspended students must leave Quinnipiac for a period of one semester. Suspended students are required to use this period of suspension to review their academic goals and to improve their academic skills. To facilitate this review and reflection, suspended students are assigned an academic specialist with whom to work during their suspension. Suspended students are encouraged to work closely with Learning Commons staff and other resources to prepare for their return to Quinnipiac. Additionally, credit will not be given for courses taken during the suspension period. Suspended students may return to Quinnipiac after the completion of the suspension period; in the semester of their return, they will be on Academic Warning and subject to its requirements. Further, suspended students are expected to work with their advisers or their associate deans for course selection prior to their return. Students returning from suspension and intending to enroll in summer or J-term courses that might contribute to their program must meet with their adviser or their associate dean before doing so.

Dismissal

Students with serious or repeated academic deficiencies are subject to dismissal from Quinnipiac. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac. Permission to reapply does not guarantee readmission to Quinnipiac or to the program from which the student was dismissed.

Procedures

Decisions regarding probation, suspension and dismissal are made by the Academic Deficiency Review Committee (Deficiency Committee). The Deficiency Committee is composed of five faculty members (appointed by the deans of the academic schools) and the Registrar and Learning Commons staff, who serve on an ex-officio basis. *With the exception of the first-time, full-time students and first-time, full-time transfer students as noted above,* students are usually placed on probation after their first deficient semester. Individual students may be continued on probation for subsequent semesters if they make progress in addressing their deficiency. However, students who are deficient after a total of three semesters on probation, two semesters after the freshman year, or two semesters after transferring to Quinnipiac are suspended or dismissed. Any student who has a GPA below 1.2 after two semesters is dismissed. *Suspended and dismissed students may appeal their sanction to the Academic Appeals Committee*, consisting of a representative from the Office of Academic Innovation & Effectiveness, undergraduate school and college deans or their designee (an associate dean), and two students appointed by the student government president.

The Appeals Committee may change a suspension or a dismissal to a lesser sanction. All notifications of decisions and meeting times of the Deficiency and Appeals committees are sent to the permanent address of affected students by Federal Express or first class mail (probation notices only). It is the responsibility of students to be sure they can be contacted and, if necessary, respond promptly to committee notices.

Academic Warning

In an effort to support academic success, the university places under review students whose previous academic performance indicates a risk to academic success. Students whose semester grade point average is less than 2.0 and students who have successfully appealed a change in probationary status, as noted above, will be placed on review. While this review is not an official notification of deficiency and these students are not on probation, both conditions may indicate a challenge to academic success. Like those students on probation, however, students under review are contacted by the Office of Academic Innovation & Effectiveness just after the close of the semester. Prior to the start of the next semester, these students and their academic advisers are reminded

of the low semester GPA and directed toward resources. Following a discussion of their academic record with their academic adviser or an academic specialist, students will be asked to develop an Improvement Plan and to meet regularly with an academic specialist. This review semester is intended to help students regain their momentum toward academic success.

Math and English Requirements

Full-time students are expected to have completed EN 101, EN 102 and MA 110 (or their equivalent) by the end of three semesters. Part-time students are expected to have met these requirements by the time they have completed 30 credits. Students may not withdraw from EN 101 or EN 101I. The first time a student fails to complete EN 101 or EN 101I successfully, a grade of "U" is issued. Each additional unsuccessful attempt at EN 101 or EN 101I results in a grade of "F." For more information, please review the course description.

Program Level Academic Good Standing Policy

All undergraduate and graduate students are expected to maintain the required minimum GPA set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in this Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain his/her status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation; b) suspended; or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter.

If a deficient student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, the student may appeal the final grade by following the Procedure to Appeal a Final Grade (p. 54). Only final grades may be appealed. If the grade appeal process results in a recalculated grade that removes all of the student's academic and/or clinical professional achievement deficiencies, then the sanction of probation, suspension or dismissal is removed. Students who are no longer suspended or dismissed may continue to progress in the program in the semester following the conclusion of the grade appeal process.

If a student is placed on suspension or dismissed, and he/she believes there were errors in facts considered by their program or would like to explain extenuating circumstances affecting his/her academic performance, the student may appeal the suspension or dismissal.

If a suspended or dismissed student believes both that 1) his/her final grade was determined in an arbitrary, capricious or prejudicial manner, and 2) there are errors in the facts considered by their program or extenuating circumstances, then the student must first follow the Procedure to Appeal a Final Grade (p. 54). If after the conclusion of the grade appeal process the suspension or dismissal still stands, then the student may proceed with appealing the suspension or dismissal.

Appeals Process

1. If the student's program has a student handbook or other document outlining a departmental level appeals process, the student should appeal the suspension or dismissal by following the guidelines outlined in their program's student handbook or document. Appeals at the departmental level must be submitted in writing within five business days of the student being sent via email a suspension or dismissal notice from their program. The appeals hearing date/time will be determined by the department based upon programmatic guidelines and the student will have the opportunity to attend if he/she chooses. Students are responsible for checking their Quinnipiac email account even during examination and vacation periods. Excuses for not checking the mailbox, email account, or delays in mail delivery are not acceptable reasons for postponement of any deadline in the process. Following the departmental hearing, if the suspension or dismissal still stands, the student may appeal the sanction to the dean of their school.
2. If the student's program does not a student handbook or other document outlining a departmental level appeals process, the student should appeal the suspension or dismissal directly to the dean of their school.
3. Appeals to the dean must be submitted in writing within five days of the receipt of the final decision from the department. Appeals to the dean should be based on errors in the facts considered by their program or extenuating circumstances. Upon hearing the appeal, the dean may decide:
    a. To concur with the program's initial decision. In this case the initial decision is final.
    b. To send the matter back to be reconsidered by the program.
    c. To change the sanctions decided by the program by decreasing or increasing the sanctions. In this case the dean's decision is final.
4. If the decision is upheld and the student is dismissed, he/she is encouraged to contact the Office of Career Development (p. 16) in his/her school to discuss alternative programs and career paths. After a period of at least one year, dismissed students who have demonstrated academic achievement elsewhere may file a new application for admission to Quinnipiac. Permission to reapply does not guarantee readmission to Quinnipiac or to the program from which the student was dismissed.

Academic Integrity Policy

Revised April 2017

Introduction

A. Integrity: The Foundation of Quinnipiac University [1]

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as

their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

Honesty
Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

Trust
Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

Responsibility
An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

Fairness
True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

Respect
The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.

B. Expectations for Integrity at Quinnipiac University
This policy is part of the larger educational effort at Quinnipiac University in which community members learn and practice ethical behavior. All members of the Quinnipiac University community are expected to commit themselves to personal and academic integrity and to the five fundamental values by

- Being honest in what they say, don't say, do and don't do
- Trusting others and being worthy of trust
- Acting responsibly and expecting responsible behavior from others
- Treating other members of the community fairly, and expecting fair consequences when mistakes are made
- Treating other members of the community and the educational process with respect, and expecting respect for oneself, one's views and one's abilities.

In keeping with these values, Quinnipiac University expects its community members to comply with the usual expectations for honest academic work. In general, community members

- May not cheat on any work
- Must properly cite sources in all academic work
- May not provide or procure unauthorized assistance on any assignment or test
- May not falsify or alter university documents, tests or assignments
- May not impede any other student in his/her course work
- May not do any other thing that violates or allows another person to violate the accepted standards of academic integrity. (See appendix I for more details on specific violations (p.).)

Students, faculty and staff also should promote integrity by

- Educating each other
- Discussing integrity in their classes
- Reporting violations when they occur.

Quinnipiac recognizes that reporting violations is difficult; however, reporting is necessary to maintain fairness as well as standards of integrity on campus. Reporting is part of each individual's responsibility as a member of the community. (See appendix II for community responsibilities (p.).)

This policy is overseen and administered by the Office of Academic Innovation & Effectiveness.

C. Resources
In its effort to uphold these standards of academic integrity, the university provides numerous educational and support resources to reduce academic integrity violations. These resources may be found on the Academic Integrity MyQ site.

Academic Judicial Procedures for Student Violations
Revised April 2017

Students, faculty and staff shall report any violation including minor unintentional violations, directly to the director of academic integrity

on the report form (see the Academic Integrity MyQ site). Once a report of an alleged academic integrity violation has been filed, the case will be considered according to the procedures set forth in this Academic Integrity Policy. All members of the university community are expected to follow this policy and to use its procedures.

Should it be necessary to invoke the academic judicial procedures during the January term or a Summer session, every effort will be made to assemble the necessary committees from the academic integrity board from the preceding academic year. Should that prove impossible due to absences from campus, however, the vice president of academic innovation & effectiveness or his/her designee and the director of academic integrity or his/her designee have joint authority to assemble the necessary committees. They should make every attempt to maintain the same ratios of faculty, staff and student representation described in this policy.

A. Minor Unintentional Violations

Students, faculty and staff shall report any violation including minor unintentional violations, directly to the director of academic integrity on the report form (see form in MyQ).

1. In some cases, faculty may choose to work directly with a student to resolve what the faculty member believes to be a minor unintentional integrity violation. In such cases, the faculty member shall discuss the situation with the director of academic integrity to be sure this is a first-time violation.
2. If this is a first-time minor and unintentional violation and the faculty member and student can agree on an outcome, whether or not the instructor imposes a sanction, the instructor must submit a report form to the director of academic integrity so the university can monitor types of violations and take appropriate steps to remediate the cause. A minor unintentional violation will be considered a first-time violation for the student and a subsequent offense will be treated as a second offense. If the faculty member and the student cannot agree on an outcome the case will proceed on to case review.

B. Substantial or Intentional Violations

1. Students, faculty and staff shall report all substantial and all intentional violations. This written, formal report, presented on the report form, may be submitted by any member of the university community (student, faculty or staff) to the director of academic integrity. The integrity report form is available on the university's MyQ website.

2. The report must provide the name(s) of the student(s), the date(s) and a description of the alleged violation(s), detailed facts surrounding the alleged violation(s), the names of any witnesses and detailed factual information or documentation useful in determining the truth of the charge(s) made.

3. Incidents involving multiple students must be reported on separate report forms to preserve each student's confidentiality. The director of academic integrity may, however, determine that two cases either involve collaboration between two students or are otherwise so connected that they should be considered as one case.

4. The director of academic integrity will provide written email notice to the student(s), staff and faculty member(s) involved to confirm that a complaint has been filed, to specify the alleged violation and to outline the academic judicial procedures. This notice will explain to the student that he/she is obligated to respond on the response form (see form in MyQ) within 48 hours/two business days of such notice. The parties involved are responsible for checking their Quinnipiac email account even during examinations and vacation periods. Excuses for not checking the mailbox, email account or delays in mail delivery are not acceptable reasons for postponement of any deadline in the Academic Integrity Process.

5. The student must fill out the response form within the required time period. Here the student will indicate whether he/she accepts responsibility for the violation and how he/she wishes to proceed.

6. If the student accepts responsibility and has not been found responsible for a previous violation of the Academic Integrity Policy, the student may request:

    a. To meet with the faculty member to discuss the violation and attempt to develop a joint student/faculty resolution.

        i If both parties agree to the statement of the violation and the sanction, they will prepare the joint resolution form (see form in MyQ). On this form they will specify the violation and the jointly agreed sanction. This joint resolution will be forwarded to the director of academic integrity for final approval. If a conflict of interest occurs, the director can request Academic Integrity Board approval of joint resolutions.

        ii Faculty are not required to participate in a joint resolution session and may instead request that the case proceed to case review. It is anticipated and encouraged that a joint resolution will be worked out in a private meeting between the faculty member and the student(s) involved in a case. However, either the student or the faculty member can request that the director of academic integrity assign a member of the Academic Integrity Board to attend a joint resolution meeting as a neutral third party.

    b. Not to meet with the faculty member. The student can elect instead to proceed directly to case review (see case review (p.)).

7. A student who did not initially accept responsibility may, at any time, change his/her response to accept responsibility in order to have the joint resolution process available to him/her.

8. If the student accepts responsibility for an action which violates the Academic Integrity Policy, but is not related to a particular class, the joint resolution may be completed with the director of academic integrity. An example of this would be giving a fellow student a paper from a class taken in a previous semester. Joint resolutions completed with the director of academic integrity will be approved by the Academic Integrity Board.

9. If the student declares he/she is not responsible for the alleged violation, the case will proceed to a case review (see case review (p.)).

10. If the student has been found responsible for a previous violation of the policy, the case will automatically proceed to hearing (see hearing (p. 46)). If a student has a second report filed against him/her before there has been a resolution in the first case, whether the second report arises from the same or another course, resolution of

the second case will be postponed until there has been a resolution in the first case.

11. If grades are awarded while the case is in progress, the faculty member must assign a temporary grade of "incomplete" to the student pending the outcome of the academic integrity hearing board review process. A faculty member should not automatically assign a grade (other than an "I") when a student is suspected of a violation of this policy.

12. If a student withdraws from a class prior to the resolution of an academic integrity violation report, the withdrawal shall not impact the process of the academic integrity case. If the student is found responsible for an academic integrity violation, a grade of WAI will be imposed to indicate that the withdrawal was undertaken after a violation of the university's Academic Integrity Policy.

    a. The grade of WAI automatically will appear on a student's transcript.
    b. Students may submit to the vice president of academic innovation & effectiveness a petition to have this academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity in order to have the notation removed.

13. All members of the university community are welcome to discuss alleged violations with the director of academic integrity prior to filing a report to clarify and confirm procedures.

C. Case Review

1. When a matter proceeds to case review, the director of academic integrity will act expeditiously to select, from the Academic Integrity Board, a case review team consisting of one student and one faculty or staff board member, and will provide written notification to the student(s), staff and faculty member(s) involved indicating that a case review team has been assigned. Any member of the Academic Integrity Board who has a conflict of interest in the case should make that conflict known to the director of academic integrity.

2. Acting with all reasonable dispatch, the case review team will interview separately the student(s), the faculty member(s) and any witnesses involved in the case. This team also will collect and review all evidence relevant to the case.

3. Upon completing the review, the case review team will meet as soon as reasonably possible to determine whether sufficient evidence of a violation exists.

    a. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The director of academic integrity will inform the student(s) and other involved parties of this decision.

    b. If sufficient evidence of a violation is determined, the case review team will determine the appropriate sanction to be issued in the case. This determination shall be the final resolution in the case.

    c. The case review team will submit a written report of findings to the director of academic integrity.

D. Hearing

1. When a case requires, the director of academic integrity will act with dispatch to convene a hearing board from the Academic Integrity Board.

2. Each hearing board will consist of five members selected from the Academic Integrity Board: three student and two faculty/staff members. The director of academic integrity or a designated member of the Academic Integrity Board will chair each hearing. Any member of the Academic Integrity Board who has a conflict of interest in the case should make that conflict known to the chair of the Academic Integrity Hearing Board and the director of academic integrity.

3. The director of academic integrity will notify the student(s) and faculty that are involved, in writing, of the academic judicial hearing procedures. The student may choose to meet with the director of academic integrity to be sure he/she fully understands the procedures that will be followed during the hearing. The hearing board will meet as soon as reasonably possible.

4. A hearing will be scheduled at a time that neither the student(s) nor faculty member involved in the case has a class conflict. Notice of the time, date and place of the meeting will be sent to the parties involved via electronic mail at least 48 hours/two business days prior to the meeting. This letter also will inform the student that he/she has the right to an adviser, who can be any member of the Quinnipiac University community. A single request for postponement of up to five additional business days for an academic integrity hearing can be made to the director of academic integrity. The request must be for good cause and is subject to the availability of the hearing board and other parties involved in the case. Excuses for not checking the mailbox, email account or delays in mail delivery are not acceptable reasons for postponement. Academic integrity cases are heard as scheduled with or without the student present. All communications will be sent to the student's Quinnipiac email. If the student's Quinnipiac email has been disabled for any reason it is the responsibility of the student to notify the Office of Academic Integrity.

5. The student appearing before the hearing board will not be permitted to have legal representation, parents, family members or students or faculty from the Quinnipiac University Law School at the hearing. A student may request, in writing, to have an adviser assigned by the director of academic integrity. If a student requests an assigned adviser and then refuses this adviser, no further advisers will be assigned. An adviser may assist the student in preparing for the hearing and may attend the hearing but may not speak during the hearing process.

6. Any cases which involve more than one student, will all be heard prior to any voting by the board on individual cases.

7. The procedure for the hearing will be as follows:

    a. Each party will present a statement. The hearing board will ask questions of each party, examine evidence and interview witnesses if necessary.

b. Upon conclusion of this discussion, each party will be asked if there is any additional information, discrepancies or questions that need to be presented or addressed.

c. All parties will be asked to leave the room while the hearing board deliberates. After its discussion, the board will decide if there is clear and convincing evidence that indicates that the student is responsible for violation(s) of the Academic Integrity Policy by way of a simple majority vote.

d. If the student is found to be responsible, the hearing board shall then be informed of the student's prior record so that the student's entire history of academic violation can be considered in issuing sanctions.

e. If the student is found responsible for the violation(s), the hearing board has full and unique authority to determine the sanction(s).

8. Below are guidelines for the hearing board to consider in this deliberation. However, the hearing board may deem alternate sanctions appropriate in individual cases.

   a. First offenses may result in probation as well as failure on the exam/assignment and/or failure of the course, but could lead to immediate suspension, dismissal or expulsion.

   b. Repeat offenses will result in increasingly severe sanctions, including suspension, dismissal and expulsion.

   c. If the student is sanctioned with failure of the course, a grade of FAI will be imposed to indicate that the failure was a result of an academic integrity sanction.

   d. In addition to above, the hearing board has the right to require the student to complete academic integrity projects, write letters of apology or any alternate educational sanction deemed appropriate for any violation, in addition to the automatic educational requirement implemented by the Office of Academic Integrity for every student found to be responsible for a violation of the Academic Integrity Policy.

   e. Any sanction resulting in a grade of WAI or FAI or in a suspension, dismissal or expulsion automatically will appear on a student's transcript. Students may submit to the vice president of academic innovation & effectiveness a petition to have this academic integrity notation removed from their record if two semesters/terms have passed from the time of the sanction with no further academic integrity violations, or the student completes the requirements for graduation (whichever one occurs first). Students will be required to have completed the Academic Integrity Remediation Process with the Office of Academic Integrity to have the notation removed.

9. Once the hearing board has reached a decision, the chair of the hearing will ask the parties involved to return to the room, and the results of the deliberation will be presented. In addition, the chair of the hearing board will notify the parties involved and the director of academic integrity of the decision in writing via electronic mail following the hearing. The notice will explain the sanctions imposed by the hearing board and the appeal process.

10. If insufficient evidence of the alleged violation(s) is determined, the report and charges will be dismissed. Under these circumstances, no record of the report or the outcome will be retained. The chair of the hearing board will inform the parties and the director of academic integrity of this decision in writing via electronic mail.

11. If a student fails to respond to or comply with a letter/notification from the Academic Integrity Office, hearing board or case review team; attend a scheduled meeting with any academic integrity officer, hearing board or case review team member or faculty member; attend an academic judicial hearing; or abide by any of the procedures here noted in this policy, the student has forfeited his/her rights and options presented. The case may proceed without the student or faculty present and a decision will be rendered. If a hearing takes place without the student present, the student will be notified in writing via certified and electronic mail of the outcome of the hearing.

E. Non-Compliance

1. Students who fail to comply with the sanctions determined in a joint resolution, will have their case proceed to a case review where the case review team will determine sanctions.

2. Students who fail to comply with the sanctions determined by a case review team or hearing board will be subject to a one-semester suspension.

3. Procedure:

   a. Any student who appears to be in non-compliance with a joint resolution or a case review or a hearing board sanction will be notified by the director of academic integrity via email of the apparent noncompliance. The student will be informed of the non-compliance issues/facts and will be instructed to reply within 48 hours/two business days. The student will also be informed that he/she can request an extension for compliance, in writing, to the director. No more than one extension will be granted by the director. If the student requests an extension for compliance, he/she will be notified by the director of the extension's approval/denial and the reasons for such.

   b. If the student does not reply within 48 hours/two business days of the notification of non-compliance, the student will be deemed to be non-compliant and the case will be required to attend a case review (joint resolution) or the student will be subject to a one-semester suspension (case review or hearing).

   c. Appeal of the suspension will occur in the same manner as all other suspensions. (See Appeal (p. 47) section of the Academic Integrity Policy)

F. Appeal

1. An individual who has been found responsible for a violation of the Academic Integrity Policy may appeal the decision of the case review team or hearing board. Appeals must be made directly to vice president of academic innovation & effectiveness or his/her designee. During this appeal process, the original sanction is held in abeyance until an appeal decision has been made.

2. A formal letter of appeal must be submitted within 48 hours/two business days of the student's receipt of written notification of the decision and must list any of the following specific grounds for the appeal:
   a. Improper academic judicial procedures that impacted the student's ability to present his/her case effectively.

   b. Additional or new relevant information has been discovered.
   c. The sanction was not consistent or appropriate with the nature of the violation.

3. The vice president of academic innovation & effectiveness or his/her designee will meet with the individual involved and may meet with other witnesses. He/she then will decide to:

   a. Uphold the original decision on responsibility and the sanction imposed.
   b. Uphold the original decision on responsibility and modify the sanction imposed.
   c. Determine that improper procedures impacted the student's ability to properly present his/her case and order a new hearing to be held using proper procedures.
   d. Overturn the decision on responsibility.

4. The vice president of academic innovation & effectiveness or his/her designee will notify all appropriate individuals involved in the case, the director of academic integrity and any appropriate Quinnipiac University personnel (dean, registrar, bursar, etc.) of the outcome of the appeal.

G. Record Keeping

1. All records regarding alleged violations and academic judicial procedures are confidential in accordance with The Family Educational Rights and Privacy Act (FERPA).
2. Records will be maintained by the Office of Academic Integrity and will be destroyed seven years after the case is concluded unless the sanction included dismissal or expulsion. These records will be maintained permanently by the Office of Academic Integrity.
3. Records of multiple offenses will be maintained by the Office of Academic Integrity and will be made available to the relevant Academic Integrity Board members in the sanctions phase of a hearing or case review.

H. Student Procedural Rights

A student who has been charged with a violation of the Academic Integrity Policy shall be granted the following procedural rights:

1. Confidentiality: The right to have all records, files and proceedings kept confidential in accordance with The Family Educational Rights and Privacy Act (FERPA).
2. Notice: The right to be informed in writing of the specific violation(s) and inappropriate behavior in which the student is suspected of being involved.
3. Procedures: The right to be informed orally and/or in writing of the academic integrity procedures.
4. Hearing: The right to be notified in writing of the date, time and place of his/her hearing.
5. Evidence: The right to know and hear the nature of the evidence against her/him.
6. Witnesses: The right to present evidence and witnesses on his/her behalf.
7. Adviser: The right to have any member of the Quinnipiac University community act as an adviser and attend the hearing. If the student so requests, the Office of Academic Integrity will appoint an adviser for the student.
8. Written Decision: The right to have written notice of the results of any case review or hearing.
9. Appeal: The right to appeal a decision of a case review team or hearing board within 48 hours/two business days of receiving written notification of the final decision.

Appendix I: Academic Integrity Violations

Quinnipiac University Academic Integrity Policy Revised April 2017

Academic integrity violations encompass any act that compromises or subverts the integrity of the educational or research processes. Violations may fall under one or more category or violation. These offenses include, but are limited to:

A. Plagiarism, Misrepresentation and Fabrication

These violations include, but are not limited to, activities that misrepresent one's ideas, abilities or background.

1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.

It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.

2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one

project or course, without the express prior written permission of the instructor(s) involved.

- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:

- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

B. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.
- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.

C. Impeding Fair and Equal Access to the Educational and Research Process

Examples of this violation include, but are not limited to:

- Altering or changing an examination or comparable document so as to mislead other users or the reader.
- Infringing upon the right of other students to fair and equal access to any library materials and comparable or related academic resources, including tampering with or damaging any library materials or comparable academic resources.
- Attempting to prevent access by other users to the university's computer system and its resources, to degrade its system performance, or to copy or destroy files or programs without consent.
- Intentionally disrupting the educational process in any manner.

D. Misrepresenting or Misusing One's Relationship with the University

Examples of this violation include, but are not limited to:

- Falsifying, misusing, omitting or tampering with information (in any form, including written, oral or electronic) such as test scores, transcripts, letters of recommendation or statements of purpose, to gain initial or continued access to the university's programs or facilities.
- Altering, changing, forging or misusing academic records or any official university form regarding oneself or others.
- Misrepresenting one's status or affiliation with the university.
- Causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding.
- Failing to be fully cooperative and truthful if one has direct knowledge of an alleged violation of academic integrity.
- Reporting an academic integrity violation known to be false.
- Offering bribes (e.g., monetary remuneration, gifts or favors) to any university representative in exchange for special consideration or waiver of procedures.

E. Facilitation

Facilitation refers to knowingly or intentionally assisting any person in the commission of an academic integrity violation. Students who engage in facilitation are also subject to discipline for integrity violations. Examples of this violation include, but are not limited to:

- Giving another student one's assignment or paper (or a portion thereof), for any reason, unless such sharing is specifically

authorized by the instructor for whom the assignment was created.

- Giving another student answers to a test or assignment.
- Letting another student copy one's answers during an examination.
- Creating unfair opportunities for students in all sections of a class to do well on tests or other assignments. Thus one may not give any test (or assignment) information, questions or answers to students in another class or other sections of the same class because it gives students in later sections an unfair advantage. Instructors also may explicitly ask students not to share information with students in other classes regardless of semesters. In those cases, the sharing of information is also a violation.
- Posting any academic work or information on academic sharing websites or other electronic sites with the intent of providing unauthorized help to current or future students.

Appendix II: Community Responsibilities

Quinnipiac University Academic Integrity Policy Revised April 2017

A. Academic Integrity Policy

Every member of the community is expected to comply with Quinnipiac's Academic Integrity Policy. Each student must read the university's Academic Integrity Policy and will sign a statement or login to the integrity website during Freshmen and Transfer Orientation to attest that he/she understands the policy and the penalties for violating it. Failure to sign the statement does not exempt any student from the requirements of the policy.

B. Promotion and Support of Integrity

Members of the community should support the general culture of integrity at Quinnipiac by maintaining an atmosphere of honesty and integrity on campus, and by talking about the value of integrity to one's educational experience and individual development.

Faculty have a unique opportunity to promote the Policy. They are encouraged to do so by:

1. Describing in writing the objectives and requirements of the course at the beginning of the semester.
2. Including a description of the Academic Integrity Policy and other materials promoting academic integrity on each course syllabus.
3. Discussing and reviewing the importance of academic honesty and integrity with students, and reminding students that they must do their own work.
4. Providing to students in writing the requirements and expectations for each academic assignment, including what practice and resources are authorized, to help students avoid inadvertent academic integrity violations.

Staff can also promote academic integrity by:

1. Discussing the Academic Integrity Policy and the importance of integrity in interactions with students, student organizations and faculty.
2. Emphasizing the importance of academic honesty and integrity with students and faculty and encouraging students to do their own work.

C. Proper Acknowledgment

Students, faculty and staff should understand the meaning of plagiarism and misrepresentation, understand how to properly acknowledge another's work, and apply these principles in all written, oral and electronic work.

D. Support of Policy

Each member of the community is expected to adhere to the Academic Integrity Policy personally and to support it generally. In keeping with their responsibility to the community, students, faculty and staff who are aware of inappropriate behavior and conduct with regard to the policy should report this information to the Academic Integrity Board.

E. Upholding Integrity

The community is expected to comply with the "spirit," not just the "letter," of this policy.

F. Mutual Respect

Treat all colleagues in the community (staff, faculty and students) with respect, fairness and honesty.

G. Confidentiality

Community members should ensure that all alleged incidents of academic dishonesty are kept confidential in accordance with The Family Educational Rights and Privacy Act (FERPA).

H. Special Assignments

Faculty often require students to pursue their academic work according to explicit guidelines or with specific equipment. In these cases, faculty are obligated to make the special conditions of the assignment clear and to avoid arbitrary changes. Students are obligated to be sure they understand the conditions and should question the instructor if they do not understand.

Appendix III: Academic Integrity Board

Quinnipiac University Academic Integrity Policy Revised April 2017

A. Responsibilities

The Academic Integrity Board is responsible for investigating and adjudicating alleged violations of the Academic Integrity Policy and educating the university community about academic integrity issues. The Academic Integrity Board works closely with the director of academic integrity and co-chairs of the Academic Integrity Board and Integrity Education Council.

B. Composition

The Academic Integrity Board consists of full-time faculty members from each of the university's schools and colleges; full-time university staff members; and full-time undergraduate students. Temporary board members may be appointed on an as-needed basis by the director of academic integrity.

C. Selection and Tenure

Positions on the Academic Integrity Board are open to all students, full-time faculty and administrative staff. Faculty board members are appointed by the individual schools and college in accordance with school/college-based processes and approved by the director of academic integrity. At least one board member from each school is required; schools with 25 or more faculty members should have 1 additional board member for every 25 full-time faculty members. Staff

and student board members are selected by the director of academic integrity. Student members must have and maintain a minimum 2.5 GPA and cannot be under any type of academic or disciplinary sanctions. If a member of the Academic Integrity Board is unable to perform her/his duties for a prolonged period of time, the director of academic integrity will appoint a permanent replacement.

[1] This policy, and its emphasis on five principles of integrity, relies heavily upon the "Fundamental Values Project, A Report from the Center for Academic Integrity," October 1999, published by the Center for Academic Integrity. This section in particular the draws on the "Fundamental Values Project" of the Center for Academic Integrity.

Background Checks

Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.

Class Attendance Policy

Students are expected to attend all scheduled classes. In many classes and laboratories active student participation or performance is an essential part of the learning experience and absences may negatively affect the course grade. Each academic department or instructor will set a class attendance policy and feature it prominently in syllabi. Having informed the students of particular attendance requirements, the instructor should refer students with unsatisfactory attendance records to ***appropriate resources through Retention Alert.****** Faculty members are reminded that the Early Warning policy of the University defines specific referral polices for attendance in 100-level courses.

Occasionally, students participating in intercollegiate athletics will be absent from classes because of scheduled athletic contests. It is the responsibility of those students to notify their instructors in advance of anticipated absences. If they give such advance notice to their instructors, they will be given the opportunity to make up any requirements for the courses.

Similarly, students who must miss classes because of religious obligations will be given the opportunity to make up course requirements if they have notified their instructors in advance of the anticipated absences.

Academic and Student Affairs will notify faculty if students in their classes have been placed on Medical Leave or suspended via a Student Code of Conduct system decision.

**Retention Alert* may be accessed through the WebAdvisor link on MyQ. Faculty may also refer to the Learning Commons MyQ web page for more information about Retention Alert.

Approved by the Faculty Senate Spring 2012

Student-Athlete - Class Absence Policy

Class attendance is a student-athlete's first priority. Quinnipiac University adheres to the NCAA rules that prohibit student-athletes from missing class due to conflicts with a team's practice. NCAA rules do permit student-athletes to miss class to participate in a home or away contest. During the season of competition, it is likely that class absences will occur. Every attempt is made to keep missed classes to a minimum. Nevertheless, it is Quinnipiac academic policy that should a class or test be missed for in-season athletic competition, the student be given the chance to make up the work provided he/she notifies the professor in advance and makes appropriate arrangements. It is the student-athlete's responsibility to communicate with their professors PRIOR to a class being missed.

Student-athletes are expected to personally deliver the missed class form letter signed by the Associate Athletic Director for Academics and the NCAA Faculty Athletics Representative to each professor at the beginning of the semester. The student-athlete's head coach will provide their team members with the letter detailing departure times of travel dates associated with away games and any home competition conflicts.

Arrangements for make-up exams and quizzes MUST be handled before traveling to an athletic event, not after returning from the trip.

In the event that an affiliated Conference or NCAA Championship occurs during final exam time, the student-athlete is required to contact the appropriate faculty member at least two weeks before the scheduled examination or when the conflict is recognized. The purpose of this meeting is to discuss rescheduling the exam.

It is the student-athlete's responsibility to ensure that he/she does not schedule a class that will regularly conflict with practice times or frequent travel days. It is important for each student-athlete to meet with his or her instructors as early in the semester as possible in order to assess whether your missed class time will be a problem.

If a problem does arise with any of these situations, contact the NCAA Faculty Athletics Representative (FAR). Student-athletes may jeopardize their participation in the Quinnipiac University athletic program by failing to comply with the above procedures

Final Examination Policy

Insofar as is practicable, a final examination is regarded as part of the regular work for undergraduate courses. In courses for which a final examination would serve no useful purpose, a term report, essay, or personal conference may be substituted; work on the substitute exercise may take place during the final examination period.

Final examinations may be given only during the final examination period at the end of each term. Examination schedules are prepared and distributed by the Registrar. Faculty members may exempt from the final examination students whose work is of high quality. Conditions governing exemptions are determined by the department of the School/College/Division concerned. No (final) examination may be held in the week immediately preceding the official examination period. This does not exclude the giving of written lessons, quizzes, or papers when such exercises form a regular part, week by week, of the work of the course. Faculty members must provide an opportunity for students to review their examination.

Students are expected to take no more than two final exams in one day.

1. If a student has three regularly scheduled examinations in one day and one of these is a common or department exam, the department exam takes precedence.
2. Second preference is given to an examination scheduled in the 6 p.m. to 10:15 p.m. time block.
3. In the event that a student has three examinations scheduled in one day it is the responsibility of the instructor scheduled for the latest

day examination time (between 8 a.m. and 5:30 p.m.) to provide the make-up examination.

4. In all cases the common or department examination will take precedence.

If any of your students require a make-up exam, it is your responsibility to administer it. You may make your own arrangements, or you may administer it during the make-up exam period.

(The final exam schedule, including the designated make-up period, for each semester is posted on MyQ.)

Quinnipiac University Grievance Policy

The Quinnipiac University Grievance Policy is an umbrella policy to cover any type of grievance that is not considered under a separately defined policy. Redress for any grievances covered by the following policies must be pursued according to the procedures specified in those policies.

- Appeal of an academic suspension or academic dismissal (p. 41) from the university
- Appeal of an academic suspension or academic dismissal from an individual degree program (individual program requirements as stated in the University Catalog)
- Appeal of a final grade (p. 54)
- Appeal of an academic integrity sanction (Student Handbook)
- FERPA complaints (Student Handbook)
- Appeal of a student conduct sanction (Student Handbook)
- Appeal of the decision to return after a mandatory medical leave of absence (Student Handbook)
- Grievance procedure for issues regarding disabilities (Student Handbook)
- Complaints of inappropriate noise (Student Handbook)
- Title IX Discrimination and Harassment—Grievance Procedures for Students (Title IX Policy)
- Financial aid appeal (financial aid website)

When a student has a complaint not covered by one of the above policies and procedures, he or she is encouraged to discuss the matter first with the parties involved. If the matter cannot be resolved informally at this level, then the student may file a written, formal complaint according to the following procedures.

A student grievance originating in any of the school or administrative units is handled by the chair or director responsible for the unit in which the grievance originates. Therefore, the written formal complaint should be submitted to the responsible chair or director within five business days of the failed attempt at an informal resolution. The chair or director should make a decision regarding the grievance within 10 business days of receiving the written complaint. A written appeal may be submitted within five business days either to the school dean exercising jurisdiction over that academic department or to the vice president/dean of students or designee for nonacademic matters. The dean will inform the student within 10 business days of his or her decision. The dean's decision is the final decision.

Harassment and Discrimination Policy

Quinnipiac University values diversity, multiculturalism and respect for others. The university is committed to providing a safe and respectful educational experience and work environment free from discrimination and harassment on the basis of an individual's race, color, religion, gender, age, marital status, national origin, ancestry, physical or mental disability, sexual orientation, gender identity or expression, genetic information or any other characteristic protected by law. This commitment is articulated and confirmed in Quinnipiac University's Strategic Plan for Inclusiveness, Multiculturalism and Globalism in Education (IMaGinE), which is available for review by visiting the IMaGinE MyQ website.

Students, faculty or staff who are found to have violated the Harassment and Discrimination Policy are subject to the appropriate disciplinary process. Any form of retaliation against anyone who has reported harassment or a discriminatory act is strictly prohibited.

Students who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact the Dean of Students Office:

- Dean of Students Office (undergraduates and graduate students, with the exception of law and medicine) 203-582-8723
- University Title IX Coordinator, 203-582-8731
- School of Law, 203-582-3220
- Frank H. Netter MD School of Medicine, 203-582-7968

Faculty and staff members who believe they have experienced or witnessed an incident of discrimination or harassment should immediately contact Human Resources or the chief diversity officer:

- Human Resources, Employee Relations and Labor Relations Associate, 203-582-7768 or 203-582-8724
- Chief Diversity Officer, 203-582-8939

The Dean of Students Office and/or Human Resources coordinates with the chief diversity officer regarding how to access and utilize the support services that are available to the university community in these circumstances.

Inclement Weather Policy

Cancellation and closing information is carried by the following university-affiliated media and resources:

QU Mobile Wireless Emergency Text Message System
AM 1220 WQUN
www.qu.edu
MyQ
Quinnipiac News E-mails
Facebook.com/QuinnipiacUniversity
Twitter.com/QuinnipiacU
Quinnipiac Weather Phone, 203-582-8989

It is Quinnipiac's policy to remain open under adverse weather conditions such as snowstorms, so that the university can meet its responsibilities to all of its students. Occasionally, weather conditions will prompt the university to delay, cancel or postpone classes. There are also times when the university shuts down because of weather conditions.

It is ultimately the responsibility of the individual to determine whether he or she can travel safely to and from the university. Staff members who are concerned for their safety or who have additional personal responsibilities resulting from a weather-related closing can use personal or vacation time when the university remains open. Staff members are required to notify their supervisors if they plan to use personal or vacation time.

Faculty members are expected to teach all classes when the university is open, and students are expected to attend them. If extreme conditions prevent a faculty member from meeting a scheduled class, he or she is asked to use email or Blackboard to communicate with students in a timely manner. Faculty members are also expected to notify their chairs and deans if a class is canceled.

Employees who are deemed essential staff are required to report to work regardless of whether the university is closed.

Leaves of Absence

Leaves of absence may be arranged for one or two semesters through the registrar, subject to departmental and school approval. At the conclusion of the leave of absence, the student receives automatic readmission to the university. The granting of a leave of absence guarantees readmission to the major in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken, provided that the courses are still offered. If requirements for graduation are changed after a student is first admitted to Quinnipiac, the student can choose to follow either the former or the new requirements. During the leave of absence, Quinnipiac retains the student's deposit until completion or withdrawal.

If a student takes a leave of absence and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a conduct decision, the sanctions take precedence over the leave of absence and stand as a matter of record. Any academic warning becomes operative at the time of return to the university. An involuntary medical leave of absence takes precedence over a voluntary leave of absence and the student must comply with the terms of the medical leave.

Leaves of absence are not granted for the purpose of allowing a student to study at another university. In general, courses taken at another institution while a student is on a leave of absence will not be transferred in for credit at Quinnipiac.

Students who do not return after the specified leave of absence period will be administratively withdrawn and will be required to reapply for admission in order to return to the university. In such instances there is no guarantee of readmission.

Military Leaves

Students in the military reserves who are enrolled when they are called to active duty, can choose one of the following options:

1. He or she may withdraw from courses with a full tuition refund or tuition credit, in accordance with institutional and federal government guidelines.
2. If a student has completed at least 50 percent of the course work and upon recommendation of his/her dean, the student may elect to take "incompletes" and make special arrangement for course completion with individual instructors.

Students needing to take a military leave should contact the director of veteran and military affairs at 203-582-8867.

Students are eligible to return within one year following active duty. However, the degree requirements may have changed, and they may be required to comply with degree program requirements in effect at the time of their return to the university.

Medical Leaves of Absence

Students who wish to withdraw from the university during an academic term for medical reasons (i.e., physical or mental health conditions that necessitate their absence), may request a medical leave of absence.

The student must provide supporting documentation of the medical condition from his or her treating physician to the director of health and wellness or designee, who will review the documentation with the appropriate university staff and with the university's consulting medical professional, if warranted. A medical leave of absence may be granted for one or two semesters although, under special circumstances, the university may agree to extend the leave beyond two semesters. Upon conclusion of the medical leave, the student must provide supporting documentation from his or her treating physician to the director of health and wellness or designee that confirms the student is fit to return. This documentation will be shared with the appropriate university staff, including the university's consulting medical professional, if warranted. The student will be advised of the outcome of this review and whether he or she is cleared to return, with or without a reasonable accommodation.

Involuntary Medical Leaves of Absence

The university may place a student on an involuntary medical leave of absence in situations where it determines, after conducting an individualized and case-by-case assessment, that there is a significant risk that the student will harm himself/herself or another, and that the risk cannot be eliminated or reduced to an acceptable level through reasonable accommodations. The director of health and wellness will make this decision, and the director or the director's designee will promptly notify the student's parents, legal guardians or emergency contact accordingly. The director or the director's designee also will make arrangements to remove the student immediately from the university.

Once the leave begins, in the interim, pending an evaluation by a university consulting medical professional, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university and to continue to attend his or her classes while seeking treatment. The student must undergo an evaluation with one of the university's consulting medical professionals, which will be arranged and paid for by the university. The student must release all relevant medical information from his or her treating physician to the university's consulting medical professional prior to the evaluation. The results of the evaluation will be reviewed by the director of health and wellness or designee, and a decision will be made whether the student may return to the university immediately, with or without a reasonable accommodation, or whether the leave will be extended. If the leave is extended, the director of health and wellness and the Office of Student Accessibility or their

designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodations can be made to allow the student to participate in the educational programs at the university and to continue to attend his/her classes while continuing to seek treatment.

In the event the leave is extended, the student must undergo a second medical evaluation shortly before the expiration of the extended leave with the university's consulting medical professional, at the student's expense, before returning to the university. The student must release all relevant medical information from his or her treating physician to the university's consulting medical professional prior to the evaluation. The results of the evaluation will be reviewed by the director of health and wellness or designee, and a decision will be made whether the student may return to the university immediately, with or without a reasonable accommodation, or whether the leave will be extended. If the leave is extended, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university and to continue to attend his/her classes while continuing to seek treatment. If the student is permitted to return, the director of health and wellness and the Office of Student Accessibility or their designees will conduct an individualized assessment and case-by-case determination as to whether and what reasonable accommodation(s) can be made to allow the student to participate in the educational programs at the university upon his or her return.

A student who has been placed on involuntary medical leave of absence is subject to the same policies as a student granted a voluntary leave of absence regarding financial aid and financial obligations as stated in the university's refund policy.

Appeals

Students may appeal the decision to require an involuntary medical leave of absence or to return from one. The appeal must be submitted in writing to the vice president and dean of students. All information submitted, including the results of the evaluations, become part of the student's health record and will be considered confidential.

Procedure to Appeal a Final Grade

This procedure is predicated on the assumption that faculty members are always the most appropriate judges of how students perform academically. Therefore, this appeal process applies only in cases in which a student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner. Only final grades may be appealed.

In such a situation, the student must first try to resolve the matter with the faculty member who assigned the grade. Specifically, the student must initiate an appeal by submitting a written grade appeal request to the faculty member within five business days of the date when final grades are due for the given semester (see the Academic Calendar (p. 9) in this Catalog to confirm the date). This written grade appeal request must include a description of why the student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, and all relevant evidence (e.g., course syllabus, exams, projects, etc.). The faculty member will provide the student with a response within five business days.

If the matter cannot be resolved, the student may submit his/her written grade appeal request to the chair of the department offering the course (or his/her designee) within two business days of receiving the faculty member's response. The chairperson then has five business days in which to consult with the student and faculty member. If the chairperson is unable to mediate a mutually agreeable resolution, the student may then submit his/her written grade appeal request to the associate dean of the school/college offering the course (or his/her designee) within two business days. The associate dean will consult with the student and faculty member within five business days. If the associate dean is unable to mediate a mutually agreeable resolution, the student then has an additional two business days in which to submit to the associate dean (or his/her designee) a written request for the formation of an appeal committee.

The written request for an appeal committee must include a description of why the student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, and all relevant evidence (e.g., course syllabus, exams, projects, etc.). Within five business days of receiving the written request, the associate dean (or his/her designee) will appoint a three-member faculty committee composed of two individuals from within the department offering the course and a full-time faculty member of the student's choosing. In the absence of a student preference, the associate dean will appoint the third faculty member from another department within the college or school. If the associate dean is unable to appoint two faculty members from within the department, he/she will appoint two or more faculty members from outside the department, with the student having the option of choosing one full-time faculty member. The faculty member assigning the grade and the chairperson may not participate in this decision process.

Within five business days, the appeal committee will consult with the student and faculty member, review the evidence, and forward to the associate dean a written final determination that either allows the grade to stand or requires the faculty member to recalculate the grade, with chairperson oversight. After the faculty member submits the recalculated grade, the chairperson will document the nature and date of any changes and forward the documentation to the associate dean. The associate dean will notify the faculty member, department chairperson and student of the final resolution.

If the grade appeal process results in a recalculated grade, and the recalculated grade removes an academic deficiency that was preventing the student from progressing in his/her program or to the next sequential course, the student may continue to progress in the program/to the next course.

Special Circumstances: If the chairperson is the faculty member who assigned the grade, the student will contact the associate dean after failing to resolve the matter with the faculty member. If the associate dean is the faculty member who assigned the grade, the student will contact the chairperson after failing to resolve the matter with the faculty member. If the chairperson is unable to mediate a mutually agreeable resolution, within two business days of receiving the chairperson's response the student may submit his/her written grade appeal request to the dean of the school/college offering the course (or his/her designee). If the faculty member who assigned the final grade is unavailable because he/she is no longer a Quinnipiac University employee, the above process begins with the chairperson.

Repeat of Courses with Grade of F, D or C-

A student who fails a required course must repeat that course. When the student earns a passing grade for the failed course, that grade and those credits are calculated in the student's cumulative average. The student's transcript will continue to display the failed course as part of the student's complete academic record. A student who fails an elective course may repeat that course to earn a passing grade. The passing grade and credits become part of the student's cumulative GPA; the record of the failing grade remains on the transcript.

Though the D grade normally is a passing grade, it is the prerogative of each department to set higher grade requirements in certain major courses. When such departmental requirements exist, students are so informed by their respective departments.

Courses with C- or D grades may be repeated only if the course is a foundation for further study or meets a specific graduation requirement. If a C- or D grade is repeated, no credits are added, but the most recent grade in the course applies.

Student Records Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day Quinnipiac University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. A Quinnipiac official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Quinnipiac official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that he or she believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.
   A student who wishes to ask the University to amend a record should write to the Quinnipiac official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Quinnipiac decides not to amend the record as requested by the student, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.
3. The right to provide written consent before Quinnipiac discloses personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
   One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Quinnipiac University in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom Quinnipiac has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
   A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, Quinnipiac also discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.
   Public Notice Designating Directory Information
   Quinnipiac University designates the following information as public or "Directory Information" under FERPA, that is, information that can be made available to the general public by Quinnipiac without the student's prior consent:
   A student may refuse to permit the designation as "Directory Information" of any or all of the personally identifiable information listed above, except to school officials with legitimate educational interests and others as indicated. To do so, a student must make the request in writing to the Office of the Registrar (Registrar@quinnipiac.edu) by 5 p.m. on Friday of the first week of classes of the semester. Once filed, this request becomes a permanent part of the student's record until the student instructs Quinnipiac University, in writing, to have the request removed.

   - Name
   - Address
   - Telephone number
   - Email address
   - Date and place of birth
   - Secondary school
   - Hometown or city at the time
   - School or college
   - Major field of study
   - Degree sought
   - Weight and height of athletic team members
   - Expected date of completion of degree requirements and graduation
   - Degrees and awards received
   - Honor societies
   - Dates of attendance
   - Full- or part-time enrollment status
   - Previous educational agency application for admission filed or institution attended
   - Participation in officially recognized activities and sports
   - Name and address of parent or guardian
   - Photo images from ID cards

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Quinnipiac University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

While students have the right to inspect and review their educational records, Quinnipiac does not release copies of educational records to students or their representatives, including attorneys, even with consent

of the student, unless the student would otherwise be unable to obtain access to review his or her records.

Policy Regarding Study at Another Institution

Quinnipiac University is committed to having its students take courses that best fit their required curricula at the appropriate academic level. Once undergraduate students have matriculated at Quinnipiac, they normally are not allowed to take courses for credit elsewhere. If there is a compelling reason, the University will accept up to two courses for transfer credit from an accredited institution, assuming grades of "C" or better. To receive credit, the course must be preapproved by the appropriate dean based on an official course description provided by the student. Ordinarily, permission to take a summer or intersession course elsewhere is not given if

1. the course is offered during the same period by QU Online, or
2. the course is offered during the same period on the Quinnipiac campus and the student is residing in the State of Connecticut.

If either of these two requirements is inappropriate for an individual student, he/she may petition for an exception from the dean through the University's Variant Procedure process. Once a student has completed (or transferred) a total of 48 credits, he/she will not be permitted to take a course at a junior or community college offering two-year terminal degrees. Students must take their final 45 credits at Quinnipiac. Students who study abroad during the summer or winter intercession are exempt from the two-course limit.

Quinnipiac University has different policies that apply to courses taken elsewhere through its approved Study Abroad and Washington, D.C., Semester programs.

Transfer of Credit and Challenge Policy

Graduate course credit completed with a grade of B or better at other regionally accredited institutions *may* be transferred into a graduate program at Quinnipiac. The normal limit for transfer credits is 9 credits, though additional transfer credits may be considered on an individual basis. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content, level of instruction and objectives to courses within a student's graduate curriculum at Quinnipiac.

The Anesthesiologist Assistant, Cardiovascular Perfusion, Physician Assistant, Pathologists' Assistant and Radiologist Assistant programs do not accept transfer credits and do not accept applications for challenge examinations. The Master of Arts in Teaching program may accept up to 6 credits. The Nurse Anesthesia program will only consider transfer credits of the nursing core essentials, not sciences or anesthesia courses. Challenge examinations are not accepted.

The MBA program accepts up to 9 credits. The MS in Organizational Leadership accepts up to 3 credits. The MS in Business Analytics program accepts up to 3 credits. The Master of Social Work program may accept up to 6 credits.

Graduate level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree. These courses must be part of the approved curriculum of the second degree. Further, a minimum of 15 credits of additional course work must be completed before the conferral of a second degree.

In individual graduate programs, students with documented graduate level training or experience may petition to earn credit through challenge examinations. Applications for challenge examinations are submitted to the appropriate graduate program director. The application must include a detailed description and documentation of the nature and scope of the student's training together with specific reference to the content of the graduate course(s) the student wishes to challenge. Applications for challenge exams are evaluated by the normal instructor of the course(s) and are reviewed by the appropriate academic dean. If the application is approved, an examination is prepared and administered by the course instructor. The examination may be taken only once and if successfully completed, it becomes part of the student's permanent file and credit for the graduate course(s) is awarded. Challenge exams are not permitted in the MBA, MS in Public Relations, MS in Business Analytics or MS in Organizational Leadership. *Note:* There is a fee for challenge exams.

Tutorial Study

Quinnipiac University makes every effort to schedule courses so students can complete their curriculum in a convenient period of time. Occasionally, a student may need to take a course not scheduled during a particular semester to complete a program or meet a professional requirement. In such cases, students may request to take a course on an individual, tutorial basis. Courses taught on a tutorial basis may not have regularly scheduled class times. However, tutorial courses have the same academic standards and performance requirements of regularly scheduled courses. Applications for tutorial courses ("Individual Study Form") can be obtained from the program director, who will refer the student to the proper faculty member. The application with the instructor's signature must be filed before the first day of classes together with a registration form.

Use of Graduate Course Credits by Undergraduate Students

Advanced undergraduate students who lack a bachelor's degree may take graduate courses in some programs. Graduate courses are taught at an advanced level and no special consideration is made for undergraduate students who have enrolled in graduate classes on a space-available basis. With the permission of the dean's office of the school/college, up to 9 graduate credits may be used to fulfill undergraduate degree requirements. These credits may be applied to meet the requirements of a subsequent graduate degree program if they are a part of the approved curriculum of the graduate program. However, a minimum of 24 graduate credits must be taken after the conferral of the undergraduate degree, to earn a graduate degree. Students also must meet all of the curriculum and graduation requirements of their individual graduate degree program.

Variant Procedure Policy

All Quinnipiac University academic policies and requirements are designed to maintain the standards of academic quality and to promote student learning. Students and faculty are bound by the policies and requirements outlined in this catalog. However, individual circumstances

may warrant a student to petition to be exempted or granted a variance from a particular policy or requirement. This petition should be stated briefly on a Variant Procedure Form by the student. It is strongly recommended that the variant form be accompanied by a letter of explanation and supportive documentation.

Variant Procedure Form must be examined and signed in turn by the department chair or program director, academic dean of the student's home school/college (or designee) and the vice president for academic innovation and effectiveness.

Withdrawal from a Course

A student may withdraw from a course offered in a traditional semester (15-week) format up to the end of the 10th week of classes. For courses offered during the summer or in accelerated or other nontraditional formats, the withdrawal period extends up to the completion of 60 percent of the scheduled class sessions.

Withdrawal from the University

Students considering withdrawal from Quinnipiac University must meet with their academic adviser or department chair to explore the available alternatives. If withdrawal is the student's final decision, he/she must meet with the dean of his or her school.

Honorable release is granted when all financial obligations to Quinnipiac University have been met. The refund policy is available in the Bursar's Office.

A student receiving aid for education for the Veterans Administration must consult with the registrar and comply with Veterans Administration regulations. A student holding a Stafford Loan or Nursing Student Loan must have an interview in the financial aid office to ensure a clear understanding of repayment obligations. For details, see the Bursar's Office webpage.

If a student plans to withdraw and later is suspended, dismissed, placed on warning for unsatisfactory academic performance (including academic integrity sanctions), or suspended or expelled as the result of a judicial decision, the sanctions take precedence over the withdrawal and stand as a matter of record. Any academic warning becomes operative in the event that the student is readmitted to the University.

Administrative Withdrawal

Students are administratively withdrawn by the university if they have not registered for classes by the end of the drop/add period of any semester, if they have not returned to the university when the approved period of leave of absence has expired, or if they have not returned at the time specified after academic or disciplinary suspension and the period of suspension has not been extended.

Students who have been administratively withdrawn from the university must reapply for readmission. Readmission to Quinnipiac University is not guaranteed. A student who is granted readmission to the university may not be guaranteed readmission to the major in which he or she was enrolled at the time of administrative withdrawal. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.

Readmission

Students who are not on an official leave of absence and who wish to return to Quinnipiac University must apply for readmission through the Admissions Office. Any student who has been away from the university for two full semesters must reapply for admission. Official transcripts of any colleges attended while the student has been away from Quinnipiac must be provided. The Office of Admissions, the Office of Academic Innovation & Effectiveness and the Dean of Students Office will determine the student's eligibility for readmission.

A student who is granted readmission to the university may not be guaranteed readmission to the major in which he or she was enrolled at the time of administrative withdrawal. All students who are readmitted after an administrative withdrawal must comply with degree program requirements in effect at the time of readmission.

COLLEGE OF ARTS AND SCIENCES

Robert W. Evans College of Arts and Sciences Center

203-582-8730 (central office)

Administrative Offices

Title	Name	Phone	Email
Dean	Robert Smart	203-582-8730	Robert.Smart@qu.edu
Associate Dean	Mary Paddock	203-582-8951	Mary.Paddock@qu.edu
Associate Dean	Allan Smits	203-582-8701	Allan.Smits@qu.edu
Assistant Dean	Diane Stock	203-582-6423	Diane.Stock@qu.edu
Director of Student Advising	Suzanne Solensky	203-582-3733	Suzanne.Solensky@qu.edu
Director of Career Development	Rick DelVecchio	203-582-3998	Rick.Delvecchio@qu.edu

Departments

Department	Chairperson	Phone	Email
Biological Sciences	Lise Thomas	203-582-8497	Lise.Thomas@qu.edu
Chemistry and Physical Sciences	Carol Fenn	203-582-8254	Carol.Fenn@qu.edu
Economics	Donn Johnson	203-582-8205	Donn.Johnson@qu.edu
English	Patricia Comitini	203-582-8253	Patricia.Comitini@qu.edu
History	David Valone	203-582-5269	David.Valone@qu.edu
Legal Studies	Jill E. Martin	203-582-8712	Jill.Martin@qu.edu
Mathematics	Cornelius Nelan	203-582-8003	Cornelius.Nelan@qu.edu
Modern Languages, Literatures and Cultures	Luis Arata	203-582-8658	Luis.Arata@qu.edu
Philosophy and Political Science	Scott McLean	203-582-8686	Scott.McLean@qu.edu
Psychology	Anne Eisbach	203-582-8455	Anne.Eisbach@qu.edu
Sociology, Criminal Justice and Anthropology	Catherine Richards Solomon	203-582-5264	Catherine.Solomon@qu.edu
Visual and Performing Arts	George Sprengelmeyer	203-582-6426	George.Sprengelmeyer@qu.edu

Graduate Programs

Program	Name	Phone	Email
MS in Molecular and Cell Biology	Lise Thomas	203-582-8497	Lise.Thomas@qu.edu

Other Programs

Program	Name	Phone	Email
Anthropology	Hillary Haldane	203-582-3822	Hillary.Haldane@qu.edu
Asian Studies	Nita Prasad	203-582-3729	Nita.Prasad@qu.edu
Behavioral Neuroscience	Adrienne Betz	203-582-5259	Adrienne.Betz@qu.edu
Criminal Justice	Alan S. Bruce	203-582-8458	Alan.Bruce@qu.edu
Dispute Resolution	Jill E. Martin	203-582-8712	Jill.Martin@qu.edu
Fine Arts	Stephen Henderson	203-582-3751	Stephen.Henderson@qu.edu
Game Design and Development	Greg Garvey	203-582-8389	Greg.Garvey@qu.edu
Gerontology	Catherine Richards Solomon	203-582-5264	Catherine.Solomon@qu.edu
Global Public Health	David Hill	203-582-3944	David.Hill@qu.edu
History and Philosophy of Science	Anat Biletzki	203-582-3930	Anat.Biletzki@qu.edu
Interdisciplinary Studies	Mary Paddock	203-582-8951	Mary.Paddock@qu.edu
International Studies	Sean Duffy	203-582-8324	Sean.Duffy@qu.edu
Irish Studies	Christine Kinealy	203-582-4564	Christine.Kinealy@qu.edu
Middle Eastern Studies	Nita Prasad	203-582-3729	Nita.Prasad@qu.edu
Music	George Sprengelmeyer	203-582-6426	George.Sprengelmeyer@qu.edu
Philosophy	Sean Duffy	203-582-8324	Sean.Duffy@qu.edu
Prehealth Advising	Anna Gilmore	203-582-8874	Anna.Gilmore@qu.edu
Prelaw Advising	Lisa Bartone	203-582-7207	Lisa.Bartone@qu.edu
Sports Studies	Michael Sheehan	203-582-6439	Michael.Sheehan@qu.edu
Theater	Kevin Daly	203-582-3500	Kevin.Daly@qu.edu
Women's and Gender Studies	Jennifer Sacco	203-582-8972	Jennifer.Sacco@qu.edu

General Requirements

The requirements for the bachelor of arts and bachelor of science degrees are qualitative and quantitative. Completion of 120 credits with a grade point average of C or better is not in itself sufficient to qualify for graduation. In addition to the general Quinnipiac requirements, eligibility for most bachelor of arts and bachelor of science degrees also requires the satisfactory completion of both arts and sciences requirements and those in a major or field of concentration. Specific major requirements are noted below under the individual departmental or area descriptions. Students should be cautioned that an average of C, or 2.0, in the student's major is a minimum requirement for each major and that some departments may require higher standards as noted.

Of the 120 credits required for the bachelor's degree, only 6 credits of workshop courses and/or physical education courses may be applied. Primary responsibility for knowing and completing all course requirements rests with the student.

University Curriculum and College of Arts and Sciences Requirements

The College of Arts and Sciences offers two tracks: the liberal arts track and the sciences track. Students on either track are required to pursue a balanced program of study.

Academic Advising

The College of Arts and Sciences has a program that places every student, upon matriculation, with an individual faculty adviser who can best help him or her form a personalized academic plan. An outcome of each academic adviser's individualized guidance is that students come to understand the relationship between a particular discipline and a range of satisfying careers. Students also learn how an arts and sciences major

can prepare them especially well for a life of consequence and meaning. Although the primary responsibility for setting academic goals and selecting courses rests with the student, the academic adviser fosters an ongoing conversation that cultivates self-reflection and development.

Students who enter the College of Arts and Sciences with a declared major are matched with a faculty adviser in that department. Each undeclared student works individually with an academic adviser to design a plan that is uniquely tailored to his or her needs and interests. During the preregistration period each semester, all students in arts and sciences meet with their academic advisers before selecting and registering for courses.

Career Development

In the College of Arts and Sciences, the career development office works with students to explore majors and career interests through individual consultations and group sessions, guide them through a career development process, and provide coaching for resume preparation, employment interviews and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment.

Degrees in Arts and Sciences

Bachelor's Degrees

The College of Arts and Sciences offers bachelor of arts and bachelor of science degrees. Please click here (p. 60) to review the degrees.

Collaborative for Interdisciplinary/Integrative Studies

The Collaborative for Interdisciplinary/Integrative Studies affords students opportunities through advising, course work and fieldwork to put into practice the relevance and value of the arts and sciences for their lives now, and the lives they will lead post-graduation.

Independent Majors

The College of Arts and Sciences offers independent majors. A student may design a unique major program to fit his or her individual goals. The responsibility for the planning of such a program rests with the student proposing it, and a proposal for an independent major must contain suitable justification and a coherent curricular plan. The proposal must be submitted to the dean for approval and also must have the approval of a three-member faculty committee, chosen by the student, which will work with the student to plan the program. Independent major proposals should be submitted no later than the first semester of the junior year. Independent majors must include at least 24 credits of course work at the 300 level or above, as well as a capstone project or final evaluation project.

Master's Degree in Molecular and Cell Biology

The Department of Biological Sciences offers two curricular paths to obtaining a Master's Degree in Molecular and Cell Biology. One path is a combined undergraduate/graduate five-year program leading to a BS in Biology and MS in Molecular and Cell Biology (Combined BS/MS in Molecular and Cell Biology). The other path is a two-year program for students who have already earned their bachelor's degree in a biological, medical or scientific field (Master's Degree in Molecular and Cell Biology). Through both curricular paths, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs.

Five-Year Arts and Sciences BA/MAT Program in Elementary Education

This program, leading to a Master of Arts in Teaching degree, is designed for any arts and sciences major who maintains a strong undergraduate academic record (GPA of 3.0 or above is preferred). Students should make contact with the MAT program director as early as possible for advisement. Students majoring in a science should seek guidance through the chair of the Department of Biological Sciences or Department of Chemistry and Physical Sciences and the MAT program director upon admission to Quinnipiac University.

Five-Year Arts and Sciences BA/MAT Program in Secondary Education

This program, leading to a Master of Arts in Teaching degree, is designed for Quinnipiac students who wish to earn Connecticut certification to teach biology, chemistry, English, history/social studies, mathematics or Spanish in the middle grades or secondary level. A student interested in entering this program should contact the MAT program director as early as possible for advisement.

Five-Year Arts and Sciences BA/MBA Program

This program, leading to an MBA, is designed for outstanding arts and sciences majors at Quinnipiac University. As an undergraduate, a student should make early contact with the dean of arts and sciences for specific direction. Students interested in pursuing the BA/MBA option are strongly encouraged to declare the general business minor early in their undergraduate program to ensure they have an adequate foundation for graduate business course work.

Minors

In addition to major programs, a student may apply to have a minor recorded on his or her transcript. The College of Arts and Sciences offers minors in anthropology, biology, chemistry, criminal justice, dispute resolution, economics, English, fine arts, French, game design and development, gerontology, history, Italian, law in society, legal studies, mathematics, music, philosophy, political science, psychology, sociology, Spanish and theater.

Interdisciplinary minors in Asian studies, global public health, history and philosophy of science, international studies, Irish studies, Middle Eastern studies, sports studies and women's and gender studies also are available. Arts and sciences students may complete a minor in one of the other schools to explore areas of interest in a preprofessional field while still obtaining the benefits of a flexible arts and sciences education. To declare a minor, a student should see the department chairperson or the faculty member listed for information/advising.

Please see Programs (p. 60) for the complete list of minors with additional information.

Mission Statement

The faculty and students of the College of Arts and Sciences share a belief in the value of a comprehensive college education—an education that requires foundational study in the natural sciences, social sciences, humanities and fine arts, as well as a concentration in one of 20 majors. A degree in arts and sciences helps students build fulfilling and meaningful lives and is a strong basis for a preprofessional education. Careers in the 21st century require great creativity, critical thinking and fine writing. The ability to think is more important than any narrow job preparation. The arts and sciences curricula require demanding study while providing extensive faculty support in small classes and laboratories.

Whether a student is pursuing a bachelor of science or bachelor of arts degree, he or she is part of a learning community in which students and faculty are makers of knowledge, not simply receivers and dispensers. Faculty and students study and experience a society increasingly defined by global, scientific and cultural awareness and a diversity of populations. The course of study provides ample opportunity for students to participate in internships that help to bridge their education and its application. The college also offers programs that connect directly to professional preparation, including the five-year master of arts in teaching program, taught in conjunction with the School of Education. Most importantly, students in the arts and sciences engage in an exciting, well-rounded program of study that is both fulfilling and rewarding.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Transfer Requirements

Transfer students should apply for admission by mid-November for the Spring (January) semester, or by April 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. Most programs look for a minimum grade point average of 2.5 (some higher) for consideration.

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Students who take courses at another university to repeat a failed course or to repeat a course withdrawal must do so at a four-year institution.

Bachelor of Arts

Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies (p. 61)

- Bachelor of Arts in Criminal Justice (p. 91)
- Bachelor of Arts in Game Design and Development (p. 96)
- Bachelor of Arts in Gerontology (p. 91)
- Bachelor of Arts in English (p. 70)
- Bachelor of Arts in History (p. 72)
- Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies (p. 61)
- Bachelor of Arts in Law in Society (p. 75)
- Bachelor of Arts in Mathematics (p. 77)
- Bachelor of Arts in Philosophy (p. 81)
- Bachelor of Arts in Political Science (p. 82)
- Bachelor of Arts in Sociology (p. 92)
- Bachelor of Arts in Spanish Language and Literature (p. 79)
- Bachelor of Arts in Theater (p. 97)

Bachelor of Science

- Bachelor of Science in Biology (p. 61)
  - Premedical Studies
- Bachelor of Science in Behavioral Neuroscience (p. 85)
  - Premedical Studies
- Bachelor of Science in Biochemistry (p. 66)
- Bachelor of Science in Chemistry (p. 67)
- Bachelor of Science in Economics (p. 68)
- Bachelor of Science in Psychology (p. 87)

Minors

- Minor in Anthropology (p. 93)
- Minor in Asian Studies (p. 100)
- Minor in Biology (p. 65)
- Minor in Chemistry (p. 68)
- Minor in Criminal Justice (p. 94)
- Minor in Dispute Resolution (p. 76)
- Minor in Economics (p. 69)
- Minor in English (p. 71)
- Minor in Fine Arts (p. 98)
- Minor in French (p. 79)
- Minor in Game Design and Development (p. 99)
- Minor in Gerontology (p. 94)
- Minor in Global Public Health (p. 100)
- Minor in History (p. 73)
- Minor in History and Philosophy of Science (p. 101)
- Minor in International Studies (p. 101)
- Minor in Irish Studies (p. 102)
- Minor in Italian (p. 80)
- Minor in Legal Studies (p. 77)
- Minor in Law in Society (p. 76)
- Minor in Mathematics (p. 78)
- Minor in Middle Eastern Studies (p. 102)
- Minor in Music (p. 99)
- Minor in Philosophy (p. 84)
- Minor in Political Science (p. 84)
- Minor in Psychology (p. 89)
- Minor in Sociology (p. 95)
- Minor in Spanish (p. 80)
- Minor in Sports Studies (p. 103)
- Minor in Theater (p. 99)
- Minor in Women's and Gender Studies (p. 103)

Master's Degree

Master of Science in Molecular and Cell Biology (p. 200)

Combined Degree

Combined BS/MS in Molecular and Cell Biology (p. 201)

Collaborative for Interdisciplinary/ Integrative Studies

The Collaborative for Interdisciplinary/Integrative Studies provides students with opportunities—through advising, course work and fieldwork—to put into practice the relevance and value of the arts and sciences for their lives now, and the lives they will lead post-graduation. The Collaborative houses the Interdisciplinary Studies major, the Independent Major, and eight interdisciplinary minors (Asian Studies, Global Public Health, History and Philosophy of Science, International Studies, Irish Studies, Middle Eastern Studies, Sports Studies and Women's and Gender Studies). In addition, the Collaborative sponsors interdisciplinary initiatives, as well as programs and events that are open to and benefit the entire university community.

Bachelor of Arts in Interdisciplinary Studies

The Interdisciplinary Studies major exposes students to a number of disciplines and academic areas, and emphasizes critique, analysis, evaluation and the development and iterative application of skills in critical thinking, writing, public speaking, data gathering, evaluation and presentation. This type of academic foundation prepares students for virtually any academic path or career of their choosing.

*BA in Interdisciplinary Studies/*Concentration in Education Studies

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Interdisciplinary Studies/Concentration in Education Studies must meet the following requirements for graduation:

Interdisciplinary Studies Core Courses		
IDS 200	Rise of Disciplinarity	3
IDS 400	Transdisciplinary Project	3
Concentration Requirements		
ED 220	Introduction to Education Studies	3
ED 380	Research Methods in Education Studies	3
Cross-Disciplinary Study		12
One course (3 cr.) each in English, history, math and science		
Interdisciplinary Study		12
One upper-level course (3 cr.) in each of the following disciplines: English, history, math and science [1]		
Total Credits		36

[1] Course level 200 and above.

Learning Objectives

Upon graduation, all Interdisciplinary Studies majors will be able to

- understand the issues relevant to and methodologies appropriate for conducting research and engaging with core issues in their field of concentration
- critique and apply appropriate methodology or methodologies in research of a given topic
- identify, evaluate and interpret sources of information
- analyze data
- construct an interpretive argument
- present facts, analysis and arguments effectively

Department of Biological Sciences

Programs in the Department of Biological Sciences provide scientific training as part of an arts and sciences education and develop an understanding of the nature of biological systems. Courses furnish a broad scientific background for advanced study in various biological and medical areas. Students may be admitted to advanced standing by obtaining satisfactory grades in the Advanced Placement Tests or the College Level Examination Program of the College Entrance Examination Board. Majors in the Department of Biological Sciences must achieve a science GPA of 2.25 (a minimum grade of "C-" is required in all courses with a "BIO" designation used to satisfy Biological Science Core or Biology Elective Requirements), and an overall GPA of 2.0 to qualify for graduation.

A score of 4 in the AP biology exam is required to receive credit for BIO 150–BIO 151 although taking BIO 150 and BIO 151 is highly recommended by the department, regardless of the AP biology score. A score of 3 on the AP biology exam will result in credit being granted for BIO 105–BIO 106. BIO 105–BIO 106 meets the needs of students in non-science areas, but not students in the biology majors.

The mission of the Department of Biological Sciences is to provide students with the breadth and depth of knowledge in biology that will allow them to:

1. incorporate the biological sciences and its scholarly methodologies into the broad perspectives of an arts and sciences education and their own individual lives;
2. continually reconstruct a worldview that is consistent with the current state of scientific knowledge;
3. appreciate the unity of knowledge across disciplinary boundaries, and the ways in which the various fields of knowledge enlighten and illuminate one another;
4. become useful and productive contributors within their chosen professions;
5. continue learning independently throughout their lives;
6. assess, from a critical and analytic perspective, the state of knowledge within a variety of biological subdisciplines; and
7. have at their fingertips the intellectual tools to formulate readily testable hypotheses, design sound experiments, analyze and evaluate data, and draw legitimate conclusions.

- Bachelor of Science in Biology (p. 61)
- Master of Science in Molecular and Cell Biology (p. 63)
- Minor in Biology (p. 65)

Bachelor of Science in Biology

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu) 203-582-8497

The BS in Biology program provides students with a biological and physical science foundation on which they can build a graduate degree in natural science or enter the fields of medicine, dentistry, veterinary medicine, podiatry or education. Those choosing to end their formal education with the bachelor's degree will have a sufficient level of sophistication in biological science to assume a variety of positions with research institutions, governmental agencies or industry.

Students choose courses and follow a curriculum determined in consultation with their adviser.

Independent Study in Biology

1. Students may take a maximum of 4 credits of Independent Study/Research (BIO 498 or BIO 499, not a combination of the two courses) to be counted toward the biology electives (Experiential Learning Component).
2. Students may take an additional 1–4 credits of Independent Study/Research to meet the maximum of 8 credits allowed. The additional 4 credits can be applied only to the "open/free electives."

Honors in Biology

1. An overall quality point average of 3.0 or better is required. An average of 3.5 in biology is required.
2. Students should announce in writing their intention to pursue honors in biology to both the department chair and academic adviser, no later than May 1 in the spring term of their junior year.
3. Departmental honors students are required to take BIO 399H (Honors Research in Biological Sciences).
4. Students are each responsible for obtaining a sponsor for their project prior to May 1 of their junior year.
5. Successful completion of a senior research project is required. The project must include:
   a. a written proposal;
   b. the actual completion of an approved research project under the supervision and sponsorship of a full-time faculty member in the Department of Biological Sciences;
   c. the presentation of the outcome of the research project in the written format approved by the department; and
   d. a seminar presentation of the outcome of the research project.
6. Evidence of excellence in speaking and writing skills, documented by term papers, written work, oral presentations and grades, as determined by the committee.
7. The actual granting of honors in biology is determined by all full-time faculty in the Department of Biological Sciences.

A list of the department faculty and their research interests is available in the department office.

BS in Biology Curriculum

University Curriculum [1]		46
Biological Science Core Requirements		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
BIO 298	Research Methods in Biology	3
Physical Science Core Requirements		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Biology Electives [2]		
Select a minimum of one course from each of the following categories:		11-16
Molecular and Cellular Electives:		
BIO 240	Cellular Communication	3
BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 365	Cancer Biology	3
BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	4
Organismal Electives:		
BIO 323 & 323L	Invertebrate Zoology and Invertebrate Zoology Lab	4
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	4
BIO 352 & 352L	Botany and Botany Lab	4
BIO 358 & 358L	Life on a Changing Planet and Life on a Changing Planet Lab	4
BIO 375 & 375L	Physiological Models for Human Disease and Physiological Models for Human Disease Lab	4
BIO 383	Evolution	3
Physiology Electives:		
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 225 & 225L	Physiological Diversity and Physiological Diversity Lab	4
BIO 329	Neurobiology	3
BIO 350	Cardiovascular Physiology	3
Experiential Learning (Biological Component):		
BIO 385	Experiential Inquiry in Biology	1-4
BIO 498	Independent Study in Biology	1-4
BIO 499	Independent Study in Biology	1-4
Total Credits		103-108

1. All students must complete University Curriculum (p. 36) requirements.
2. Co-requisite courses must be taken simultaneously.

Students choose courses and follow a curriculum determined in consultation with their adviser. The recommended curriculum for the completion of the requirements for the BS in biology follows.

Recommended Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable I	3
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC University Curriculum		3
	Credits	14
Second Year		
Fall Semester		
BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC Elective		3
	Credits	14
Spring Semester		
BIO Biology elective [1]		3-4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
UC University Curriculum		3
Open electives		6
	Credits	16-17
Third Year		
Fall Semester		
BIO Biology elective [1]		3-4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC University Curriculum		3
Open electives		6
	Credits	16-17
Spring Semester		
BIO Biology elective [1]		3-4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Open electives		6
UC University Curriculum		3
	Credits	16-17
Fourth Year		
Fall Semester		
BIO Biology elective [1]		3-4
UC University Curriculum		3
UC Capstone		3
Open electives		4
	Credits	13-14
Spring Semester		
UC University Curriculum		6
Open electives		8
	Credits	14
	Total Credits	120-124

[1] Some biology courses have no laboratory component and are 3-credit rather than 4-credit courses.

Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. Students intending to pursue graduate or professional studies (medicine, dentistry, osteopathy or veterinary medicine) are advised to complete at least one semester of calculus. A minimum of MA 141 is required for graduation. BIO 150/BIO 150L, BIO 151, BIO 151L and BIO 152/BIO 152L are required for graduation. Students intending to pursue studies in professional health care fields are advised to complete additional courses chosen in consultation with their adviser.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Premedical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the premedical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Premedical Studies (p. 32) for more information about the premedical studies program and contact the Health Professions Advisory Committee for further academic advising.

Combined BS/MS in Molecular and Cell Biology

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu) 203-582-8497

The Department of Biological Sciences offers two curricular paths to obtaining a Master's Degree in Molecular and Cell Biology. One path is a combined undergraduate/graduate five-year program leading to a BS in Biology and MS in Molecular and Cell Biology (Combined BS/MS in Molecular and Cell Biology). The other path is a two-year program for

students who have already earned their bachelor's degree in a biological, medical or scientific field (Master in Science in Molecular and Cell Biology (p. 200)). Through both curricular paths, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs.

BS/MS in Molecular and Cell Biology Curriculum

Students who choose to pursue the five-year Bachelor's/Master's degree in Molecular and Cell Biology are required to complete the following courses by the end of their junior year:

CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Elective in Molecular and Cellular Biology		
Elective in one of the following three Biology Elective categories: Organismal, Physiology or Experiential Learning		

Recommended Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable I	3
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC University Elective		3
UC University Elective		3
	Credits	17
Second Year		
Fall Semester		
BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Elective		3
	Credits	14
Spring Semester		
BIO Biology elective		4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BIO Biology elective		4
UC University Elective		3
Open Elective		1
	Credits	16
Third Year		
Fall Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
Open elective		3
Open Elective		3
Open Elective		3
Biology Elective		3
	Credits	16
Spring Semester		
PHY 111 & 111L	General Physics II and General Physics II Lab	4
BIO Biology elective		3
UC University Elective		3
UC University Elective		3
Open Elective		3
	Credits	16
Fourth Year		
Fall Semester		
UC University Capstone		3
BIO 571	Molecular Genetics	4
Graduate Elective		3
Open elective		3
Open elective		3
	Credits	16
Spring Semester		
UC University Elective		3
UC University Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
	Credits	14
Fifth Year		
Fall Semester		
BIO 606	Protein Methods Laboratory	4
BIO 568	Molecular and Cell Biology	4
BIO Graduate Elective		3
BIO 571	Molecular Genetics	4
	Credits	15
Spring Semester		
Graduate Elective		3

Graduate Elective		3
BIO 675	Comp Exam in Molecular and Cell Biology	2
	Credits	8
	Total Credits	149

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Biology

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu) 203-582-8497

Biology forms the foundation of a diverse array of fields, from zoology and botany to veterinary medicine and genetics. What's exciting about this minor is that you'll have a tremendous amount of control over the direction your experience takes. With the guidance of the department chair, you'll chart your own path through the curriculum, choosing from a range of courses that fit your interests and your career ambitions. Our biology minor perfectly complements majors in the other sciences, such as chemistry and physics.

In this program, you'll have the flexibility to choose electives that broaden your knowledge and understanding of biology, or you can focus on a specific area of interest, such as ecology or physiology.

Biology Minor Curriculum

A minor in biology requires the completion of at least 20 BIO credits, 12 of which must be beyond the 100-level courses. A minimum grade of C- must be achieved in all courses for the minor with an overall minimum cumulative GPA of 2.0. Students who wish to minor in biology are required to consult with the department chair to design a minor that best meets their needs.

Possible courses include:

BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 105	Introduction to the Biological Sciences I	3
BIO 105L	Introduction to Biological Science Lab	1
BIO 106	Science and Society: Concepts and Current Issues	3
BIO 106L	Science and Society: Concepts And Current Issues Lab	1
BIO 120	The Biology of Beer	3
BIO 121	Human Genetics from ACTG to XY	3
BIO 128	Global Health Challenges: A Human Perspective	3
BIO 128L	Global Health Challenges Lab	1
BIO 150	General Biology for Majors	4
BIO 150L	General Biology for Majors Laboratory	
BIO 151	Molecular and Cell Biology and Genetics	4
BIO 151L	Molecular and Cell Biology and Genetics Lab	
BIO 152	Ecological and Biological Diversity	4
BIO 152L	Ecological and Biological Diversity Laboratory	
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208	Introduction to Forensic Science	3
BIO 208L	Introduction to Forensic Science Laboratory	1
BIO 211	Human Anatomy & Physiology I	3
BIO 211L	Human Anatomy & Physiology Lab I	1
BIO 212	Human Anatomy and Physiology II	3
BIO 212L	Human Anatomy and Physiology II Lab	1
BIO 218	Vertebrate Natural History	4
BIO 223	Invertebrate Zoology	4
BIO 223L	Invertebrate Zoology Lab	
BIO 225	Physiological Diversity	3
BIO 225L	Physiological Diversity Lab	1
BIO 240	Cellular Communication	3
BIO 250	Biology Journal Club	1
BIO 259	Biology Elective	1-15
BIO 282	Genetics	3
BIO 282L	Genetics Lab	1
BIO 298	Research Methods in Biology	3
BIO 317	Developmental Biology	2
BIO 317L	Developmental Biology Lab	2
BIO 323	Invertebrate Zoology	3
BIO 323L	Invertebrate Zoology Lab	1
BIO 328	Human Clinical Parasitology	3
BIO 328L	Human Clinical Parasitology Lab	1
BIO 329	Neurobiology	3
BIO 346	Cell Physiology	3
BIO 346L	Cell Physiology Lab	1
BIO 350	Cardiovascular Physiology	3
BIO 352	Botany	2
BIO 352L	Botany Lab	2
BIO 356	Aquatic Ecology	2
BIO 356L	Aquatic Ecology Lab	2
BIO 358	Life on a Changing Planet	2
BIO 358L	Life on a Changing Planet Lab	2
BIO 365	Cancer Biology	3
BIO 375	Physiological Models for Human Disease	3
BIO 375L	Physiological Models for Human Disease Lab	1
BIO 382	Human Genetics	3
BIO 382L	Human Genetics Lab	1
BIO 383	Evolution	3
BIO 385	Experiential Inquiry in Biology	1-4
BIO 471	Molecular Genetics	4

Department of Chemistry and Physical Sciences

For students majoring in chemistry or biochemistry, the department provides an intensive program of study in the major areas of chemistry with an emphasis on developing skills in analytical thinking and problem-solving, evaluation and interpretation of data, effective communication of scientific information, and research methodologies, while also exploring the applications of chemistry that permeate our lives. Sufficient flexibility through open electives allows students to emphasize personal career goals.

Students are prepared for entry-level positions in chemical, pharmaceutical or academic research laboratory settings or in non-traditional settings, which rely on the background and skills that have been acquired. Their education also prepares them for entry into graduate programs of study in chemistry, biochemistry, environmental science, biomedical sciences, pharmacy, secondary education, medicine or law.

The department also provides a chemistry minor program structured to give students a balanced exposure to the major areas of chemistry and opportunities to develop associated skills. Providing this opportunity is an important asset for students studying in other programs, particularly those pursuing careers in the biomedical and biological sciences.

The department also offers courses in chemistry and physics tailored to the support of programs in the basic and health sciences, nursing and engineering. These programs all have a strong reliance on the ability of students to understand and apply the fundamental concepts of chemistry and physics and to demonstrate clear analytical thinking and problem-solving skills developed in these courses.

The mission of the Department of Chemistry and Physical Sciences is to provide undergraduate course work in chemistry and the physical sciences in a student-centered, supportive learning environment characterized by small classes with access to faculty and well-equipped laboratory facilities where students can actively engage in the investigative process of science.

In addition, it is the mission of the department to offer stimulating course work in the physical sciences for non-science majors as part of the University Curriculum so that all students can develop an appreciation of the process of science, engage in scientific investigative experiences, understand the role of science in their everyday lives and be prepared to make informed value judgments in our highly technological society.

- Bachelor of Science in Chemistry (p. 67)
- Bachelor of Science in Biochemistry (p. 66)
- Minor in Chemistry (p. 68)

Bachelor of Science in Biochemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu) 203-582-8254

A BS in biochemistry gives you the skills to become a research associate studying the ways molecules react with one another, or a laboratory technician analyzing biochemical metabolites in the pursuit of new pharmaceuticals. You may become a biochemist in a food development laboratory, write copy for technical publications or work for a consumer products company developing a more effective sunscreen.

We teach you to evaluate and interpret data, hone your analytical thinking skills and present the results of your scientific research to various audiences. An independent research project strengthens the skills you develop in the classroom. Companies such as Alexion, CT Agricultural Station and LabSynergy offer real-life work experience in the form of internships which you may pursue.

Your degree in biochemistry qualifies you to work as a research assistant in a chemical, pharmaceutical or academic research laboratory upon graduation, but you'll also have the foundation to pursue an advanced degree in several fields including medicine, pharmacy, veterinary medicine or law.

An independent research project directed by a full-time faculty member in the department is required of all students in this program. This research project plays a key role for you to develop a deeper understanding of the biochemistry involved, build skills necessary to work independently and to communicate effectively the results of your research.

BS in Biochemistry Curriculum

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 should take MA 140. MA 142 is strongly recommended.

Biochemistry majors must maintain a minimum grade of C in all required chemistry, physics and mathematics courses. Any required course not listed in the course descriptions may be considered for scheduling when the need arises. All 4-credit science courses have a laboratory component. Chemistry electives must be selected with the advice and approval of the department adviser. Open electives should be selected based upon student interests and career goals from offerings in all schools.

In addition to the University Curriculum (p. 36), students majoring in Biochemistry must complete the following requirements:

University Curriculum [1]		
Biochemistry Core Requirements		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab [3]	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab [3]	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
CHE 316	Biochemistry II	3
CHE 475	Chemistry Seminar I	1
CHE 476	Chemistry Seminar II	1

CHE 490	Chemistry Research I	3
CHE 491	Chemistry Research II	3
Two upper-level CHE elective courses		6
Two upper-level BIO or BMS electives [2]		6
Cognate Courses [3]		
MA 141	Calculus of a Single Variable I [3,4]	3
PHY 110 & 110L	General Physics I and General Physics I Lab [3,5]	4
PHY 111 & 111L	General Physics II and General Physics II Lab [3,5]	4
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
Total Credits		78

1. All students must complete the University Curriculum (p. 36) requirements.
2. Advanced biology electives for the biochemistry major are chosen in consultation with the departmental adviser.
3. Required courses, which support the biochemistry major and may be used to satisfy requirements outside the major.
4. MA 142 is also highly recommended but is not required.
5. PHY 121 and PHY 122 may be substituted.

Minimum number of credits required for graduation is 120.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Science in Chemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu) 203-582-8254

Chemistry majors explore the world on the molecular level. You gain knowledge about the wide range of properties and reactions of inorganic, organic and biological compounds. Lab courses allow you to carry out syntheses and analyze materials. Hands-on access to a sophisticated array of instruments, which include a variety of spectrophotometers and chromatographic systems build confidence in your ability to solve complex problems in the field. You also can individualize your experience by taking electives in specialized areas, such as environmental chemistry, or pursue a minor in a completely different but complementary field to meet your career goals.

We teach you to evaluate and interpret data, hone your analytical thinking skills and present the results of your scientific research to various audiences. Because of our small class sizes and highly accessible faculty, you'll get plenty of support and the personal attention you need. An independent research project strengthens the skills you develop in the classroom. Companies such as Alexion, CT Agricultural Station and LabSynergy offer real-life work experience in the form of internships which you may pursue.

Your degree in chemistry qualifies you to work as a laboratory or research assistant in an academic, consumer product, pharmaceutical or industrial research or quality control laboratory upon graduation, but you'll also have the foundation to pursue an advanced degree in a specific area of chemistry or in other fields including medicine, pharmacy, veterinary medicine or law.

BS in Chemistry Curriculum

Initial placement in English and mathematics courses is determined by placement examinations and an evaluation of high school units presented. Students who do not place directly into MA 141 should take MA 140. MA 142 is strongly recommended.

Chemistry majors must maintain a minimum grade of C in all required chemistry, physics and mathematics courses. Any required course not listed in the course descriptions may be considered for scheduling when the need arises. All 4-credit science courses have a laboratory component. Chemistry electives must be selected with the advice and approval of the department adviser. Open electives should be selected based upon student interests and career goals from offerings in all schools.

University Curriculum [1]		46
Chemistry Core Requirements		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	4
CHE 302 & 302L	Physical Chemistry II and Physical Chemistry II Lab	4
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
CHE 410	Inorganic Chemistry	3
CHE 475	Chemistry Seminar I	1
CHE 476	Chemistry Seminar II	1
CHE 490	Chemistry Research I	3
CHE 491	Chemistry Research II	3
Two upper level CHE elective courses [2]		6
Cognate Courses [3]		
MA 141	Calculus of a Single Variable I [3,4]	3
PHY 110 & 110L	General Physics I and General Physics I Lab [3,5]	4

PHY 111 & 111L	General Physics II and General Physics II Lab [3,5]	4
Open electives [6]		
Open electives		10
Total Credits		120

1. All students must complete the University Curriculum (p. 36) requirements.
2. Typically CHE 300 (offerings vary)
3. Required courses, which support the chemistry major and may be used to satisfy requirements outside of the major
4. MA 142 is also highly recommended but is not required.
5. PHY 121 and PHY 122 may be substituted.
6. Students take open electives to fulfill the minimum number of credits for graduation.

Minimum number of credits required for graduation is 120.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Chemistry

Program Contact: Carol Fenn (Carol.Fenn@quinnipiac.edu) 203-582-8254

The highly technical nature of our daily living has increased the need for a working knowledge of chemistry in biological sciences, medical sciences, law, business, government, academia and many more areas. Students majoring in programs other than chemistry can be recognized as having additional proficiency in chemistry by successfully completing this balanced program. Candidates must apply to the chemistry department to enter this program and be enrolled concurrently in a major undergraduate program.

The program consists of a minimum of 24 credits of chemistry distributed between 20 credits of required courses and 4 credits of elective courses consistent with the following specifications: The minimum grade required for each course is a C-.

Chemistry Minor Curriculum

The program consists of a minimum of 24 credits of chemistry distributed between 20 credits of required courses and 4 credits of elective courses consistent with the following specifications: The minimum grade required for each course is a C-.

Required		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
CHE 215 & 215L	Analytical Chemistry and Analytical Chemistry Lab	4
Elective		
Select one of the following:		4
CHE 301 & 301L	Physical Chemistry I and Physical Chemistry I Lab	
CHE 305 & 305L	Instrumental Analysis and Instrumental Analysis Lab	
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	
Total Credits		24

Department of Economics

The Department places a particularly strong emphasis on a well-rounded liberal arts education, ethical judgment and the ability to assess past and present public policies. We encourage a friendly, supportive environment for all students, promote student-professor interaction and build a community of scholars.

Students who have earned a degree in economics have gone on to careers in banking, consulting, financial research, the government, the hedge fund industry, insurance firms such as Travelers and industrial firms such as General Electric and United Technologies. Besides preparing a student for graduate study in economics, the major provides excellent preparation for graduate study in business, law and public policy.

The mission of the Department of Economics is to offer students educational opportunities that emphasize the relationship of theory to practice in order to prepare them to become accomplished citizens and professionals capable of critical thinking and independent analysis.

- Bachelor of Science in Economics (p. 68)
- Minor in Economics (p. 69)

Bachelor of Science in Economics

Program Contact: Donn Johnson (Donn.Johnson@quinnipiac.edu) 203-582-8205

The BS in Economics program teaches students the core theories of economics. Students learn to analyze social and business problems and to examine the proper role of the market and the government in solving these problems. They are able to apply their analytical skills to analyze and interpret economic behavior and forecast political and societal trends. Students have the opportunity to take specialized courses such as Environmental Economics (EC 304), Game Theory (EC 355), Law and Economics (EC 320), Money and Banking (EC 341) and Public Finance (EC 330).

Besides studying essential economic theories, you'll also learn to analyze individual markets and assess the impact public policy has on the economy. We give you the quantitative reasoning and critical thinking skills you need to examine social and business problems and determine

which roles government and the market should play in solving them. This versatile major makes you attractive to employers and prepares you for a successful career in banking, government, law, the insurance industry and elsewhere.

Recent economics majors have secured prominent jobs with the Federal Reserve Board, General Electric, Liberty Mutual, Oppenheimer Funds and other industrial and insurance firms.

BS in Economics Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Economics must meet the following requirements for graduation:

Economics Core Requirements		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 271	Applied Statistical Methods	3
EC 365	Econometrics	3
EC 450	Senior Seminar	3
Economics Electives		12
Select four economics courses numbered 200 or higher.		
Total Credits		33

Program Learning Outcomes

The BS in Economics program has the following three program learning outcomes:

1. Knowledge of economics: Students demonstrate and can apply the core theories of economics.
2. Quantitative reasoning: Students develop the ability to represent mathematical information symbolically, visually, numerically and verbally, and to interpret mathematical models such as graphs, tables and schematics to draw inferences. They also develop an ability to use arithmetical, algebraic, geometric and statistical methods to solve social and business problems.
3. Critical thinking: Students develop the ability to recognize problems and to acquire, assess and synthesize information to analyze social and business problems.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Economics

Program Contact: Donn Johnson (Donn.Johnson@quinnipiac.edu) 203-582-8205

Acquiring a foundation in economics offers a versatile, big-picture perspective that can prove advantageous in the fields of government, politics, business and the nonprofit world. In addition to mastering the principles of micro and macroeconomics, you will enhance your critical thinking and quantitative reasoning skills in ways that address modern problems facing businesses. You'll also learn about common economic theories and the role they play in the global economy.

You'll work with the department chair to select four additional courses based on your interests. These electives can include courses such as Money and Banking, Sports Economics and Public Finance. Whether you plan to pursue a career in law, finance or public policy, this program will complement your major and provide you with additional tools to use in your chosen field.

Students wishing to augment their field of study with the perspective and skills of economics are encouraged to consider an economics minor. In addition to the University Curriculum economics courses (EC 111 and EC 112), students must complete four additional economics courses for the minor. The courses used for the minor are subject to approval by the department chair.

Economics Minor Curriculum

In addition to the University Curriculum economics courses (EC 111 and EC 112), students must complete four additional economics courses for the minor. The courses used for the minor are subject to approval by the department chair.

Possible courses include:		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 206	Urban Economics	3
EC 211	Intermediate Microeconomics	3
EC 212	Intermediate Macroeconomics	3
EC 250	International Economics	3
EC 271	Applied Statistical Methods	3
EC 304	Environmental Economics	3
EC 312	Economic Growth	3
EC 320	Law and Economics	3
EC 325	Sports Economics (SPS 325)	3
EC 330	Public Finance	3
EC 341	Money and Banking	3
EC 352	Industrial Organization	3
EC 355	Game Theory	3
EC 361	Labor Economics	3
EC 363	American Economic History	3
EC 364	Managerial Economics	3
EC 365	Econometrics	3
EC 366	Advanced Econometrics	3

Department of English

The English major provides a solid foundation in the study of the genres of literature, literary theory, literary history, rhetoric and composition, and creative writing, leading to the senior seminar capstone course in which students produce their own extended, original project. We offer two concentrations within the major: creative writing and English study for secondary education. Both of these concentrations have more specific requirements in order to appropriately prepare students for their interests and career goals. The English major, however, is a good preparation for many careers, and students need not concentrate in these areas. Students consult with advisers regularly to ensure that their personal, intellectual, creative and professional goals are being met. Students in the English major program are well prepared for entering graduate study in English, elementary and secondary education, law, business and library science and for careers in government, public service, not-for-profit foundations, public relations and advertising, print and digital publishing and other business fields that need skilled writers and researchers and creative problem-solvers.

The English minor offers the same critical and creative engagements with texts as does the major. Students can choose from a variety of courses to help deepen their critical and writing acumen. The minor is designed to support any major by honing the student's analytical and writing skills.

The Department of English supports four programs: the first-year writing program, the English major, the English minor and the five-year BA/MAT Program in Elementary or Secondary Education. All freshmen entering Quinnipiac University must take EN 101 and EN 102. Students who wish to major, double major or minor in English can apply to the chair of the English department at any time. Students who are interested in the creative writing or secondary education concentrations are encouraged to declare their concentration with their academic adviser as early as possible. Students who are planning to enter the five-year BA/MAT Programs in Elementary or Secondary Education will need to apply to the School of Education in their sophomore year. All students in all English programs must maintain an overall 2.5 GPA, be in good academic standing and must satisfy all major and minor requirements.

Co-curricular activities are important to the educational goals of many English majors and minors. As a community of readers and writers, the English department supports the English Literary Club, open to all Quinnipiac students, and Montage, the undergraduate literary journal. The department hosts creative writing events, showcasing professional creative writers and artists, and student writers and artists. Students who excel in their studies will be invited to join Sigma Tau Delta, the International Honor Society for English majors.

The mission of the Department of English is to engage students in an ever-deepening exploration of how the relationship between reading and writing shapes our understandings of ourselves, of our histories and cultures. The Department of English views the study of literature and writing as a means to study the power of language, form and content. By learning to read closely, interpret texts and write persuasively, students can harness that power. Students learn that writing is a creative tool through which to understand how beauty and ideas, racial and cultural differences, and political and economic realities are negotiated in literary forms. By analyzing and interpreting acts of writing through discussion and research, students sharpen their critical thinking and deepen their sense of cultural literacy.

- Bachelor of Arts in English (p. 70)
- Minor in English (p. 71)

Bachelor of Arts in English

Program Contact: Patricia Comitini
(Patricia.Comitini@quinnipiac.edu) 203-582-8253

The English major is designed for the student who enjoys working with all forms of literary expression. It emphasizes strong reading, critical and creative thinking, problem-solving, research and writing, and oral communication, producing successful graduates who are well prepared for a wide range of careers and graduate study.

Concentration in Creative Writing

English majors can earn a concentration in creative writing by completing 15 or more credits in creative writing and contemporary literature courses. Students who earn the concentration in creative writing not only hone their compositional, reading and analytical skills in one or more genres, but they also build a foundation for understanding and utilizing the power of creativity in their professional lives after college. This concentration is especially recommended to those students who hope to pursue a master of fine arts degree. Successful completion of the concentration in creative writing is indicated on students' transcripts.

Concentration in Secondary Education

English majors who are planning to teach high school need a more structured curriculum tailored to state requirements and discipline-specific knowledge of literature. To earn the concentration in secondary education, students complete 18 credits in a strong, broadly based literature and expertise in writing foundation. The concentration enables them to move to graduate level work successfully, and greatly benefits them in their professional lives as high school teachers. Students use the flexible and advanced requirements to explore a range of courses in national literatures, genres, authors and writing.

Internships

The English major allows students to pursue 1-credit, repeatable internships (EN 293) in supervised fieldwork related to writing or reading to investigate career opportunities and to develop professional contacts. Interested students should see their adviser and the CAS Career Development Office.

Honors Thesis in English

Students who have an overall 3.3 GPA, and a 3.5 in the English major may seek the recommendation of any English department faculty member to pursue a Senior Thesis Project (EN 470) in addition to the capstone course (EN 460). Students who are planning to attend graduate school in English or other related fields, might discuss taking advantage of this opportunity with their advisers.

BA in English Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in English must meet the following requirements for graduation:

English Major Requirements	
Flexible Requirements:	
Select any EN courses at the 200 or 300 level	21
Select at least 6 credits at the EN 300 level in each category:	12
A. Language, Rhetoric, Genre and Form	

B. Periods, Places, Cultures and Identities		
Advanced Requirements		
Select one from each of the following categories:		9
Literary History Underrepresented Writers:		
EN 223	Hippies, Punks and Rude Boys	
EN 235	Literature by Women (WS 235)	
EN 265	Survey of African-American Literature	
EN 276	Literature of the Global South I: Africa and South Asia	
EN 277	Lit of the Global South II: The Americas	
EN 338	American Literature by Women of Color (WS 338)	
EN 340	Immigrant Fictions	
Literary History I:		
EN 341	Chaucer and the Medieval Period	
EN 345	English Literature of the Renaissance	
EN 348	Milton and the 17th Century	
EN 350	18th-Century British Literature (1660-1800)	
EN 361	Origins of U.S. Literature (1492-1865)	
Literary History II:		
EN 308	Composing America	
EN 322	Modern British Literature (1900-1945)	
EN 323	Contemporary British Literature (1945-Present)	
EN 352	British Romanticism (1785-1832)	
EN 355	Victorian Literature (1832-1901)	
EN 365	The American Renaissance (1830-1865)	
EN 366	Modern U.S. Literature (1900-1945)	
EN 367	Contemporary U.S. Literature (1945-Present)	
EN 380	Realism and Naturalism in U.S. Literature (1865-1930)	
EN 304	Junior Seminar in Critical Theory	3
EN 460	Senior Seminar Capstone	3
Total Credits		48

Concentration in Creative Writing Curriculum

All students wishing to fulfill the requirements for a concentration in creative writing must take the following courses:

Select two 200-level creative writing courses		6
Select two 300-level advanced creative writing workshops [1]		6
Select one course in contemporary/post-WWII literature, including but not limited to the following:		3
EN 220	The Short Story as a Genre	
EN 308	Composing America	
EN 322	Modern British Literature (1900-1945)	
EN 323	Contemporary British Literature (1945-Present)	
EN 366	Modern U.S. Literature (1900-1945)	
EN 367	Contemporary U.S. Literature (1945-Present)	
EN 373	Modernist American Poetry	
Total Credits		15

[1] The 300-level workshop can be repeated once for credit (i.e., a student interested in fiction can take the Advanced Fiction Workshop up to two times).

Concentration in Secondary Education Curriculum

To earn the concentration in secondary education, students complete 18 credits, including:

One course in British literature	3
Two courses in American literature	6
One course in Shakespeare	3
One course in advanced composition	3
History of the English Language	3
Total Credits	18

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in English

Program Contact: Patricia Comitini (Patricia.Comitini@quinnipiac.edu) 203-582-8253

Professional advancement often depends on good reading aptitude, as well as sound writing and rhetorical techniques and critical and creative thinking. With an English minor, you'll explore literature while you also hone your communication skills. These are must-have talents to work in creative fields, such as screenwriting, advertising and publishing. They are also important in other careers where you may have to write a grant proposal, a contract, a persuasive argument for a legal case, a public policy or a business plan. This minor can complement any major.

The English minor has two tracks—literature and writing—each with a specific focus. You will take courses in Advanced Revision and Editing, as well as a selection of either literature or writing-intensive courses. You'll gain valuable, real-world insights from our nationally renowned professors and professional writers who visit campus to share their expertise. You'll also have the opportunity to contribute to "Montage," Quinnipiac's creative writing journal.

The Department of English offers a minor in English for students who wish to study literature and improve their writing abilities—both creative and critical. Students whose professional advancement depends on good reading aptitude, sound writing and rhetorical techniques, and critical and creative thinking are encouraged to apply to the chair of the English department.

English Minor Curriculum

To complete the minor, students must take 18 credits of English course work; at least 9 credits must be at the 300 level.

Possible courses include:

EN 101	Introduction to Academic Reading and Writing	3
EN 101I	Introduction to Academic Reading and Writing Intensive	3
EN 102	Academic Writing and Research	3
EN 103H	Advanced Academic Writing and Research	3
EN 150	Writing Lab I: Advanced Argument	1
EN 201	Creative Writing	3
EN 202	Introduction to Creative Nonfiction	3
EN 203	Practicing Stylistics	3
EN 204	Critical Theory and Practice	3
EN 205	Introduction to Fiction Writing	3
EN 206	Introduction to Writing Poetry	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay	3
EN 214	The History Essay	3
EN 215	The Travel Essay	3
EN 220	The Short Story as a Genre	3
EN 222	Comics and Graphic Novels	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 240	Survey of English Literature I	3
EN 250	Survey of English Literature II	3
EN 260	Survey of American Literature I	3
EN 265	Survey of African-American Literature	3
EN 270	Survey of American Literature II	3
EN 276	Literature of the Global South I: Africa and South Asia	3
EN 277	Lit of the Global South II: The Americas	3
EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
EN 283	The American Dream: Paradise or Failure	3
EN 301	Advanced Fiction-Writing Workshop	3
EN 302	Advanced Creative Nonfiction	3
EN 303	The Art of Audio Narrative (FVI 380 GDD 303)	3
EN 304	Junior Seminar in Critical Theory	3
EN 306	Advanced Poetry Writing Workshop	3
EN 308	Composing America	3
EN 320	Studies in the Novel	3
EN 321	The Russian Novel	3
EN 322	Modern British Literature (1900-1945)	3
EN 323	Contemporary British Literature (1945-Present)	3
EN 324	The Gothic Novel	3
EN 325	History of the English Language	3
EN 326	Modern Irish Drama	3
EN 338	American Literature by Women of Color (WS 338)	3
EN 340	Immigrant Fictions	3
EN 341	Chaucer and the Medieval Period	3
EN 343	Shakespeare: Histories and Comedies	3
EN 344	Shakespeare: Tragedies and Romances	3
EN 345	English Literature of the Renaissance	3
EN 348	Milton and the 17th Century	3
EN 350	18th-Century British Literature (1660-1800)	3
EN 351	Studies in Rhetoric and Writing	3
EN 352	British Romanticism (1785-1832)	3
EN 355	Victorian Literature (1832-1901)	3
EN 360	Literature and Popular Culture (WS 360)	3
EN 361	Origins of U.S. Literature (1492-1865)	3
EN 365	The American Renaissance (1830-1865)	3
EN 366	Modern U.S. Literature (1900-1945)	3
EN 367	Contemporary U.S. Literature (1945-Present)	3
EN 373	Modernist American Poetry	3
EN 377	Faulkner and Literature Between the Wars	3
EN 380	Realism and Naturalism in U.S. Literature (1865-1930)	3

Department of History

The Department of History provides an intensive program of study for students majoring in history. The study of history is a long-established foundation for education since it builds critical skills of gathering and interpreting evidence, crafting arguments, engaging in research and developing polished presentations both written and oral. As a result, students earning a degree in history are prepared to pursue a wide range of career options. Some continue their education in graduate school in the humanities, social sciences, education or law; others pursue careers in public service, business and the arts.

The Department of History provides opportunities for all students at Quinnipiac to familiarize themselves with the past through the study of history across time and around the world. Studying history helps students to appreciate their place in the world through a deeper understanding of the connection between the past and the present, through a better awareness of the variety of human experience, and through a more complete understanding of the rich diversity of cultures.

The faculty regularly reviews and updates the history curriculum to reflect the changing nature of the historical discipline; conducts exit interviews with graduating seniors to assess their experience in the major; and collects and updates survey information from graduates concerning their experiences after graduation.

The mission of the Department of History is twofold. First, it provides an intensive program of study for students majoring in history. Second, the Department of History provides opportunities for all students at Quinnipiac to familiarize themselves with the past through the study of history across time and around the world.

- Bachelor of Arts in History (p. 72)
- Minor in History (p. 73)

Bachelor of Arts in History

Program Contact: David Valone (David.Valone@quinnipiac.edu) 203-582-5269

As a history major, you take a broad range of courses that introduce you to aspects of history from a wide variety of perspectives and time periods. All history majors must take at least two courses in American history, two courses in European history, and two courses in world history. In addition, majors take a junior level seminar on historiography and historical methods that introduces students to the actual production of historical knowledge and the creation of historical narratives and interpretive frameworks. In their senior year, all history students write a senior thesis that gives them a chance to put into practice everything they have learned throughout their work in the major. The remainder of the required 36 credits in history is made up of history electives chosen by students based on their interests in consultation with their adviser. Through a History major at Quinnipiac, you will gain a broad understanding of past events, plus critical thinking skills and writing expertise, all of which will prepare you for a number of careers, from curator of a museum exhibit on Middle Eastern art to grant writer for a large teaching hospital. If you have a talent for languages, you could become an intelligence officer with the FBI, or you can choose to continue your education with a graduate degree in education, law or medicine.

Students normally apply for admission to the major during their sophomore year. Applications must be made to, and approved by, the chairperson. Acceptance is usually approved for all applicants in good standing academically.

Continuation in the major is dependent upon a satisfactory level of performance in all courses, with special reference to work in history. In addition to the CAS requirements, students majoring in history must take 6 credits of European history courses, 6 credits of American history courses, 6 credits of global history courses, four elective courses (300 level or above), and several specified history classes including HS 303 and HS 408.

Note about internships: The department is able to provide student internships with area historical societies and also attempts to place qualified students in credit-related internships with area governmental organizations.

BA in History Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in History must meet the following requirements for graduation:

History Core Requirements [1, 2]		
European History		6
American History		6
Global History		6
Select four electives 300 level or above		12
HS 303	Historiography and Historical Methods	3
HS 408	Seminars in History	3
Total Credits		36

1. **No more than three courses may be at the 100 level.**
2. The minimum requirement (36 credits) must be met with a grade of C or better in all courses.

Note about internships: The department is able to provide student internships with area historical societies and also attempts to place qualified students in credit-related internships with area governmental organizations.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in History

Program Contact: David Valone (David.Valone@quinnipiac.edu) 203-582-5269

Learning to view our modern world through the lens of history is a valuable skill that will shape your understanding of politics, economics, science and art. This program explores major events in American, European and non-Western history. You'll enrich your liberal arts experience and develop a background that will prove useful in many fields, such as business, law, education or government. You'll hone your writing and research skills while discovering the rich histories of countries and cultures from ancient times through modern day.

You'll have the flexibility to chart your own path through this minor. With the guidance of the department chair, you can focus on your particular areas of interest and choose from a diverse selection of classes in topics such as World War II, ancient Greece, the European Renaissance and Asian and African history. If you're interested in Irish history, you'll have the opportunity to explore the subject through Ireland's Great Hunger Institute at Quinnipiac, which host lectures, conferences and courses.

Minor in History Curriculum

A minor in history is recorded upon completion of at least 18 credits with a grade of C or better in all courses. The student must select at least 3 credits from each of the following areas of history: American, European and non-Western. At least 9 credits of the 18 must be at the 200-level or above and should be chosen with the consultation of the department chair.

Possible courses include:		
HS 111	The Rise of the West	3
HS 112	The West in the World	3
HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 201	Historical Writing	1
HS 202	Introduction to Public History	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210	Contemporary America	3
HS 211	Popular Culture in American History	3
HS 213	The Roman World	3

HS 215	American Business History	3
HS 220	American Environmental History	3
HS 227	Russian Cultural and Intellectual History	3
HS 228	Twentieth-Century Russia	3
HS 229	Irish History	3
HS 230	The Rise of Modern Science	3
HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 235	History of Modern China/Asian Studies	3
HS 236	History of Modern Japan/Asian Studies	3
HS 241	African American Experiences to Reconstruction	3
HS 242	African American Experience Since Reconstruction	3
HS 254	Colonial Latin America	3
HS 271	History of Southeast Asia 1	3
HS 272	History of Southeast Asia 2	3
HS 273	African History and Culture	3
HS 274	History of India	3
HS 275	History of the Middle East	3
HS 286	Introduction to Medieval Europe	3
HS 294	American Civilization: Prosperity and Depression in the 1920s and 1930s	3
HS 302	Colonizing the Body	3
HS 303	Historiography and Historical Methods	3
HS 305	Vietnam (COM 305)	3
HS 307	The Holocaust (MSS 307)	3
HS 308	U.S. Women's History (WS 308)	3
HS 309	Women in America 1920-Present (WS 309)	3
HS 310	The Ancient Near East	3
HS 311	The Ancient Hebrews	3
HS 312	Ancient Greece	3
HS 313	The Roman World	3
HS 314	Europe in the Early Medieval Period, 325-842	3
HS 315	Introduction to Medieval Europe: Europe in the High Middle Ages	3
HS 316	The European Renaissance	3
HS 317	The European Reformation	3
HS 318	European History, 1555-1715	3
HS 319	European History, 1715-1815	3
HS 320	European History, 1815-1914	3
HS 321	European History, 1914-1945	3
HS 322	History of World War I	3
HS 323	World War II	3
HS 324	History of England to 1688	3
HS 325	History of England: 1688 to the Present	3
HS 326	Witches and Werewolves in the Early Modern World (WS 326)	3
HS 327	Islamic Societies and Cultures to 1300	3
HS 330	History of Western Medicine	3
HS 331	The British Empire and Commonwealth	3
HS 332	History of India	3
HS 333	The Middle East, 1300-1919; Critical Issues	3
HS 340	The Colonial Period to 1763	3
HS 341	The American Revolution	3
HS 342	The Early American Republic	3
HS 344	Civil War and Reconstruction	3
HS 345	The Gilded Age and the Progressive Era	3
HS 346	The United States from WW I to WW II	3
HS 348	The American West to 1900	3
HS 349	American Maritime History	3
HS 351	The New South	3
HS 361	African History to 1850	3
HS 362	African History Since 1850	3
HS 371	Women in the Caribbean from the Indigenous Era to Emancipation	3
HS 372	Women in the Caribbean since Emancipation	3
HS 376	Pirates of the Caribbean	3
HS 377	Kinship, Culture & Slavery: Creating an African Diaspora in the Americas	3
HS 380	Historic Preservation	3
HS 391	Colonizing the Body	4
HS 394	Doctors, Disease, and Death in the Western World	4

Department of Legal Studies

The Department of Legal Studies offers students a humanities-based approach to law and the legal system within the context of a liberal arts education. It provides an avenue for majors to understand the multifaceted dimensions of legal discourse, including the historical context in which the legal system was fashioned, the ethical implications of the construction and implementation of legal rules, and the policy impact that contemporary legal decisions continue to have on various aspects of governance in both the public and private spheres. Our students are exposed to essential aspects of legal practice, procedure and methodology, and are taught to bridge their practical understanding of the legal profession by placing those skills in a broader context and recognizing laws as being reflective of broader elements of social change.

The focus of the department is on how law reflects the values of society and constantly adapts to changes in societal behavior and opinion. We look at how laws affect the relationships between individuals and groups in society, and of groups to each other. We discuss issues such as justice, equity and the balance between the rights of individuals and the public interest, from a legal, historical and societal viewpoint. The Law in Society major develops specific legal research, writing and critical thinking skills, all within a framework of the ethical and statutory constraints confronting the legal professions. After graduation, many of our students continue their education by attending law or graduate school. Others work in law-related settings, such as working as a paralegal in a law office or business. Other graduates have become social workers, teachers and business owners.

The department also offers three minors. The minor in law in society is for students who want to explore law, while retaining flexibility in choosing courses. The minor/certificate in legal studies, approved by the American Bar Association, provides students with the opportunity to study legal practice and prepares them to work as paralegals. The dispute resolution minor focuses on resolving disputes in different ways and formats.

Quinnipiac University's Bachelor of Arts degree in Law in Society approaches the study of law, legal processes, and legal institutions in the tradition of the humanities. The classic values of a liberal arts

education are combined with the critical thinking, analytical writing, and oral presentation skills of the legal profession and prepares graduates to become active and thoughtful citizens in their local and global communities. The Law in Society major culminates with the integration of the classroom component with professional skills development where students complete both a scholarly thesis and an internship in a professional, law-related setting.

- Bachelor of Arts in Law in Society (p. 75)
- Minor in Dispute Resolution (p. 76)
- Minor in Law in Society (p. 76)
- Minor/Certificate in Legal Studies (p. 77)

Quinnipiac's minor/certificate in legal studies is approved by the American Bar Association.

Bachelor of Arts in Law in Society

Program Contact: Jill E. Martin
(Jill.Martin@quinnipiac.edu) 203-582-8712

Quinnipiac University's Law in Society program approaches the study of law, legal processes and legal institutions in the tradition of the humanities. The classic values of a liberal arts education are combined with the critical thinking, analytical writing and oral presentation skills of the legal profession to prepare graduates to become active and thoughtful citizens in their local and global communities. The Law in Society major culminates with the integration of the classroom component with professional skills development where students complete both a scholarly thesis and an internship in a professional, law-related setting. Graduates of the program are well prepared for a variety of careers in law and law-related fields such as policy, compliance, politics, paralegal, government, social services, criminal justice and conflict resolution, as well as to continue on to law school or to other graduate work in the social sciences or humanities.

Students in the Law in Society major take a wide variety of courses to learn and understand the complexities of the law. The core requirements provide students with the foundation to further explore various areas of law. Students learn to research, reason and write about the law, learn how the civil and constitutional systems work, and work at an internship in a law office setting. Students integrate their education in a senior capstone thesis course, which provides the opportunity to do independent research on a topic of their choosing, pulling together all the courses they have already taken.

A humanities-based approach to law necessitates an exposure to different methodologies and distinct approaches to the understanding of law. While the core component exposes students to the legal methodology and the policy context required to understanding the field of law, the elective requirements provide students with an understanding of how the law shapes and is shaped by particular perspectives, historical contexts and actual practice. The requirement of two Legal Practice courses and one Alternate Perspectives course helps the students to learn different ways of approaching legal problems and exposes them to various ways of problem solving. As part of the major requirements, students complete a legal studies certificate, approved by the American Bar Association.

BA in Law in Society Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Law in Society must meet the following requirements for graduation:

Law in Society Core Requirements		
Students must earn a grade of C or better in all Law in Society core requirements to move to the next required courses.		
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
LE 212	Legal Reasoning, Research and Writing II	3
LE 305 (Civil Procedures) [1]		3
LE 340	American Constitutional Law (PO353)	3
LE 485 (Legal Internship Seminar) [2]		3
LE 490 (Senior Seminar in Law in Society) [2]		3
Law in Society Elective Courses		
At least 9 credits must be at the 300 level:		
Legal Practice Electives		
Select two courses of the following		6
LE 309	Advanced Legal Writing and Advocacy	
LE 311	Administrative Agencies	
LE 315	Wills, Probate and Estate Administration	
LE 320	Land Transfer and Closing Procedures	
LE 328	Employment Law	
LE 330	Law of Business Entities	
LE 345	Intellectual Property	
LE 360	Mediation	
LE 370	Negotiation (Alternative Perspectives in the Law Electives)	
Alternative Perspectives in the Law Electives		
Select one of the following		3
LE 250	Gender and the Law (WS 250)	
LE 317	International Law (PO 317)	
LE 319	International Law and the Individual	
LE 322	Health Care Law (HSC 322)	
LE 342	Comparative Constitutional Law (PO 342)	
LE 350	Federal Indian Law and Policy	
PL 202	Logical Reasoning	
SO 383	Sociology of Law	
PS 383	Psychology and the Law	
Legal Studies Electives		
LE 115	Criminal Law	
LE 150	Introduction to Mock Trial (may be taken up to three times)	
LE 200	Special Topics	
LE 224	Sports Law (SPS 224)	
LE 225	Alternative Dispute Resolution	
LE 260	Trial Techniques	
LE 300	Special Topics	
LE 312	Family Law	
Three additional courses chosen from any LE elective, including those in Legal Practice and Alternative Perspectives		9
Additional Requirements [3]		

SO 101	Introduction to Sociology	3
Select a 200-level English course		3
Select an American History course		3
Total Credits		48

1 Course available beginning Fall 2018.

2 Course available beginning Fall 2019.

3 May be taken in conjunction with the College of Arts and Sciences requirements.

Students also must complete a minor in any other department within the university.

Program Learning Outcomes

Students who graduate with a degree in Law in Society are able to:

1. understand and critically assess how law is made, interpreted and applied in different contexts within the United States and abroad
2. research, analyze and write a scholarly paper on a chosen topic related to law, incorporating humanities-based inquiry
3. formulate and present a coherent, well supported legal argument in both written and oral form to diverse audiences
4. apply their legal skills and knowledge of the humanities in a professional law-related setting, consistent with ethical standards governing the legal profession
5. understand the political, historical and social conditions underlying and affecting the law

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Dispute Resolution

Program Contact: Jill E. Martin (Jill.Martin@quinnipiac.edu)
203-582-8712

The minor in dispute resolution is for students who are interested in learning more about resolving disputes and conflict in both their personal and professional lives. Students study how disputes arise and various means of resolving them, including negotiation, mediation, arbitration and litigation. The minor teaches students how to use these means to resolve problems on a personal and community basis. The minor is not designed to prepare students to work as paralegals and is not ABA approved. Role play activities enable students to partake in actual dispute resolution.

Dispute Resolution Minor Curriculum

Students must complete a minimum of 18 credits. At least 6 credits must be taken at the 300 level.

Required courses (12 cr.)		
LE 101	Introduction to the American Legal System	3
LE 225	Alternative Dispute Resolution	3
LE 360	Mediation	3
LE 370	Negotiation	3
Elective courses		
Select 6 credits from the following:		6
LE 260	Trial Techniques	
LE 312	Family Law	
LE/PO 317	International Law (PO 317)	
LE 328	Employment Law	
IB 324	Negotiating Internationally	
LE 301	Civil Procedures I	
LE 302	Civil Procedures II	
LE 305	Civil Procedures	
Total Credits		18

Minor in Law in Society

Program Contact: Jill E. Martin (Jill.Martin@quinnipiac.edu)
203-582-8712

The minor in Law in Society is offered for students who are interested in learning more about law and the American legal system. Law is the binding force in society. It reflects the values of society and is constantly changing as society changes. Law deals with issues such as justice, equity and the balance between the rights of individuals and the public interest. Students will learn of their legal rights and responsibilities in today's society. This minor introduces students to the historical and current issues facing society through its legal system. The minor is not designed to prepare students to work as paralegals and is not approved by the American Bar Association.

Law in Society Minor Curriculum

Required courses		
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
Elective courses		
Select 12 credits of LE courses. At least 6 credits must be at the 300 level [1]		12
Total Credits		18

1 Electives may be taken from all legal studies courses, except LE 485 - Minors may not take LE 485.

Students must meet the prerequisites for elective courses.

Other courses that may be used as electives		
No more than one from this list:		
LW 221	Business Law and Society	3
LW 322	The Law of Property, Sales and Negotiable Instruments	3
MSS 340	Communications Law and Policy	3
PL 202	Logical Reasoning	3
PS 383	Psychology and the Law	3
SO 383	Sociology of Law	3

Minor/Certificate in Legal Studies (ABA-Approved)

Program Contact: Jill E. Martin
(Jill.Martin@quinnipiac.edu) 203-582-8712

Quinnipiac University's ABA-approved minor/certificate in Legal Studies is designed to provide students with the knowledge and skills needed to be successful in the paralegal profession. The minor is planned and taught by lawyers to provide students with a solid grounding in the fundamentals of the legal system. The courses chosen for the minor prepare students to work as a paralegal in diverse legal settings. The legal studies minor/certificate has been approved by the American Bar Association as a paralegal education program. A paralegal performs specifically delegated substantive legal work under the supervision of an attorney. While paralegals may not give legal advice to clients or appear in court on their behalf, these highly skilled professionals perform a wide range of tasks and play an integral role in the delivery of legal services.

The education focuses on particular core areas of the law and on developing specific legal research, writing, and critical thinking skills, all within a framework of the ethical and statutory constraints confronting the paralegal profession. This combination of theoretical classwork with real-world experience, along with exposure to traditional liberal arts and general education, and a major in another discipline at Quinnipiac, prepares legal studies certificate students for a broad range of professional opportunities.

Legal Studies Minor/Certificate Curriculum

Total of 21 credits:

Required Courses		15
LE 101	Introduction to the American Legal System	3
LE 211	Legal Reasoning, Research and Writing I	3
LE 212	Legal Reasoning, Research and Writing II	3
LE 305	Civil Procedures [1]	3
LE 485	Legal Internship Seminar [2]	3
Legal Studies Electives (choose two from electives approved as Legal Practice)		6
LE 309	Advanced Legal Writing and Advocacy	3
LE 311	Administrative Agencies	3
LE 315	Wills, Probate and Estate Administration	3
LE 320	Land Transfer and Closing Procedures	3
LE 328	Employment Law	3
LE 330	Law of Business Entities	3
LE 345	Intellectual Property	3
LE 360	Mediation	3
LE 370	Negotiation	3

1 Course available beginning Fall 2018

2 Course available beginning Fall 2019

Program Learning Outcomes

Students who graduate with a Minor/Certificate in Legal Studies will be able to:

1. Understand and critically assess how law is made, interpreted, and applied in the United States.
2. Analyze a legal problem, research and synthesize the law, apply it to a set of facts, and write a legal memo using a generally accepted format for the legal profession with proper legal citation.
3. Draft, review, organize, and manage legal documents and correspondence using proper format and appropriate content.
4. Formulate and present a coherent, well-supported legal argument in both written and oral form to diverse audiences.
5. Apply their legal skills and knowledge in a professional legal setting, consistent with ethical standards governing the legal profession.

Department of Mathematics

Mathematics is the symbolic language of nature. More than numbers and symbols, it encompasses the logic and methodology of reasoning and provides the tools for making decisions, interpreting observations, explaining natural phenomena and solving problems. It is both a subject with widespread applications to the sciences and social sciences and a subject of intrinsic intellectual interest.

Students majoring in Mathematics acquire the mathematical skills necessary to be successful in their chosen field and become an informed and responsible citizen, and learn to appreciate the relevance of mathematics in society.

Students completing a major in Mathematics should:

- be prepared for employment in mathematics-related careers in fields such as business, science, government and education
- be prepared to pursue graduate studies in mathematics
- be able to work collaboratively on mathematical problems and effectively communicate these results
- be exposed to technological innovations used in mathematics
- be able to read and use the current mathematical literature to further their own education

- Bachelor of Arts in Mathematics (p. 77)
- Minor in Mathematics (p. 78)

Bachelor of Arts in Mathematics

Program Contact: Cornelius Nelan (cornelius.nelan@qu.edu)
203-582-8003

The mathematics major provides a broad background in undergraduate mathematics that prepares students for graduate study, and for positions in teaching, business and government. **Note:** a C- or better is required for all departmental prerequisites, unless otherwise stated.

BA in Mathematics Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in mathematics must meet the following requirements for graduation:

Calculus Sequence		
Select Option A or Option B:		12
Option A:		
MA 141	Calculus of a Single Variable I	
MA 142	Calculus of a Single Variable II	

MA 241	Vector Functions and Geometry of Space	
MA 242	Multivariable Calculus	
Option B:		
MA 151	Calculus I	
MA 152	Calculus II	
MA 251	Calculus III	
Additional Mathematics Core Courses		
MA 229	Linear Algebra	3
MA 301	Foundations of Advanced Mathematics	3
MA 321	Abstract Algebra	3
MA 341	Advanced Calculus	3
MA 490	Mathematics Senior Seminar	3
Electives		
Select three of the following:		9
MA 285	Applied Statistics	
MA 300	Special Topics	
MA 305	Discrete Mathematics	
MA 315	Theory of Computation (CSC 315)	
MA 318	Cryptography (CSC 318)	
MA 361	Numerical Analysis (CSC 361)	
MA 365	Ordinary Differential Equations	
MA 370	Number Theory	
MA 371	Mathematical Statistics and Probability I	
MA 372	Mathematical Statistics and Probability II	
MA 378	Mathematical Modeling	
MA 400	Special Topics in Math	
MA 421	Advanced Algebra	
MA 441	Complex Variables	
MA 451	Elements of Point-Set Topology	
Total Credits		36

While students must consult with their major adviser in planning a course of study, the department provides the following recommendations.

- Students interested in **teaching** should consider MA 285.
- Students interested in **statistics** should consider:

MA 371	Mathematical Statistics and Probability I	3
MA 372	Mathematical Statistics and Probability II	3
MA 378	Mathematical Modeling	3

- Students interested in **actuarial studies** should consider:

MA 285	Applied Statistics	3
MA 361	Numerical Analysis (CSC 361)	3
MA 371	Mathematical Statistics and Probability I	3
MA 372	Mathematical Statistics and Probability II	3
EC 111	Principles of Microeconomics	3
AC 211	Financial Accounting	3
CSC 110	Programming and Problem Solving	3
Also possibly consider:		
EC 112	Principles of Macroeconomics	3
FIN 201	Fundamentals of Financial Management	3
FIN 310	Investment Analysis	3

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Mathematics

Program Contact: Cornelius Nelan
(Cornelius.Nelan@qu.edu) 203-582-8003

Math is a universal language that is essential in the natural and social sciences, business and engineering. This minor gives you more than just a way to fine-tune specific mathematical skills; it also offers an opportunity to strengthen your logic, reasoning and problem-solving capabilities.

In the mathematics minor, courses in advanced statistics teach you to analyze complex data and perform high-level research, while cryptography courses provide an introduction to the world of securing data and IT security. Geometric concepts apply as much to set design and the visual arts as they do to architecture and civil engineering. You'll develop expertise that is applicable in nearly every field, from computer science and finance to education and health care, and obtain tools that will give you a competitive advantage.

To complete a minor in mathematics, a student is required to complete six courses.

Mathematics Minor Curriculum

MA 141	Calculus of a Single Variable I	3-4
or MA 151	Calculus I	
MA 142	Calculus of a Single Variable II	3-4
or MA 152	Calculus II	
MA 229	Linear Algebra	3
Select three electives in consultation with the department chairperson [1]		9
Total Credits		18-20

[1] At least one of the three electives must be at the 300-level. Courses numbered below MA 141 may be approved at the discretion of the department chairperson.

Department of Modern Languages, Literatures and Cultures

The Department of Modern Languages, Literatures and Cultures offers a major in Spanish Language and Literature and minors in French, Italian and Spanish. It also offers instruction in Chinese and German through the intermediate level, and instruction in Japanese, Hebrew and Arabic through the elementary level.

The study of modern languages along with the literatures and cultures associated with them, is a valuable entry point into parts of the world that use such languages. Students develop effective communication skills as well as cultural critical thinking and knowledge commensurate with the level of study achieved. In this way, the Department of Modern Languages, Literatures and Cultures contributes to their educational foundation for a changing world of diverse cultures and people.

- Bachelor of Arts in Spanish Language and Literature (p. 79)
- Minor in French (p. 79)
- Minor in Italian (p. 80)
- Minor in Spanish (p. 80)

Bachelor of Arts in Spanish Language and Literature

Program Contact: Luis Arata (Luis.Arata@quinnipiac.edu) 203-582-8658

The study of Spanish Language and Literature offers a number of advantages. In addition to major cultural benefits, the study of how important populations outside and within our borders communicate from day to day enhances the individual's value in the workplace.

The program has three components: Spanish language (written and oral); culture of Spain and Latin America; and major literary works in Spanish.

Students undertaking the Spanish major are prepared for careers dependent in part on facility with the language and familiarity with the culture. These include employment in international business, journalism and mass communications, health care, government, education, criminal justice and law, among others. The Spanish major requires completion of 36 credits, with a grade of C or higher. At least 18 credits of the 36 credits required for the major must be completed on campus.

Double majors are encouraged.

Honor Society

The department rewards students who do outstanding work in Spanish language courses with membership in Sigma Delta Pi, the national Spanish language honor society.

Language Placement

Students who continue the study of a foreign language begun prior to college must take a placement test to be placed at the course level for which they qualify.

Study Abroad

Study abroad, especially for students enrolled in the appropriate major/minor program, is encouraged. Quinnipiac facilitates organized opportunities for study abroad, and accepts relevant credit from colleges and universities abroad. Visit the Study Abroad page for additional information.

BA in Spanish Language and Literature Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Spanish Language and Literature must meet the following requirements for graduation:

Spanish Core Requirements

Written and oral fluency in Spanish:		
Complete the following or their equivalent:		9
SP 301	Advanced Spanish I	
SP 302	Advanced Spanish II	
SP 312	Advanced Conversation [1]	
Cultural literacy, including a familiarity with Hispanic cultures and fine arts, historical and sociopolitical matters, and/or linguistics:		
Complete 12 credits in courses on Spanish culture or Spanish American culture taught in Spanish		12
Possible courses include:		
SP 343	Culture of Spain	
SP 370	History of the Romance Languages	
SP 373	Latin American Cultures I	
SP 374	Latin American Cultures II	
SP 376	The Spanish Caribbean	
Knowledge of major works of literature written in Spanish:		
Complete 12 credits in courses on Spanish or Spanish-American literature taught in Spanish		12
Possible courses include:		
SP 317	Approaches to Literary Genres	
SP 321	Masterpieces of Spanish Literature	
SP 328	Spanish American Literature from the Conquest to 1880	
SP 329	Spanish American Literature from 1880 to Present	
SP 335	Nineteenth Century Literature of Spain	
SP 348	Spanish Drama and Poetry of the Golden Age	
SP 371	Contemporary Literature in Spanish	
SP 450	Senior Seminar	3
Total Credits		36

[1] This course might be waived for students with demonstrated proficiency in oral Spanish—those students would take 3 additional credits in cultural literacy or knowledge of major works of literature written in Spanish.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in French

Program Contact: Luis Arata (Luis.Arata@quinnipiac.edu) 203-582-8658

This minor deepens your understanding and appreciation of French culture through intensive language study. The benefits of a French minor are many, and complement a variety of other fields, from international business and global public health, to literature and visual performing arts. Learning the subtle beauty and nuances of the French language not only

strengthens your sense of intercultural awareness, but enables you to read, understand and even perform the works of French authors, poets, playwrights and film directors in their originally intended language.

The minor includes six courses, at least one of which must be at the 300-level (18 credits). In all courses for the minor, a grade of C or higher must be achieved. At least 9 credits must be taken on campus.

French Minor Curriculum

The minor includes six courses, at least one of which must be at the 300-level (18 credits). In all courses for the minor, a grade of C or higher must be achieved. At least 9 credits must be taken on campus.

Possible courses include:

FR 101	Elementary French I	3
FR 102	Elementary French II	3
FR 189	French Elective	3
FR 201	Intermediate French I	3
FR 202	Intermediate French II	3
FR 301	Advanced French I	3
FR 302	Advanced French II	3

Minor in Italian

Program Contact: Filippo Naitana (Filippo.Naitana@qu.edu) 203-582-3334

Being proficient in a foreign language provides a significant edge in the job market, and can open the door to exciting positions in government, international business, health care and education. This minor offers a strong foundation in the Italian language and the country's rich culture. We believe in an immersive approach to learning languages, and so the classes you take will be taught entirely in Italian, with the exception of special topics courses such as "Italy: A Journey Through Food, History and Culture," which are taught in English.

You'll also have a wide variety of opportunities to explore Italian art and culture and hone your language skills through study abroad programs with our partners in Florence and Perugia, Italy. Quinnipiac will coordinate foreign internships and service-learning projects for you at a range of sites, such as the Roccafiore Winery, where you'll learn about the international wine business, or at a local high school where you'll help teachers design English language workshops and other learning plans, or perhaps at a luxury textiles company, where you can gain valuable management and marketing experience in the context of the global economy.

The minor includes six courses, at least two of which must be at the 300 level.

Italian Minor Curriculum

To complete the minor, students must complete at least six courses (18 credits). At least two of the six courses must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Possible courses include:

IT 101	Elementary Italian I	3
IT 102	Elementary Italian II	3
IT 200	Italian: Special Topics	3
IT 201	Intermediate Italian I	3
IT 202	Intermediate Italian II	3
IT 210	Italy: a Journey Through Its Food, History and Culture (in Eng.)	3
IT 211	Italian Cinema (in Eng.)	3
IT 299	Independent Study	3
IT 301	Advanced Italian I	3
IT 302	Advanced Italian II	3
IT 316	Introduction to Italian Literature and Culture	3
IT 320	Italy's Cities	3
IT 399	Independent Study	3

Minor in Spanish

Program Contact: Luis Arata (Luis.Arata@quinnipiac.edu) 203-582-8658

Spanish is the official language of 21 countries and territories, and is spoken by nearly half a billion people around the world. Acquiring a basic foundation in Spanish can be a valuable asset in many fields, from government and business to health care and education. Though not as comprehensive as our major, this program will immerse you in the language, offering each course entirely in Spanish. You'll gain a cultural understanding of Spanish-speaking countries and communities around the world.

You'll have the flexibility to shape your minor and hone your language skills in electives that explore topics such as the Spanish Caribbean, History of Romance Languages and Spanish-American Literature. And Quinnipiac's Albert Schweitzer Institute is an exciting resource, sponsoring service trips, educational projects and internship opportunities in countries including Nicaragua, Guatemala and Costa Rica.

The minor in Spanish offers students a solid foundation in Spanish and a well-rounded entry to the Spanish-speaking cultures with practical benefits in travel and work. The minor includes six courses (18 credits). At least two of the six courses must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Minor in Spanish Curriculum

The minor includes six courses (18 credits). At least two of the six courses must be at the 300 level. A grade of C or higher must be achieved in all courses for the minor. At least 9 credits must be taken on campus.

Possible courses include:

SP 101	Elementary Spanish I	3
SP 101L	Elementary Spanish Lab	1
SP 102	Elementary Spanish II	3
SP 200	The Culture and Civilization of Spain	3
SP 201	Intermediate Spanish I	3
SP 201L	Intermediate Spanish Lab	1
SP 202	Intermediate Spanish II	3
SP 251	Short Story in Spanish	3
SP 301	Advanced Spanish I	3
SP 301L	Advanced Spanish Lab	1
SP 302	Advanced Spanish II	3
SP 312	Advanced Conversation	3

SP 317	Approaches to Literary Genres	3
SP 321	Masterpieces of Spanish Literature	3
SP 328	Spanish American Literature from the Conquest to 1880	3
SP 329	Spanish American Literature from 1880 to Present	3
SP 335	Nineteenth Century Literature of Spain	3
SP 343	Culture of Spain	3
SP 348	Spanish Drama and Poetry of the Golden Age	3
SP 370	History of the Romance Languages	3
SP 371	Contemporary Literature in Spanish	3
SP 373	Latin American Cultures I	3
SP 374	Latin American Cultures II	3
SP 376	The Spanish Caribbean	3
SP 401	Advanced Spanish Grammar	3

Department of Philosophy and Political Science

The Department of Philosophy and Political Science supports programs in philosophy and political science: each provides a balanced offering of courses that offer both a broad overview of each discipline and the opportunity to focus more specifically in special topic areas. The department also is committed to experiential learning, and offers opportunities to study both philosophy and political science topics in ways that allow for a personal engagement with the topic area through study abroad, seminars in Washington, D.C., Service Learning courses and internship opportunities, and close collaboration with the Albert Schweitzer Institute at Quinnipiac.

The department offers minors in philosophy and political science that are tailored to complement a student's major field of study, and supports a variety of multidisciplinary minor programs including women's studies, the history and philosophy of science, international studies, Latin American studies, European Union studies, and Middle East studies.

The mission of the Department of Philosophy and Political Science is to develop educated students who are responsible for recognizing and respecting diverse worldviews, capable of evaluating systems of thought, oppression and power in communities, and motivated to engage in personal and social action.

- Bachelor of Arts in Philosophy (p. 81)
- Bachelor of Arts in Political Science (p. 82)
- Minor in Philosophy (p. 84)
- Minor in Political Science (p. 84)
- Washington, D.C. Program (p. 85)

Bachelor of Arts in Philosophy

Program Contact: Scott McLean (scott.mclean@quinnipiac.edu) 203-582-8686

Philosophy is an ancient project, but one that continues to evolve as humans attempt to respond ethically to challenges in the coming century: peace, environmental sustainability, globalization, technology, the needs for health and security, and the yearning for love and justice. The Philosophy major is structured to equip students with the conceptual tools and techniques of inquiry necessary to arrive at thoughtful responses to the world's challenges through their knowledge of different eras, themes and figures in the history of philosophy, both inside and outside the Western tradition.

Students learn to reflect critically, ethically and holistically on the significance of these tools and techniques to their own lives and to the world they are about to inherit. Students develop analytical and research skills in philosophical inquiry as they explore the history of philosophy and the current status of the main problems in epistemology, metaphysics and ethics.

Students who major in Philosophy develop competence in reasoning techniques, and will appraise the validity (and invalidity) of arguments, expose hidden assumptions, recognize fallacies and make a precise and coherent case in support of their own views. Philosophy graduates will be skilled in combining and synthesizing information from a wide range of sources, and in reflecting on their own thinking and experience. Students complete the major with a senior seminar in which they isolate and define a specific philosophical question that they explore in a senior thesis.

BA in Philosophy Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, the BA in Philosophy requires the completion of 36 credits distributed as follows, with a minimum grade of C in all courses. No more than 6 credits of independent study (PL 299, PL 396, PL 399) may count toward completion of the major.

University Curriculum		
Complete the University Curriculum (p. 36)		46
Philosophy Core Requirements		
PL 101	Introduction to Philosophy	3
PL 202	Logical Reasoning	3
PL 220	Ethics and Human Values	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 401	Senior Seminar	3
Electives		
Select six philosophy or cognate courses:		18
Philosophy courses:		
PL 217	Contemporary Social and Political Philosophy (PO 217)	
PL 222	Bioethics	
PL 234	Philosophies of Health, Healing and Medicine	
PL 235	Philosophy of Science	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 238	Philosophy of Technology and Social Transformation	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 265	Living Religions of the World	
PL 266	Diverse Global Philosophies	
PL 267	Philosophy of Religion	
PL 299	Independent Study in Philosophy	
PL 312	Philosophy of War and Peace (PO 312)	
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	
PL 330	Philosophy and Gender (WS 330)	

PL 331	Philosophy of Humor
PL 334	Medieval Philosophy
PL 335	Contemporary Philosophy
PL 337	Human Rights: Theory and Practice (PO 337)
PL 338	Paradoxes
PL 340	Philosophy of Sex and Love
PL 368	Philosophy of Death and Dying
PL 395	Critical Game Studies (GDD 395)
PL 396	Philosophy Internship
PL 399	Directed Research in Philosophy
Cognate courses: [1]	
CSC 350	Intelligent Systems
HS 312	Ancient Greece
PO 215	Political Theory
PO 216	American Political Thought
PO 315	Democratic Theory and Practice
SO 201	Sociological Theory
Total Credits	82

[1] In addition to philosophy courses, a student may count up to two of the cognate courses toward completion of the philosophy major.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Arts in Political Science

Program Contact: Scott McLean (Scott.McLean@quinnipiac.edu) 203-582-8686

The major in Political Science fulfills the department's mission by providing courses that balance social scientific analysis with a focus on the politics and values of community. Through their course work and activities, students develop foundational knowledge regarding the causes and consequences of socioeconomic inequalities in the United States and around the world; the rise of the U.S. as a global power and how that power is used; the major environmental, political and socioeconomic threats facing the global community; and the historical development of American democracy and its application to contemporary political challenges.

Political Science students also develop the ability to engage in normative and empirical forms of inquiry: they can explain how different subfields in the discipline approach the study of politics scientifically, and they can critically analyze the justifications for individual political actions and governmental policies using normative and ethical reasoning. Students complete the major with a senior seminar in which they engage major questions in political science and develop a sustained, independently conceived contribution to these questions in the form of a senior thesis. Upon graduation, political science majors have the tools necessary for active, informed and sustained engagement with the political process.

Within the Political Science major, a student may choose to pursue a focus on public policy and leadership or global affairs. The track in public policy and leadership provides students with the opportunity to undertake an academic and experiential program that will develop the intellectual tools for leadership and public service in government and nongovernmental organizations. Courses and experiential programs within this concentration emphasize the study of civic engagement, leadership skills, institutional design, the policymaking process and the ethical responsibilities of leadership within an increasingly diverse community. This track is distinctive in how it combines the study of public policy with analysis of the increasingly important ethical dilemmas of public leadership in issues of gender, race and ethnicity. The department strongly advises students as they design their academic and professional development outside the Political Science major. Extracurricular leadership activities, courses in diversity, and a background in statistics and economics are encouraged as ways to support learning in the public policy and leadership track.

The global affairs track provides students with the experience and intellectual tools for service and leadership in governmental and nongovernmental organizations that operate in the international/global realm. The program of study emphasizes an interdisciplinary approach to the study of politics and organization at the international level; in addition to work in political science, a student following this track is encouraged to pursue upper-level courses in anthropology, sociology, history, economics, language and management. Students may choose to further specialize with a geographic region of focus based around the study of comparative politics or an institutional focus based around the study of international law and organizations.

The BA in Political Science requires the completion of 36 credits, with a minimum grade of C in all courses. No more than 6 credits of internship (PO 295, PO 395) may count toward completion of the major.

Experiential Requirement

PO 395, PO 365, or equivalent approved by the department. Students should plan with their academic advisers early to complete this requirement before the start of their senior year. With department approval, this requirement may be completed with one of the following:

- A political science course taken in a study abroad program;
- A political science course taken in the Washington, D.C., program;
- A service learning course in any discipline (must have "SL" designation).

Portfolio Requirement

In their senior year, students assemble a portfolio of representative academic work done in political science. This portfolio includes the senior thesis, an internship paper (or equivalent), and other key assignments.

Tracks in Political Science

In addition to the core requirements common to all political science majors, those choosing to focus their studies in either the public policy and leadership track or the global affairs track.

BA in Political Science Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Political Science must meet the following requirements for graduation:

Political Science Core Requirements		
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 225	American Political Movements	3
PO 401	Political Inquiry	3
PO 408	Senior Seminar	3
Electives		
Select five political science or cognate courses:		15
Political sciences courses:		
PO 205	Public Policy and Administration	
PO 206	Ethics and Public Leadership	
PO 216	American Political Thought	
PO 217	Contemporary Social and Political Philosophy (PL 217)	
PO 219	Women in Political Thought (WS219)	
PO 221	Introduction to Latin America	
PO 227	The Politics of Intimacy	
PO 231	Elections and Political Parties (SL: Service Learning)	
PO 245	International Political Economy	
PO 247	Actors and Processes in U.S. Foreign Policy	
PO 270	State and Local Government	
PO 311	Topics in International Relations	
PO 312	Philosophy of War and Peace (PL 312)	
PO 315	Democratic Theory and Practice	
PO 317	International Law (LE 317)	
PO 319	International Interventions	
PO 321	Comparative Government	
PO 325	Political Psychology and Public Opinion	
PO 331	Topics in Comparative Government	
PO 334	Topics in African Politics	
PO 337	Human Rights: Theory and Practice (PL 337)	
PO 342	Comparative Constitutional Law (LE 342)	
PO 348	Political Communication	
PO 353/LE 340	American Constitutional Law (LE340)	
PO 360	Topics in American Politics	
PO 362	Presidential Election Campaigns (SL: Service Learning)	
PO 365	Inside Washington, D.C.	
PO 387	Women and Public Policy (WS 387)	
PO 399	Intermediate Independent Study in Political Science	
Cognate courses: [1]		
IB 201	Globalization and International Business	
PS 261	Social Psychology	
SO 264	Social Welfare Institutions	
Total Credits		36

[1] In addition to political science courses, a student may count up to two of the cognate courses toward completion of the political science major.

Experiential Requirement

PO 395, PO 365 or equivalent approved by the department. Students should plan with their academic advisers early to complete this requirement before the start of their senior year. With department approval, this requirement may be completed with one of the following:

- A political science course taken in a study abroad program;
- A political science course taken in the Washington, D.C., program;
- A service learning course in any discipline (must have "SL" designation).

Portfolio Requirement

In their senior year, students assemble a portfolio of representative academic work done in political science. This portfolio includes the senior thesis, an internship paper (or equivalent), and other key assignments.

Tracks in Political Science

Students choosing to focus their studies in either the public policy and leadership track or the global affairs track may choose from among the following electives beyond the core required courses:

Public Policy and Leadership Track

Select 15 credits of the following:		15
PO 205	Public Policy and Administration	
PO 206	Ethics and Public Leadership	
PO 227	The Politics of Intimacy	
PO 231	Elections and Political Parties (SL: Service Learning)	
PO 247	Actors and Processes in U.S. Foreign Policy	
PO 270	State and Local Government	
PO 315	Democratic Theory and Practice	
PO 325	Political Psychology and Public Opinion	
PO 335	Politics of Race and Ethnicity	
PO 348	Political Communication	
PO 353	American Constitutional Law (LE340)	
PO 360	Topics in American Politics	
PO 362	Presidential Election Campaigns (SL: Service Learning)	
PO 365	Inside Washington, D.C.	
PO 387	Women and Public Policy (WS 387)	
Total Credits		15

Global Affairs Track

Select 15 credits of the following:		15
PO 221	Introduction to Latin America	
PO 245	International Political Economy	
PO 247	Actors and Processes in U.S. Foreign Policy	

PO 311	Topics in International Relations	
PO 312	Philosophy of War and Peace (PL 312)	
PO 317	International Law (LE 317)	
PO 319	International Interventions	
PO 321	Comparative Government	
PO 334	Topics in African Politics	
PO 335	Politics of Race and Ethnicity	
PO 337	Human Rights: Theory and Practice (PL 337)	
PO 342	Comparative Constitutional Law (LE 342)	
Total Credits		15

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Philosophy

Program Contact: Scott McLean (Scott.McLean@qu.edu) 203-582-8686

A basic understanding of philosophy complements virtually every subject, from science to the humanities. With a minor in philosophy, you'll discover how the wisdom of ancient philosophers applies to our modern world and study a vast array of global philosophies, cultures and religions. You'll examine some of the most pressing moral and ethical questions facing the world today. You'll learn not only how to think independently and logically, but also how to effectively communicate your thoughts—essential professional skills, particularly in the fields of medicine, politics, law and teaching.

You'll have the flexibility to design your minor by choosing from a wide selection of classes that explore areas such as philosophy of art, human rights, bioethics, war and technology.

This minor in philosophy offers an adventure in thinking and talking about our own ideas as well as those of great philosophers, past and present, with reference to the moral life, power and wealth, and humanity's relation to nature and to the future of the planet.

Philosophy Minor Curriculum

PL 101	Introduction to Philosophy	3
Select five courses in philosophy		15
PL 202	Logical Reasoning	
PL 217	Contemporary Social and Political Philosophy (PO 217)	
PL 220	Ethics and Human Values	
PL 222	Bioethics	
PL 234	Philosophies of Health, Healing and Medicine	
PL 235	Philosophy of Science	
PL 236	Philosophy of Language	
PL 237	Philosophy of Mind	
PL 238	Philosophy of Technology and Social Transformation	
PL 240	Philosophy of Sport (SPS 240)	
PL 250	Philosophy of Art	
PL 265	Living Religions of the World	
PL 266	Diverse Global Philosophies	
PL 267	Philosophy of Religion	
PL 299	Independent Study in Philosophy	
PL 312	Philosophy of War and Peace (PO 312)	
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	
PL 330	Philosophy and Gender (WS 330)	
PL 331	Philosophy of Humor	
PL 332	Ancient Philosophy	
PL 333	Modern Philosophy	
PL 334	Medieval Philosophy	
PL 335	Contemporary Philosophy	
PL 337	Human Rights: Theory and Practice (PO 337)	
PL 338	Paradoxes	
PL 340	Philosophy of Sex and Love	
PL 368	Philosophy of Death and Dying	
PL 395	Critical Game Studies (GDD 395)	
Total Credits		18

Minor in Political Science

Program Contact: Scott McLean (Scott.McLean@qu.edu) 203-582-8686

Political science is profoundly relevant in fields beyond government, such as medicine, business, technology, economics and law. This minor examines the history, theory and science behind how governments operate and how they relate to the people they serve. In your classes, you will discuss politics in local, national and international contexts and explore the ways in which politics influences society.

You'll have the flexibility to design a program based on your interests and that complements your major. You can choose from courses that focus on international relations, political communication, public opinion and presidential politics. You're also free to experience the political arena first-hand through an internship with the Connecticut Legislature in Hartford or a local campaign. Working at a media outlet, you'll learn about political journalism. Whatever your career ambitions, a basic foundation in political science will be an effective launching pad.

A minor in political science is awarded upon completion of 18 credits in political science with a grade of C or better. At least 6 credits must be earned at the 300 level or above. No more than 3 credits of internship in political science (PO 295 or PO 395) may count toward completion of the minor.

Political Science Minor Curriculum

A minor in political science is awarded upon completion of 18 credits in political science with a grade of C or better. At least 6 credits must be earned at the 300 level or above. No more than 3 credits of internship in political science (PO 295 or PO 395) may count toward completion of the minor.

Possible courses include:

PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Leadership	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 217	Contemporary Social and Political Philosophy (PL 217)	3
PO 219	Women in Political Thought (WS219)	3
PO 221	Introduction to Latin America	3
PO 225	American Political Movements	3
PO 227	The Politics of Intimacy	3
PO 231	Elections and Political Parties (SL: Service Learning)	3
PO 245	International Political Economy	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PO 270	State and Local Government	3
PO 295	Internship in Political Science	1-3
PO 297	Simulating International Organizations	1
PO 301	Critical Thinking About Politics	4
PO 302	The Global Civic Dilemma	4
PO 311	Topics in International Relations	3
PO 312	Philosophy of War and Peace (PL 312)	3
PO 315	Democratic Theory and Practice	3
PO 317	International Law (LE 317)	3
PO 319	International Interventions	3
PO 321	Comparative Government	3
PO 325	Political Psychology and Public Opinion	3
PO 331	Topics in Comparative Government	3
PO 333	Middle Eastern History and Politics	3
PO 334	Topics in African Politics	3
PO 335	Politics of Race and Ethnicity	3
PO 337	Human Rights: Theory and Practice (PL 337)	3
PO 342	Comparative Constitutional Law (LE 342)	3
PO 348	Political Communication	3
PO 353	American Constitutional Law (LE340)	3
PO 360	Topics in American Politics	3
PO 362	Presidential Election Campaigns (SL: Service Learning)	4
PO 365	Inside Washington, D.C.	3
PO 387	Women and Public Policy (WS 387)	3
PO 401	Political Inquiry	3

Washington, D.C., Semester

Program Director: Scott McLean (scott.mclean@qu.edu) 203-582-8686

The Washington, D.C., semester programs are multidisciplinary, experiential learning programs that bring students from around the nation and the world to semester-length internships, research projects and seminars in the nation's capital. Students who are interested in pursuing this program are urged to begin the planning and consultation process with their academic advisers a year prior to the projected start of a semester in Washington, D.C. Quinnipiac students must have a 3.0 GPA or better to be eligible, and they should not be under any judicial sanctions. Students may have the GPA requirement waived by application to the Washington, D.C. program director.

Department of Psychology

Psychologists study phenomena such as behavior, emotions, cognitions and interactions from many perspectives. Given the diversity of ways of investigating psychological phenomena, students in both psychology and behavioral neuroscience study the discipline from several vantage points, including the biological, cognitive, social, developmental and scientist-practitioner perspectives. In this way, students come to appreciate the complexity of the field.

In both majors, the BS in Psychology and the BS in Behavioral Neuroscience, the department offers preparation for admission to graduate and professional schools and employment after graduation. Students are encouraged to engage with their learning in various ways, both in the classroom and in co-curricular activities, such as internships, independent study and/or by concentrating their studies in a particular area of psychology. They learn to design and conduct research, analyze data using statistical software and use academic search engines. Students learn the importance of first impressions and how to behave professionally. They also learn how to be self-disciplined; all seniors complete a substantial piece of scholarly work in which they demonstrate their understanding of the science of psychology or behavioral neuroscience and how these areas are connected with other areas of inquiry.

The mission of the Department of Psychology is to introduce students to the broad field of scientific psychology while offering them an education in the true liberal arts tradition. The psychology faculty members are committed to helping students become more sophisticated readers of scientific texts, more effective writers and more articulate speakers. These skills are linked to the development of critical thinking, a primary goal of the faculty. Courses require students to read primary research publications, to write in expository style and to speak their minds. Students engage in these activities as a way to learn about different kinds of research and about competing theories. The psychology program is designed to produce independent thinkers and lifelong learners.

- Bachelor of Science in Psychology (p. 87)
- Bachelor of Science in Behavioral Neuroscience (p. 85)
  - Premedical Studies
- Minor in Psychology (p. 89)

Bachelor of Science in Behavioral Neuroscience

Program Contact: Adrienne Betz (Adrienne.Betz@quinnipiac.edu) 203-582-5259

Behavioral Neuroscience is an interdisciplinary field that studies brain and behavior in a multifaceted and integrative way. The Behavioral Neuroscience major is a course of study that emphasizes the interaction between the psychological and biological foundations of behavior. Behavioral Neuroscience majors choose one of two tracks (natural science or psychological science) based on individual goals and interests.

The natural science track is a science-intensive program that provides training to students who have primary interests in the biological sciences as applied to psychology and behavior. The curriculum in this track can fulfill the science prerequisites for most professional schools.

The psychological science track includes a core set of courses in biology, chemistry and physics, but is more psychology-intensive than the natural science track. This track would be appropriate for those who are most interested in aspects of psychology that are most directly related to physiology and brain function, and how they relate to behavior. The curriculum in this track prepares students for entry to graduate programs or employment in behavioral neuroscience and related fields.

Students seeking a BS in Behavioral Neuroscience must complete requirements for the University Curriculum. Initial placement in English and mathematics scores is determined by examination and evaluation of high school units presented. Within the major, behavioral neuroscience students take a set of courses that emphasize scientific reasoning. After taking PS 101, all majors take PS 206, PS 307, PS 308 or PS 353 , and PS 401. All students must complete PS 206 and PS 307 followed by PS 308 or PS 353 in a subsequent semester. The capstone course, PS 401, must be taken in the senior year and must be taken as a seminar during the regular academic year. In each of the following sequence courses, students must earn a grade of C- or higher before moving on to the next course: PS 206, PS 307, PS 308 or PS 353 . Students must earn a grade of C- or higher in PS 252 before moving on to PS 357 . In addition, students must maintain a psychology GPA that is above 2.0. PS 401, the capstone course, requires senior standing and must be taken as a seminar during the regular academic year. All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

BS in Behavioral Neuroscience: Natural Science Track

In addition to the University Curriculum (p. 36), students on the natural science track must complete a biological and physical science core, and a psychology core.

University Curriculum		
FYS 101	First Year Seminar	3
UC Breadth Elective		
UC Capstone		
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable I [1]	3
Two courses in the natural sciences: (PHY 110 and PHY 111)		
Two social science courses (PS 101 and PS 272)		
Two humanities courses		
One course in fine arts		
Two UC electives (CHE 110 and CHE 111)		
Science Core		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Biology and Chemistry Core		
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
Psychology Sequence Courses		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307 & 307L	Introduction to Research Methods in Psychology and Introduction to Methods Lab	4
Select one of the following:		3-4
PS 308 & 308L	Advanced Research Methods in Psychology and Advanced Research Methods Lab	
PS 353	Research Methods in Behavioral Neuroscience	
PS 401	Senior Seminar in Psychology	3
Psychology Content Courses		
PS 233	Cognitive Psychology	3
PS 252	Physiological Psychology	3
PS 272	Abnormal Psychology	3
PS 354	Sensation and Perception	3
PS 357	Drugs, Brain and Behavior	3

[1] Students who do not directly place into MA 141 should take MA 140

Behavioral Neuroscience majors normally complete the following in their first year:

FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
BIO 150	General Biology for Majors	4
MA 141	Calculus of a Single Variable I [1]	3
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 110	General Chemistry I	3
CHE 111	General Chemistry II	3
PS 101	Introduction to Psychology	3
Total Credits		29

[1] Students who do not directly place into MA 141 should take MA 140

All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

BS in Behavioral Neuroscience: Psychological Science Track

In addition to the University Curriculum (p. 36), students majoring in Behavioral Neuroscience: psychological science track must complete a biological and physical science core and a psychology core.

University Curriculum		
FYS 101	First Year Seminar	3
UC Breadth Elective		
UC Capstone		
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable I [1]	3
Two courses in the sciences: (PHY 101 and one other Natural Science Breadth Elective)		
Two social sciences course (PS 101 and PS 272)		
Two humanities courses		
One fine arts course		
Two additional UC electives (CHE 110 and CHE 111)		
Science Core		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
Biology and Chemistry Core		
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 240	Cellular Communication	3
BIO 329	Neurobiology	3
Psychology Sequence Courses		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology	3
PS 307 & 307L	Introduction to Research Methods in Psychology and Introduction to Methods Lab	4
Select one of the following:		3-4
PS 308 & 308L	Advanced Research Methods in Psychology and Advanced Research Methods Lab	
PS 353	Research Methods in Behavioral Neuroscience	
PS 401	Senior Seminar in Psychology	3
Psychology Content Courses		
PS 233	Cognitive Psychology	3
PS 252	Physiological Psychology	3
PS 272	Abnormal Psychology	3
PS 354	Sensation and Perception	3
PS 357	Drugs, Brain and Behavior	3
Three PS electives		9

[1] Students who do not directly place into MA 141 should take MA 140

Behavioral Neuroscience majors normally complete the following in their first year:

FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 141	Calculus of a Single Variable I [1]	3
BIO 150	General Biology for Majors	4
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 110	General Chemistry I	3
CHE 111	General Chemistry II	3
PS 101	Introduction to Psychology	3
Total Credits		29

[1] Students who do not directly place into MA 141 should take MA 140

All majors are encouraged to work closely with their academic adviser to plan their progress through the major.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Premedical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the premedical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Premedical Studies (p. 32) for more information about the premedical studies program and contact the Health Professions Advisory Committee for further academic advising.

Bachelor of Science in Psychology

Program Contact: Anne Eisbach
(anne.eisbach@quinnipiac.edu) 203-582-8455

Psychology explores phenomenon from multiple perspectives and is an ideal starting point for many careers. Our students go on to graduate level work in psychology and pursue careers in a wide range of fields including school psychology, industrial-organizational psychology, and many mental health fields. This degree also prepares you for success in fields such as law, education and business, which require strong critical-thinking skills and a solid understanding of interpersonal relationships. In this program, you'll work with experienced faculty members who research

intriguing topics, such as how we read stories, workplace relationships, aggressive behaviors, and mindfulness.

Academic studies will be augmented by lab courses that involve designing psychological studies and collecting data. You can participate in supervised fieldwork in the applied clinical science concentration, which prepares you for careers in counseling. Or, you can choose the industrial-organizational psychology track, which focuses on relationships in work environments. You'll graduate well prepared to enter the workforce or to pursue an advanced degree.

Quinnipiac provides real-world experience based on your interests. In addition to participating in summer research projects at institutions across the country, our students have interned at a battered women's center, psychiatric in-patient clinics and national corporations.

Students seeking a BS in Psychology must complete requirements for the University Curriculum, as well as courses required for students in the College of Arts and Sciences. In addition to the lab-based science required by the University Curriculum, Psychology majors must complete one additional lab-based science course outside of psychology, one additional social science outside of psychology, and one course that explores issues of multiculturalism and/or diversity. *NOTE:* The department strongly encourages psychology majors to take courses in biology.

Within the major, Psychology students take a set of courses that emphasize scientific reasoning. After taking PS 101, all majors take PS 206, PS 307, PS 308, and PS 401. All students must complete PS 206 and PS 307 followed by PS 308 in a subsequent semester. The capstone course, PS 401, must be taken in the senior year. In each of the following sequence courses, students must earn a grade of C- or higher before moving on to the next course: PS 206, PS 307, PS 308. In addition, students must maintain a psychology GPA that is above 2.0. PS 401, the capstone course, requires senior standing and must be taken as a seminar during the regular academic year.

BS in Psychology Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Psychology must meet the following requirements for graduation:

Psychology Requirements		
Psychological Science Core		
PS 101	Introduction to Psychology	3
PS 206	Introduction to Statistics in Psychology [1]	3
PS 307	Introduction to Research Methods in Psychology [1]	4
PS 308	Advanced Research Methods in Psychology [1]	4
PS 401	Senior Seminar in Psychology [2]	3
Psychology Perspectives		
Biological Perspective (select one) [3]		
PS 252	Physiological Psychology	3
Cognitive Perspective (select one) [3]		
PS 233	Cognitive Psychology	3
Developmental Perspective (select one) [3]		
PS 236	Child and Adolescent Developmental Psychology	3
Social Perspective (select one) [3]		
PS 261	Social Psychology	3
Scientist-Practitioner Perspective (select one)		3
PS 272	Abnormal Psychology	
PS 265	Industrial-Organizational Psychology	
Psychology Electives		
Select one psychology course at the 200-level or higher		3
Select one psychology course at the 300-level		3
Additional Degree Requirements		
Select one additional Natural Science course with a Lab		4
Select one Diversity/Multicultural course		3
Total Credits		45

1. Students must earn a grade of C- or higher before moving on to the next course.
2. Senior standing required. Must be taken as a seminar during the regular academic year.
3. Additional courses may be designated to fulfill this requirement.

Psychology majors also have the opportunity to engage in supervised fieldwork and intensive study within one of two concentrations.

Applied Clinical Science Concentration

Students may elect to enroll in the applied clinical science program within the psychology major. The program prepares students for careers related to clinical psychology and provides the basis for graduate work in fields such as social work, counseling and school psychology. A 3.0 overall GPA is required to participate in the ACS concentration fieldwork courses.

ACS students must take:

PS 272	Abnormal Psychology	3
PS 371	Clinical Psychology	3
PS 391	Applied Clinical Science Seminar (SL: Service Learning)	3
PS 393	Fieldwork in Applied Clinical Science (SL:Service Learning)	3
PS 394	Fieldwork in Applied Clinical Science (SL: Service Learning)	3
Total Credits		15

The ACS program emphasizes:

1. Mental health fields as possible careers.
2. Conceptions of mental illness and the history of therapeutic methods.
3. Counseling and other treatment techniques.

Industrial-Organizational Psychology Concentration

Students may elect to enroll in the industrial/organizational psychology program within the psychology major. The program exposes students to career possibilities in I-O psychology areas and provides the basis for further study related to fields such as I-O psychology and management. I-O psychology students must take:

PS 265	Industrial-Organizational Psychology	3
PS 397	Fieldwork in Industrial/Organizational Psychology	3
Select one of the following:		3
PS 366	Advanced Personnel Psychology	

PS 367	Advanced Organizational Psychology	
PS 368	Occupational Health Psychology	
Total Credits		9

The I-O psychology program emphasizes:

1. The traditional research and practice of industrial-organizational psychology.
2. Using psychological principles to study and improve working conditions.
3. Mindfulness of the changing nature of work and the ability of the field to make innovations to match such changes.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Psychology

Program Contact: Anne Eisbach (Anne.Eisbach@quinnipiac.edu) 203-582-8455

Psychology is a fascinating and complex discipline with a rich history and a range of subfields that intersect in some capacity with nearly every other field of academic study. This minor presents psychology not only as a clinical practice, but from the perspective of the natural, social and applied sciences. You'll examine modern therapy methods, as well as the approaches of classical and contemporary psychology in studying human behavior, cognitive growth and emotional development. You'll understand the many variables that affect how individuals learn, interact and function from childhood through adolescence and into adulthood.

The minor allows you to select topics that most complement your academic and career goals. Electives in social psychology expose you to how the environmental factors and societal norms at work each day influence the development of personality, identity and sexuality. Other courses focus on the application of statistical analysis, while industrial and organizational psychology connects concepts and principles to issues in the workplace, such as worker motivation and performance appraisal.

Psychology Minor Curriculum

Students wishing to minor in psychology take 18 credits in psychology. No more than two courses (6 credits) may be at the 100-level. Course selection should be based on the student's interest and goals.

Possible courses include:

PS 101	Introduction to Psychology	3
PS 200	Special Topics in Psychology	3
PS 210	Human Sexuality (WS 210)	3
PS 232	The Concept of Personality and Its Development	3
PS 233	Cognitive Psychology	3
PS 234	Adult Development Psychology (GT 234)	3
PS 236	Child and Adolescent Developmental Psychology	3
PS 242	School Psychology	3
PS 244	Psychology of Prejudice	3
PS 250	Parenting Science	3
PS 251	Introduction to Conditioning and Learning	3
PS 252	Physiological Psychology	3
PS 254	Psychology of Close Relationships	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 265	Industrial-Organizational Psychology	3
PS 272	Abnormal Psychology	3
PS 283	Introduction to Forensic Psychology	3
PS 310	History of Madness	3
PS 311	Tests and Measurements in Psychology	3
PS 325	Health Psychology	3
PS 333	Advanced Cognition	3
PS 336	Cognitive Development	3
PS 353	Research Methods in Behavioral Neuroscience	3
PS 354	Sensation and Perception	3
PS 355	Advanced Psychology of Learning	4
PS 355L	Psychology of Learning Lab	
PS 356	Psychology of Language	3
PS 357	Drugs, Brain and Behavior	3
PS 358	School Age Development	3
PS 366	Advanced Personnel Psychology	3
PS 367	Advanced Organizational Psychology	3
PS 368	Occupational Health Psychology	3
PS 370	Intimate Partner Violence Seminar (WS 370)	3
PS 371	Clinical Psychology	3
PS 372	Child Psychopathology	3
PS 373	Positive Psychology	3
PS 382	Advanced Social Psychology	3
PS 383	Psychology and the Law	3
PS 384	Gay and Lesbian Identities and Communities in the 20th Century (SO 384)	3
PS 391	Applied Clinical Science Seminar (SL: Service Learning)	3

The following courses are reserved for majors only:

PS 206	Introduction to Statistics in Psychology	3
PS 307	Introduction to Research Methods in Psychology	4
PS 308	Advanced Research Methods in Psychology	4
PS 309	History of Psychology	3
Internship courses		
PS 401	Senior Seminar in Psychology	3

Department of Sociology, Criminal Justice and Anthropology

The Department of Sociology, Criminal Justice and Anthropology embraces a range of disciplines and their related subfields: anthropology,

criminal justice, gerontology and sociology. These disciplines are united by a core set of classes designed to cultivate an appreciation for social and cultural diversity as well as to give students applied data analysis skills relevant to a career in any field. Students are taught to observe the ways that social and cultural forces shape both groups and individuals, and are provided with the skills of scientific inquiry that will enable them to be critical thinkers who can analyze the causes and consequences of social interaction in a wide range of settings. Our graduates are represented in careers such as social work, teaching, health care, politics, policing, law, corrections, nonprofits, public administration and social policy. Students who choose one of these majors acquire a valuable set of skills useful in their future professions or in graduate education:

Diversity Awareness. Students go outside their comfort zone to not only witness but identify with and appreciate the perspective of diverse groups.

Social Scientific Literacy. Students learn the logic of research methodology and are able to understand and critique the results of scientific research generated by scholars in the discipline.

Critical Thinking. Students apply disciplinary theories and concepts to interpret various social phenomena and scholarship from multiple perspectives through clear oral and written articulation.

Sociological Understanding of Society. Students discuss the theories, critical concepts and ideas that form the basis of disciplinary knowledge and understand how social structure affects the distribution of cultural and material resources across social groups.

Course work in the department provides students with skills that make them invaluable as workers, as community leaders and as citizens of a diverse, interconnected nation and world. Our majors graduate with the ability to appreciate diversity, to facilitate discussions across diverse viewpoints, to gather and assess evidence, to evaluate programs and then "think outside the box" to act as leaders of innovation and change in the workplace.

The core of the criminal justice, gerontology and sociology majors is our internship program. As one of the first departments at Quinnipiac to have centered our majors around an applied internship, we have 35 years of experience in helping students translate their classroom knowledge into real-world, in-demand job skills. In addition to rigorous sociological training, the department stresses the applicability and usefulness of this training through an upper-division experience in any number of internships at professional settings.

Majors in the Department

Sociology

Sociology is the discipline of understanding society and social groups. Quinnipiac University offers a traditional sociology degree, and students may also choose a concentration in social services or in medicine and health to focus their course of study. Through all of these, students learn how groups interact and the social reasons for individual and group behaviors. As such, sociology is applicable to a wide range of fields for which understanding groups, social interactions, and diversity, are essential: social work, teaching, health care, politics, law, nonprofits, public administration and social policy. Our major equips students with the applied skills, capabilities and work experience to enable them to begin careers immediately upon graduation or to pursue graduate education in these areas. Through this major, students learn how groups interact and the social reasons for individual and group behaviors. Our program requirements incorporate the skills needed for the 21st century workforce: diversity awareness, critical thinking and quantitative social scientific reasoning and sociological understanding of society.

Criminal Justice

The criminal justice program prepares students for work in the diverse and challenging criminal justice field. Recent developments, including growth of the prison population and increasing numbers of prisoners returning to communities, create challenges our criminal justice majors are prepared to meet. Our program combines theory with practice as our majors learn in the classroom and the professional world. While students take courses dealing with topics such as policing, crime by juveniles, corrections and forensic science, a required 120-hour internship lets them apply their classroom experiences in a professional setting. Our internship program is unique as we meet individually with each student to assess his or her professional interests before recommending sites for which we feel they are best suited. In addition to the 120 hours at the professional site, students participate in a weekly seminar to connect the skills they take from the internship to their course work. Students have the option to complete two different internships that teach them about criminal justice work across diverse settings. Our graduates are employed in a range of fields including policing (local, state and federal), law, social work and probation, and some pursue advanced degrees in criminal justice or related fields. As with all disciplines in the Department of Sociology, Criminal Justice and Anthropology, criminal justice majors benefit from small class sizes and advising loads so they have ready access to faculty to help them shape their educational experience to best fit their professional and personal aspirations.

Gerontology

Older Americans comprise the fastest growing age group in the country and careers in aging are growing right along with the elderly population. Our state-licensed program in gerontology prepares students to work for and with older adults in a wide variety of settings, such as senior centers, health care agencies, life-care communities, care management, elder advocacy and recreation. In addition to course work in gerontology, the interdisciplinary curriculum includes courses in the fields of sociology, psychology, health, social work, counseling, law, ethics, therapeutic recreation and biology, all of which are relevant to the study of aging. Two semester-long internships in the community provide practical skills and career readiness opportunities. Through this integration of course work in the classroom and fieldwork in the community, students receive a broad understanding of and the skills they need to work with older adults in today's society.

Anthropology, Gerontology, Sociology and Criminal Justice are united by a core set of classes designed to cultivate an appreciation for social and cultural diversity as well as to give students applied data analysis skills relevant to a career in any field. Students are taught to observe the ways that social and cultural forces shape both groups and individuals, and are provided with the skills of scientific inquiry that will enable them to be critical thinkers who can analyze the causes and consequences of social interaction in a wide range of settings.

- Bachelor of Arts in Criminal Justice (p. 91)
- Bachelor of Arts in Gerontology (p. 91)
- Bachelor of Arts in Sociology (p. 92)
- Minor in Anthropology (p. 93)
- Minor in Criminal Justice (p. 94)
- Minor in Gerontology (p. 94)

- Minor in Sociology (p. 95)

Bachelor of Arts in Criminal Justice

Program Contact: Alan S. Bruce (alan.bruce@quinnipiac.edu) 203-582-8458

This distinctive criminal justice degree program offers students a well-integrated education, placing criminal and deviant behavior within a wider sociological context. Students are exposed to courses ranging from crime response philosophy to criminal justice public policy. Carefully structured internships assure students of practical applications of theoretical material. Upon successful degree completion, students are prepared to continue their education or assume careers in fields such as policing, corrections, law, social work, public administration, teaching, international peacekeeping and many fields related to crime control and administration of justice.

Criminal Justice Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Criminal Justice must meet the following requirements for graduation:

Criminal Justice Core Requirements		
CJ 101	Crime and Society	3
SO 101	Introduction to Sociology	3
CJ 205	From College to Career (SO/GT 205)	1
SO 241	Sociology of Race and Ethnicity	3
CJ 241	Police & Policing	3
CJ 261	Prisons and Jails	3
CJ 290	Criminal Justice Methods	3
CJ 392	Internship in the Community	3
CJ 385	Senior Seminar in Criminal Justice Policy	3
Select one of the following crime typologies options:		3
CJ 232	Women in the Criminal Justice System (SO/WS 232)	
CJ 240	Organized Crime	
CJ 250	Youth Crime (SO 250)	
CJ 253	Sexual Violence	
CJ 271	Public Order Crimes (SO 271)	
Select one of the following criminal justice in practice options:		3
LE 225	Alternative Dispute Resolution	
CJ 243	Investigative Techniques	
PS 283 Introduction to Forensic Psychology		
CJ 299	Independent Study in Criminal Justice [1]	
Select two of the following advanced elective options:		6
CJ 320	Victimology	
CJ 330	Perspectives on Violence (SO 330)	
CJ 333	Drugs, Alcohol and Society (SO 333)	
CJ 343	Forensic Issues in Law Enforcement	
CJ 355	Crime and Media (SO 355)	
SO 360	Sociology of Mental Illness	
CJ 370	Constitution, Ethics and Policing	
CJ 394	Advanced Internship Seminar in the Community	
CJ 399	Independent Study in Criminal Justice	
Total Credits		37

[1] Can count as either a crime typologies or criminal justice in practice option.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Arts in Gerontology

Program Contact: Catherine Richards Solomon (Catherine.Solomon@quinnipiac.edu) 203-582-5264

Quinnipiac is one of the few universities to offer an undergraduate major that anticipates one of the growing realities in our society: the rise in the number of older Americans. Every aspect of our society will be affected by the rapidly growing number of people over age 65. Gerontology prepares students to have careers that can address these societal changes. Jobs related to gerontology are among the fastest growing in the U.S. right now, and can be found in a range of professions, from health and business to policy and social programs. Nearly every profession entails working with clients over 65. Our curriculum is unique in that it provides students with a broad understanding of the various issues older individuals and their families face in later life: how our families and social networks changes as we age, the effects of aging on our minds and bodies, and which social programs and policies exist to help older people and families. Because the effects of an aging population are so far-reaching, the program is based on interdisciplinary studies, including courses from sociology, psychology, biology, philosophy and law.

Gerontology majors also complete two semester-long internships in public or private agencies involved directly with the elderly, such as senior centers, retirement complexes, hospitals, rehabilitation facilities, community aging services, case management agencies and nursing homes. Students are prepared to continue their education or assume careers in aging-related areas such as social work, law, public health, medicine, health administration and public policy.

Gerontology Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Gerontology must meet the following requirements for graduation:

Gerontology Core Requirements		
Required courses for the major in gerontology:		
SO 101	Introduction to Sociology [1]	3
PS 101	Introduction to Psychology [1]	3
GT 205	From College to Career (SO/CJ 205)	1

GT 263	Sociology of the Aged (SO 263)	3
PS 234	Adult Development Psychology (GT 234)	3
GT 290	Research Methods (SO 290)	3
BMS 200	Biology of Aging [1]	3
GT 382	Studying Social Issues with Statistics (SO 382)	3
GT 385	Senior Capstone (SO 385)	3
Two internships in the community:		
GT 392	Internship in the Community	3
GT 394	Advanced Internship in the Community	3
Select two of the following:		6
SO 241	Sociology of Race and Ethnicity [1]	
SO 244	Social Stratification [1]	
SO 255	Sociology of Families (WS 255) [1]	
SO 264	Social Welfare Institutions	
SO 266	Population and Society [1]	
SO 280	Illness and Disability [1]	
SO 305	Death, Grief & Bereavement (GT 305)	
PL 220	Ethics and Human Values [1]	
PL 234	Philosophies of Health, Healing and Medicine [1]	
PL 368	Philosophy of Death and Dying	
PS 325	Health Psychology	
Any PT or OT course		
Select two of the following:		6
GT 270	Program Planning and Administration (SO 270)	
GT 300	Special Topics in Gerontology	
GT 305	Death, Grief and Bereavement (SO 305)	
GT 311	Introduction to Social Work (SO 311)	
GT 315	Case Management (SO 315)	
GT 318	Therapeutic Recreation	
GT 325	Counseling Older Clients (SO 325)	
Total Credits		43

[1] These courses also satisfy University Curriculum requirements.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Arts in Sociology

Program Contact: Catherine Richards Solomon (Catherine.Solomon@quinnipiac.edu) 203-582-5264

American society is in the midst of rapid social change, which affects all of our social institutions. Families, schools, the economy and health care systems are all undergoing significant changes. Students in this major study and analyze this change and explore potential solutions to a number of societal problems.

Through all of our classes, Sociology students learn to witness and then scientifically examine invisible structural forces and how these affect organizations and individuals. Sociology majors learn to analyze broader social trends, such as trends in illness and wellness, changes in marriage and family formations, rates of educational attainment or patterns of hiring in organizations, with the goal of connecting and applying these observations in everyday interactions. As a discipline, sociological skills can be used to study nearly any aspect of social life—schooling, health and well-being, religious devotion, immigration patterns and hip-hop, to name a few.

Faculty members in the Sociology program offer a breadth of courses in sociological areas from which students can choose, such as education, culture, family, gender, health, immigration, media, medicine, religion, social change, deviance and social services. Because we study community, we are also good at creating it. In the sociology major, students find a place to explore and develop their own unique interests and talents with thoughtful mentorship and guidance from faculty in the department. Within the Sociology major, there are two concentrations in which students may elect to enroll: social services or medicine and health.

In the Sociology major, all students take the same core classes, including courses that show students how to apply their sociological skills to real-world situations, particularly the internship course. The internship requirement is one of the program's capstone experiences, through which students apply their sociological skills to a real world setting. Through the close mentorship of our departmental internship coordinator, students gain valuable insight into and experience with how their acquired knowledge and capabilities translate into marketable job skills. The program retains a long list of possible placement sites—from work in schools, hospitals and foster care settings to providing assistance with newly arrived immigrants to working with disadvantaged youth—to ensure that students can match their internship experience to their interests. Students are prepared to continue their education or assume careers in areas including teaching, social work, public administration, health care, law and criminal justice.

Social Services Concentration

A Sociology degree with a concentration in social services integrates a traditional liberal arts education with the specialized training and field background for students who intend to pursue a career in social services or pursue graduate education in social work, health-related fields or public administration. Society is increasingly faced with challenges in delivery of social services to a growing set of underserved populations. For students who want to work for a social service agency, for nonprofits who help disadvantaged individuals or families, for mental health and counseling services, in social work or for local and state government, this concentration provides a perfect background. Students focus their course work in the areas of social institutions, social inequalities and social issues. They also complete an advanced internship in the field, providing them with the experience and expertise to work with a wide range of client needs. For those wishing to pursue graduate education in social work, the concentration provides necessary background course work helpful for success in graduate programs as well as work experience that will help distinguish students in the application process.

Medicine and Health Concentration

In our increasingly diverse nation, there is a growing need for medical professionals who understand how cultural and social factors affect

individuals' health statuses, behaviors and interactions with the medical community. This concentration is well suited for students who wish to pursue careers and/or graduate work in any health-related field: medicine, mental health, drug and alcohol abuse prevention/treatment or nonprofits addressing the mental and physical health of their clients. Students focus their course work in such areas as sociology or anthropology of medicine, death and dying, disability, illness and mental health. Through this course work, students learn about the varying medical and health needs of diverse populations, including the causes and consequences of health disparities, that will enable them to improve the health of groups with different cultural and social needs. Students in this concentration may complete their internships in hospitals, hospices or other health-related settings.

BA in Sociology Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Sociology must meet the following requirements for graduation:

Sociology Core Requirements		
SO 101	Introduction to Sociology	3
SO 205	From College to Career (CJ/GT 205)	1
SO 244	Social Stratification	3
SO 290	Research Methods (GT 290)	3
SO 392	Internship in the Community	3
SO 382	Studying Social Issues with Statistics (GT 382) [1]	3
SO 385	Senior Capstone (GT 385)	3
Select 6 electives [2]		18
Total Credits		37

1 If students take MA 206 to fulfill the university quantitative literacy requirement, MA 206 can be used to fulfill the sociology statistics requirement. The sociology statistics course (SO 382) cannot be used for the university quantitative literacy requirement.

2 One of the electives could include AN 101, or AN 102, or AN 103; and one could be a criminal justice (CJ) course, so long as it is not cross-listed with sociology.

If students wish to focus their electives, they may take three classes (9 credits) of their 6 electives in either a social services concentration or a medicine and health concentration.

Social Services Concentration

For this applied concentration, students must take:

SO 394	Advanced Internship Seminar in the Community	3
Select three of the following:		9
SO 225	Social Problems	
SO 232	Women in the Criminal Justice System (CJ/WS 232)	
SO 250	Youth Crime (CJ 250)	
SO 260	Social Control and Deviance	
SO 264	Social Welfare Institutions	
SO 270	Program Planning and Administration (GT 270)	
SO 311	Introduction to Social Work (GT 311)	
SO 315	Case Management (GT 315)	
SO 325	Counseling Older Clients (GT 325)	
Total Credits		12

Medicine and Health Concentration

For this concentration, students choose three classes (9 credits) from this list (one course may be from anthropology):

Select three of the following:		9
AN 102	Bones, Genes, and Everything In Between: Introduction to Biological Anthropology	
AN 250	Forensic Anthropology	
AN 333	Ancient Food For Thought	
AN 337	Anthropology of Health and Medicine	
AN 350 & 350L	Tales from the Crypt: Research Methods in Bioarchaeology and Research Methods in Bioarchaelogy Lab	
AN 352	The Science of Human Diversity	
SO 263	Sociology of the Aged (GT 263)	
SO 266	Population and Society	
SO 280	Illness and Disability	
SO 305	Death, Grief & Bereavement (GT 305)	
SO 315	Case Management (GT 315)	
SO 325	Counseling Older Clients (GT 325)	
SO 333	Drugs, Alcohol and Society (CJ 333)	
SO 360	Sociology of Mental Illness	
Total Credits		9

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Anthropology

Program Contact: Hillary Haldane (Hillary.Haldane@qu.edu) 203-582-3822

Anthropology is the study of humans in the broadest sense: through time and across geographical space, as social beings and as biological creatures. Anthropologists are interested in the big questions about what makes us human, and how living and past cultures are similar and different. Most importantly, anthropologists explore what we can learn from other people cross-culturally, from our ancestors in the past, and from our primate relatives.

Studying anthropology allows students to understand the complexity of human diversity and to develop confidence in one's ability to work collaboratively with people from vastly different backgrounds and life experiences. Anthropology is a perfect area of study for anyone interested in learning about other cultures and ways of life, and offers

excellent preparation for any career choice. Anthropology students find work in such fields as medicine, nongovernmental and nonprofit organizations, government, public health, development and international aid, and education. Anthropology offers students important training in persuasive writing, scientific research and data analysis, and critical thinking.

To complete the minor, students must take 18 credits of anthropology course work.

Anthropology Minor Curriculum

To complete the minor, students must take 18 credits of anthropology course work.

Possible courses include:

AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3
AN 102	Bones, Genes, and Everything In Between: Introduction to Biological Anthropology	3
AN 103	Dirt, Artifacts, and Ideas: Introduction to Archaeology	3
AN 201	Anthropology of Living and Dying/ Anthropology From Birth to Death	3
AN 222	Indigenous Peoples of North America	3
AN 223	Latin American Societies and Cultures (LAS 223)	3
AN 229	Peoples of Africa	3
AN 230	Anthropology of Film and Culture	3
AN 240	Ethnographic Theory and Practice	3
AN 250	Forensic Anthropology	3
AN 310	Cross-Cultural Perspectives on Gender, Sex and Sexuality (WS 310)	3
AN 320	World Heritage Sites	3
AN 323	Practicing Archaeology	3
AN 330	The Anthropology of Gender-Based Violence	3
AN 333	Ancient Food For Thought	3
AN 337	Anthropology of Health and Medicine	3
AN 340	Anthropology of Development	3
AN 350	Tales from the Crypt: Research Methods in Bioarchaeology	3
AN 350L	Research Methods in Bioarchaeology Lab	
AN 352	The Science of Human Diversity	3

Minor in Criminal Justice

Program Contact: Alan S. Bruce
(Alan.Bruce@quinnipiac.edu) 203-582-8458

Exploring the fundamental issues inherent in the criminal justice system can provide valuable insight into some of today's most complex societal challenges, including growth of the prison population and the ever-increasing number of prisoners returning to communities. From the role mental illness plays in crime to the impact of drugs and alcohol on our communities, this minor examines an eclectic array of subjects that can complement a major in sociology, political science or psychology.

You'll have the flexibility to shape the program in a way that reflects your interests and enhances your professional goals, and you'll have plenty of support and guidance from a faculty with a broad range of expertise in the criminal justice field. You will meet one-on-one with the program director, and together design a minor that's right for you, choosing from a varied selection of courses such as Dispute Resolution, Sexual Violence, Organized Crime and Investigative Techniques.

For the criminal justice minor, students must complete 15 credits in criminal justice studies at any level, and one 300-level criminal justice class for a total of 18 credits. Students should meet with the program director to select courses that are most related to their major field. A student majoring in gerontology or sociology can minor in criminal justice. Courses taken for the minor may not count toward the major. Courses for the major may not count toward the minor.

Criminal Justice Minor Curriculum

For the criminal justice minor, students must complete 15 credits in criminal justice studies at any level, and one 300-level criminal justice class for a total of 18 credits. Students should meet with the program director to select courses that are most related to their major field. A student majoring in gerontology or sociology can minor in criminal justice. Courses taken for the minor may not count toward the major. Courses for the major may not count toward the minor.

Possible courses include:

CJ 101	Crime and Society	3
CJ 205	From College to Career (SO/GT 205)	1
CJ 232	Women in the Criminal Justice System (SO/WS 232)	3
CJ 240	Organized Crime	3
CJ 241	Police & Policing	3
CJ 243	Investigative Techniques	3
CJ 250	Youth Crime (SO 250)	3
CJ 251	Probation Parole and Community Corrections	3
CJ 253	Sexual Violence	3
CJ 261	Prisons and Jails	3
CJ 271	Public Order Crimes (SO 271)	3
CJ 290	Criminal Justice Methods	3
CJ 320	Victimology	3
CJ 330	Perspectives on Violence (SO 330)	3
CJ 333	Drugs, Alcohol and Society (SO 333)	3
CJ 340	Practicum in Alternatives to Violence	3
CJ 343	Forensic Issues in Law Enforcement	3
CJ 350	Practicum in Negotiation Skills	3
CJ 355	Crime and Media (SO 355)	3
CJ 360	Inside-Out Prison Exchange Seminar	3
CJ 368	Violent Offenders: Assessment and Treatment	3
CJ 370	Constitution, Ethics and Policing	3

Minor in Gerontology

Program Contact: Catherine Richards Solomon
(Catherine.Solomon@quinnipiac.edu) 203-582-5264

The gerontology minor familiarizes you with one of our society's most prevalent issues: the dramatic increase in its aging population. Interdisciplinary courses teach you about the many dimensions of the aging process, and help you to understand the range of social, psychological and physiological issues facing our country's advanced-age population. You'll gain the skills to interpret and perform statistical

analysis and research, as well as learn about the variety of programs, products, services and other resources available to older adults.

The study of gerontology complements a range of majors, including law, sociology, psychology and public health. Whether your primary interest includes the direct care of seniors, or the legislature that protects them, a variety of electives enable you to focus on an area most related to your goals. The gerontology minor opens the door to future volunteering opportunities, or to careers dedicated to making a direct, positive impact on the lives of the elderly and their families.

For the gerontology minor, students should work with the program director to select 18 credits of course work in gerontology. A student majoring in criminal justice or sociology can minor in gerontology. Courses taken for the minor may not count toward a CJ or SO major. Courses for a CJ or SO major may not count toward the minor.

Gerontology Minor Curriculum

For the gerontology minor, students should work with the program director to select 18 credits of course work in gerontology. A student majoring in criminal justice or sociology can minor in gerontology. Courses taken for the minor may not count toward a CJ or SO major. Courses for a CJ or SO major may not count toward the minor.

Possible courses include:

GT 200	Biology of Aging (BMS 200)	3
GT 205	From College to Career (SO/CJ 205)	1
GT 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207)	1-2
GT 234	Adult Developmental Psychology (PS 234)	3
GT 263	Sociology of the Aged (SO 263)	3
GT 270	Program Planning and Administration (SO 270)	3
GT 290	Research Methods (SO 290)	3
GT 302	Women, Health and Aging (SO/WS 302)	3
GT 305	Death, Grief and Bereavement (SO 305)	3
GT 310	Elder Law (LE 310)	3
GT 311	Introduction to Social Work (SO 311)	3
GT 315	Case Management (SO 315)	3
GT 318	Therapeutic Recreation	3
GT 325	Counseling Older Clients (SO 325)	3
GT 365	Aging: Problems and Policies (SO 365)	3
GT 382	Studying Social Issues with Statistics (SO 382)	3

Minor in Sociology

Program Contact: Catherine Richards Solomon (Catherine.Solomon@quinnipiac.edu) 203-582-5264

Through a minor in sociology, you'll explore the diverse communities and social groups that make up our society, and also examine the many factors influencing their behaviors—from work opportunity and educational attainment, to health care availability, law enforcement policies and pop-culture trends. You'll understand how factors such as these determine social relationships and organization, and learn how various economic and political forces affect the creation of social legislation and the availability of resources.

You will choose from a variety of elective courses that enable you to focus the minor on topics that not only align with your academic interests and career goals, but also broaden your perspective in your chosen field. Courses in family dynamics, gender, race, immigration and deviance complement such majors as anthropology and criminal justice. The ability to examine broader social trends and apply observations in everyday interactions is a crucial skill for social workers, members of law enforcement and educators at all levels.

For the sociology minor, students are welcome to work with the department chair to select 18 credits of course work that align with the student's interests in the field. A student majoring in criminal justice or gerontology can minor in sociology. Courses taken for the minor may not count toward the major. Courses for the major may not count toward the minor.

Sociology Minor Curriculum

For the sociology minor, students are welcome to work with the department chair to select 18 credits of course work that align with the student's interests in the field. A student majoring in criminal justice or gerontology can minor in sociology. Courses taken for the minor may not count toward the major. Courses for the major may not count toward the minor.

Possible courses include:

SO 101	Introduction to Sociology	3
SO 201	Sociological Theory	3
SO 205	From College to Career (CJ/GT 205)	1
SO 225	Social Problems	3
SO 232	Women in the Criminal Justice System (CJ/WS 232)	3
SO 235	American Culture and Society: The 1950s-1980s	3
SO 241	Sociology of Race and Ethnicity	3
SO 244	Social Stratification	3
SO 250	Youth Crime (CJ 250)	3
SO 255	Sociology of Families (WS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of the Aged (GT 263)	3
SO 264	Social Welfare Institutions	3
SO 266	Population and Society	3
SO 270	Program Planning and Administration (GT 270)	3
SO 271	Public Order Crimes (CJ 271)	3
SO 272	Education and Society	3
SO 280	Illness and Disability	3
SO 290	Research Methods (GT 290)	3
SO 304	Sociology of Gender (WS 304)	3
SO 305	Death, Grief & Bereavement (GT 305)	3
SO 306	Masculinities	3
SO 307	Sociology of Sport (SPS 307)	3
SO 308	The Immigrant Experience	3
SO 310	Children: Social Issues and Policies	3
SO 311	Introduction to Social Work (GT 311)	3
SO 315	Case Management (GT 315)	3
SO 317	Religion and Society	3
SO 319	Culture, Health, and Environment: The Many Faces of the Caribbean	3
SO 320	Sociology of Hip-Hop Culture	3
SO 325	Counseling Older Clients (GT 325)	3
SO 330	Perspectives on Violence (CJ 330)	3

SO 333	Drugs, Alcohol and Society (CJ 333)	3
SO 355	Crime & Media (CJ 355)	3
SO 360	Sociology of Mental Illness	3
SO 365	Aging: Problems and Policies (GT 365)	3
SO 370	Adoption in the Community	3
SO 375	Sociology of the Everyday	3
SO 382	Studying Social Issues with Statistics (GT 382)	3
SO 383	Sociology of Law	3
SO 384	Gay and Lesbian Identities and Communities in the 20th Century (PS 384)	3

Department of Visual and Performing Arts

The Department of Visual and Performing Arts is an interdisciplinary department that offers students the opportunity to study the history, theory and practice of art, design, theater, game design and music. The visual arts programs foster the development of creative processes for the creation of innovative works of art and design while situating the work in the broader contexts of history and culture. The performing arts programs include courses in the history of the disciplines and techniques of performance, which are enriched by an active theater production program and performing ensembles.

Programs in the Department of Visual and Performing Arts offer students a foundation in creative thinking that is recognized as critical to problem-solving and conceptualization, qualities increasingly valued by leaders and organizations in all areas of society.

The Department of Visual and Performing Arts at Quinnipiac University is committed to providing our students with the opportunity to develop creative thinking skills through experiential learning as a part of their general education and in pre-professional programs. By studying the practice, theory and history of: music, theater, visual art, and game design, we provide an opportunity for students to explore their creative abilities in a hands-on environment.

- Bachelor of Arts in Game Design and Development (p. 96)
- Bachelor of Arts in Theater (p. 97)
- Minor in Fine Arts (p. 98)
- Minor in Game Design and Development (p. 99)
- Minor in Music (p. 99)
- Minor in Theater (p. 99)
- Performing Arts Workshop (p. 100)

Bachelor of Arts in Game Design and Development

Program Contact: Greg Garvey
(Greg.Garvey@quinnipiac.edu) 203-582-8389

The Bachelor of Arts in Game Design and Development is a preprofessional program that prepares students to enter the highly competitive industry of game design or to pursue studies at the graduate level. This is an applied, interdisciplinary major that focuses on the meaningful application of game technologies beyond commercial entertainment by addressing serious topics regarding the environment, health care and education including STEM and STEAM (science, technology, engineering, arts and math) initiatives. Students receive a solid foundation in fundamental 21st century skills, fine arts principles and concepts, and develop specialized technical skills and competence in game design and systems thinking.

There are a total of 42 credits in the major. The major has 10 required core courses. With the recommendation of the student's adviser and/or the program director, students take two required and two elective courses from either the game design track (designing, producing and making games) or the game art track (creating and designing the artwork and assets such as characters, props, costumes, architecture, levels and sound). A unique feature of the program is the game lab where students come together in interdisciplinary teams to build game prototypes. The game lab is offered as a multi-semester sequence beginning in the sophomore year. In the senior year, the program culminates in a capstone experience when students take the Senior Project and Seminar.

A grade of C- or better is required in all game design and development courses.

BA in Game Design and Development Curriculum

It is recommended that students majoring in Game Design and Development pursue a minor or double major in a complementary discipline such as interactive digital design or computer science. Majors can elect to pursue internships and take electives that complement their interests in the field. Students choosing the game art track are encouraged to take art history courses.

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in Game Design and Development must meet the following requirements for graduation:

Game Design & Development Core Requirements		
GDD 101	Introduction to Game Design	3
GDD 110	Introduction to Visual Design for Games	3
GDD 140	Creativity and Computation	3
GDD 200	Introduction to Game Development	3
GDD 210	Game Lab I: Team Projects	3
GDD 211	Game Lab II: Team Projects	3
GDD 395	Critical Game Studies Seminar (PL 395)	3
or GDD 396	Games, Learning & Society	
GDD 410	Game Lab V: Team Projects (FVI 410)	3
GDD 411	Game Lab VI: Team Projects	3
GDD 495	Senior Project and Seminar I	3
Game Design & Development Tracks		
With the recommendation of the student's adviser and/or the program director, students take two required and two elective courses from either the game design or game art track.		6
Game Design Track Requirements:		
GDD 201	Game Design I	
GDD 301	Game Design II	
Game Art Track Requirements:		
GDD 202	Game Art I	
GDD 302	Game Art II	
Game Design & Game Art Track Electives		
Select 6 credits of the following:		6
GDD 102	Drawing for Animé, Games and Animation	

GDD 201	Game Design I
GDD 202	Game Art I
GDD 250	Interactive Storytelling & Narrative
GDD 260	History of Video Games
GDD 301	Game Design II
GDD 302	Game Art II
GDD/EN 303	The Art of Audio Narrative (FVI 380 EN 303)
GDD 310	Game Lab III: Team
GDD 311	Game Lab IV: Team Projects
GDD 350	Board Game Design
GDD 370	Acting and Directing for Game Design
GDD 380	The Business of Games
GDD 402	Game Art III
GDD 405	Game Audio Design
GDD 399-GDD 499	Independent Study
GDD 290/390/490	Internship

A course from the following list can be taken to satisfy the GDD elective requirement: [1]

CSC 110	Programming and Problem Solving
DR 220	Voice and Movement
DR 230	Directing for the Theater
ENT 290	Digital Businesses
IDD 110	Design Research and Methods
IDD 301	Motion Graphics I
MSS 231	Media and Society
MSS 345	Media Users and Audiences (WS 345)

Total Credits 42

[1] Students wishing to take courses from the above list must complete any prerequisites required by individual departments/programs.

Elective substitutions are permitted with prior approval of the program director.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Arts in Theater

Program Contact: Kevin Daly (Kevin.Daly@quinnipiac.edu) 203-582-3500

The Bachelor of Arts in Theater program at Quinnipiac University is a preprofessional program that prepares students for meaningful careers and graduate studies in all areas of theater performance and production.

After completing the core requirements, theater majors choose a focus track in one of four areas and engage in advanced courses and production work within their chosen area. Seniors are required to complete a competitive internship and are strongly encouraged to take on portfolio building roles within our MainStage season and at local professional theaters.

All theater students are required to participate in the departmental production season, during which they receive hands-on training to complement their course work. The season includes contemporary and classical plays, popular musicals and a New Play Festival produced in collaboration with The Barrow Group, a professional theater company in New York City. In this unique setting, students are exposed to professional practices and develop career-enhancing relationships that will serve them long after they graduate.

The BA in Theater is a great choice for students who enjoy collaboration and wish to explore creative careers within the theater arts.

BA in Theater Curriculum

In addition to the University Curriculum (p. 36) and the College of Arts and Sciences Liberal Arts Track requirements, students majoring in theater must meet the following requirements for graduation:

Theater Core Requirements		
DR 140	Stagecraft	3
DR 160	Acting I	3
DR 230	Directing for the Theater	3
DR 270	World Theater History & Dramatic Literature I	3
DR 257	Design for the Theater	3
DR 275	World Theater History & Dramatic Literature II	3
DR 286	Comparative Drama/ Play Analysis	3
DR 350	Playwriting	3
DR 370	Internship in Theater Administration, Production, Performance, Education or Theater and Community	3
Track		
In addition to completing courses for the departmental core, students complete courses for one of four tracks.		9
Total Credits		36

Tracks

Design and Production Track

Select 9 credits from the following courses:		9
DR 307	Drafting & Rendering for Theater	3
DR 325	Theater Seminar	3
DR 340	Scenic Design	3
DR 341	Lighting Design for the Theater	3
DR 342	Costume Design	3
DR 380	Theater Administration	3
DR 391	Theater Practice III [1]	3

[1] DR 391 may be completed by taking on a design role within the MainStage season or by taking on an additional production or design internship/apprenticeship at a professional theater.

Acting and Directing Track

Select 9 credits from the following courses:

DR 181	Improvisational Acting	3
DR 220	Voice and Movement	3
DR 260	Acting for Film/TV	3
DR 290	Acting for Classical Stage	3
DR 320	Advanced Voice and Movement	3
DR 330	Advanced Directing	3
DR 335	Musical Theater Performance	3
DR 345	Dance for the Musical Theater	3
DR 360	Advanced Acting	3

Theater Administration Track

Students must complete the following:

DR 325	Theater Seminar	3
DR 380	Theater Administration	3
DR 391	Theater Practice III [1]	3
Total Credits		9

[1] DR 391 may be completed by taking on an administrative role within the MainStage season or by taking on an additional administrative internship at a professional theater.

Dramaturgy, Playwriting and Literary Management Track

Select 9 credits from the following:

DR 375	History and Dramatic Literature of the Contemporary Theater	3
DR 380	Theater Administration	3
DR 386	Modern Drama	3
DR 391	Theater Practice III [1]	3

[1] DR 391 may be completed by taking on a dramaturgical role within the MainStage season or by taking on an additional literary internship at a professional theater.

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Fine Arts

Program Contact: Stephen Henderson (Stephen.Henderson@quinnipiac.edu) 203-582-3751

The Department of Visual and Performing Arts offers a minor for students interested in exploring the fine arts. The different tracks in fine arts are designed to advance each student's unique abilities in creative thinking and artistic processes, in addition to developing a basic foundation in visual literacy.

A minor in fine arts not only expands your knowledge of artists and their work, but also refines the lens through which you view, understand and critique works of art—from the medieval period to the present day. Whether your interest is focused exclusively in the history and interpretation of art, or whether you are seeking a more hands-on approach to develop your artistic skills, three separate tracks enable you to engage with subject matter on terms that match your personal goals.

The art history track traces the development of aesthetic movements and the artists associated with them. It also enriches your understanding of how the visual arts shape various cultural and social contexts. The studio art track enables you to experiment with materials, artistic strategies, composition and form. Regardless of your level of skill, courses in visual design, drawing, photography and other disciplines give you the opportunity to express your own concepts. The interdisciplinary track blends art history with courses in music, drama and film to illustrate the degree to which the visual arts have inspired and informed other expressive mediums.

Fine Arts Minor Curriculum

Students electing this minor must complete the courses under one of the following three tracks (18 credits).

Fine Arts: Studio Art Track

AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
AR 140	Basic Visual Design	3
AR 251	Studio Art: Drawing (AR303)	3
Select one of the following:		3
One other 200-level studio art course		
AR 158	Photography I	
Select two 300-level AR courses, at least one of which must be a studio course		6
Total Credits		18

Fine Arts: Art History Track

AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
Select four additional courses from the following:		12
AR 102	Art History: Ancient Through Medieval	
AR 103	Art History: Renaissance Through Contemporary	
AR 104	Survey of Non-Western Art	
AR 105	American Art	
AR 175	Special Topics in Art History	
Select a sixth course in consultation with the program director or department chair		3
Total Credits		18

Fine Arts: Interdisciplinary Track

AR 102	Art History: Ancient Through Medieval	3
or AR 103	Art History: Renaissance Through Contemporary	
Select five courses in art, music and/or drama [1]		15
Total Credits		18

[1] In consultation with the chair, certain film courses may be applicable. At least two courses must be at the 200 level or higher. Due to the interdisciplinary nature of this minor, courses from at least two disciplines must be taken with a maximum of four courses from any single discipline.

Minor in Game Design and Development

Program Contact: Greg Garvey
(Greg.Garvey@quinnipiac.edu) 203-582-8389

This game design and development minor focuses on the meaningful application of game technologies beyond commercial entertainment by addressing serious topics in health care and education, including STEM and STEAM (science, technology, engineering, arts and math) initiatives. Students receive a solid foundation in fundamental arts principles and concepts, and develop specialized technical skills and competence in game design. A minor may be combined with any major inside or outside the College of Arts and Sciences, complementing majors or minors in other disciplines on campus (18 credits).

Game Design and Development Minor Curriculum

Minor Core Requirements		
GDD 101	Introduction to Game Design	3
GDD 110	Introduction to Visual Design for Games	3
GDD 200	Introduction to Game Development	3
GDD 210	Game Lab I: Team Projects	3
GDD 211	Game Lab II: Team Projects	3
Minor Electives		
Select at least one course from the following list in consultation with the program director. Minors are encouraged to take additional courses as free electives outside their major at the 300-400 level. [1]		3
GDD 310	Game Lab III: Team	
GDD 311	Game Lab IV: Team Projects	
GDD 395	Critical Game Studies Seminar (PL 395)	
GDD 396	Games, Learning & Society	
GDD 495	Senior Project and Seminar I	
Total Credits		18

[1] Substitutions to this list are permitted with prior approval of the program director.

Minor in Music

Program Contact: George Sprengelmeyer
(George.Sprengelmeyer@quinnipiac.edu) 203-582-6426

The music minor offers students a broad spectrum of the subject both as an art form and as a global "language." Students are required to master the rudiments of musical theory and to emerge with a comprehensive view of music history as well as the fundamentals of informed listening. Students also study an instrument of their choosing and participate in one of the University's performing ensembles. Given the prominence music continues to hold culturally, its interdisciplinary relationships make it well-suited to the interests of students majoring in a variety of fields and also offers students an outlet for artistic expression. The music minor is 18 credits.

Music Minor Curriculum

Required Courses		
Take three semesters of MU 110 (Private Music Lessons) 1 credit per semester		3
MU 110	Private Music Lessons	
MU 130	Understanding Music	3
MU 230	Music Theory I	3
MU 330	Music Theory II	3
Select three semesters of a performing ensemble (1 credit each):		3
MU 190	Quinnipiac University Singers	
MU 194	Jazz Ensemble	
MU 200	Special Topics	
Elective course		3
Total Credits		18

Minor in Theater

Program Contact: Kevin Daly (Kevin.Daly@quinnipiac.edu) 203-582-3500

The theater minor provides students with a background in the primary areas of theater study and production while allowing them the flexibility to explore their particular interests.

Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater administration and theater history. Students also may earn theater practicum credit by working on the Main Stage productions. A total of 18 credits is required to complete the minor.

Theater Minor Curriculum

Students select courses from an array of offerings in acting, directing, playwriting, design, stagecraft, theater administration and theater history. Students also may earn theater practicum credit by working on the Main Stage productions (18 credits).

Theater Minor Required Courses		
DR 140	Stagecraft	3
or DR 257	Design for the Theater	
DR 160	Acting I	3
DR 230	Directing for the Theater	3
or DR 350	Playwriting	
Take one of the following courses:		
DR 270	World Theater History & Dramatic Literature I	3
DR 275	World Theater History & Dramatic Literature II	3
DR 375	History and Dramatic Literature of the Contemporary Theater	3
Electives		
Select any DR course		3
Select any 200 - 400 level DR course		3
Total Credits		18

Performing Arts Workshop

Program Contact: George Sprengelmeyer (George.Sprengelmeyer@quinnipiac.edu) 203-582-6426

The department invites participation in musical performance workshops, which carry an optional 1 academic credit and which can be repeated up to a maximum of 6 credits, the equivalent of two electives in liberal arts. These workshops include:

MU 110	Private Music Lessons	1
MU 190	Quinnipiac University Singers	1
MU 191	Hamden Symphony Orchestra at Quinnipiac	1
MU 194	Jazz Ensemble	1

Interdisciplinary Minors

Human culture, creativity and knowledge are often produced and experienced in the spaces across and between the traditional disciplines. Interdisciplinary minors—those that focus on areas of interest rather than established disciplines—afford students an opportunity to examine topics from multiple disciplinary perspectives. Through these cross-departmental minors, students embark on an ambitious, meaningful learning experience that complements their work in their majors and in the University Curriculum. Students hone critical intellectual skills by evaluating facets of human culture and the natural world from various viewpoints and integrating these insights to form new knowledge and understanding.

- Minor in Asian Studies (p. 100)
- Minor in Global Public Health (p. 100)
- Minor in History and Philosophy of Science (p. 101)
- Minor in International Studies (p. 101)
- Minor in Irish Studies (p. 102)
- Minor in Middle Eastern Studies (p. 102)
- Minor in Sports Studies (p. 103)
- Minor in Women's and Gender Studies (p. 103)

Minor in Asian Studies

Program Contact: Nita Prasad (Nita.Prasad@quinnipiac.edu) 203-582-3729

This interdisciplinary minor provides you with a window into the fascinating history and the cultural dynamics of countries in East and Southeast Asia. You'll learn about the artistic, literary and intellectual contributions of the peoples of Asia, as well as political structures and religious belief systems. Course work also tracks the cultural exchanges between Asia and the West and their influence on the current political and economic world stage.

The Asian studies minor deepens your understanding and appreciation of modern Asian cultures and provides the perfect supplement for your personal or academic interests in the region. Foreign language courses, offered in both Chinese and Japanese, are especially useful for cultural immersion while studying abroad, volunteering or pursuing job opportunities in careers such as teaching, business relations and humanitarian work.

To complete the minor in Asian Studies, students are required to take six courses (18 credits).

Asian Studies Minor Curriculum

To complete the minor in Asian Studies, students are required to take six courses (18 credits).

Language		
Select 6 credits of the following:		6
JP 101 & JP 102	Elementary Japanese I and Elementary Japanese II	
CN 101 & CN 102	Elementary Chinese I and Elementary Chinese II	
History		
Select 6 credits of the following:		6
HS 208	Twentieth-Century World History	
HS 235	History of Modern China/Asian Studies	
HS 236	History of Modern Japan/Asian Studies	
HS 271	History of Southeast Asia 1	
HS 272	History of Southeast Asia 2	
HS 305	Vietnam (COM 305)	
HS 332	History of India	
Open Electives		
Select 6 credits of the following:		6
AN 337	Anthropology of Health and Medicine	
CN 201	Intermediate Chinese I	
CN 202	Intermediate Chinese II	
PO 331	Topics in Comparative Government	
Total Credits		18

Minor in Global Public Health

Program Contact: David Hill (David.Hill@quinnipiac.edu) 203-582-3944

The minor in global public health provides an interdisciplinary focus of study that enables students to understand and promote individual and population health throughout the world. This is accomplished via a range of courses that provide relevant and rigorous intellectual learning, community and international service learning, and a capstone course in the senior year. This minor is suitable for students with a wide range of interests in the humanities, business, as well as the arts and the sciences, as each of these disciplines contributes to the diversity and complexity of global public health issues. Students are encouraged to explore the variety of course offerings to enrich their academic experience in the minor. Each student is assigned a faculty mentor, who provides guidance in completing the required components of the minor.

Students are eligible to apply for the minor beginning first semester (fall) sophomore year. Accepted students will be officially enrolled in the minor the following spring. The minor requires a substantial level of commitment from students, so applicants should carefully consider whether they can meet the expectations of course study, community and international learning and a capstone experience.

For application details, interested students should contact the Institute for Global Public Health at the Frank H. Netter MD School of Medicine (GHPMinor@qu.edu (GPHMinor@quinnipiac.edu)).

Global Public Health Minor Curriculum

Students must complete 18 total credits (usually six courses). GPH 201 and GPH 301 are required courses.

Service Learning: There are two distinct service-learning requirements. Students must complete a Quinnipiac-approved four-week international academic experience, typically in a low-income country. With approval, students could complete this requirement by traveling to an under-served area of the United States. Students also are required to engage in community service learning with a community health organization for at least two semesters. With prior approval, one semester of this requirement can be integrated into a Quinnipiac service learning course.

Required Courses

GPH 201	Introduction to Global Public Health	3
GPH 301	Capstone in Global Public Health	3
Select four courses in consultation with your adviser.		12
Total Credits		18

Minor in History and Philosophy of Science

Program Contact: Anat Biletzki (Anat.Biletzki@quinnipiac.edu) 203-582-3930

This interdisciplinary program seeks to introduce students to the historical, philosophical and sociological issues raised by the dominant place that science has assumed in our world. Science is defined broadly to encompass both scientific theory and practical applications of scientific knowledge. To pursue a minor in history and philosophy of science therefore means to consider technology, the practice of medicine, the health sciences, and aspects of the human sciences in addition to the traditional physical, chemical and biological sciences. Students develop the skills to understand, assess and critique the place of, and changes in, science and technology and to evaluate the ways in which these changes impact society.

Students also explore and understand the pace of change in science and technology and develop critical thinking and writing skills applicable to a broad range of professional pursuits such as technical writing or science journalism. The program is designed to expose students to a wide range of courses offered by different schools throughout the university, while establishing a solid foundation in the humanistic tradition of the arts and sciences. The course of study is designed to build upon the knowledge and skills developed in the student's major by providing a greater interdisciplinary scope and a consideration of philosophical, historical and ethical issues on topics relating to science and technology.

History and Philosophy Minor Curriculum

To complete a minor in history and philosophy of science, students are required to complete six courses (18 credits). All students take both The Rise of Modern Science (HS 230) and Philosophy of Science (PL 235). In addition, students take 12 credits from the list of approved courses:

AN 337	Anthropology of Health and Medicine	3
BIO 205	Bioethics	3
BIO 383	Evolution	3
BMS 117	The Human Organism	3
BMS 278	Research and Technology	3
BMS 474	Power of Plagues	3
CSC 101	Introduction to Internet Studies	3
CSC 350	Intelligent Systems	3
EC 363	American Economic History	3
HS 220	American Environmental History	3
HS 330	History of Western Medicine	3
HS 394	Doctors, Disease, and Death in the Western World	4
HSC 315	Bioethical Issues in the 21st Century	3
MSS 320	Communication Technologies: Evolution and Impact	3
PL 222	Bioethics	3
PL 234	Philosophies of Health, Healing and Medicine	3
PL 238	Philosophy of Technology and Social Transformation	3
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	3
PS 309	History of Psychology	3
PS 310	History of Madness	3
SO 280	Illness and Disability	3
SO 360	Sociology of Mental Illness	3

In consultation with the director of the program, students design a course of study with a coherent focus related to their interests and major field. These courses of study will have a central theme or area of study that falls within the general scope of the program.

Minor in International Studies

Program Contact: Sean Duffy (Sean.Duffy@quinnipiac.edu) 203-582-8324

A minor program in international studies is designed to stress connections between "classroom" learning and the international experience as well as to increase program options available to students with an interest in international studies who are pursuing major programs of study in fields such as English, history, legal studies, communications, political science, psychology, social services, sociology and Spanish, as well as programs in business and the health sciences. Students pursuing a minor in international studies are required to complete 18 credits in four years. Students are encouraged to meet with the international studies adviser to declare the minor by the end of their sophomore year or early in their junior year.

International Studies Minor Curriculum

Students are required to satisfy the following requirements within the 18-credit minor; at least 6 credits must be completed at the 300 level.

Select two world language courses at the 200-level or above [1]		6
Select one course that explores a non-American culture. Examples include: [2]		3
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	
AN 223	Latin American Societies and Cultures (LAS 223)	
AN 229	Peoples of Africa	
AN 337	Anthropology of Health and Medicine	
HS 227	Russian Cultural and Intellectual History	
HS 229	Irish History	

HS 235	History of Modern China/Asian Studies	
HS 236	History of Modern Japan/Asian Studies	
HS 273	African History and Culture	
Select one course in international business/economics at the introductory or advanced level depending on the student's major concentration:		3
EC 250	International Economics	
IB 201	Globalization and International Business	
IB 311	International Marketing	
IB 324	Negotiating Internationally	
Select one course in geography, philosophy or political science. Examples include:		3
GP 101	Introduction to Geography	
PL 265	Living Religions of the World	
PL 320	Thought and Work of Albert Schweitzer (SL:Service Learning)	
PL 337	Human Rights: Theory and Practice (PO 337)	
PO 211	Introduction to International Relations	
PO 311	Topics in International Relations	
PO 317	International Law (LE 317)	
PO 331	Topics in Comparative Government	
PO 333	Middle Eastern History and Politics	
PO 334	Topics in African Politics	
Select one capstone course in international studies:		
PO 321	Comparative Government [3]	3
Total Credits		18

1 In languages without advanced course offerings, students may complete two courses in a second language where the first language was pursued through the 102 course.

2 Courses offered in history, art, comparative literature or anthropology can all satisfy this requirement.

3 Required course for all students who choose to minor in international studies.

Students are encouraged, but not required, to take off-campus studies, either in the form of a study abroad or an internship in, for example, Washington, D.C.

Minor in Irish Studies

Program Contact: Christine Kinealy (Christine.Kinealy@quinnipiac.edu) 203-582-4564

This interdisciplinary, and multidisciplinary program introduces students to the history, people and cultures of Ireland, both pre and post-Partition. Students choose from a range of courses that provide relevant and rigorous intellectual learning, internships, study trips to Ireland and a capstone course that utilizes the unique range of Irish sources available within Quinnipiac University.

This minor is suitable for students with interests in the humanities, the arts and the sciences, as well as those interested in colonial and post-colonial studies, conflict resolution, human rights and social justice. Each of these topics, individually and collectively, contributes to our understanding of the diversity, complexity and potential of viewing Irish Studies within a global context. Students are encouraged to spend a semester in an Irish university, but this is not compulsory.

Students are eligible to apply for the minor in the first semester of sophomore year. Interested students should contact Ireland's Great Hunger Institute or the Department of History.

Irish Studies Minor Curriculum

Students must complete 18 total credits (usually six courses) in Irish Studies and related disciplines.

IRST 101	Introduction to Irish Studies	3
HS 229	Irish History	3
IRST 300	Special Topics in Irish History (Capstone equivalent 300-level course)	3
Select 9 credits in electives in approved courses in subject areas such as English, philosophy, political science, history, music and film, video and interactive media.		9
Total Credits		18

Students have an opportunity to complete courses for the minor at a partner university or institution in Ireland. Credits also are available through relevant internships in Ireland or at Quinnipiac University.

Minor in Middle Eastern Studies

Program Contact: Nita Prasad (Nita.Prasad@quinnipiac.edu) 203-582-3729

The minor in Middle Eastern studies facilitates the interdisciplinary study of the Middle East, offering insights into the language, history, culture, politics and religions of this ethnically diverse geographical region. The program recognizes the interconnectedness of the peoples of the Middle East, and emphasizes the interactions between the Middle East and the wider global community, in both the past and present. Courses included in the minor encompass the Arab World, Turkey, Israel, Iran and North Africa. While current political and military conflicts are covered, no single topic, academic discipline or political ideology dominates the programming; students are able to engage with a number of approaches and disciplines, ranging from ancient Middle Eastern religions to contemporary political economies of Middle Eastern countries.

Middle Eastern Studies Minor Curriculum

Select six of the following courses (18 credits) after consultation with the program director:		18
ARB 101	Elementary Arabic I	
ARB 102	Elementary Arabic II	
HBR 101	Introduction to Modern Hebrew	
HBR 102	Introduction to Elementary Modern Hebrew II	
HS 307	The Holocaust (MSS 307)	
HS 333	The Middle East, 1300-1919; Critical Issues	
PL 265	Living Religions of the World	
PO 333	Middle Eastern History and Politics	
Total Credits		18

Special topics courses relevant to the minor are offered on a rotating basis to supplement the courses listed above. Examples include

Introduction to Judaism or The Anthropology of Morocco: Gender and Indigeneity.

Minor in Sports Studies

Program Contacts: Michael Sheehan (Michael.Sheehan@quinnipiac.edu) 203-582-6439 Phillip Cunningham (Phillip.Cunningham@qu.edu) 203-582-6425

Whether as a participant in sports or as a spectator, people throughout the world have contributed to the creation of a multi-billion dollar industry. Sport is a profound social phenomenon, the study of which can provide the student with deep insights into the dynamics of our society.

The goal of the interdisciplinary sports studies minor is to foster an understanding of the role of sport in society and culture, to explore the complex relationships between sport and various industries and institutions (business, medicine, media, politics, law, etc.), and to prepare students for careers in sports-related industries by raising awareness of the major issues facing professionals in these fields. This minor also seeks to make connections between what students learn in the University Curriculum and their major course work by illustrating how sport bridges various disciplines.

Sports Studies Minor Curriculum

Students can complete the minor by taking six courses for a total of 18 credits. All students must take SPS 101. In addition, students must select at least one SPS course from two of the four areas (arts and sciences, business, communications, health science), with the remaining credits coming from any of the courses offered as part of the minor. Students from the School of Communications can take no more than 6 credits in communications. Classes are cross-listed with the SPS designation.

Required Course:		
SPS 101	Introduction to Sports Studies	3
Select five of the following:		15
SPS/JRN 106	Electronic News Gathering for Sports (JRN 106)	
SPS 200/300/400	Special Topics in Sports Studies	
SPS/AT 201	Medical Aspects of Sport & Activity (AT 201)	
SPS/LE 224	Sports Law (LE 224)	
SPS/MA 226	Baseball and Statistics (MA 226)	
SPS/SO 307	Sociology of Sport (SO 307)	
SPS/STC 311	Sports Public Relations (STC 311)	
SPS/MG 312	Sports Management (MG 312)	
SPS/EC 325	Sports Economics (EC 325)	
SPS/JRN 361	Sports Reporting (JRN 361)	
SPS/JRN 362	The Story of Football (JRN 362)	
SPS/MSS 420	Sports, Media & Society (MSS 420)	
SPS 488	Internship	
SPS 490/ JRN 590	Newsroom Clinical (JRN 590)	
SPS 498	Student Media Independent Study	
SPS 499	Independent Study	
Total Credits		18

Minor in Women's and Gender Studies

Program Contact: Jennifer Sacco (Jennifer.Sacco@quinnipiac.edu) 203-582-8972

Women's and gender studies is an interdisciplinary program that explores how gendered expectations structure social, cultural, political, economic and aesthetic human endeavors. Women's and gender studies examines femininities, masculinities and transgendered identities within a matrix of power relations constituted by race, ethnicity, class, sexuality and nationality. We draw on many disciplines, including history, literature, political science, psychology, sociology, anthropology, philosophy and the law. Women's and gender studies puts women—in all their diversity—at the center of inquiry, and is feminist, queer and anti-racist in perspective. Rather than a marginal field of study, WGS invites students to critically engage how gender and sexuality operate in all societies, institutions and ideologies.

Women's and Gender Studies Minor Curriculum

For a minor in women's and gender studies, students take six courses.

Required Courses:		
WS 101	Introduction to Women's and Gender Studies	3
WS 301	Seminar in Women's Studies [1]	3
Select four of the following (from at least three different disciplines):		12
WS 100	Special Topics	
WS 210	Human Sexuality (PS 210)	
WS 219	Women in Political Thought (PO 219)	
WS 232	Women in the Criminal Justice System (CJ/SO 232)	
WS 235	Literature by Women (EN 235)	
WS 250	Gender and the Law (LE 250)	
WS 255	Sociology of Families (SO 255)	
WS 262	Psychology of Women (PS 262)	
WS 285	Protest and Change (SO285)	
WS 304	Sociology of Gender (SO 304)	
WS 308	U.S. Women's History (HS 308)	
WS 309	Women in America: 1920-Present (HS309)	
WS 310	Cross-Cultural Perspectives on Gender, Sex, and Sexuality (AN 310)	
WS 311	Diversity in the Media (MSS 311)	
WS 315	Women Artists (AR 325)	
WS 330	Philosophy and Gender (PL 330)	
WS 335	Images of Women in Psychology and Literature (EN 335)	
WS 338	American Literature by Women of Color (EN 338)	
WS 345	Media Audiences (MSS 345)	
WS 370	Intimate Partner Violence Seminar (PS 370)	
Total Credits		18

[1] Should be taken during the junior or senior year.

SCHOOL OF BUSINESS

Lender School of Business Center

203-582-8720 (central office)

Administrative Officers

Title	Name	Phone	Email
Dean	Matthew O'Connor	203-582-8914	Matthew.OConnor@qu.edu
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Associate Dean for Career Development	Jill Koehler	203-582-3655	Jill.Koehler@qu.edu
Director of MBA Program	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
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Assistant Director of Graduate Programs			
Director of Employer Relations	Grace Peiffer	203-582-8567	Grace.Peiffer@qu.edu

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Department	Chairperson	Phone	Email
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Five-Year Fast Track BS/MBA	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
Four-Year BS/MBA	Michael Taylor	203-582-3949	Michael.Taylor@qu.edu

Mission Statement

The School of Business provides the foundation for lifelong learning to meet the business and leadership challenges of today and tomorrow.

Values

We pursue a supportive learning environment—both inside and outside of the classroom—that provides our students with opportunities to develop the expertise required to distinguish themselves academically and professionally.

We are devoted to the principles of integrity and pledge to be ethical, honest, fair, respectful and responsible in our interactions with others.

We embrace diversity in people and in ideas.

We systematically assess our teaching efforts and our curricula to ensure learning.

We are dedicated to the continual development of our faculty in terms of teaching and research.

We actively support scholarship that advances business practice and pedagogy.

We are committed to mutually beneficial collaboration with the business community that advances the education of our students and the research of our faculty.

Learning Goals

Personal and Professional Development

The formulation of an individualized career plan and the development of the personal leadership characteristics and professional skills required to realize that plan.

Expertise in a Business Discipline

An in-depth understanding of a business discipline including technical knowledge, the ability to apply that knowledge, and skill in the evaluation of business strategy within that discipline.

Business Integration

An understanding of the interdependence of the various functional areas of business.

Strategic Decision Making

The ability to make a well-reasoned recommendation concerning a business situation.

Written Communication

The ability to communicate effectively using standard business forms of writing.

Oral Communication

The ability to present information verbally in an organized, clear and persuasive manner.

Teamwork

The interpersonal skills required to work effectively as a member of a team.

Technology

The strategic use of technology, including technical skill and an understanding of the role that technology plays in business.

Ethical Reasoning

The identification of ethical issues related to business practices, the recognition of the complexity and ambiguity of those issues, the application of an ethical decision-making framework, and the formulation of an ethically justifiable solution.

Diversity and Globalization

An awareness and appreciation of diversity in the workplace and of issues surrounding the globalization of both domestic and international business activities as well as the ability to develop strategies to address those issues.

Business Core Curriculum

The common requirements for graduation with the bachelor of science degree for all business majors include completion of the University Curriculum (that covers fundamental areas such as English, quantitative literacy, science, social sciences, the humanities and the arts), the business core curriculum and the major requirements. The business core challenges each student to develop a knowledge and skill base for further study within the business disciplines, and the major requirements provide students with specialized knowledge within a field of business.

In addition to the traditional business core course work in accounting, business law, economics, finance, international business, management and marketing, the school also offers a series of seminars in personal and professional development designed to begin the professional development process required to be successful in today's competitive business world.

As noted below, these seminars cover topics including personal effectiveness, career planning and development, business communications, ethics and diversity.

Career Development

In the School of Business, members of the Office of Career Development work with students to plan the academic and professional components of each student's education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

Internship Program

Undergraduate business students are encouraged to gain valuable career experience by participating in our internship program. Both paid and unpaid internships are available in a range of industries.

With the approval of their department chair and dean, students who have completed a minimum of 57 credits with a GPA of 2.6 or higher and have completed the business core courses within their major are eligible to earn up to 3 academic credits for an internship experience. Students who do not meet these standards may complete an internship, but are not eligible to earn academic credit for that experience. Unless a student is completing a double major, only 3 credits can be earned for internship experiences. Students who are completing a double major can earn up to 3 credits in each major (for a total of 6 credits) for internship experiences. Students may not receive internship credit toward the completion of a minor.

Four-Year BS/MBA

The four-year BS/MBA is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 27. Students enter the program as freshmen and learn at an accelerated pace to earn a bachelor's degree in three years and an MBA in the fourth. This select program features total savings over the traditional five-year BS/MBA option and additional features including:

- dedicated housing for students in the program with private study hall
- dedicated resident assistant and academic adviser
- flat tuition and fees for the entire four years with any academic scholarships carrying from the third to the fourth, graduate year.

For more information about this program, please visit www.qu.edu/schools/business/programs/accelerated-four-year-bs-mba.html.

Five-Year Fast Track Combined Bachelor's/Master's Degree Programs

The Fast Track Combined BA/MBA program is designed for outstanding undergraduate students outside of the School of Business.

The Fast Track Combined BS/MBA and BS/MS programs are designed for outstanding undergraduate School of Business students. These programs enable students to start taking courses toward their graduate degrees during senior year. Interested students must apply for admission to one of the programs during the last semester of junior year. For program descriptions, click here (p. 203).

Bachelor's Degrees

- Accounting (p. 110)
- Biomedical Marketing (p. 121)
- Computer Information Systems (p. 112)
- Computer Information Systems and Accounting (p. 113)
- Entrepreneurship and Small Business Management (p. 115)
- Finance (p. 116)
- International Business (p. 118)
- Management (p. 120)
- Marketing (p. 122)

Bachelor's Degree Completion Program

- Business Administration (p. 109)

Minors

- Accounting (p. 111)
- Business (p. 123)
- Computer Information Systems (p. 114)
- Entrepreneurship and Small Business Management (p. 115)
- Finance (p. 117)
- International Business (p. 119)
- Management (p. 121)
- Marketing (p. 123)

Certificate Programs

- Export Marketing (p. 196)

- International Purchasing (p. 196)

Master's Degrees

- Master of Business Administration (p. 204) with electives available in:
  - Computer Information Systems
  - Finance
  - Entrepreneurship
  - Health Administration
  - International Business
  - Management
  - Marketing
  - Strategy
- MBA-Finance Track (p. 208)
- MBA-HCM Track (Health Care Management) (p. 209)
- MBA-SCM Track (Supply Chain Management) (p. 208)
- Master of Science in Business Analytics (p. 209)
- Master of Science in Organizational Leadership (p. 210)

Combined Degrees

- Four-year (3+1) BS/MBA (p. 205)
- Fast Track Combined BA/MBA Program (p. 207)
- Fast Track Combined BS/MBA Program (p. 207)
- JD/MBA (p. 207)

Certificate Programs

- Health Care Compliance (p. 203)
- Long-term Care Administration (p. 204)

Business Core Curriculum

AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
CIS 101	Introduction to Information Systems	3
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 271	Applied Statistical Methods	3
FIN 201	Fundamentals of Financial Management	3
IB 201	Globalization and International Business	3
LW 221	Business Law and Society	3
MG 210	Essentials of Management and Organizational Behavior	3
MG 211	Operations Management	3
MK 201	Marketing Principles	3
SB 101	The Business Environment	3
SB 250	Career Planning and Development	1
SB 450	Strategic Integrated Management Seminar	3
Total Credits		43

University Curriculum for School of Business

Foundations of Inquiry (four classes = 12 credits)

FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
MA 206	Statistics for the Behavioral Sciences	3
Total Credits		12

Disciplinary Inquiry (four classes = 13 credits)

In the "Disciplinary Inquiry" phase of the University Curriculum, students make their first encounters with specific knowledge and methodologies in the disciplinary areas. This phase familiarizes students with the kinds of knowledge produced in these disciplinary areas and thus informs their choices as they undertake their "Personal Inquiry." Additionally, students are proceeding upon their Personal Quest as they take these and all breadth courses, including reflection upon their Guiding Question.

Students select EC 111 and one course from each of the remaining disciplinary areas as follows:

- Natural Sciences: any 4-credit UC science course
- Humanities: any 3-credit UC humanities course
- Social Sciences: EC 111
- Fine Arts: any 3-credit UC fine arts course

Personal Inquiry (six classes = minimum 18 credits)

The "Personal Inquiry" (PI) phase requires 18 credits with at least three Disciplinary Inquiry areas represented. This allows students significant flexibility in the selection of course work as they pursue their Guiding Questions. The Personal Inquiry requirement has two parts:

Part 1 (three courses): In addition to those selected under Disciplinary Inquiry above, students select EC 112 from the Social Sciences and a course from two of the remaining disciplinary areas: Natural Sciences, Humanities and Fine Arts.

Part 2 (three courses): The remaining courses are IB 201 and any two other UC courses from the disciplinary areas in Part 1 and/or UC Breadth Electives. Students can combine Disciplinary Inquiry areas and UC Breadth Electives in any pattern that totals 9 to 12 credits. [Note: natural science courses that are treated by the Registrar as two separate courses (lecture and lab) shall be treated as *one course* for the purposes of the PI requirement. Students could thus take up to four lecture-lab pairings in the PI).

Integrative Capstone Experience (one course = 3 credits)

The Integrative Capstone is offered in the School of Business. Students select an additional unrestricted course in the University Curriculum.

Intercultural Understanding (two courses = minimum 6 credits)

As students purposefully select courses and progress through the Breadth part of the curriculum, it is imperative that all students develop the skills, knowledge and diverse perspectives necessary to address the complexity of their Guiding Questions, and to acquire the understanding necessary to be informed and ethical citizens who can contribute to the local and global society.

To achieve this goal, within their 31 breadth component credits students are required to take at least 6 credits in classes marked as

"I" (Intercultural Understanding). The classes with "I" designation can be chosen from any area in Disciplinary and/or Personal Inquiry.

University Curriculum Breadth Electives (formerly called UC "Electives")

University Curriculum (UC) Breadth Electives are courses with generalizable and transferrable knowledge that are based in a single academic discipline outside of the four Disciplinary Inquiry areas (Natural Sciences, Social Sciences, Humanities, Fine Arts) or that reflect nationally established interdisciplinary areas. Such courses increase the disciplinary, methodological and cultural perspectives available to students in the University Curriculum, thereby extending the breadth of their knowledge to navigate successfully a complex and dynamic world.

Natural Sciences

AN 102	Bones, Genes, and Everything In Between: Introduction to Biological Anthropology	3
AT 450	Administration and Management in Athletic Training	3
BIO 101	General Biology I	3
BIO 101L	General Biology I Lab	1
BIO 102	General Biology II	3
BIO 102L	General Biology Lab II	1
BIO 105	Introduction to the Biological Sciences I	3
BIO 105L	Introduction to Biological Science Lab	1
BIO 106	Science and Society: Concepts and Current Issues	3
BIO 106L	Science and Society: Concepts And Current Issues Lab	1
BIO 120	The Biology of Beer	3
BIO 121	Human Genetics from ACTG to XY	3
BIO 128L	Global Health Challenges Lab	1
BIO 128	Global Health Challenges: A Human Perspective	3
BIO 150	General Biology for Majors	4
BIO 150L	General Biology for Majors Laboratory	
BIO 151	Molecular and Cell Biology and Genetics	4
BIO 151L	Molecular and Cell Biology and Genetics Lab	
BIO 161	Introduction to the Biological Aspects of Science and Society	3
BIO 205	Bioethics	3
BIO 208	Introduction to Forensic Science	3
BIO 208L	Introduction to Forensic Science Laboratory	1
BIO 282	Genetics	3
BIO 282L	Genetics Lab	1
BMS 110	The World of Microbes	3
BMS 117	The Human Organism	3
BMS 162	Human Health	3
BMS 200	Biology of Aging	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1
CHE 110	General Chemistry I	3
CHE 110L	General Chemistry I Lab	1
CHE 111	General Chemistry II	3
CHE 111L	General Chemistry II Lab	1
PHY 101	Elements of Physics	3
PHY 101L	Elements of Physics Lab	1
PHY 110	General Physics I	3
PHY 110L	General Physics I Lab	1
PHY 111	General Physics II	3
PHY 111L	General Physics II Lab	1
SCI 102	Earth Sciences	3
SCI 102L	Earth Sciences Lab Lab	1
SCI 161	Nutrition: An Investigative Experience	3

Social Sciences

AN 101H	Honors Introduction to Cultural Anthropology	3
AN 101	Local Cultures, Global Issues: Introduction to Cultural Anthropology	3
AN 103	Dirt, Artifacts, and Ideas: Introduction to Archaeology	3
AN 240	Ethnographic Theory and Practice	3
EC 111	Principles of Microeconomics	3
EC 111H	Honors Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EC 112H	Honors Principles of Macroeconomics	3
ED 250	(uc) Diversity, Dispositions and Multiculturalism	3
GT 263	Sociology of the Aged (SO 263)	3
IB 105	International Business Environment	3
IB 201	Globalization and International Business	3
PO 101	Issues in Politics	3
PO 131	Introduction to American Government and Politics	3
PO 205	Public Policy and Administration	3
PO 206	Ethics and Public Leadership	3
PO 211	Introduction to International Relations	3
PO 215	Political Theory	3
PO 216	American Political Thought	3
PO 219	Women in Political Thought (WS219)	3
PO 221	Introduction to Latin America	3
PO 227	The Politics of Intimacy	3
PO 231	Elections and Political Parties (SL: Service Learning)	3
PO 245	International Political Economy	3
PO 247	Actors and Processes in U.S. Foreign Policy	3
PS 101	Introduction to Psychology	3
PS 232	The Concept of Personality and Its Development	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 272	Abnormal Psychology	3
SO 101H	Honors Introduction to Sociology	3
SO 101	Introduction to Sociology	3
SO 201	Sociological Theory	3
SO 225	Social Problems	3
SO 241	Sociology of Race and Ethnicity	3

SO 244	Social Stratification	3
SO 255	Sociology of Families (WS 255)	3
SO 260	Social Control and Deviance	3
SO 263	Sociology of the Aged (GT 263)	3
SO 264	Social Welfare Institutions	3
SO 266	Population and Society	3
SO 272	Education and Society	3
SO 280	Illness and Disability	3
WS 219	Women in Political Thought (PO 219)	3
WS 255	Sociology of Families (SO 255)	3
WS 262	Psychology of Women (PS 262)	3
WS 285	Protest and Change (SO285)	3

Humanities

ED 260	Social and Philosophical Foundations of Education	3
EN 208H	Honors Greek Tragedy	3
EN 208	Greek Tragedy	3
EN 210	The Art of Poetry	3
EN 212	The Personal Essay	3
EN 213	The Nature Essay	3
EN 215	The Travel Essay	3
EN 220	The Short Story as a Genre	3
EN 223	Hippies, Punks and Rude Boys	3
EN 235	Literature by Women (WS 235)	3
EN 240	Survey of English Literature I	3
EN 250H	Honors Survey of English Literature II	3
EN 250	Survey of English Literature II	3
EN 260	Survey of American Literature I	3
EN 265	Survey of African-American Literature	3
EN 270	Survey of American Literature II	3
EN 276	Literature of the Global South I: Africa and South Asia	3
EN 277	Lit of the Global South II: The Americas	3
EN 280	The European Tradition in Literature I	3
EN 281	The European Tradition in Literature II	3
HS 111	The Rise of the West	3
HS 112H	Honors The West and The World	3
HS 112	The West in the World	3
HS 122	Modern World History	3
HS 131	U.S. History to 1877	3
HS 132	U.S. History Since Reconstruction	3
HS 208	Twentieth-Century World History	3
HS 209	Twentieth-Century Europe	3
HS 210H	Honors Contemporary America	3
HS 210	Contemporary America	3
HS 228	Twentieth-Century Russia	3
HS 230	The Rise of Modern Science	3
HS 231	The World of Tudor/Stuart Britain	3
HS 232	The Rise and Fall of the British Empire	3
HS 274	History of India	3
HS 275	History of the Middle East	3
IRST 101	Introduction to Irish Studies	3
IT 210	Italy: a Journey Through Its Food, History and Culture (in Eng.)	3
IT 212	Florence and the Making of Modernity (in Eng.)	3
LE 101	Introduction to the American Legal System	3
MSS 220	Media, History and Memory	3
PL 101H	Honors Introduction to Philosophy	3
PL 101	Introduction to Philosophy	3
PL 202	Logical Reasoning	3
PL 220H	Honors Ethics and Human Values	3
PL 220	Ethics and Human Values	3
PL 236	Philosophy of Language	3
PL 238	Philosophy of Technology and Social Transformation	3
PL 240	Philosophy of Sport (SPS 240)	3
PL 250	Philosophy of Art	3
PL 265	Living Religions of the World	3
PL 266	Diverse Global Philosophies	3
PL 267	Philosophy of Religion	3
PL 332	Ancient Philosophy	3
PL 333	Modern Philosophy	3
PL 334	Medieval Philosophy	3
PL 335	Contemporary Philosophy	3
PL 338	Paradoxes	3
WS 101	Introduction to Women's and Gender Studies	3
WS 235	Literature by Women (EN 235)	3

Fine Arts

AR 101	Introduction to Art	3
AR 102	Art History: Ancient Through Medieval	3
AR 102H	Honors Art History I	3
AR 103H	Art History: Renaissance Through Contemporary	3
AR 103	Art History: Renaissance Through Contemporary	3
AR 104	Survey of Non-Western Art	3
AR 105	American Art	3
AR 140	Basic Visual Design	3
AR 158	Photography I	3
AR 175	Special Topics in Art History	3
AR 210	The Creative Process	3
AR 240	Graphic Design	3
AR 241	Color Theory	3
AR 242	Cartooning	3
AR 250	Studio Art: Special Topic	3
AR 251	Studio Art: Drawing (AR303)	3
AR 252	Studio Art: Painting (AR304)	3
AR 253	Studio Art: Sculpture	3
AR 254	Studio Art: Printmaking	3
AR 255	Studio Art: Introduction to Darkroom Photography	3
AR 257	AP Studio Art Introduction to Studio Methods	3
AR 258	Photography II	3
AR 262	Studio Art: Watercolor	3
AR 263	Studio Art: Collage	3
AR 280	History of Modern Design	3
AR 300	Special Topics in Art History	3

AR 303	Studio Art: Advanced (AR251) Drawing	3
AR 304	Studio Art: Advanced (AR304) Painting	3
AR 305	Special Topics in Studio Art	3
AR 317	Art of the Italian Renaissance	3
AR 325	Women Artists (WS 315)	3
AR 335	Digital Photography	3
AR 342	Illustration	3
AR 360	Innovation in the Arts and Sciences(PL 360)	3
AR 380	Interactive Art (PL 380)	3
DR 101	Understanding Theater	3
DR 140	Stagecraft	3
DR 150	Performance Fundamentals	3
DR 160	Acting I	3
DR 181	Improvisational Acting	3
DR 200	Special Topics	3
DR 210	Hands On: An Introduction to Puppetry	3
DR 220	Voice and Movement	3
DR 230	Directing for the Theater	3
DR 257	Design for the Theater	3
DR 260	Acting for Film/TV	3
DR 270	World Theater History & Dramatic Literature I	3
DR 275	World Theater History & Dramatic Literature II	3
DR 286	Comparative Drama/ Play Analysis	3
DR 290	Acting for Classical Stage	3
DR 300	Special Topics	3
DR 305	Theater for Young Audiences (ED 362)	3
DR 307	Drafting & Rendering for Theater	3
DR 310	Laboratory in Theater and Community	3
DR 320	Advanced Voice and Movement	3
DR 325	Theater Seminar	3
DR 330	Advanced Directing	3
DR 335	Musical Theater Performance	3
DR 340	Scenic Design	3
DR 341	Lighting Design for the Theater	3
DR 342	Costume Design	3
DR 345	Dance for the Musical Theater	3
DR 350	Playwriting	3
DR 360	Advanced Acting	3
DR 375	History and Dramatic Literature of the Contemporary Theater	3
DR 380	Theater Administration	3
IT 211	Italian Cinema (in Eng.)	3
MU 110	Private Music Lessons	1
MU 130H	Honors Understanding Music	3
MU 130	Understanding Music	3
MU 150	American Popular Music: From the Blues to Hip Hop	3
MU 190	Quinnipiac University Singers	1
MU 191	Hamden Symphony Orchestra at Quinnipiac	1
MU 194	Jazz Ensemble	1
MU 200	Special Topics	3
MU 210	History of Musical Drama: from Opera to Broadway	3
MU 211	History of Jazz	3
MU 213	Music of the 20th Century	3
MU 230	Music Theory I	3
MU 250	Music and Disabilities	3

Policy for Students Who Fail FYS 101

Freshmen entering the University in the fall semester who withdraw from or fail to receive a passing grade for FYS 101 during that semester are given one chance to repeat the course during the first spring semester that they are enrolled at Quinnipiac. If they fail to complete the course successfully on a second attempt, they may not take FYS 101 again. They may not withdraw from the course on the second attempt. The failing student receives no credit for FYS 101, the failing grade (F) remains and he/she must substitute 3 credits from any other UC-designated course to count toward required general education credits.

FYS 101 Policy for Transfer Students

A student who transfers to Quinnipiac with less than sophomore standing (fewer than 27 credits) shall enroll in FYS 101 in his/her first semester at Quinnipiac. Students who transfer to Quinnipiac with 27 or more credits must substitute any UC-designated course for FYS 101, to count toward the general education credits needed to graduate. They also will complete a series of self-guided online modules by the start of their second semester at Quinnipiac, designed to ensure students successfully complete their remaining general education requirements and prepare for the integrative capstone experience.

Bachelor of Business Administration

Program Contact: Amy Paros (amy.paros@qu.edu) 203-582-7755

Bachelor of Business Administration Degree Completion Program

This online program is designed for business professionals who already have an associate's degree and would like to pursue a four-year degree in business.

Non-traditional, adult professionals who are looking to change careers or increase their opportunities as well as recent associate's degree graduates who wish to continue their studies may complete this program part-time via a distance education format through QU Online with a curriculum that builds on the individual's prior educational preparation.

Progression Requirements

To progress and remain in good standing students must maintain a minimum cumulative institutional GPA of 2.0.

Bachelor of Business Administration Degree Completion Program Curriculum

Degree Requirements		
BBA Core Curriculum (36 credits)		
AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
BBA 310	Advanced Business Communications	3
BBA 320	Project Management	3
BBA 350	Applications of Business Analytics	3
BBA 490	Strategic Management	3

CIS 101	Introduction to Information Systems	3
EC 271	Applied Statistical Methods	3
FIN 201	Fundamentals of Financial Management	3
LW 221	Business Law and Society	3
MG 210	Essentials of Management and Organizational Behavior	3
MK 201	Marketing Principles	3
University Curriculum (46 credits)		
EC 111	Principles of Microeconomics	3
EC 112	Principles of Macroeconomics	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
IB 201	Globalization and International Business	3
UC Capstone Sustainability and Ethics		3
UC Math (any math course MA 110 or higher)		3
UC Core and Advanced Core [1]		25
BBA Electives		9
Complete 9 credits of 300- or 400-level online business courses, including the following BBA courses:		
BBA 330	Social Media for the Business Professional	
BBA 340	Negotiation and Persuasion	
BBA 410	Career Advancement and Organizational Presence	
BBA 440	Change Management	
Open Electives (30 credits)		30
Total Credits		121

[1] 3 credits of fine arts, 6 credits of humanities, 7 credits of science and 9 credits of UC electives. Students can complete this requirement in part with up to four 4-credit advanced core courses.

Admission requirements include an associate's degree from a regionally accredited college or university, or equivalent course work totaling a minimum of 60 transferrable credits, with a grade point average of at least 2.5; transcripts from all post-secondary institutions attended; and a resume.

The application process is managed through QU Online Admissions.

Department of Accounting

Quinnipiac's accounting curriculum provides a blend of relevant expertise and rigor that will set a foundation for your career. The Bachelor of Science in Accounting program features a broad business education, designed to foster the technical competence and analytical skills required to maximize each student's potential as a business professional. Sometimes referred to as the language of business, accounting is used to communicate financial and other information to people, organizations and governments, and is integral to effective management.

An understanding of accounting is necessary to thrive in various accounting, finance and management settings. The accessibility of Quinnipiac's faculty and staff, the resources provided to students, and the school's contacts in the business world all contribute to the success of accounting majors.

Mission Statement

The mission of the Department of Accounting is to prepare students for successful careers in accounting and related fields. The department's mission is guided by the missions of the university and the School of Business. To fulfill our mission, we strive to:

Create and support a learning environment that produces students who are inquisitive, thoughtful and engaged participants in the process of continuous learning and development, and who have:

- an understanding of business and accounting concepts and requisite technical skills
- critical thinking skills required to identify problems, gather and interpret information with an appropriate level of professional skepticism, evaluate alternatives and formulate solutions
- an understanding of ethical issues in accounting, personal responsibility and integrity
- skills for working in collaborative environments
- respect for diverse opinions and cultural backgrounds
- effective verbal and written communication skills.

Recruit and retain faculty who, in collaboration with students, accounting professionals and the business community:

- deliver current and engaging curricula informed by practice and research
- foster an engaging learning environment that promotes an expectation of the highest ethical standards and practices
- produce research that advances knowledge and informs their teaching, including contributions to practice, pedagogical, case and discipline-based scholarship
- contribute to department service, school and university communities and the broader academic community

- Bachelor of Science in Accounting (p. 110)
- Bachelor of Science in Computer Information Systems and Accounting (p. 113)
  Students who wish to specialize in computer information systems with applications in accounting may earn a dual degree in computer information systems and accounting.
- Minor in Accounting (p. 111)

Bachelor of Science in Accounting

Program Contact: Nelson Alino (Nelson.Alino@qu.edu) 203-582-3827

The Bachelor of Science in Accounting program at Quinnipiac University provides a foundation in the principles, concepts and practices of accounting, and equips graduates with general business knowledge along with technical expertise that is necessary for success in early careers in accounting and related fields.

Quinnipiac accounting graduates often receive job offers in the summer before their senior year. They connect with potential employers early in their studies by participating in career fairs and accounting networking events on campus, which bring representatives from local, regional and international accounting firms, as well as representatives from industry and government. Accounting majors also use these opportunities to interact with alumni and other representatives from their future profession.

Through these contacts and through the support of career services staff, many students obtain internships. These on-the-job experiences

provide opportunities to integrate classroom learning into a real-world environment to clarify career goals.

Upon graduation, many accounting majors join public accounting firms. These firms generally offer services including auditing, consulting, income tax planning and preparation, and the compilation and review of financial statements. Some graduates go into management and private industry accounting, where they prepare financial statements, develop budgets, perform cost analyses or conduct internal audits. An accounting background is highly valued in business; many CEOs and presidents come from accounting and finance departments.

BS in Accounting Curriculum

A total of 122 credits is required for graduation with the degree of BS in Accounting. Accounting majors must earn a minimum grade of a B- in the following courses to receive credit.

AC 211	Financial Accounting (formerly AC 101)	3
AC 212	Managerial Accounting (formerly AC 102)	3
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3

An Accounting major earning a grade below B- in any of these courses must repeat the course. In addition, Accounting majors must earn a minimum grade of C- in all other accounting and law courses.

A minimum cumulative GPA of 3.0 is required for entry into the Accounting major. In addition, a minimum cumulative GPA of 3.0 is required for graduation with a degree in Accounting.

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Accounting Core		
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
AC 405	Advanced Accounting	3
AC 411	Auditing Theory and Practice	3
AC 412	Advanced Auditing	3
AC 431	Federal Income Taxation of Individuals	3
AC 432	Federal Income Taxation of Business Entities	3
Open Electives		
Select 15 credits		15
Total Credits		122

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Learning Goals

Students who complete the Bachelor of Science in Accounting program successfully will:

- demonstrate technical competencies in accounting
- develop an understanding of ethical issues in accounting, personal responsibility and integrity
- demonstrate skills in working in collaborative environments
- demonstrate effective written and verbal communication skills
- respect diverse opinions and cultural backgrounds

Minor in Accounting

Program Contact: Nelson Alino (nelson.alino@qu.edu) 203-582-3827

Students wishing to augment their field of study with the perspective and tools of accounting are encouraged to consider a minor in accounting.

You don't have to work in business or finance to reap the benefits of accounting. The tools and broad perspective the accounting minor offers can prove useful in virtually every profession, as well as in your personal life. If you're interested in augmenting your major and broadening your professional skills, this is a great way to gain a familiarity with the central tenets of accounting.

This six-course program examines managerial and financial accounting and offers a number of electives such as Auditing Theory and Practice and Advanced Federal Income Tax Procedure. Our faculty brings a wealth of experience to the classroom, having worked as certified public accountants, business professionals and lawyers.

Accounting Minor Curriculum

The minor in accounting requires six courses. Students wishing to minor in accounting must complete:

AC 211	Financial Accounting	3
AC 212	Managerial Accounting	3
AC 305	Intermediate Accounting I	3
Select three of the following:		9
AC 306	Intermediate Accounting II	
AC 307	Intermediate Accounting III	
AC 323	Cost Accounting	
AC 335	Accounting Systems	
AC/CIS 350	Advanced Excel Programming (CIS 350)	
AC 405	Advanced Accounting	
AC 411	Auditing Theory and Practice	
AC 412	Advanced Auditing	
AC 431	Federal Income Taxation of Individuals	
AC 432	Federal Income Taxation of Business Entities	
Total Credits		18

Department of Computer Information Systems

Graduates of the Computer Information Systems program are business problem solvers who assist firms to be more competitive via the use of technology. Those who choose the Computer Information Systems major enjoy technology and also enjoy working with people.

Quinnipiac University is widely recognized as a national leader in computer information systems education. The CIS program is one of only a very few information systems programs accredited by the Computing Accrediting Commission (CAC) of ABET, Inc. located in AACSB-accredited schools of business. The faculty members are national leaders in information systems education.

The department prides itself on excellence in teaching, and fosters a supportive learning environment that provides students with the opportunity to develop the expertise required to distinguish themselves both academically and professionally. Career tracks of program graduates include high-demand positions in data management, network management, information systems security administration, systems analysis, web development and mobile applications support.

The demand for CIS graduates over the next decade is outstanding with job growth projected to increase rapidly. Currently there are more career openings for CIS majors than there are graduates available to fill the positions; consequently, starting salaries are among the highest of all undergraduate business majors. All CIS students who qualify complete internships. There are ample internship opportunities available and more than 95 percent are paid internships. Many result in offers of full-time employment upon graduation.

The department also collaborates with the Accounting Department to offer an undergraduate program of study in Information Systems and Accounting. A minor in information systems is available as well.

- Bachelor of Science in Computer Information Systems (p. 112)
- Bachelor of Science in Computer Information Systems and Accounting (p. 113)
- Master of Science in Business Analytics (p. 209)
- Minor in Computer Information Systems (p. 114)

Bachelor of Science in Computer Information Systems

Program Contact: Wendy Ceccucci (wendy.ceccucci@qu.edu) 203-582-8269

Computer-based information systems have become a critical component to both the development of products and services as well as the management of organizations. Information systems are vital to problem identification, analysis and decision making at all levels of management. The major in Computer Information Systems focuses on the development of computer systems that improve the performance of people in organizations. Information systems professionals must analyze the evolving role of information and organizational processes. Their work includes the design, creation, implementation and maintenance of the information systems that form the backbone of today's global economy.

Students who major in computer information systems are in high demand. They acquire advanced skills, including an understanding of the role information systems play in organizations. Graduates are able to analyze and design information systems that meet their company's needs, use data management tools to develop databases, and effectively manage communications and security.

With this degree, you can work as a project manager, computer programmer, systems analyst, security specialist or database manager. You'll study the role of information systems in organizations, including the use of information technology for strategic decision making and competitive advantage, effective and efficient electronic business and electronic commerce strategies. You'll manage projects and develop applications.

Many of our faculty members are renowned leaders in their field, and our student-to-faculty ratio ensures you receive personalized mentoring. Our Computer Information Systems program is one of only a few accredited by the Computing Accreditation Commission of ABET.

BS in Computer Information Systems Curriculum

As with all programs within the School of Business, students must meet the requirements of the University Curriculum (p. 36), the School of Business Core Curriculum, and the specific requirements of the major for a total of 122 credits:

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Computer Information Systems Core		
CIS 125	Systems Analysis & Design	3
CIS 245	Object-Oriented Programming	3
CIS 301	Enterprise Systems	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
CIS 484	Information Systems Internship	3
CIS 490	Computer Information Systems Capstone	3
CIS electives		
Select 9 credits		9
Open electives		
Select 15 credits		15
Total Credits		122

Learning Objectives

Students who major in Computer Information Systems are provided with specific skills, including:

- Understanding the role of information systems in organizations, including the use of information technology for strategic decision making and competitive advantage, effective and efficient electronic business and electronic commerce strategies, enterprise resource planning to support their business strategy, and supply chain management.
- Analysis and design of information systems that meet enterprise needs, including both a comprehensive understanding and experience using the system development life cycle and alternative design methodologies.

- Alternative information technology architectures, including both hardware and software alternatives, that satisfy current and future business needs.
- A thorough understanding of data management, including the development of databases, the effective use of data warehouses, and data security considerations.
- The role of networking, data communications and wireless computing in supporting organizational effectiveness, including hands-on experience in developing and configuring network environments.

To achieve these learning goals, the program is built upon a carefully structured sequence of required core courses, a distribution of elective courses within the program, and a required internship. As with all programs within the School of Business, students must meet the requirements of the University Curriculum, the School of Business core curriculum, and the specific requirements of the major.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Computer Information Systems and Accounting

Program Contact: Wendy Ceccucci (Wendy.Ceccucci@qu.edu)
203-582-8269

There is a great industry demand for students who wish to specialize in computer information systems with applications in accounting.

In the digital age, the languages of business and technology are mutually inclusive. Dual competency doubles your skill set, and positions you for success in a multitude of roles. We'll teach you to design and maintain financial databases, assess the cost of hardware and software, and manage teams of IT professionals. These skills are crucial to commercial businesses, hospitals, banks, law offices and nonprofit organizations.

As the architect of a company's technological infrastructure, you'll implement and secure its accounting information system. You'll ensure that financial information is accurate and accessible to managers, CFOs, auditors and others. These responsibilities prepare you for leadership roles as an information technology accountant, systems auditor, IT director and chief information officer.

Internships with companies such as Aetna, BBC America, The Hartford and United Technologies help you hone your skills and prepare you for immediate employment in the area of your interest.

A minimum cumulative GPA of 3.0 is required for entry into this program, and a minimum cumulative GPA of 3.0 is required for graduation with this degree. Students may earn a dual degree in computer information systems and accounting by completing the requirements of the University Curriculum, the Business Core Curriculum, and specific requirements of the major.

BS in Computer Information Systems and Accounting Curriculum

Students may earn a dual degree in computer information systems and accounting by completing the requirements of the University Curriculum (p. 36), the Business Core Curriculum, and specific requirements outlined below for a total of 128 credits. Computer Information Systems/Accounting majors must earn a minimum grade of a B- in the following courses to receive credit: AC 211, AC 212, AC 305, AC 306 and AC 307. A Computer Information Systems/Accounting major earning a grade below B- in any of these courses must repeat the course. In addition, Computer Information Systems/Accounting majors must earn a minimum grade of C- in all other accounting and law courses.

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Accounting Course Work		
AC 305	Intermediate Accounting I	3
AC 306	Intermediate Accounting II	3
AC 307	Intermediate Accounting III	3
AC 323	Cost Accounting	3
AC 335	Accounting Systems	3
AC 411	Auditing Theory and Practice	3
AC 412	Advanced Auditing	3
AC 431	Federal Income Taxation of Individuals	3
AC 432	Federal Income Taxation of Business Entities	3
Computer Information Systems Course Work		
CIS 125	Systems Analysis & Design	3
CIS 245	Object-Oriented Programming	3
CIS 301	Enterprise Systems	3
CIS 351	Database Programming and Design	3
CIS 440	IT Project Management	3
CIS 484	Information Systems Internship	3
CIS 490	Computer Information Systems Capstone	3
CIS elective		3
Total Credits		128

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Computer Information Systems

Information systems are vital to businesses. They are used in problem solving, analysis and decision making at all levels of management. This minor provides you with a strong, functional background in information technology. Proficiency in web programming, data management, networking and data security help you to resolve a range of business issues for many different employers. The ability to track supply chains, and improve electronic business and e-commerce strategies gives you an additional advantage in administrative and managerial roles.

Courses not only make you a more effective user of information technology, but a more informed consumer as well. You'll be able to assess the strengths and weaknesses of various programs, hardware and software on the market, ensuring that the right ones are chosen and implemented. Whether you plan to work for yourself, or in fields as diverse as telecommunications, health care and law, you'll know that the technology you depend on functions effectively and reliably, and that important information is protected at all times.

The minor in computer information systems complements the major in a wide variety of disciplines. It provides the students with the skills to serve as effective users of information technology within their respective major areas and allows them to become more savvy personal consumers of information technology. The minor is structured to provide each student with the opportunity to select courses that support his or her own interests.

Computer Information Systems Minor Curriculum

The minor in computer information systems requires the completion of 18 credits as follows:

CIS Minor Requirements:

CIS 101	Introduction to Information Systems	3
CIS 125	Systems Analysis & Design	3
Choose four CIS electives from the following:		12
CIS 245	Object-Oriented Programming	
CIS 265	Mobile Application Development	
CIS 267	HTML & CSS	
CIS 270	E-Business Systems	
CIS 301	Enterprise Systems	
CIS 330	Networking and Data Communications	
CIS 350	Advanced Excel Programming (AC 350)	
CIS 351	Database Programming and Design	
CIS 355	Data Visualization	
CIS 381	Web Development	
CIS 400	Emerging Topics	
CIS 411	Information Systems Security	
CIS 427	Information Systems Strategy	
CIS 440	IT Project Management	
CIS 484	Information Systems Internship	
Total Credits		18

Department of Entrepreneurship and Strategy

Although some Entrepreneurship and Small Business Management majors will indeed launch their own new business or firm upon graduation, most opt to begin their careers in already established organizations. Indeed, many Quinnipiac students come from a family business background and use this program as a vehicle to develop ideas and plans to be implemented when they join the business. Others find that the entrepreneurial perspective they gain through this program, along with the rich portfolio of learning experiences, provides them with skills of interest to prospective employers in a wide range of industries.

Successful completion of the major provides students with documented evidence of their ability to integrate and apply their business acumen in both directed and self-managed activities. This, coupled with a rich network of faculty, staff, businesses and entrepreneurs eager to assist them in attaining their career goals from the moment they enter the program, provides students with the tools they need to successfully navigate a rewarding career in today's business environment.

The Department of Entrepreneurship and Strategy values experiential learning and direct contact with businesses, practitioners and entrepreneurs, and provides students majoring in entrepreneurship and small business management with many extracurricular opportunities to expand their skills and stretch their capabilities. These currently include:

1. The Business Leadership Club provides students with an opportunity to apply what they have learned about the free enterprise system to do social good. Working with Enactus, an organization that encourages the development of business leaders with an entrepreneurial mindset and a desire to improve the world through sustainable change, students can apply what they are learning in the classroom and use their knowledge to better their communities. Guided by their faculty advisers, student teams design and conduct a variety of community outreach programs that teach free enterprise or use business skills to effect positive change. Projects in the past have included helping budding entrepreneurs get their plans off the ground, mentoring at-risk students in business skills, and designing more efficient inventory management systems for local hospitals.
2. The Entrepreneurship Club, a Quinnipiac University chapter of the national Collegiate Entrepreneurs' Organization, is an exciting organization founded in March 2013 that is dedicated to bolstering inventive students, their ideas and their entrepreneurial spirit. Not only can students share their own business ideas and network with fellow peers, but they also can participate in regular meetings and lectures to hear from some of the most successful entrepreneurs Quinnipiac University has to offer. The Quinnipiac Entrepreneurship Club welcomes all students who have an interest in business, entrepreneurship, technology and the drive and desire to create a product or business and take it to the top.
3. Connecticut Venture Group and the Connecticut State Department of Economic and Community Development sponsor an annual statewide university business model competition. The competition provides prize money to student businesses and is designed to educate students in the process of creating and evaluating business ventures, prepare students for opportunities in entrepreneurship during their future careers, and avail students of the use of the resources and skills of CVG members and venture capitalists to further their educational experience.

- Bachelor of Science in Entrepreneurship and Small Business Management (p. 115)
- Minor in Entrepreneurship and Small Business Management (p. 115)

Bachelor of Science in Entrepreneurship and Small Business Management

Program Contact: Henry Adobor (Henry.Adobor@qu.edu) 203-582-3439

Increasingly recognized as an important driver for both the national and international economy, entrepreneurship is more than the creation of a new business venture. Rather, entrepreneurship encompasses seeking opportunity, identifying and acknowledging risk and most importantly persisting until the idea becomes reality. At Quinnipiac University, we strive to develop this perspective in our students; to enable them to apply their entrepreneurial perspective and skills to realize innovative ideas in a variety of settings including profit and not-for-profit organizations, new and existing ventures, and in business and non-business activities. The development of this perspective has special relevance for the small business environment that many of our students seek upon graduation.

The program includes a rigorous and rounded academic curriculum complemented by extracurricular and service learning involvement in the region's business activity. The program develops entrepreneurial thinking, establishes a foundation in sound business practices along with an appreciation and understanding of the arts and sciences, and hones the skills necessary for successful entrepreneurship and small business management.

This is accomplished through a distinct and innovative curriculum. The program is highly experiential, allowing students to work on team and individual projects to develop and improve businesses and business ideas. Students compete in regional and national business plan competitions and interact with various agencies and financial institutions supportive of entrepreneur and small business success.

The program involves local, regional and national companies and small business owners sharing their expertise and experiences as an important element in the program's educational process.

BS in Entrepreneurship and Small Business Management Curriculum

Students majoring in entrepreneurship are required to complete 122 credits.

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Entrepreneurship & Small Business Management Core		
ENT 210	Fundamentals of Entrepreneurship	3
ENT 250	Entrepreneurial Skills	3
ENT 310	Entrepreneurial Creativity	3
ENT 320	Small Business Marketing	3
ENT 330	Entrepreneurial Finance	3
ENT 340	Opportunity Recognition and Negotiation	3
ENT 410	Business Plan Creation	3
ENT 488	Entrepreneurship Internship	3
Complete one of the following options:		6
Option A:		
ENT 420 & ENT 430	Entrepreneurial Implementation I and Entrepreneurial Implementation II	
Option B:		
Select two of the following entrepreneurship electives:		
ENT 290	Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 371	Business Plan Competition	
ENT 490	Field Projects	
IB 320	Introduction to Global Entrepreneurship	
MG 340	Supply Chain Logistics and Technology	
SB 360	International Microloan Funding	
Open Electives		
Select 15 credits		15
Total Credits		122

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Entrepreneurship and Small Business Management

Program Contact: Henry Adobor (henry.adobor@qu.edu) 203-582-3439

A minor in entrepreneurship and small business management gives you a strong foundation in sound business practices, sharpens your business management skills and teaches you how to think like an entrepreneur. This minor provides the expertise necessary for professionals in any field who must run their own business operation. You'll create business plans, engage in entrepreneurial activities and work on team and individual projects to develop and improve business ideas.

You'll learn from a rich network of faculty and staff that provides the guidance necessary to launch a business or join a bourgeoning company. In the classroom, during internships and at networking events, you can tap into the expertise and experience of local and national company executives, as well as small business owners who have achieved success.

Both business and non-business school students are encouraged to minor in entrepreneurship and small business management. The minor enables students to supplement their main area of interest with the basic skills necessary to create a business plan and engage in

the entrepreneurial activities and learning experiences offered by the university.

Entrepreneurship and Small Business Management Minor Curriculum

Required Courses		
ENT 210	Fundamentals of Entrepreneurship	3
Select five of the following:		15
ENT 250	Entrepreneurial Skills	
ENT 290	Digital Businesses	
ENT 299	Special Topics in Entrepreneurship	
ENT 310	Entrepreneurial Creativity	
ENT 320	Small Business Marketing	
ENT 330	Entrepreneurial Finance	
ENT 340	Opportunity Recognition and Negotiation	
ENT 371	Business Plan Competition	
ENT 410	Business Plan Creation	
Total Credits		18

Department of Finance

The Department of Finance is committed to providing high-quality teaching and learning activities so that graduates are well prepared to compete in the global community.

The BS in Finance prepares graduates for career opportunities in both the financial services sector as well as in nonfinancial businesses. Students can focus on courses that include investment management, including equities and fixed income analysis, asset valuation and portfolio management; wealth management and financial planning; and corporate finance. The program also prepares students for graduate work in finance, business administration, law and other related disciplines.

Mission Statement

The mission of the Department of Finance is to provide a high-quality educational experience for students; produce high-quality scholarly research; and contribute to the intellectual and cultural life of the university and community.

- Bachelor of Science in Finance (p. 116)
- Minor in Finance (p. 117)

Bachelor of Science in Finance

Program Contact: Thomas Coe (Thomas.Coe@qu.edu) 203-582-3455

Students who choose to major in Finance gain an understanding of key financial skills and concepts, and hone their analytical and scientific reasoning skills. They will receive hands-on experience in money management, develop proficiency in data gathering and also learn the importance of ethical considerations in financial decision making. Our graduates are able to explain core financial terms and concepts and apply them to real business and financial problems. They understand modern financial theory and its application to corporate financial decision making, valuation, financial markets and institutions, and portfolio management.

Student learning opportunities are enhanced by the resources available within the Terry W. Goodwin '67 Financial Technology Center. The center allows students to access real-time financial data, develop financial models, conduct trading simulations and analyze financial and economic data. Students have the opportunity to participate in the Student-Managed Portfolio, an extension of the University's endowment fund. Leadership and educational opportunities come from participating in the Global Asset Management Education (G.A.M.E.) Forum as well as intercollegiate "Fed Challenge", "Investment Research Challenge" and Rotman Trading competitions.

Extracurricular activities include the Investment Club and the Economics and Finance Club. These student-led organizations sponsor investment challenges, campus speakers and trips to financial markets and institutions. The clubs also provide students peer-centered opportunities to develop their networking, team building and leadership skills. Outstanding students are eligible to be inducted into the Financial Management Association (FMA) National Honor Society.

Investment Management Focus

Students who seek to focus on a program that prepares them to pursue their interest in careers within the financial services sector, specifically working in the areas of investment banking, portfolio management and investment analysis. Upon completion of the finance core and suggested investment management courses, students will have the educational requirements to sit for the Chartered Financial Analyst (CFA) Level I examination.

Wealth Management and Financial Planning Focus

The purpose of offering a financial planning track is so students can pursue their interest in careers in wealth management, financial planning and retail investment and insurance brokerage services. Graduates have the opportunity to work within law and accounting firms that provide comprehensive financial planning and services. As part of the curriculum, students receive instruction in risk management and insurance services, investment planning, retirement and estate planning, employee benefit planning and tax planning. Upon completion of the finance core and suggested wealth management and financial planning courses, students will have the educational requirements to sit for the Certified Financial Planner (CFP) certification examination. Also, students may elect to sit for the FINRA Series 7, 63, and 66 licensing exams. Alternately, students who take additional required mathematics courses may elect to sit for the Financial Risk Manager (FRM) exams.

Corporate Finance Focus

Students may wish to focus in courses that prepare them for careers in the nonfinancial sector, mainly the management and operations of large and small corporations. Upon completion of the finance core and suggested corporate finance courses, students will have the educational requirements to sit for the Certified Management Accountant (CMA) certification exam, which demonstrates knowledge and proficiency in corporate financial planning and analysis, decision support and ethics. Alternatively, students may prepare to sit for the Certified Treasury Professional (CTP) designation, which exhibits knowledge and skills needed of treasury professionals.

BS in Finance Curriculum

Graduation with a BS in finance requires that the student complete 122 credits.

Business Core Curriculum

Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Finance Core		
FIN 310	Investment Analysis	3
FIN 320	Financial Modeling	3
FIN 350	Financial Markets and Institutions	3
FIN 360	Financial Statement Analysis	3
FIN 380	Intermediate Corporate Finance	3
FIN 485	Derivative Securities	3
Finance Electives		
Students must complete 12 credits of finance electives. Of these 12 credits, students may apply up to 3 credits from the following courses toward their finance elective requirements:		12
AC 305	Intermediate Accounting I	
AC 323	Cost Accounting	
AC 431	Federal Income Taxation of Individuals	
CIS 350	Advanced Excel Programming (AC 350)	
IB 335	International Finance	
SB 360	International Microloan Funding	
Open Electives		
Select 15 credits		15
Total Credits		122

Undergraduate Program Objectives

- **Introductory financial processes:** Develop the ability to explain core financial terms and concepts and their application to real business and financial problems.
- **Advanced financial knowledge:** Develop an understanding of modern financial theory and its application to corporate financial decision making, valuation, financial markets and institutions, and portfolio management.
- **Critical, analytical and scientific reasoning:** Develop technical proficiency in gathering information, utilizing databases, and employing standard software to organize, model and analyze data.
- **Social and ethical considerations:** Develop an understanding of the importance of ethical considerations in financial practices and decisions.

Student learning opportunities are enhanced by the resources available within the Terry W. Goodwin '67 Financial Technology Center. The center allows students to access real-time financial data, develop financial models, conduct trading simulations and analyze financial and economic data. Students have the opportunity to participate in the Student-Managed Portfolio, an extension of the University's endowment fund. Leadership and educational opportunities come from participating in the Global Asset Management Education (G.A.M.E.) Forum as well as intercollegiate "Fed Challenge", "Investment Research Challenge" and Rotman Trading competitions.

Extracurricular activities include the Investment Club and the Economics and Finance Club. These student-led organizations sponsor investment challenges, campus speakers and trips to financial markets and institutions. The clubs also provide students peer-centered opportunities to develop their networking, team building and leadership skills. Outstanding students are eligible to be inducted into the Financial Management Association (FMA) National Honor Society.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Finance

Program Contact: Thomas Coe (thomas.coe@qu.edu) 203-582-3455

The tools you'll acquire as a finance minor can be applied in fields as varied as health care and technology, public policy and nonprofit work. A basic understanding of how to create budgets and analyze financial data is an appealing skillset—one that employers look for, and one that can help you in whichever career path you decide to pursue.

You'll examine issues of financial management, global investment, financial markets and corporate finance. And, while developing a foundation in these core areas, you'll have some flexibility to complement the program with one non-finance course. Our Terry W. Goodwin '67 Financial Technology Center is a great resource for exploring your interest in finance and offers opportunities to practice building financial models and analyzing real-time economic data.

Students wishing to minor in finance must complete 18 credits.

Finance Minor Curriculum

Students wishing to minor in finance must complete 18 credits.

FIN 201	Fundamentals of Financial Management	3
Select five of the following six finance core courses:		15
FIN 310	Investment Analysis	
FIN 320	Financial Modeling	
FIN 350	Financial Markets and Institutions	
FIN 360	Financial Statement Analysis	
FIN 380	Intermediate Corporate Finance	
FIN 485	Derivative Securities	
Total Credits		18

Students may request permission to use one non-finance course to fulfill their minor requirements.

Department of International Business

The world around us is fast changing and bringing new challenges for future managers every single day. As new technologies bring international buyers and sellers closer together, opportunities expand for entrepreneurs, small business managers and multinational corporations. In addition, it is critical that we—as voters, as future employees and as citizens of our increasingly globalized world—understand the pros and cons of this process.

What goes on outside of the United States affects us, and the better we understand it, the better we can operate within it. Recognizing the necessity of global awareness for success in today's business world, the Department of International Business at Quinnipiac prepares students for a wide range of careers in practically every field and type of organization: business, not-for-profit, and government.

The program's purpose is to offer a curriculum that helps nurture and develop students' abilities and interests. Students are exposed to a multiplicity of perspectives and challenged to develop a broad and inquisitive mindset. Concurrently, practical knowledge and skills also are emphasized through the active development of technical and business-related skills. This dual focus is accomplished through specific functional courses that provide students with the theoretical foundations needed for sound practical decisions; a focus on developing key conceptual, analytical and practical competencies; the development of an additional area of competence early in the program with a broad range of options including in business, arts, and sciences; frequent interaction with the local business community through adjunct faculty, guest speakers, participation in smaller projects for local businesses, field trips and international as well as domestic internships; and hands-on experience with two certificate programs: export marketing and international purchasing.

Study abroad programs offer the opportunity for immersion in a foreign country to better understand its language, history, politics, business and culture. Quinnipiac University has semester-abroad programs in various countries such as Austria, Australia, China, England, Ireland, Italy, France, Germany, Mexico, New Zealand, South Africa and Spain. The university also assists students in seeking out opportunities in a broad spectrum of other countries. A growing number of students take advantage of internships while studying abroad, greatly enhancing their insights into those countries as well as enhancing their resumes.

The **International Business Society** is a student organization that provides opportunities to visit internationally oriented companies in the Northeast, and is active in establishing and strengthening ties with local companies through projects on export and foreign market entry for local business and entrepreneurs.

Program Learning Outcomes

On completion of the BS in Business Administration with a major in International Business, students are able to:

1. provide evidence of critical thinking skills, especially as related to solving problems within multicultural business environments – both domestic and international.
2. produce a professional integrated international business plan that reflects an in-depth understanding of social, economic, and political institutional aspects of the target market and the ability to appropriately apply functional business knowledge (e.g. marketing, marketing research, management, finance, logistics) within a global context.
3. demonstrate a high degree of cultural intelligence that reflects their diversity awareness and sensitivity to others.
4. provide evidence of quantitative skills through their capability to appraise financial risks and returns, the use of online surveys, statistical packages and the interpretation of the results of their research.
5. demonstrate effective communication skills, especially in cross-cultural settings, both orally and in written form, by producing and presenting individual and group reports on international business projects and assignments.

- Bachelor of Science in International Business (p. 118)
- Minor in International Business (p. 119)

Bachelor of Science in International Business

Program Contact: Robert Engle (Robert.Engle@qu.edu) 203-582-3610

Corporations, nonprofits and government agencies all over the world need talented professionals with the ability to successfully work in culturally diverse environments and have a knowledge of global markets and international business trends. As an international business major, you'll learn how to work with culturally diverse businesses and populations, and further develop your critical thinking and analytical skills. You will also develop a foundation in international finance, international marketing, global supply chain, and international management and strategy, as well as learn how to work with international data and its sources. Graduates with this background have the ability to develop careers in a wide range of areas including, but not limited to, global supply chain, international marketing and marketing research, business development, financial analysis and business consulting.

IB majors can graduate with two state-approved certificates: export marketing and international purchasing. As an IB major we encourage you to immerse yourself in a foreign country with our study-abroad program to better understand its history, politics, business and culture. Many students complete an internship while studying abroad in such countries as Italy, Argentina, China and Japan.

Collaboration with local businesses, as well as major firms in neighboring New York City, allows you to apply the knowledge you've gained in a real-world setting. Internships with companies such as Aetna, Johnson & Johnson, Deloitte, Sikorsky, and Perrier provide you with further experience and opportunities to network.

On completion of the BS in Business Administration with a major in International Business, students are able to produce a professional integrated business plan for potential investors that reflects their understanding of informal and formal institutional aspects of the target market and their ability to **critically** apply functional business knowledge to a global context. They develop both **quantitative skills** and **communication skills**, and are able to apply those skills to appraise financial risks and returns, analyse online surveys and interpret the results of their research.

Minor

All International Business students are strongly advised to complete a minor in any functional area of business (e.g., finance, CIS, marketing, management, etc.). In most cases, a minor can be completed without taking any extra courses by carefully planning the course selections.

Study Abroad Requirement

Students are required to study abroad, ideally for a semester but in special circumstances a shorter program is possible (e.g., J-term, Summer etc.). Please see the department chair if you have further questions. Foreign students are exempt from this requirement.

BS in International Business Curriculum

The BS in International Business requires the completion of 122 credits.

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
International Business Core		
IB 313	International Marketing Research	3
IB 320	Introduction to Global Entrepreneurship	3
IB 324	Negotiating Internationally	3
IB 335	International Finance	3
IB 352	International Management	3
IB 345	Global Supply Chain	3
IB 401	International Strategy and Business Plan	3
International Business Electives		
Select two of the following:		6
IB 300	Special Topics in International Business	
IB 311	International Marketing	
IB 355	Advanced Topics in International Financial Management	
IB 362	Cross-cultural Business Research Part 1	
IB 363	Cross-cultural Business Research Part 2	
IB 488	International Business Internship	
SB 360	International Microloan Funding	
Open Electives		
Select 18 credits [1]		18
Total Credits		122

[1] Students can choose any course they want. However, it is recommended that students choose open courses that could be applied to their minor. Note: Students placed in MA 107 have 15 credits available under electives.

Minor

All International Business students are strongly advised to complete a minor in any functional area of business (e.g., finance, CIS, marketing, management, etc.). In most cases, a minor can be completed without taking any extra courses by carefully planning the course selections.

Study Abroad Requirement

Students are required to study abroad, ideally for a semester but in special circumstances a shorter program is possible (e.g., J-term, Summer etc.). Please see the department chair if you have further questions. Foreign students are exempt from this requirement.

Program Learning Outcomes

On completion of the BS in Business Administration with a major in International Business, students are able to:

1. produce a professional integrated business plan for potential investors that reflects their understanding of informal and formal institutional aspects of the target market and their ability to **critically** apply functional business knowledge to a global context.
2. demonstrate a high degree of cultural intelligence that reflects their **diversity awareness and sensitivity** to others.
3. provide evidence of **quantitative skills** through their capability to appraise financial risks and returns, the use of online surveys (e.g., SurveyMonkey, Qualtrics), statistical packages (e.g., SPSS, Excel) and the interpretation of the results of their research.
4. demonstrate effective **communication skills**, especially in cross-cultural settings, both orally and in written form, by producing and presenting individual and group reports on international business projects and assignments.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in International Business

Program Contact: Robert Engle (Robert.Engle@qu.edu) 203-582-3610

Multinational corporations and nonprofits alike look for talented professionals who have the core business skills and the technological competence to represent and grow their interests abroad. A minor in international business increases your knowledge of both the global marketplace and global business trends. You'll learn how traditional disciplines such as finance, marketing and sales vary in international settings, as well as how to adapt managerial and leadership techniques to the needs of foreign environments.

This program also helps develop vital communication skills as well as a sense of cultural awareness. Electives ground you in the social, economic and political context of international business. You'll learn to think globally, and how to effectively negotiate across many different cultures. Whatever your career goals entail, the international business minor contributes an important level of depth to your education, and can open doors to careers both at home and abroad.

Students wishing to minor in international business must complete 18 credits.

International Business Minor Curriculum

Students wishing to minor in international business must complete 18 credits.

Required courses		
IB 201	Globalization and International Business	3
IB 320	Introduction to Global Entrepreneurship	3
IB 352	International Management	3
Select three of the following:		9
IB 105	International Business Environment	
IB 300	Special Topics in International Business	
IB 311	International Marketing	

IB 313	International Marketing Research	
IB 324	Negotiating Internationally	
IB 335	International Finance	
IB 345	Global Supply Chain	
IB 355	Advanced Topics in International Financial Management	
IB 362	Cross-cultural Business Research Part 1	
IB 363	Cross-cultural Business Research Part 2	
IB 488	International Business Internship	
Total Credits		18

Department of Management

The mission of the Department of Management is driven by a faculty commitment to serving students in ways that develop them as *whole managers and leaders* capable of excelling in and integrating both behavioral and technical skills. Students completing the Bachelor of Science in Management gain foundational knowledge of management theory and research. In addition, they garner real-world, hands-on application of those skills to assist organizations in achieving their strategic plans and goals.

In particular, students completing a degree in management are able to administer a variety of management systems to assess employee and organizational needs in different types of organizational environments; communicate models, theories and concepts in written, oral and digital formats to management at any level; develop recommendations for improvement to organizational processes, practices or policies; demonstrate persuasion, empathy, fairness and an ability to handle conflict when dealing with and responding to coworkers, supervisors, subordinates, customers or suppliers; and acquire advanced knowledge of theoretical underpinnings and current best practices in organizational processes.

- Bachelor of Science in Management (p. 120)
- Minor in Management (p. 121)

Bachelor of Science in Management

Program Contact: Mario Norbis (Mario.Norbis@qu.edu) 203-582-8309

Students in the Management program develop the behavioral and technical skills they need to become effective managers and leaders. Students completing the Bachelor of Science in Management gain foundational knowledge of management theory and research. In addition, they garner real-world, hands-on experience and build skills that can help them assist organizations in achieving their strategic plans and goals.

Management professionals have the big picture perspective to navigate the challenges businesses face in a modern economy. We'll teach you the organizational and critical thinking skills necessary to be an effective leader in human resources, sports management and more.

You'll learn to assess an organization's unique operational needs and how to apply a variety of management strategies to ensure greater efficiency. Effective communication and interpersonal skills are essential, and you'll hone those skills during group work and with cultural awareness and behavioral courses that train you to lead a diverse team of employees.

Through an array of internship opportunities, you'll apply what you've learned in a professional setting. And our job fairs and alumni networking events will introduce you to representatives from throughout the business world including prominent management consulting firms like Deloitte, Bain and KPMG.

BS in Management Curriculum

Students majoring in Management are required to complete 122 credits.

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Management Core		
MG 301	Group and Virtual Team Processes	3
MG 302	Human Resource Management	3
MG 321	Decision Making for Managers	3
MG 335	Project Management	3
MG 402	Management Senior Seminar	3
Management Concentrations		
Select one of the following:		15
Complete five courses from MG level 200 or higher (not included in the management core)		
Complete Human Resource Management (HRM) Track		
Complete Operations and Supply Chain Management (OSCM) Track		
Open Electives		
Select 15 credits		15
Total Credits		122

Human Resource Management (HRM) Track

MG 306	Staffing: Recruitment, Selection and Placement	3
MG 311	Advancing Employment Relations	3
MG 345	Training and Development	3
MG 355	Compensation and Benefits	3
IB 352	International Management	3
Total Credits		15

Operations and Supply Chain Management (OSCM) Track

MG 340	Supply Chain Logistics and Technology	3
MG 341	Service Operations Management	3
MG 342	Supply Chain Analytics	3
IB 345	Global Supply Chain	3
Select one Management (MG) elective		3
Total Credits		15

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the

senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Management

Program Contact: Mario Norbis (Mario.Norbis@qu.edu) 203-582-8309

Whether you plan to work at a startup, a large business or a nonprofit, having the skills to guide your staff through the challenges of a modern working environment will make you a valuable asset in any field. Our management minor gives you the foundational skills and knowledge to assess employee and organizational needs, develop effective communication practices and conflict resolution skills to ensure that employees are content and effective members of a team. You also will gain a broad perspective on how businesses operate efficiently.

This program can be largely customized. Of the six courses you'll take to complete the minor, only one—Essentials of Management & Organizational Behavior—is required. You are free to choose the remaining five from courses that explore key areas such as international management, human resources, project management and recruitment.

The minor in management requires a total of 18 credits.

Management Minor Curriculum

The minor in management requires a total of 18 credits.

MG 210	Essentials of Management and Organizational Behavior	3
Select five additional management courses from the following:		15
MG 211	Operations Management	
MG 240	Software Applications for Business	
MG 260	Power & Politics of Leadership	
MG 301	Group and Virtual Team Processes	
MG 302	Human Resource Management	
MG 306	Staffing: Recruitment, Selection and Placement	
MG 311	Advancing Employment Relations	
MG 312	Sports Management (SPS 312)	
MG 315	Self Management	
MG 320	Emotional Intelligence in the Workplace	
MG 321	Decision Making for Managers	
MG 335	Project Management	
MG 340	Supply Chain Logistics and Technology	
MG 341	Service Operations Management	
MG 342	Supply Chain Analytics	
MG 345	Training and Development	
MG 355	Compensation and Benefits	
Total Credits		18

Department of Marketing

The Department of Marketing seeks to empower students with the knowledge and tools necessary to compete successfully in today's challenging global business environment. Ethical considerations, international aspects and cultural diversity topics are included throughout the department's programs of study. The department aims to offer high-quality teaching and a small-group learning environment. Through a variety of classroom and internship experiences, and global exchange programs, majors are prepared to apply academic concepts to business situations and also to use them as personal resources in planning their future. In addition, students are prepared to enhance their knowledge of the field through active pursuit of lifelong learning. In support of these objectives, the department offers resources to carry out and enhance faculty activities such as classroom teaching, supervision of internships and independent studies, individual and club advising, professional development, research and the ongoing development of these majors.

- Bachelor of Science in Marketing (p. 122)
- Bachelor of Science in Biomedical Marketing (p. 121)
- Minor in Marketing (p. 123)

Bachelor of Science in Biomedical Marketing

Program Contact: Abhik Roy (Abhik.Roy@qu.edu) 203-582-8465

The marketing of biomedical products, including pharmaceuticals, is a fast growing industry, and a large number of companies specializing in biomedical sciences are located in the Northeast, many in Connecticut. The department offers a degree in biomedical marketing, aimed at satisfying the need for students with knowledge of the fundamentals of marketing as well as an understanding of the science behind the development of biomedical products.

The program requires 24 credits of marketing courses beyond the business core. These include traditional marketing core courses (Marketing Research (MK 370)), as well as courses that are important to biomedical marketing and pharmaceutical sales (Integrated Marketing Communications (MK 332), Marketing Channels and Distribution (MK 333), Product and Pricing Strategy (MK 334), Professional Selling and Sales Management (MK 383)). An internship is an integral part of the program. Electives include Consumer Behavior (MK 210), Business-To-Business Marketing (MK 324) and Services Marketing (MK 355). A capstone course Seminar in Biomedical Marketing Strategy (MK 405) ties everything together within the context of the marketing of biomedical products and services.

BS in Biomedical Marketing Curriculum

The science requirement is made up of 21 credits including:

BMS 117 & 117L	The Human Organism and The Human Organism Lab	4
BMS 162	Human Health	3
BMS 276	Drug Development	3
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab	4
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab	4

HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
Total Credits		21

After completion of the program, a Quinnipiac graduate has a degree unique among colleges and universities in the Northeast. Job opportunities exist in the marketing departments of pharmaceutical companies and biotechnology firms; as medical sales representatives; marketing diagnostic testing products to laboratories; medical equipment to hospitals and clinics; marketing of over-the-counter drugs for consumer product companies.

The Bachelor of Science in Biomedical Marketing requires the completion of 121 credits as outlined here:

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106) [1]		21
Biomedical Science Core		
BMS 117	The Human Organism	3
BMS 117L	The Human Organism Lab	1
BMS 162	Human Health	3
BMS 276	Drug Development	3
CHE 101	Fundamentals of General, Organic and Biological Chemistry I	3
CHE 101L	Fundamentals of General, Organic and Biological Chemistry I Lab	1
CHE 102	Fundamentals of General, Organic and Biological Chemistry II	3
CHE 102L	Fundamentals of General, Organic and Biological Chemistry II Lab	1
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
Biomedical Marketing Core		
MK 332	Integrated Marketing Communications	3
MK 333	Marketing Channels and Distribution	3
MK 334	Product and Pricing Strategy	3
MK 370	Marketing Research	3
MK 383	Professional Selling and Sales Management	3
MK 401	Seminar in Marketing Strategy	3
MK 405	Seminar in Biomedical Marketing Strategy	3
MK 495	Biomedical Marketing Internship	3
Select one Biomedical Marketing Elective of the following:		3
MK 210	Consumer Behavior	
MK 324	Business-To-Business Marketing	
MK 340	Database Marketing	
MK 355	Services Marketing	
Open Electives		
Complete 9 credits		9
Total Credits		121

[1] The science requirements in the Biomedical Marketing Program also satisfy 13 credits within the University Curriculum.

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Marketing

Program Contact: Abhik Roy (abhik.roy@qu.edu) 203-582-8465

The Bachelor of Science in Marketing is designed to provide students with a comprehensive understanding of marketing concepts and practices. The marketing major combines core business courses and the technical skills of marketing. The curriculum includes courses such as MK 301, MK 334, MK 401, MK 210, MK 333, MK 352, and MK 312.

Marketing majors are encouraged to complete a minor in another department such as communications or art. A student chapter of the American Marketing Association is active on campus, and the Quinnipiac University Polling Institute offers opportunities for students to gain hands-on experience conducting survey research. Students are encouraged to take advantage of the many internship opportunities available to Quinnipiac marketing students.

Graduates find career opportunities in a variety of businesses such as pharmaceutical manufacturers, financial institutions, high-tech firms, retailers and small businesses. In addition, marketing career opportunities exist outside business organizations, in government, trade associations, health organizations and not-for-profit institutions. The Marketing program also provides students with the necessary prerequisites for graduate education.

Marketing Curriculum

The BS in Marketing requires the completion of 122 credits as outlined below:

Business Core Curriculum		
Complete the Business Core Curriculum (p. 106)		43
University Curriculum		
Complete the University Curriculum for School of Business (p. 106)		34
Marketing Core		
MK 210	Consumer Behavior	3
MK 332	Integrated Marketing Communications	3
MK 333	Marketing Channels and Distribution	3
MK 334	Product and Pricing Strategy	3
MK 370	Marketing Research	3
MK 401	Seminar in Marketing Strategy	3
Marketing Electives		
Select 6 credits of the following:		6
MK 301	Internet Marketing	
MK 312	Advertising	
MK 315	Media Planning	

MK 319	Marketing Analytics	
MK 324	Business-To-Business Marketing	
MK 340	Database Marketing	
MK 352	Retail Management	
MK 355	Services Marketing	
MK 383	Professional Selling and Sales Management	
MK 450	Marketing History	
MK 488	Marketing Internship	
IB 345	Global Supply Chain	
Open Electives		
Complete 18 credits		21
Total Credits		122

Admission Requirements: School of Business

The requirements for admission into the undergraduate School of Business programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Marketing

Program Contact: Abhik Roy (abhik.roy@qu.edu) 203-582-8465

Throughout modern history, the field of marketing has adapted and evolved with each new breakthrough in technology, from the printing press to radio to the Internet. And now with mobile technology and social media, marketing professionals can find an audience virtually anytime, anywhere, with some creative and innovative ideas. But the fundamentals of marketing aren't only useful for selling products. Those skills play a crucial role in politics, education and the nonprofit world as well.

This program will familiarize you with the essential concepts of marketing and consumer behavior, and you'll have the flexibility to tailor the minor to your interests by choosing half the courses you take from our diverse marketing curriculum. With the approval of the department chair, you can select classes that examine areas such as advertising, media planning and Internet marketing.

The marketing minor requires the completion of 18 credits.

Marketing Minor Curriculum

The marketing minor requires the completion of 18 credits.

MK 201	Marketing Principles	3
MK 210	Consumer Behavior	3
MK 370	Marketing Research	3
Select 9 additional credits of marketing courses approved by the chair of the department		9
Total Credits		18

Minor in Business

Program Contact: Michael Taylor (michael.taylor@qu.edu) 203-582-3949

Business acumen doesn't just apply to traditional business owners, marketing executives and financial planners. Sound judgment and the ability to make quick decisions are skills that translate to virtually every field and trade. The business minor gives you a broad understanding of the major disciplines at work daily in companies of all sizes and specialties. Whether you're an independent photographer, a website designer or a software engineer, you'll learn how to effectively market your services to stand out from the competition. Accounting skills enable you to better manage your own money and personal resources, while a working knowledge of finance and investment strategies may help you to one day turn a side passion into a viable business.

The business world is about more than just dollars and cents. Leadership qualities are universal, whether you're in a boardroom, classroom or operating room. Organizational skills, creative problem solving and an ability to assess strengths and weaknesses make you a valuable asset to a host of employers, and prepare you for future supervisory and management roles.

The minor in business is available to students outside of the School of Business who are enrolled in bachelor of arts or the bachelor of science programs. The intention of this minor is to provide students with a broad perspective of the disciplines that affect organizations. Students wishing to receive a minor in business must receive written approval from the assistant dean of academic services.

Business Minor Curriculum

Students must complete the following four classes, in addition to any two business courses, for which the student has completed the prerequisites.

AC 211	Financial Accounting	3
FIN 201	Fundamentals of Financial Management [1]	3
MG 210	Essentials of Management and Organizational Behavior	3
MK 201	Marketing Principles [1]	3
Select any two business electives		6
Total Credits		18

[1] Note: EC 111 is a prerequisite for FIN 201 and MK 201.

SCHOOL OF COMMUNICATIONS

Center for Communications and Engineering

Ed McMahon Mass Communications Center, School of Business

203-582-8492 (central office)

Administrative Offices

Title	Name	Phone	Email
Dean	TBA	203-582-3641	TBA
Associate Dean	Terry Bloom	203-582-8440	Terry.Bloom@qu.edu
Assistant Dean for Career Development	Dana Rosengard	203-582-8725	Dana.Rosengard@qu.edu
Assistant Dean for Student Services	Danielle Reinhart	203-582-8501	Danielle.Reinhart@qu.edu
Graduate Programs Director	Phillip Simon	203-582-8274	Phillip.Simon@qu.edu
Assistant Director, Advising & Student Development	Shana Clarke	203-582-7887	Shana.Clarke@qu.edu
Director of the McMahon Center	Peter Sumby	203-582-3413	Peter.Sumby@qu.edu
Assistant Director, McMahon Center	Michael Schleif	203-582-3120	Michael.Schleif@qu.edu

Departments

Department	Chairperson	Phone	Email
Film, Television and Media Arts	Liam O'Brien	203-582-8438	Liam.OBrien@qu.edu
Interactive Media and Design	Pattie Belle Hastings	203-582-8450	PattieBelle.Hastings@qu.edu
Journalism	Margarita Diaz	203-582-8785	Margarita.Diaz@qu.edu
Media Studies (BA in Communications)	Lisa Burns	203-582-8548	Lisa.Burns@qu.edu
Strategic Communication (BA in Advertising and Integrated Communications & BA in Public Relations)	Hilary Fussell Sisco	203-582-3682	Hilary.FussellSisco@qu.edu

Undergraduate Studies

School Requirements

Beyond the University Curriculum requirements, students pursuing a bachelor of arts degree in the School of Communications must complete the following:

- 9 credits in the school-wide core
- all major requirements (outlined below)
- a minor (typically 18 credits) to be chosen in consultation with the student's adviser
- 2 credits in the Seminars for Success: COM 101 and COM 201
- 6 credits in the area of "global issues and cultures." The School of Communications maintains a list of acceptable courses to satisfy this requirement.
- two additional courses outside the School of Communications, one of which must be at the 200 level or higher.
- *Note:* The BA and BFA degrees in film, television and media arts requires DR 150, DR 160 or DR 220 and one additional course outside the School of Communications at the 200-level or higher. Students pursuing the BFA degree are not required to complete a minor.

Academic Expectations: Students are expected to achieve a B- (2.67 GPA) or better in School of Communications courses during their first semester in the School of Communications. Students who do not meet this standard will be notified and are required to meet with a representative from the dean's office to address their academic progress and develop a plan for improvement.

Transfer credits: The School of Communications accepts up to 18 transfer credits toward major requirements. Additional courses may apply to UC or additional elective courses as appropriate.

Advising

Academic advising in the School of Communications fosters a collaborative relationship between student and adviser. Our academic advising program is dedicated to guiding undergraduates in achieving intellectual and personal growth and preparing them for professional success in a diverse and changing global community. Faculty and staff of the School of Communications advise all students. During each student's undergraduate career, he or she is paired with a faculty adviser who will serve as a guide and mentor. Although the primary responsibility for course selection rests with the student, the adviser assists in reviewing the student's program plan and discussing course selection during a mandatory advising meeting each semester prior to course registration. Students are required to schedule and attend a meeting with their assigned adviser each semester by their advising deadline.

Note: The primary responsibility for the completion of all prerequisites for courses belongs to the student. Students who take courses without the proper prerequisites, or who complete the prerequisites after taking the courses, may lose credits toward their degree requirements. Students may not repeat a course for credit except to remove an F grade or, under special circumstances, to remove a C- or D grade in a school requirement, a prerequisite, or a major.

Career Development

In the School of Communications, the assistant dean for career development works with students to explore majors and career interests through individual appointments and group sessions, guide them through the career development process, and provide assistance with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through internships and community service, as well as part-time and summer employment. Workshops on career-related topics are presented each semester, as well as programs connecting students with alumni and employers.

Mission Statement

The School of Communications fosters student success and leadership in a rapidly changing world of communication by offering a liberal education built on a practical and theoretical foundation of scholarship and ethics, a command of evolving technologies, and a respect for diversity. Our faculty members are scholars, artists and professionals who excel in teaching, research and creative endeavors.

The school offers bachelor's degrees in advertising and integrated communications; film, television and media arts; graphic and interactive design; journalism; media studies; and public relations, as well as master's degrees in interactive media; journalism; public relations and sports journalism. The school has well-established relationships with more than 1,000 private and nonprofit communications organizations, offering advanced students internship opportunities in professional settings. Students are encouraged to explore and advance their educational and professional interests while gaining the critical practical experience and training to develop a portfolio of work before they graduate.

On campus, students work in one of the finest university educational facilities in the Northeast—the Ed McMahon Mass Communications Center. The center features a spacious, professional level, all-digital high-definition television studio, media innovation classroom, 4K editing facility, editing suites and labs, a collaborative editing room and a screening theater. The center is equipped with state-of-the-art technology, including numerous iMac stations running the latest applications for digital media production, and is staffed with highly skilled media professionals to instruct and assist students. As a result, our graduates enter the communications professions equipped with the training, education and experience to excel in their chosen career.

Additional classrooms and labs, along with the "Hub" student computer center, a design studio and independent study facilities are located in the Center for Communications and Engineering, which also houses the school's faculty and administrative offices.

Bachelor of Arts

- Bachelor of Arts in Advertising and Integrated Communications (p. 133)
- Bachelor of Arts in Communications (p. 132) (Media Studies)
- Bachelor of Arts in Film, Television and Media Arts (p. 125)
- Bachelor of Arts in Graphic and Interactive Design (p. 129)
- Bachelor of Arts in Journalism (p. 130)
- Bachelor of Arts in Public Relations (p. 134)

Bachelor of Fine Arts

- Bachelor of Fine Arts in Film, Television and Media Arts (p. 127)

Combined Degrees

- Accelerated Four-Year (3+1) (p. 136)
- Combined BA or BS/MS in Interactive Media (p. 216)
- Combined BA or BS/MS in Journalism (p. 216)
- Combined BA or BS/MS in Public Relations (p. 217)
- Combined BA or BS/MS in Sports Journalism (p. 217)

Minors

- Minor in Advertising and Integrated Communications (p. 135)
- Minor in Journalism (p. 131)
- Minor in Media Studies (p. 133)
- Minor in Public Relations (p. 135)
- Minor in Film and Television (p. 128)

Master's Degrees

- Master of Science in Interactive Media (p. 211)
- Master of Science in Journalism (p. 213)
- Master of Science in Public Relations (p. 214)
- Master of Science in Public Relations - Online/Professional Track (p. 214)
- Master of Science in Sports Journalism (p. 215)

Combined Degrees

- Combined BA or BS/MS in Interactive Media (p. 216)
- Combined BA or BS/MS in Journalism (p. 216)
- Combined BA or BS/MS in Public Relations (p. 217)
- Combined BA or BS/MS in Sports Journalism (p. 217)

Certificates

- Graduate Certificate in Social Media (p. 217)
- Graduate Certificate in User Experience Design (p. 217)

Department of Film, Television and Media Arts

The Department of Film, Television and Media Arts offers specialized programs that educate students in contemporary media practice, and demand that they excel as technically accomplished, aesthetically grounded and expressively mature professionals. These programs are dedicated to skilled storytelling and the creation of documentary and narrative works in visual and audio media as well as other informative and entertaining programming for delivery on film, television, DVD, the Internet, mobile devices and all emerging media platforms.

To achieve these goals, students in the Department of Film, Television and Media Arts are immersed in techniques of visual storytelling that demand expertise in single and multi-camera video production and writing and producing for film, radio, television and the Internet. Because we believe that good media practice requires a solid understanding of media history and theory, this curriculum is balanced with courses that explore the role and impact of mass media in society. Formal course work is not only taught on campus but in recent years has taken place in Tralee, Ireland; Nice, France; and in Cape Town and Kruger National Park, South Africa.

- Bachelor of Arts in Film, Television and Media Arts (p. 125)
- Bachelor of Fine Arts in Film, Television and Media Arts (p. 127)
- Minor in Film and Television (p. 128)

Bachelor of Arts in Film, Television and Media Arts

Program Contact: Liam O'Brien (Lobrien@qu.edu) 203-582-8438

Students in Film, Television and Media Arts explore sequentially all dimensions of visual and audio storytelling beginning with the historical,

cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a full spectrum of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multi-camera environments. Mastering the acquisition, composition and manipulation of moving images and sound, they are expected to create and execute compelling stories—factual or fictional—for current and developing distribution platforms.

Graduates of the Film, Television and Media Arts programs are well positioned to pursue careers in the creation and distribution of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and information programming to audiences around the world and have a firm foundation to pursue graduate (MFA) work.

Programs of Study

The standard degree in Film, Television and Media Arts is the 45-credit bachelor of arts, in addition to the University Curriculum (p. 36) and the completion of a minor. Students enrolled in the BA in Film, Television and Media Arts are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either inside or outside the School of Communications. However, a student majoring in Film, Television and Media Arts may not minor in film and television.

BA in Film, Television and Media Arts Curriculum (with minor)

University Curriculum [1]		46
Required School of Communications core courses [2]		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
FTM Drama Requirement, select one course		
DR 150	Performance Fundamentals	3
or DR 160	Acting I	
or DR 220	Voice and Movement	
Any course outside of the SoC at the 200-level or higher		3
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required FTM courses		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 240	Analysis of the Moving Image	3
FTM 245	Intermediate Production	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
FTM 493	Senior Project Colloquy: Preproduction	3
FTM 495	Senior Project: Production	3
Electives		
Select three of the following:		9
FTM 230	Animation and Mobile Media	
FTM 310	Projects in Animation and Mobile Media	
FTM 320	History of Film I (to 1975)	
FTM 322	History of Film (and Television) II	
FTM 342	Directing Film and Television	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	
FTM 380	Projects in Audio Production (EN 303 GDD 303)	
FTM 390	Projects in Multicamera Production	
FTM 392	Post-Production Techniques	
FTM 393	Advanced Animation Techniques	
FTM 397	Summer Production Project	
COM 490	Communications Career Internship	
Other courses with chair's approval		
Minor Courses		18
Total Credits		123

1 All students must complete the 46 credits of the University Curriculum (p. 36).

2 Core must be completed by end of sophomore year.

Minor Requirement

Students majoring in the BA in Film, Television and Media Arts program are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student enrolled in the BA in Film, Television and Media Arts program may not minor in the film and television minor offered by the School of Communications.

Learning Outcomes

Upon completion of the FTM program, students will:

- develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created. *(creative thinking and visual literacy)*
- acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms. *(written and oral communication)*
- develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness. *(critical thinking and reasoning)*
- learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with preproduction, production and postproduction phases of film, television and interactive media creation. *(information fluency)*
- demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and

to act ethically, constructively and responsibly in the process of achieving individual and common goals. *(social intelligence)*

- acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals. *(diversity awareness and sensitivity)*
- learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens. *(responsible citizenship)*

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Fine Arts in Film, Television and Media Arts

Program Contact: Liam O'Brien (Lobrien@qu.edu) 203-582-8438

Students in Film, Television and Media Arts explore sequentially all dimensions of visual and audio storytelling beginning with the historical, cultural, business and professional contexts within which their own work will develop. They learn to conceive and organize ideas clearly and forcefully through writing and to shape those ideas for expression through image and sound. After mastering a full spectrum of basic techniques, students are immersed in the complex grammar of image and sound editing and the challenging artistry of lighting for both single and multi-camera environments. Mastering the acquisition, composition and manipulation of moving images and sound, they are expected to create and execute compelling stories—factual or fictional—for current and developing distribution platforms.

Graduates of the Film, Television and Media Arts programs are well positioned to pursue careers in the creation and distribution of a broad range of digital material for all current and emerging media platforms. They are prepared to work for corporate, entertainment and not-for-profit institutions engaged in delivering entertainment and information programming to audiences around the world and have a firm foundation to pursue graduate (MFA) work.

Programs of Study

The department offers a highly competitive 63-credit bachelor of fine arts degree. Candidacy for this degree can only be obtained through a successful separate application that includes a portfolio review. Candidates for the BFA are selected in September or February of a student's sophomore year or by separate application after admission to Quinnipiac.

Students enrolled in the BFA program in film, television and media arts are not required to take a minor.

BFA in Film, Television and Media Arts Curriculum

University Curriculum [1]		46
Required School of Communications core courses [2]		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
FTM drama requirement, select one course		
DR 150	Performance Fundamentals	3
or DR 160	Acting I	
or DR 220	Voice and Movement	
Any course outside the School of Communications at the 200-level or higher		3
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required FTM courses		
FTM 102	Understanding Film	3
FTM 110	Single Camera Production	3
FTM 112	Multicamera Production	3
FTM 240	Analysis of the Moving Image	3
FTM 245	Intermediate Production	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
FTM 342	Directing Film and Television	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
FTM 493	Senior Project Colloquy: Preproduction	3
FTM 495	Senior Project: Production	3
COM 490	Communications Career Internship	3
Electives		
Select five of the following:		15
FTM 230	Animation and Mobile Media	
FTM 310	Projects in Animation and Mobile Media	
FTM 355	Documentary Production	
FTM 375	Projects in Single Camera and Lighting	
FTM 380	Projects in Audio Production (EN 303 GDD 303)	
FTM 390	Projects in Multicamera Production	
FTM 392	Post-Production Techniques	
FTM 393	Advanced Animation Techniques	
FTM 397	Summer Production Project	
COM 491	Communications Career Internship II	
Other courses with chair's approval		
Total Credits		123

1 All students must complete the 46 credits of the University Curriculum (p. 36).

2 Core must be completed by end of sophomore year.

Learning Outcomes

Upon completion of the FTM program, students will:

- develop the ability to conceptualize and produce visual stories demonstrating aesthetic competence, fluency with visual grammar, and an appreciation of the historical context from which new forms and stories are created. *(creative thinking and visual literacy)*
- acquire the facility to create effective content for visual media, as well as an ability to demonstrate both written and oral proficiency within a variety of professional formats and delivery platforms. *(written and oral communication)*
- develop the skills needed to critically analyze the work of others as a means to problem-solve and better inform students' own original creative output. Achieve a proficiency in creating professional quality work within the parameters and practical limitations of a broad spectrum of production environments. Recognize works of art as visual arguments, and be able to use analytical skills to assess their effectiveness. *(critical thinking and reasoning)*
- learn to plan and produce effectively across a wide array of technical contexts, demonstrating facility and expertise with preproduction, production and postproduction phases of film, television and interactive media creation. *(information fluency)*
- demonstrate an ability to work effectively within groups and production teams, to understand and manage collaborations and to act ethically, constructively and responsibly in the process of achieving individual and common goals. *(social intelligence)*
- acquire an understanding of and respect for the similarities and differences among human communities, including a recognition and appreciation for the unique talents and contributions of all individuals. *(diversity awareness and sensitivity)*
- learn to recognize and analyze media-related issues and influence decisions and actions at the local, national and global community, and to become engaged as responsible citizens. *(responsible citizenship)*

Please note: Current high school students, transfer students and matriculated Quinnipiac University students who wish to be considered for the BFA program should download a BFA application from the Film, Television and Media Arts page on Quinnipiac's website.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Film and Television

Program Contact: Liam O'Brien (Lobrien@qu.edu) 203-582-8438

A minor in film and television will broaden your appreciation for visual storytelling as an art form, and familiarize you with the basics of screenwriting and film production. You'll explore the rich history of cinema and television and develop a foundation in the theories and techniques that make characters and stories spring to life.

Quinnipiac's proximity to the media epicenter of New York City provides exciting opportunities to enrich your academic experience through internships. You will benefit from access to a vast network of alumni who work as media professionals and are eager to mentor you. You're also free to explore the many facets of multimedia production with the sophisticated equipment in Quinnipiac's Ed McMahon Mass Communications Center, all-digital media state-of-the-art production environment where students create sophisticated broadcast-quality video content and programming, as well as high tech multimedia productions for web and mobile.

The 18-credit minor in film and television provides students with substantive understanding of the history, theory and storytelling techniques of production practice.

Film and Television Minor Curriculum

For students majoring from **within** or **outside** of the School of Communications, required minor courses are:

Minor requirements		
FTM 102	Understanding Film	3
FTM 240	Analysis of the Moving Image	3
FTM 320	History of Film I (to 1975)	3
FTM 322	History of Film (and Television) II	3
FTM 372	Screenwriting	3
FTM 450	Senior Seminar in Film and Television	3
Total Credits		18

Department of Interactive Media and Design

Interaction design involves the careful study of how people interact with products, systems and services, and how to make those experiences more usable, meaningful and persuasive. While immersed in practicing the multi-phase design process, students become skilled in typography, storytelling, sketching, prototyping and delivering design solutions that include printed matter, motion graphics, websites and mobile applications.

Each student in the program has the opportunity to specialize and distinguish his or her experience and portfolio through internships, study abroad, the Quinnipiac in LA program, a complementary minor and a range of other experiential workshops and activities offered throughout the year.

The need for interaction designers continues to increase across all industries. Our students are highly sought after for their cutting-edge skill set—demand exceeds supply. Our capstone course prepares the students for entry into the workforce and culminates in a formal portfolio review conducted by industry professionals. Our graduates leave the program with the ability to discuss their work and process while prepared to meet any design challenge.

The core mission of the Department of Interactive Media and Design is to provide an ever-evolving education in graphic design, user experience design and user interface design.

• Bachelor of Arts in Graphic and Interactive Design (p. 129)

Bachelor of Arts in Graphic and Interactive Design

Program Contact: Pattie Belle Hastings (PattieBelle.Hastings@qu.edu) 203-582-8450

The Graphic and Interactive Design major provides students with in-depth, hands-on experience in the design and authoring of original interactive work for a range of media including web, print, motion graphics and mobile devices. Students have the opportunity to study graphic design and interactive design, emphasizing creative thinking, visual literacy and technological proficiency. The program provides a rigorous curriculum of conceptualization, problem solving, innovation, critical thinking and visualization. It acknowledges that design is a cultural catalyst that bridges commerce and social causes. Students graduating from this program are well prepared to meet the challenges within the field of interactive and graphic design. The areas of study are always evolving and include typography, print design, motion graphics, web design and mobile interaction design.

There are a total of 33 credits in the major. 24 of those credits are derived from graphic and interactive design required courses. An additional 9 credits (three courses) are chosen from a list of graphic and interactive design electives.

BA in Graphic and Interactive Design Curriculum

University Curriculum [1]		46
Required School of Communications core courses [2]		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside the School of Communications, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required Graphic and Interactive Design courses		
IDD 110	Design Research and Methods	3
IDD 161	Web Design I	3
IDD 250	Web Design II	3
IDD 270	Typography I	3
IDD 301	Motion Graphics I	3
IDD 315	Mobile Interaction Design	3
IDD 410	Web Design III	3
IDD 480	Senior Seminar and Portfolio	3
Graphic and Interactive Design Electives [3]		
Select three of the following with the recommendation of the student's adviser:		9
AR 158	Photography I	
AR 258	Photography II	
COM 490	Communications Career Internship	
CSC 110	Programming and Problem Solving	
IDD 200	Special Topics in IDD (as needed)	
IDD 210	Graphic Design History	
IDD 300	Special Topics in IDD (as needed)	
IDD 305	Digital Photography	
IDD 370	Typography II	
IDD 399/499	Advanced Independent Studio Work in Graphic and Interactive Design	
IDD 400	Special Topics in IDD (as needed)	
IDD 420	Alternative Interfaces	
IDD 440	Motion Graphics II	
IDD 490	Internship	
Minor Courses		18
Total Credits		120

1. All students must complete the 46 credits of the University Curriculum (p. 36).
2. Core must be completed by end of sophomore year.
3. Substitutions to this list are permitted with prior approval of the student's adviser and the director of graphic and interactive design.

Minor Requirement

Students enrolled in the graphic and interactive design program are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications.

Learning Outcomes

Graduates from the BA in Graphic and Interactive Design program:

- **solve creative problems**— students are able to solve creative problems within the field of design, including research and synthesis of technical, aesthetic and conceptual knowledge. This is demonstrated by the ability to create and develop visual responses to communication problems, including understanding of hierarchy, typography, aesthetics, composition and construction of meaningful images.
- **communicate ideas**—students are able to communicate their ideas professionally and connect with their intended audience using visual, oral and written presentation skills relevant to their field. This is evident in the ability to construct verbal and written arguments for solutions that address the needs of the organization or community.
- **actualize concepts**—students are able to actualize technical, aesthetic and conceptual decisions based on an understanding of design principles and by using appropriate tools and technology. This includes knowing how to learn technology with the recognition that technological change is constant.
- **evaluate solutions**—students are able to evaluate work in their field, including their own work, using professional terminology and demonstrating fluency in the use of the formal vocabulary and concepts of design. This includes recognizing the influence of major cultural and aesthetic trends, both historical and contemporary, on design products and services.
- **implement processes**—students are able to implement design processes with a strategic understanding of how communication is planned, produced and distributed. This is exhibited by the ability to solve communication problems including identifying the problem,

researching, analysis, solution generating, prototyping, user testing and outcome evaluation.

- **produce professional design**—students are able to produce a body of design work suitable for seeking professional opportunities in their chosen branch of design. This body of work demonstrates effective use of typography, images, diagrams, motion, sequencing and color with an informed consideration of content, elements, structure and style.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Department of Journalism

The Quinnipiac undergraduate program in journalism focuses on the principles and practices of news writing and reporting across multiple platforms in a perpetually evolving media landscape.

The program's mission is to prepare journalism professionals who are superior writers and can effectively report on the diversity of the human experience – whatever the platform or tool.

The wide range of elective courses enables students to focus on a specific medium (such as television), or news subject (such as sports), or take courses across platforms based on their interests and career goals.

Students who graduate from the Department of Journalism will:

- Demonstrate the ability to research, report, write, shoot and edit news stories that conform to professional journalism standards, including the ability to apply basic numerical and statistical concepts.
- Demonstrate command of the techniques used to produce and present news in digital, broadcast and print environments, and understand the interconnectedness of these systems.
- Demonstrate familiarity with the history of journalism, its social responsibility and the underpinnings of its practice in a culturally and racially diverse society.
- Understand the implications of the First Amendment and the role journalism plays in a democracy.
- Engage in the ethical practice of journalism.

- Bachelor of Arts in Journalism (p. 130)
- Minor in Journalism (p. 131)

Bachelor of Arts in Journalism

Program Contact: Margarita Diaz (Margarita.Diaz@qu.edu) 203-582-8785

The Quinnipiac undergraduate program in journalism focuses on the principles and practices of news writing and reporting across multiple platforms. The program's mission is to prepare journalism professionals who are superior writers and can effectively report on the diversity of the human experience.

The wide range of elective courses enables students to focus on a specific medium (such as television) or news subject (such as sports) or take courses across platforms based on their interests and career goals.

BA in Journalism Curriculum

University Curriculum [1]		46
Required School of Communications core courses: [2]		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside of the SoC, one of which must be at the 200 level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required Journalism Courses		
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
JRN 263	Broadcast News Writing	3
JRN 275	News Reporting	3
JRN 380	Fundamentals of Digital Journalism	3
JRN 450	Senior Seminar	3
JRN 498	Journalism Capstone	4
COM 490	Communications Career Internship	3
Electives		
Select four of the following, with at least two from the "writing-intensive" list:		12
Writing-Intensive Electives:		
JRN 280	The Art of the Podcast	
JRN 285	Mobile Journalism: the Future of News	
JRN 291	Reporting for Television I	
JRN 300	Special Topics in Journalism	
JRN 311	Reporting for Television II	
JRN 325	Telling Global Stories	
JRN 341	Sporting Culture Through Nonfiction	
JRN 343	Literary Journalism in the '60s	
JRN 360	Watchdog Reporting	
JRN/SPS 361	Sports Reporting (SPS 361)	
JRN 365	Effective Editing	
JRN 470	Narrative Journalism	
JRN 480	Advanced Digital Journalism	
JRN 495	Advanced Reporting	
JRN 496	The QNN Newscast	
Other courses with chair's approval		
Other Electives		
JRN 315	The Art of Journalistic Interviewing	
JRN/SPS 362	The Story of Football (SPS 362)	
JRN 372	Entrepreneurial Media (The MIC Project)	

JRN 395	Broadcast Performance	
COM 215	Social Media: Leveraging the Digital Age	
FTM 372	Screenwriting	
FTM 380	Projects in Audio Production (EN 303 GDD 303)	
MSS 231	Media and Society	
MSS/WS 311	Diversity in the Media (WS 311)	
MSS/WS 345	Media Users and Audiences (WS 345)	
MSS/SPS 420	Sports, Media & Society (SPS 420)	
STC 201	Writing for Strategic Communications	
Other courses with chair's approval		
Minor Courses		18
Total Credits		124

1 All students must complete the 46 credits of the University Curriculum (p. 36).

2 Core must be completed by end of sophomore year.

Minor Requirement

Students enrolled in the journalism program are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. Students are encouraged to minor outside the School of Communications to acquire subject knowledge beyond their primary field of study, but may choose to minor in any program within or outside the School of Communications in consultation with their advisers.

Learning Outcomes

Students who graduate from the Department of Journalism will:

- demonstrate the ability to research, report, write, shoot and edit news stories that conform to professional journalism standards, including the ability to apply basic numerical and statistical concepts.
- demonstrate command of the techniques used to produce and present news in digital, broadcast and print environments, and understand the interconnectedness of these systems.
- demonstrate familiarity with the history of journalism, its social responsibility and the underpinnings of its practice in a culturally and racially diverse society.
- understand the implications of the First Amendment and the role journalism plays in a democracy.
- engage in the ethical practice of journalism.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Journalism

Program Contact: Margarita Diaz (Margarita.Diaz@qu.edu) 203-582-8785

News media continue to evolve as the trends, tools and technologies of the digital age bring vast quantities of information to new generations of audiences. The journalism minor teaches you to harness these technologies, and to apply techniques of news gathering, interviewing and story creation. Courses expose you to the many elements of multimedia production, and develop the skills necessary to produce timely and informative content for traditional print, television, radio and digital formats.

The minor focuses on the production of quality journalistic content as well as becoming a more sophisticated consumer of it. You'll gain an understanding of the professional ethics underpinning news reporting, as well as the importance of journalism to the first amendment and the vital role it plays in a free society. A refined voice, strong storytelling capability and a sharp editorial eye are beneficial to PR specialists, advertisers, publishers and a range of other professions in the communications fields and beyond.

Students wishing to minor in journalism must complete 18 credits.

Journalism Minor Curriculum

For students whose majors are **outside** of the School of Communications, required minor courses are:

COM 140	Storytelling	3
JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
or JRN 263	Broadcast News Writing	
JRN 275	News Reporting	3
Complete two elective courses at the 290 level or above		6
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

JRN/SPS 106	Multimedia Production Techniques (SPS 106)	3
JRN 260	News Writing	3
or JRN 263	Broadcast News Writing	
JRN 275	News Reporting	3
Complete one writing-intensive elective		3
Complete two elective courses at the 290 level or above		6
Total Credits		18

Department of Media Studies

The breadth and flexibility of the communications BA/media studies program allows students to pursue their specific interests while developing the effective communication skills and critical and creative thinking abilities employers are seeking. With the guidance of a faculty adviser, students craft individualized programs of study based on their personal and professional goals. Our graduates work in a variety of professional fields including film and television, music and radio, magazines, news, sports, fashion, public relations, marketing, advertising and media research. Some of our alumni also have pursued graduate degrees in business, law, education, journalism, public relations and interactive media.

The mission of the Department of Media Studies is to prepare our students for a range of careers in the rapidly evolving media landscape

through classes and internships focused on the latest trends impacting media industries and users.

- Bachelor of Arts in Communications (p. 132)
- Minor in Media Studies (p. 133)

Bachelor of Arts in Communications

Program Contact: Lisa Burns (Lisa.Burns@qu.edu) 203-582-8548

The BA in Communications program aims to equip students with an adaptable approach to the rapidly evolving nature of media-related careers. The breadth and flexibility of the major enables a strategic integration of courses in which students learn professional practices, analytical techniques and expertise on the media's wider social, cultural and economic relationships.

Communications students obtain positions in diverse professional environments, including television networks, the music industry, public relations and marketing firms, advertising agencies and media research organizations. The program also prepares students to enter graduate training in business, law, journalism, public relations and education.

BA in Communications Curriculum (Media Studies)

University Curriculum [1]		46
Required School of Communications core courses [2]		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures: select two courses		6
Additional courses outside the SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required Media Studies Courses		
MSS 231	Media and Society	3
MSS 332	Media Research Methods	3
MSS 340	Communications Law and Policy	3
MSS 450	Senior Seminar	3
MSS 495	Media Trend Forecasting and Strategy	3
COM 490	Communications Career Internship	3
Electives		
Select three of the following:		9
MSS 220	Media, History and Memory [3]	
MSS/WS 311	Diversity in the Media (WS 311)	
MSS 320	Communication Technologies: Evolution and Impact	
MSS/WS 345	Media Users and Audiences (WS 345)	
MSS 346	Global Communication	
MSS 349/ PO 348	Political Communication (PO 348)	
MSS 400	Special Topics	
MSS/SPS 420	Sports, Media & Society (SPS 420)	
And/or any FTM, IDD, JRN or STC courses		
Other non-School of Communications courses with chair's approval		
Open electives		
Complete 6 credits		6
Minor Courses		18
Total Credits		120

1. All students must complete the 46 credits of the University Curriculum (p. 36).
2. Core must be completed by end of sophomore year.
3. MSS 220 can also be taken as a UC Humanities under *Disciplinary Inquiry* or under Part 1 or 2 of UC *Personal Inquiry*.

Minor Requirement

All students majoring in communications are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in communications/media studies may not minor in media studies.

Learning Outcomes

The program's required courses emphasize the skills and expertise sought by both demanding employers and competitive graduate programs, fostering students' abilities to do the following:

- apply knowledge gained from their course work and creative problem solving skills to real-world situations facing media organizations, producers and users, showing a capacity for innovation and imaginative thinking
- plan, conduct, analyze and report original media research findings based on a survey, focus group, social media tracking or content analysis
- interpret secondary media research for media professionals and media consumers/users
- critically analyze current media issues, trends and events and convey in written and oral reports their observations on how media theory relates to industry practice and audience/user interpretation
- demonstrate a professional level of written and oral communication skills and the ability to effectively communicate ideas to various audiences through a variety of traditional and new media message delivery formats
- articulate the importance of media literacy and how understanding the media's influence benefits media consumers and professionals in a democracy like the U.S. and in an information-based global economy
- recognize the diversity of groups and perspectives in a global society in relation to the media's influence on the construction of culture and identity.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the

senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Media Studies

Program Contact: Lisa Burns (Lisa.Burns@qu.edu) 203-582-8548

Media outlets have the power to influence the government, society and the business world. News stories can shape perceptions and public opinion in profound ways. This program examines how the media landscape has evolved over time and addresses the industry's need to continually adapt to new technology to remain relevant and effective. You'll learn to spot trends and analyze consumer behavior in ways that complement your major in fields such as political science, advertising, marketing and business.

The program is flexible and can be adapted to match your interests and career goals. You will take several required courses focused around media industries and trends, then choose from a diverse range of communications electives. Plus, you'll have access to our Ed McMahon Mass Communications Center—an all-digital media production environment where students create sophisticated broadcast-quality video content and programming, as well as high-tech multimedia productions for web and mobile.

Students wishing to minor in media studies must complete 18 credits.

Media Studies Minor Curriculum

For students whose majors are **outside** the School of Communications, required minor courses are:

COM 120	Media Industries and Trends	3
MSS 220	Media, History and Memory	3
300- or 400-level media studies course		3
Select three elective courses from media studies or another School of Communications department, depending on the student's interests		9
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

MSS 231	Media and Society	3
MSS 450	Senior Seminar	3
300- or 400-level media studies course		3
Select three media studies elective courses		9
Total Credits		18

Department of Strategic Communication

The mission of the Department of Strategic Communication is to prepare our students, through theory and practice, for success in public relations, advertising and related industries. The department offers two degrees: a bachelor of arts in advertising and integrated communications and a bachelor of arts in public relations.

The BA in Advertising and Integrated Communications program prepares students to understand and apply principles of advertising, branding and audience analytics in creating campaigns that maximize the strategic impact of content for web, social media, mobile devices and traditional media.

The BA in Public Relations program prepares students to be entry-level practitioners for careers in agency, corporate, government and nonprofit public relations. Among the most important essential learning outcomes stressed in the major are critical thinking and reasoning skills. Our graduates offer strategic counsel to their employers and clients through writing, research and implementation.

- Bachelor of Arts in Advertising and Integrated Communications (p. 133)
- Bachelor of Arts in Public Relations (p. 134)
- Minor in Advertising and Integrated Communications (p. 135)
- Minor in Public Relations (p. 135)

Bachelor of Arts in Advertising and Integrated Communications

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu) 203-582-3682

The BA in Advertising and Integrated Communications program prepares students to understand and apply principles of advertising, branding and audience analytics in creating campaigns that maximize the strategic impact of content for web, social media, mobile devices and traditional media. Students use their knowledge of planning, media systems, audience and consumer trends, principles of storytelling, visual design and multimedia production to strategize and create content appropriate for such environments as advertising, public relations and social media agencies, branded content newsrooms, media organizations and corporate communications.

BA in Advertising and Integrated Communications Curriculum

University Curriculum [1]		46
Required School of Communications core courses		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside the SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required major courses		
STC 102	Principles of Advertising and Integrated Communications	3
JRN/SPS 106 or FTM 110	Multimedia Production Techniques (SPS 106) or Single Camera Production	3
STC 201	Writing for Strategic Communications	3
STC 215	Web, Mobile, and Interactive Design	3
STC 320	Strategies for Social Media	3
STC 332	Communication Research and Analysis	3

STC 335	Media Systems and Planning	3
STC 410	Branding Strategies	3
STC 485	Advertising and Integrated Communications Campaigns	3
COM 490	Communications Career Internship	3
Open elective		
Any School of Communications elective		3
Minor Courses		18
Total Credits		120

[1] All students must complete the 46 credits of the University Curriculum (p. 36).

Minor Requirement

All students majoring in advertising and integrated communications are required to complete a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in advertising and integrated communications may not minor within the Department of Strategic Communication in advertising and integrated communications or public relations.

Learning Outcomes

By the time they have completed this program, students are able to:

- analyze, assess and strategically employ data related to audiences and media content
- understand the modern media landscape and how to capitalize on the strengths of different media technologies
- understand the principles of branding, cohesive messaging and reputation management
- understand how advertising, public relations and content creation integrate for an overall communications campaign
- understand basic multimedia production techniques, articulate which approaches are best used for particular circumstances, and work effectively with content creators to produce sophisticated deliverables related to digital campaigns
- write effectively in a variety of formats for maximum audience impact
- manage large-scale campaigns from concept to delivery

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Bachelor of Arts in Public Relations

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu) 203-582-3682

The Bachelor of Arts in Public Relations program prepares entry-level practitioners for careers in agency, corporate, government and nonprofit public relations. Among the most important essential learning outcomes stressed in the major are critical thinking and reasoning skills. Our graduates must have the ability to be more than just communicators. They need to be able to offer strategic counsel to their employers and clients. In the senior-level Public Relations Campaigns class, students carry out activities for a real-world client including conducting primary research, reviewing secondary research, proposing strategies and objectives and producing a written campaign plan that includes collateral materials and evaluation methods. The plan is then orally presented to the client.

BA in Public Relations Curriculum

University Curriculum [1]		46
Required School of Communications core courses		
COM 120	Media Industries and Trends	3
COM 130	Visual Design	3
COM 140	Storytelling	3
School of Communications Requirements		
Global Issues and Cultures, select two courses		6
Additional courses outside of SoC, one of which must be at the 200-level or higher		6
Seminars for Success		
COM 101	Communications First-Year Seminar	1
COM 201	Media Career Development	1
Required major courses		
STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
STC 332	Communication Research and Analysis	3
MSS 340	Communications Law and Policy	3
STC 450	Crisis Communication Management	3
STC 495	Public Relations Campaigns	3
COM 490	Communications Career Internship	3
Electives		
Select three STC electives such as:		9
STC 311	Sports Public Relations (SPS 311)	
STC 341	Corporate Public Relations	
STC 343	Nonprofit Public Relations	
STC 344	Global Strategic Communications Management	
STC 345	Investor Relations	
STC 346	Strategic Health Communication	
STC 347	Fundraising	
STC 348	Public Relations Event Planning	
STC 400	Special Topics	
STC 401	Bateman Competition Research	
STC 402	Bateman Competition Campaigns	
Other courses with chair's approval		
Open elective		
Select any School of Communications elective		3

Minor Courses	18
Total Credits	120

[1] All students must complete the 46 credits of the University Curriculum (p. 36).

Minor Requirement

All students majoring in public relations are required to take a minor (typically 18 credits) that will complement their career and/or personal interests. This minor can be from any program either within or outside the School of Communications. However, a student majoring in public relations may not minor within the Department of Strategic Communication in public relations or advertising and integrated communications.

Learning Outcomes

Students who graduate with a Bachelor of Arts in Public Relations should be able to:

- Plan, conduct, analyze and report primary research findings based on a survey, focus group or other appropriate research means, as well as interpret secondary industry research for a client.
- Propose measurable, attainable objectives for a client based on primary and secondary research findings and produce a campaign strategy designed to help the client achieve its goals.
- Demonstrate both written and oral proficiency within a variety of traditional and new industry communication vehicles and message delivery formats.
- Demonstrate an ability to work effectively and responsibly within groups and manage relationships with clients, team members and publics to achieve individual and common goals.
- Propose an evaluation of a campaign to measure the campaign's effectiveness.

Admission Requirements: School of Communications

The requirements for admission into the undergraduate School of Communications programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

Minor in Advertising and Integrated Communications

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu) 203-582-3682

This minor teaches the foundational elements of advertising and integrated communications. Students are able to think creatively and strategically about digital and social media strategy, content production, media buying and planning, branding and writing for diverse audiences.

This program perfectly complements majors inside and outside the School of Communications, such as psychology, marketing, political science, media studies or journalism. Students take required courses, such as Principles of Advertising, and Writing for Strategic Communications, and then select elective courses that focus on their own particular areas of interest in the field.

Students wishing to minor in advertising and integrated communications must complete 18 credits. This minor is not available to public relations majors.

Please Note: The Advertising and Integrated Communications minor is only available to those students in Catalog Year 2016-17 or later.

Advertising and Integrated Communications Minor Curriculum

The Advertising and Integrated Communications minor is only available to those students in Catalog Year 2016-17 or later. Students wishing to minor in advertising and integrated communications must complete 18 credits. This minor is not available to public relations majors.

For students whose majors are **outside** the School of Communications, required minor courses are:

COM 140	Storytelling	3
STC 102	Principles of Advertising and Integrated Communications	3
STC 201	Writing for Strategic Communications	3
Select three elective courses from Strategic Communication (STC). Two must be at the 300+ level.		9
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

STC 102	Principles of Advertising and Integrated Communications	3
STC 201	Writing for Strategic Communications	3
Select four elective courses from Strategic Communication (STC). Two of these courses must be at the 300+ level.		12
Total Credits		18

Minor in Public Relations

Program Contact: Hilary Fussell Sisco (Hilary.FussellSisco@qu.edu) 203-582-3682

This minor provides a solid foundation in the principles of public relations and advertising and teaches you to think strategically when crafting a media relations plan. You'll also learn to write persuasively for a diverse audience.

This program perfectly complements a major in marketing, political science or journalism, but it also can be customized. You will take required courses, such as the Principles Public Relations, and Writing for Strategic Communications, and then select elective courses that focus on your own particular areas of interest, such as sports public relations, international public relations and event planning.

Students wishing to minor in public relations must complete 18 credits.

Public Relations Minor Curriculum

For students whose majors are **outside** the School of Communications, required minor courses are:

COM 140	Storytelling	3
STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
Select three elective courses from STC courses. Two must be at the 300+ level.		9
Total Credits		18

For students whose majors are **within** the School of Communications, required minor courses are:

STC 101	Principles of Public Relations	3
STC 201	Writing for Strategic Communications	3
Select four elective courses from STC other than the student's major. Two of these courses must be at the 300+ level.		12
Total Credits		18

Accelerated Four-Year (3+1)

The accelerated four-year (3+1) BA or BFA/MS program is designed for outstanding School of Communications students—those who rank in the top 20 percent of their high school class and have a combined SAT score of 1200 (or ACT of 27).

Students are invited to the program as freshmen and complete the bachelor's degree at an accelerated pace (three years as opposed to the typical four).

Program features include:

- flat tuition and fees for the entire four years, with academic scholarships carrying over from the third to the fourth (graduate) year
- dedicated housing for students in the program, including a dedicated residential assistant
- an academic adviser who also serves as the director of the program within the school

SCHOOL OF EDUCATION

North Haven Campus

Main Office: 203-582-3354

Administrative Officers

Title	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	Anne.Dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	Beth.Larkins-Strathy@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Director, Educational Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
Director, Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

Master of Arts in Teaching

- BA/MAT Five-year Program in Elementary Education (p. 218)
- BA/MAT Five-year Program in Secondary Education (p. 221)
- Graduate MAT Degree in Elementary Education (p. 223)
- Graduate MAT Degree in Secondary Education (p. 224)

Master of Science

- MS in Instructional Design (p. 226) (online-only program)
- MS in Teacher Leadership (p. 228) (online-only program)
- MS in Special Education (p. 227) (online-only program)

Sixth-Year Diploma

- Sixth-year Diploma in Educational Leadership (p. 229)

Certificate

- Special Education Certificate of Completion (p. 230)

SCHOOL OF ENGINEERING

Center for Communications and Engineering

203-582-7985 (central office)

Administrative Officers

Title	Name	Phone	Email
Dean	Justin W. Kile	203-582-3372	Justin.Kile@qu.edu
Associate Dean	TBD		
Associate Dean for Career Development	Jill Ferrall	203-582-3655	Jill.Ferrall@qu.edu

Programs

Program	Name	Phone	Email
Civil Engineering	John Greenleaf, PhD, PE	203-582-5018	John.Greenleaf@qu.edu
Computer Science	Jonathan Blake, PhD	203-582-8539	Jonathan.Blake@qu.edu
Mechanical Engineering	Lynn Byers, PhD, PE	203-582-5028	Lynn.Byers@qu.edu
Industrial Engineering	Corey Kiassat, PhD, MBA, PE	203-582-5020	Corey.Kiassat@qu.edu
Software Engineering	Jonathan Blake, PhD	203-582-8539	Jonathan.Blake@qu.edu

Career Development

In the School of Engineering, members of the Office of Career Development work with students to plan the academic and professional components of each student's education. They explore career interests, guide students through a career development process and provide assistance with internships, resume preparation and employment interviews.

Internship Program

School of Engineering students gain valuable career experience by participating in a professional experience. The professional experience may be either an internship, typically paid, or a research project.

Mission Statement

Educate and inspire students in a high-quality engineering learning community that facilitates their transformation into professionals, leaders, citizens and lifelong learners.

Student Outcomes

Graduates of the engineering programs are prepared for professional practice in engineering and industry as well as for advanced study at the graduate level. Specifically graduates of the engineering programs will have:

- An ability to apply knowledge of mathematics, science and engineering
- An ability to design and conduct experiments, as well as analyze and interpret data
- An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- An ability to function on multidisciplinary teams
- An ability to identify, formulate and solve engineering problems
- An understanding of professional and ethical responsibility
- An ability to communicate effectively
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- A recognition of the need for, and an ability to engage in lifelong learning
- A knowledge of contemporary issues
- An ability to use the techniques, skills and modern engineering tools necessary for engineering practice

Graduates of the computer science program are prepared for professional practice as well as advanced study at the graduate level. Specifically graduates of the computer science program will have:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security and social issues and responsibilities
- An ability to communicate effectively with a range of audiences
- An ability to analyze the local and global impact of computing on individuals, organizations and society
- Recognition of the need for and an ability to engage in continuing professional development
- An ability to use current techniques, skills and tools necessary for computing practice
- An ability to apply mathematical foundations, algorithmic principles and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- An ability to apply design and development principles in the construction of software systems of varying complexity.

Bachelor of Science

- Bachelor of Science in Civil Engineering (p. 140)

- Bachelor of Science in Computer Science (p. 141)
- Bachelor of Science in Industrial Engineering (p. 142)
- Bachelor of Science in Mechanical Engineering (p. 143)
- Bachelor of Science in Software Engineering (p. 144)

Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 139)

Minors

- Minor in Computer Science (p. 145)

Department of Engineering

The Department of Engineering prepares students for careers that allow them to change the world for the better. The challenges of the 21st century for both the U.S. and the world are great, but for engineers and computer scientists, they offer exciting challenges and a world of possibilities. Our programs are aimed at developing creative problem solvers, who learn math, science and fundamentals so that they can apply them in solving the ever-changing problems of tomorrow. Our emphasis on application and learning by doing, all in a small class setting, prepares our graduates to successfully enter the workforce or pursue further education.

All engineering programs will be assessed in the ongoing ABET cycle of accreditation, self-study and continuous improvement and are seeking initial accreditation by the Engineering Accreditation Commission of ABET Inc. (ABET.org).

Bachelor of Science

- Bachelor of Science in Civil Engineering (p. 140)
- Bachelor of Science in Computer Science (p. 141)
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Bachelor of Arts

- Bachelor of Arts in Computer Science (p. 139)

Minors

- Minor in Computer Science (p. 145)

Bachelor of Arts in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu) 203-582-8539

Computers and computing have become increasingly integrated into our society and continually shape our lives. One does not have to look far to find examples of computing's significant impact, from smart phone applications to credit checking systems to self-driving cars. Society needs graduates with not only strong technical skills but also significant knowledge in these application domain areas. The Bachelor of Arts program in Computer Science offers a balanced curriculum that supports students as they combine study in computer science with other disciplines across the university. The program promotes this interdisciplinary work by providing a technical core with breadth requirements, a flexible elective structure, and required directed study outside the major. The curriculum is designed to prepare students to contribute to both established and emerging application domains.

BA in Computer Science Curriculum

Note: a minimum grade of C- is required for all computer science course prerequisites unless otherwise stated.

University Curriculum		
Foundations of Inquiry:		
FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take four UC courses from within Sciences (with lab), Humanities, Social Sciences, Fine Arts: [1]		13
Personal Inquiry I:		
Take three UC courses from within Sciences, Humanities, Social Sciences, Fine Arts [1]		9-10
Personal Inquiry II:		
Choose one of the following: [2]		3
MA 141	Calculus of a Single Variable I	
MA 229	Linear Algebra	
Take additional UC credits (the mathematics elective below could count) [4]		5-9
Additional Requirements:		
MA elective [5]		3
ENR 395	Professional Development Seminar	1
Directed Study		
Complete minimum 18 credits of approved directed study outside Computer Science [6]		18
Computer Science Core Requirements		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures & Abstraction Lab	4
SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
CSC 225	Introduction to Software Development (SER 225)	3
CSC 493 Senior Thesis 1		1
CSC 494 Senior Thesis 2		3
CSC Electives (Take 9 credits of CSC elective courses) [3]		9
Total Credits		99-104

1. Courses must be from different areas.
2. Counts in this category only if MA 141 is taken.
3. Can be a software engineering elective (SER 210 or any 300-level or above SER course).
4. Must meet a minimum of 18 credits in Personal Inquiry I & II.
5. Must be MA 140 or higher

[6] A minor or second major will satisfy this requirement

Complete additional course work to reach 120 credits. This course work must include any missing UC credits from Personal Inquiry above.

Within four to seven years of graduation, Computer Science majors are expected to:

1. demonstrate core computer science knowledge and skills;

2. demonstrate ethical behavior in their pursuits;

3. have achieved sustained employment and/or be pursuing additional educational opportunities;

4. pursue lifelong learning by maintaining currency in their field as they develop as professionals;

5. demonstrate professional and personal growth by seeking leadership and mentoring roles in their profession and community.

Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Civil Engineering

Program Contact: John Greenleaf
(john.greenleaf@quinnipiac.edu) 203-582-5018

The BS in Civil Engineering has a broad-based curriculum that provides exposure to technical issues and design in a number of civil engineering sub-disciplines including: structural, environmental, geotechnical, hydraulic/water resources and construction management. Civil engineering projects are often multidisciplinary in nature and can involve large public works. Specifically, civil engineers design, build and maintain a variety of projects including: roads, buildings, tunnels, retaining walls, dams, bridges, airports, water supplies and sewerage systems.

Through exposure to the University Curriculum, foundational course work in science and mathematics, major field courses and extracurricular activities, students graduating with a BS in civil engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency, creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity, and social intelligence.

BS in Civil Engineering Curriculum

The program requires 130 credits as outlined here:

A minimum grade of C- is required to satisfy the prerequisites of all civil engineering courses having the CER designation.

University Curriculum		
Foundations of Inquiry:		
FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 265	Linear Algebra and Differential Equations	4
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EC 111	Principles of Microeconomics	3
Humanities		3
Fine Arts		3
Personal Inquiry:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
MA 151	Calculus I	4
MA 152	Calculus II	4
Humanities, Social Science, Fine Arts (3 classes; must be from two different areas)		9
Integrative Capstone:		
University Capstone		3
Foundational Courses for Civil Engineering		
MA 251	Calculus III	4
PHY 121	University Physics	4
PHY 122	University Physics II	4
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
Common Engineering Curriculum		
ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
Civil Engineering Courses		
MER 210 & 210L	Fundamentals of Engineering Mechanics and Design and Fundamentals of Engineering Mechanics and Design Lab	4
MER 220 & 220L	Mechanics of Materials and Mechanics of Materials Lab	4
MER 310	Thermal-Fluid Systems I	3
CER 210	Infrastructure Engineering	3
CER 220	Civil Engineering Site Design	3
CER 310	Structural Analysis	3
CER 320 & 320L	Design of Reinforced Concrete and Design of Concrete Structures Lab	4
CER 330	Fundamentals of Environmental Engineering	3
CER 340 & 340L	Introduction to Geotechnical Engineering and Foundation Design and Introduction to Geotechnical Engineering and Foundation Design Lab	4
CER 350 & 350L	Hydrology/Hydraulic Design and Hydrology/Hydraulic Design Lab	4

CER 360	Construction Management	3
CER 445	Advanced Geotechnical Engineering and Foundation Design	3
CER 455	Advanced Environmental Engineering	3
CER 490	Engineering Professional Experience	1
CER 498	Design of Civil Engineering Systems	3
Select two Civil Engineering Electives		6
Technical Elective [1]		3
Total Credits		130

[1] Includes any CER elective or a 200-level or higher MER, IER, SER, MA, BIO or CHE course with department chair approval.

Graduates of the Civil Engineering program shall become successful professionals recognized for their:

1. Resourcefulness in the application of new knowledge, tools and technology to changing problems and circumstances in the natural and built environment;
2. Communication of complex ideas and problems to a professional audience;
3. Ethical behavior and capacity for finding engineering solutions that consider both the technical and social consequences of their work;
4. Leadership, mentorship and contributions to their profession and community;
5. Pursuit of intellectual, personal and professional development.

Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu) 203-582-8539

Pervasive and ever-changing computing technology provides the infrastructure for our globally connected world. Computer scientists are among the professionals who conceive, design, build and deploy critical software and hardware to support and advance this infrastructure. The Computer Science program prepares computer scientists who are able to contribute immediately and effectively to this project. Computer Science graduates possess a solid grounding in core knowledge that they can apply to solve new and emerging problems with innovative solutions. Since new computing knowledge is regularly generated, computer science graduates are able to independently identify, learn and apply new concepts.

BS in Computer Science Curriculum

Note: a minimum grade of C- is required for all computer science course prerequisites unless otherwise stated.

University Curriculum		
Foundations of Inquiry:		
FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Take one of the following Natural Science courses: [1]		4
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
PHY 121	University Physics	
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
Humanities, Social Sciences, Fine Arts: [2]		9
Personal Inquiry I:		
Take second semester of Natural Science course chosen above [1]		4
Take two additional courses from within Humanities, Social Sciences, Fine Arts [2]		6
Personal Inquiry II:		
Choose one of the following:		3-4
MA 141	Calculus of a Single Variable I	
MA 151	Calculus I	
Take an additional 4-5 UC credits (the mathematics elective below could count) [4]		5
Additional Requirements:		
MA 229	Linear Algebra	3
MA electives (take 5-6 additional credits) [5]		5-6
Additional Math/Science courses [6]		7
ENR 395	Professional Development Seminar	1
Computer Science Core Requirements		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures & Abstraction Lab	4
SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
CSC 225	Introduction to Software Development (SER 225)	3
CSC 310	Operating Systems and Systems Programming	3
CSC 315	Theory of Computation (MA 315)	3
Take one of the following:		3
CSC 325	Database Systems (SER 325)	
CSC 340	Networking and Distributed Processing	
CSC 491	Senior Project 1	3
CSC 492	Senior Project 2	3

CSC Electives (Take 9 credits of CSC elective courses) [3]	9
Total Credits	105-107

1. Must take the full-year sequence.
2. Courses must be from different areas.
3. Can be a software engineering elective (SER 210 or any 300-level or above SER course).
4. Must meet a minimum of 18 credits in Personal Inquiry I & II.
5. Total math credits must equal a minimum of 15.
6. Total math/science credits must equal a minimum of 30.

Complete additional course work to reach 120 credits. This course work must include any missing UC credits from Personal Inquiry above.

Learning Objectives

Within four to seven years of graduation, computer science majors are expected to:

1. demonstrate core computer science knowledge and skills;

2. demonstrate ethical behavior in their pursuits;

3. have achieved sustained employment and/or be pursuing additional educational opportunities;

4. pursue lifelong learning by maintaining currency in their field as they develop as professionals;

5. demonstrate professional and personal growth by seeking leadership and mentoring roles in their profession and community.

Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Industrial Engineering

Program Contact: Corey Kiassat
(Corey.Kiassat@quinnipiac.edu) 203-582-5020

Industrial engineers are employed throughout various industries, including manufacturing, health care and service, to determine the most effective and efficient ways to utilize resources. Industrial engineers are concerned with increasing productivity through the effective management of people, processes and technology. Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses and extracurricular activities, students graduating with a BS in Industrial Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

BS in Industrial Engineering Curriculum

The program requires 120 credits as outlined here:

University Curriculum		
Foundations of Inquiry:		
FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 285	Applied Statistics	3
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
Humanities		3
Social Science		3
Fine Arts		3
Personal Inquiry:		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
MA 151	Calculus I	4
MA 152	Calculus II	4
Humanities, Social Sciences, Fine Arts [1]		6
Integrative Capstone:		
University Capstone		3
Foundational Courses for Industrial Engineering		
MA 251	Calculus III	4
PHY 121	University Physics	4
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
Select one of the following Mathematics and Science Electives:		3
BIO 102	General Biology II	
BIO 208	Introduction to Forensic Science	
CHE 111	General Chemistry II	
MA 205	Introduction to Discrete Mathematics (CSC 205)	
MA 229	Linear Algebra	
MA 301	Foundations of Advanced Mathematics	
MA 365	Ordinary Differential Equations	
PHY 122	University Physics II	
Common Engineering Curriculum		
ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
Industrial Engineering Courses		
IER 310	Operations Research I	3
IER 320	Production Systems	3
IER 330	Lean Systems Engineering	3
IER 335	Systems Engineering and Management	3
IER 340	Physical Human Factors and the Workplace	1
IER 360	Operations Planning and Control	3
IER 430	Statistical Process Control	3

IER 465	Cognitive Human Factors and the Workplace	2
IER 490	Engineering Professional Experience	1
IER 491	Capstone Project I	3
IER 498	Capstone Project II	3
Industrial Engineering Electives		
IER Technical Electives [2]		12
CER, IER, MER, SER Technical Electives [3]		3
Open Electives		9
Total Credits		120

1 Take two classes, each from a different area.

2 All IER courses that are not required for an IE degree.

3 One additional IER technical elective or any 300-level or higher ENR, CER, MER, SER courses that are not required for an IE degree.

Depending on math sequence taken, additional UC electives may be required.

Learning Objectives

Within four to seven years after graduation, industrial engineering alumni are expected to:

1. attain sustained employment in professional positions of increasing responsibility and impact;
2. successfully pursue professional training, engineering certification, advanced professional degrees or graduate studies;
3. demonstrate professional and intellectual growth as managers and leaders in their profession, society and communities.

Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Mechanical Engineering

Program Contact: Lynn Byers (Lynn.Byers@quinnipiac.edu)
203-582-5028

Mechanical engineers are employed in the research, design, development and manufacturing of a broad range of tools, engines, machines and other mechanical devices and components. Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses, and extracurricular activities, students graduating with a BS in Mechanical Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency, creative thinking and visual literacy. They are prepared to enter the profession or to pursue graduate studies with a solid foundation in the breadth of mechanical engineering, as well as a particular concentration through the selection of a group of coherent electives. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

BS in Mechanical Engineering Curriculum

The program requires 131 credits as outlined here:

University Curriculum		
Foundations of Inquiry:		
FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 285	Applied Statistics	3
Disciplinary Inquiry:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EC 111	Principles of Microeconomics	3
Humanities		3
Fine Arts		3
Personal Inquiry:		
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
or BIO 101 & 101L	General Biology I and General Biology I Lab	
MA 151	Calculus I	4
MA 152	Calculus II	4
Humanities, Social Science, Fine Arts (three classes; must be from two different areas)		9
Integrative Capstone:		
University Capstone		3
Foundational Courses for Mechanical Engineering		
MA 251	Calculus III	4
MA 265	Linear Algebra and Differential Equations	4
PHY 121	University Physics	4
PHY 122	University Physics II	4
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
Common Engineering Curriculum		
ENR 110	The World of an Engineer	3
ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
Mechanical Engineering Courses		
MER 210 & 210L	Fundamentals of Engineering Mechanics and Design and Fundamentals of Engineering Mechanics and Design Lab	4
MER 220 & 220L	Mechanics of Materials and Mechanics of Materials Lab	4
MER 221	Dynamics	3
MER 230 & 230L	Engineering Materials and Engineering Materials Lab	4
MER 250	Computer Aided Design	3
MER 310	Thermal-Fluid Systems I	3

MER 320	Thermal-Fluid Systems II	3
MER 330 & 330L	Introduction to Circuits and Circuits Lab	4
MER 340 & 340L	Manufacturing/Machine Component Design and Manufacturing/Machine Component Design Lab	4
MER 350	Mechanical Engineering Design	3
MER 360	Heat Transfer	3
MER 470 & 470L	Dynamic Modeling and Control and Dynamic Modeling and Controls Lab	4
MER 490	Engineering Professional Experience	1
MER 498	ME Major Design Experience	3
Mechanical Engineering Electives		
Select two of the following MER technical electives:		6
MER 387	Introduction to Applied Aerodynamics	
MER 388	Helicopter Aeronautics	
MER 450	Environmentally Conscious Design and Manufacturing	
MER 472	Energy Conversion Systems	
MER 475	Mechatronics	
MER 481	Aircraft Performance/Static Stability	
MER 486	Vibration Engineering	
MER 489	Advanced Study in Mechanical Engineering	
MER 491	Biomedical Engineering	
Technical elective		
Select one of the following:		3
One additional MER technical elective from above		
CER 310	Structural Analysis	
IER 320	Production Systems	
IER 340	Physical Human Factors and the Workplace	
IER 420	Industrial Control Systems	
IER 430	Statistical Process Control	
Other 200-level or higher CER, IER or SER course with program coordinator approval		
Total Credits		131

Within four to seven years after graduation, mechanical engineering alumni are expected to:

1. attain a position(s) of responsibility in which they:
   a. work effectively in teams
   b. manage resources
   c. solve complex problems
   d. communicate information
   e. influence decisions
   f. act ethically
   g. balance constraints
2. realize self-development through formal and informal learning opportunities;
3. achieve sustained employment and/or further education in a technical/professional field;
4. enhance their capacity to engage independently in meaningful creative endeavors.

Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Bachelor of Science in Software Engineering

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu) 203-582-8539

Computers are ubiquitous, and thus so is the code to run devices, applications, and even the machines themselves. The most complicated artifacts built by humans are software systems, and software engineers design and develop these systems. Using cutting edge engineering principles and practices in a hands-on team-oriented environment, software engineering students learn how to build the code of the future.

Through exposure to the University Curriculum, foundational course work in science, mathematics, major field courses, and extracurricular activities, students graduating with a BS in Software Engineering achieve intellectual proficiencies in critical thinking and reasoning, scientific literacy, quantitative reasoning, information fluency and creative thinking and visual literacy. They also achieve interpersonal proficiencies in written and oral communication, responsible citizenship, diversity awareness and sensitivity and social intelligence.

BS in Software Engineering Curriculum

Note: Unless otherwise stated, all software engineering courses and their prerequisites must be completed with a minimum grade of C-.

University Curriculum		
Foundations of Inquiry:		
FYS 101	First Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy:		
MA 205	Introduction to Discrete Mathematics (CSC 205)	3
Disciplinary Inquiry:		
Natural Sciences (Take one UC 4-credit science course with lab)		4
Humanities, Social Sciences, Fine Arts [1]		9
Personal Inquiry: [2]		
Natural Sciences (Take one UC science course)		3
Additional Humanities, Social Sciences and Fine Arts [3]		6
MA 151	Calculus I	4
Integrative Capstone:		
University Capstone		3
Common Engineering Curriculum		
ENR 110	The World of an Engineer	3

ENR 210	Engineering Economics and Project Management	3
ENR 395	Professional Development Seminar	1
Additional Mathematics Courses		
MA 285	Applied Statistics	3
Mathematics Electives (Take two from the following list):		6
MA 152	Calculus II	
MA 229	Linear Algebra	
MA 301	Foundations of Advanced Mathematics	
MA 305	Discrete Mathematics	
MA 315	Theory of Computation (CSC 315)	
MA 318	Cryptography (CSC 318)	
MA 361	Numerical Analysis (CSC 361)	
MA 378	Mathematical Modeling	
Additional Science Courses		
Select one year of lab science from the following options:		8
Option 1:		
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
Option 2:		
BIO 101 & 101L	General Biology I and General Biology I Lab	
BIO 102 & 102L	General Biology II and General Biology Lab II	
Option 3:		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	
Option 4:		
PHY 121	University Physics	
PHY 122	University Physics II	
Software Engineering Courses		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures & Abstraction Lab	4
CSC 215	Algorithm Design and Analysis	3
SER 120 & 120L	Object-Oriented Design and Programming and Object-Oriented Design and Programming Lab	4
SER 210	Software Engineering Design and Development	3
SER 225	Introduction to Software Development (CSC 225)	3
SER 310	Human-Computer Interaction	3
SER 320	Software Design and Architecture	3
SER 330	Software Quality Assurance	3
SER 340	Software Requirements Analysis	3
SER 350	Software Project Management	3
SER 490	Engineering Professional Experience	1
SER 491	Senior Capstone I	3
SER 492	Senior Capstone II	3
CSC Elective: CSC 210 or any CSC course at the 300-level or above [4]		3
SER Elective: Any two SER courses at the 300-level or above		6
Open Electives		
Free Elective (UC if needed)		3
Total Credits		120

1. Must take one course from each area.
2. An additional 5 credits of UC courses must be taken in the Additional Mathematics Courses, Additional Science Courses, or Open Course categories.
3. Take two classes, each from a different area.
4. Waived with approved minor.

Within four to seven years of graduation, Software Engineering alumni are expected to:

1. demonstrate core software engineering knowledge and skills;
2. demonstrate ethical behavior in their pursuits;
3. have achieved sustained employment and/or be pursuing additional educational opportunities;
4. pursue lifelong learning by maintaining currency in their field as they develop as professionals;
5. demonstrate professional and personal growth by seeking leadership and mentoring roles in their profession and community

Admission Requirements: School of Engineering

The requirements for admission into the undergraduate School of Engineering programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

Minor in Computer Science

Program Contact: Jonathan Blake (Jonathan.Blake@quinnipiac.edu) 203-582-8539

Computer literacy is a vital asset in nearly every modern profession. The minor in computer science teaches you the basic computing and problem solving expertise necessary to address a wide range of issues, from cyber-attacks to software glitches and server overload. A working knowledge of operating systems, network security and database maintenance increases not only your independence, but also your value to employers in business, media, higher education, health care and many other fields.

The minor's deep list of electives gives you the opportunity to focus on the topics that best complement your major and future career goals. Proficiency in programming languages and computer graphics enables you to handle web design and other creative needs for employers, while skills such as cryptography and algorithm analysis are especially useful in many engineering disciplines.

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits).

Computer Science Minor Curriculum

To complete a minor in computer science, a student is required to take a total of six courses (20 or 21 credits).

Take the following courses:		
CSC 110 & 110L	Programming and Problem Solving and Programming and Problem Solving Lab	4
CSC 111 & 111L	Data Structures and Abstraction and Data Structures & Abstraction Lab	4
CSC 205	Introduction to Discrete Mathematics (MA 205)	3
Take at least one of the following courses:		
CSC 210 & 210L	Computer Architecture and Organization and Computer Architecture and Organization Lab	4
CSC 215	Algorithm Design and Analysis	3
Take courses from the following list to complete the 6-course requirement: [1]		
CSC 225	Introduction to Software Development (SER 225)	3
CSC 310	Operating Systems and Systems Programming	3
CSC 315	Theory of Computation (MA 315)	3
CSC 318	Cryptography (MA 318)	3
CSC 320	Compilers	3
CSC 340	Networking and Distributed Processing	3
CSC 345	Computer Graphics	3
CSC 350	Intelligent Systems	3
CSC 355	Programming Language Concepts	3
CSC 361	Numerical Analysis (MA 361)	3
CSC 375	Advanced Topics in Computer Science	3

[1] At least one of these courses must be at the 300-level. Additional courses not listed could be substituted with prior approval from the chair.

SCHOOL OF HEALTH SCIENCES

Center for Medicine, Nursing and Health Sciences

North Haven Campus

Echlin Center, second floor, Mount Carmel Campus

203-582-8710 (central office)

Administrative Offices

Title	Name	Phone	Email
Dean	William Kohlhepp	203-582-5226	William.Kohlhepp@qu.edu
Senior Associate Dean	Betsey C. Smith	203-582-8327	Betsey.Smith@qu.edu
Associate Dean	Shelley L. Giordano	203-582-3650	Shelley.Giordano@qu.edu
Assistant Dean for Career Development	Cynthia Christie	203-582-3656	Cynthia.Christie@qu.edu
Assistant Dean for Student Services	Colleen A. Thompson	203-582-8118	Colleen.Thompson@qu.edu
Coordinator of Fitness, Leisure and Wellness	Debora H. Lavigne	203-582-7943	Debora.Lavigne@qu.edu

Departments/Programs

Undergraduate Programs

Program	Name	Phone	Email
Athletic Training	Stephen Straub	203-582-8443	Stephen.Straub@qu.edu
Biomedical Sciences			
Biomedical Sciences	Thomas C. Brady	203-582-8609	Thomas.Brady@qu.edu
Health Science Studies	Christine G. Fitzgerald	203-582-8688	Chris.Fitzgerald@qu.edu
Microbiology and Immunology	Thomas C. Brady	203-582-8609	Thomas.Brady@qu.edu
Diagnostic Imaging	John Candler	203-582-6205	John.Candler@qu.edu
Diagnostic Medical Sonography	Marisa Hale	203-582-8264	Marisa.Hale@qu.edu
Radiologic Sciences	Alicia Giaimo	203-582-3814	Alicia.Giaimo@qu.edu

Combined Undergraduate/Graduate Programs

Program	Name	Phone	Email
Entry-level Master's Physician Assistant Program	Johanna D'Addario	203-582-3882	Johanna.DAddario@qu.edu
Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences)	Thomas C. Brady	203-582-8609	Thomas.Brady@qu.edu
Occupational Therapy	Salvador Bondoc	203-582-3727	Salvador.Bondoc@qu.edu
BSHS-MOT Occupational Therapy	Roseanna Tufano	203-582-5363	Roseanna.Tufano@qu.edu
Physical Therapy DPT Program	Maureen Helgren	203-582-8681	Maureen.Helgren@qu.edu

Graduate Programs

Program	Name	Phone	Email
Master of Health Sciences			
Advanced Medical Imaging and Leadership	John Candler	203-582-6205	John.Candler@qu.edu
Cardiovascular Perfusion	Michael J. Smith	203-582-3427	Michael.Smith@qu.edu
Medical Laboratory Sciences	Dwayne Boucaud	203-582-3768	Dwayne.Boucaud@qu.edu
Pathologists' Assistant	Robert Cottrell	203-582-8456	Robert.Cottrell@qu.edu
Physician Assistant	Dennis Brown	203-582-3708	Dennis.Brown2@qu.edu
Radiologist Assistant	John Candler	203-582-6205	John.Candler@qu.edu
Master of Social Work	Deborah Rejent	203-582-6433	Deborah.Rejent@qu.edu

Post-Professional Programs

Program	Name	Phone	Email
Occupational Therapy			
Online Occupational Therapy Doctorate (OTD)	Francine Seruya	203-582-6455	Francine.Seruya@qu.edu

Career Development

In the School of Health Sciences, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

Fitness, Leisure and Wellness

Quinnipiac's School of Health Sciences offers courses that promote and encourage personal growth in the areas of fitness, leisure and wellness. In keeping with the school's mission, the courses are dedicated and focused on the development of the entire person with the goal of

encouraging the essential habits of lifetime fitness, leisure and wellness. Classes take place on both the Mount Carmel and York Hill campuses, as well as at off-campus locations. See FLW course descriptions for a detailed list of offerings.

Additional Requirements

Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

Background Checks

Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.

Technical Standards for Admission

Students admitted to all programs in the School of Health Sciences must be able to meet their program's technical standards and or essential functions. Technical standards are developed by accreditation agencies and organizations to establish the essential qualities and standards considered necessary to achieve the skills, knowledge and competencies for entry-level practice. Information on technical standards and essential functions may be found in the catalog, on the website or by contacting the individual program chairperson.

Academic Good Standing

All undergraduate and graduate students in the School of Health Sciences are expected to maintain the required minimum GPA set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in the Quinnipiac University Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain his/her status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation, b) suspended or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter. For further clarification please see the Program Level Academic Good Standing Policy (p. 43).

Mission Statement

The Quinnipiac University School of Health Sciences offers a comprehensive spectrum of health science programs designed to address both the evolving health needs of society and the practical implementation of innovative methods and procedures based on the latest scientific discoveries. Building upon a solid foundation in the basic sciences and liberal arts, the School of Health Sciences offers a student-centered learning environment with interprofessional collaboration, innovative teaching and hands-on experience. The School of Health Sciences seeks to integrate theory, research and practice to best prepare health care practitioners and biomedical scientists who can demonstrate leadership in their disciplines and in the global community.

Vision Statement

The School of Health Sciences strives to develop forward-thinking, compassionate practitioners and scientists with broad professional competencies who can shape a rapidly changing biomedical and social landscape in pursuit of excellence in health care delivery. The school will be a nationally recognized school of choice for students, faculty and employers who share this vision.

Values Statement

The School of Heath Sciences values an interprofessional, client/patient-centered health care model and the translational science that supports it. Students are held to high ethical standards as they utilize critical thinking, scientific evidence and knowledge of diverse cultures and communities to improve health outcomes. We value an experiential learning environment where faculty integrate inquiry with their professional expertise and build collaborative relationships that empower students to solve health-related challenges in a socially responsible manner.

Bachelor of Science

- Bachelor of Science in Athletic Training (p. 149)
- Bachelor of Science in Biomedical Sciences (p. 153)
- Bachelor of Science in Diagnostic Medical Sonography (p. 165)
- Bachelor of Science in Health Science Studies (p. 155)
- Bachelor of Science in Microbiology and Immunology (p. 158)
- Bachelor of Science in Radiologic Sciences (p. 167)
- Online Health Science Studies (p. 164)
  - BS Completion Track
- Independent Study Opportunities (p. 162)

Combined Undergraduate/Graduate Programs

- Entry-Level Combined Bachelor's/Master in Occupational Therapy (p. 172)
- Entry-Level Master's Physician Assistant Program (p. 182)
- Entry-Level Doctor of Physical Therapy (p. 178)
  - Three-year BS in Health Science Studies for Freshman Entry (3+3) PT Majors
  - Four-Year BS in Health Science Studies for Freshman Entry (4+3) PT Majors
  - Bachelor of Science in Athletic Training and Doctor of Physical Therapy (7 years) (p. 180)
- Five-year Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences) (p. 160)

Minors

- Minor in Biomedical Sciences (p. 163)
- Minor in Microbiology and Immunology (p. 163)

Graduate Programs

Master of Health Science

- Advanced Medical Imaging and Leadership
- Cardiovascular Perfusion (p. 234)
- Medical Laboratory Sciences (p. 241) with concentrations in:
  - Biomedical Sciences
  - Microbiology

- Pathologists' Assistant (p. 245)
- Physician Assistant (p. 247)
- Radiologist Assistant (p. 250)

Master of Social Work

- Master of Social Work (p. 238)

Doctoral Degrees

- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 243)
- Entry-Level Doctor of Physical Therapy (DPT) (p. 180)

Department of Athletic Training and Sports Medicine

Athletic trainers work with all types of patients to prevent and treat injuries, from student-athletes to members of professional sports teams.

At Quinnipiac, the program in Athletic Training emphasizes practical clinical experience along with a strong foundation in anatomy and physiology, nutrition, and fitness and conditioning, among other subjects. The program values personal responsibility and critical decision making in the development of high quality patient-centered care. You'll work with student-athletes from Quinnipiac's Division I volleyball, soccer, field hockey, cross country, tennis, basketball and ice hockey teams as well as athletes in local high schools and community-based health care settings, all under the supervision of certified athletic trainers and other licensed health care providers.

The Department of Athletic Training and Sports Medicine is a vibrant seven member group with expertise across the domains of athletic training. Faculty are active in aspects of sports health care and education at the state, regional and national level. Faculty members collaborate with other health care educators across the School of Health Sciences, School of Medicine and School of Nursing to deliver an interprofessional educational experience.

The department sponsors educational programming culminating in a BS in Athletic Training, qualifying the student to sit for the national certification exam, and collaborates with the Department of Physical Therapy in offering a seven year AT/DPT program.

- Bachelor of Science in Athletic Training (p. 149)
- Bachelor of Science in Athletic Training and Doctor of Physical Therapy (p. 180)

Bachelor of Science in Athletic Training

Program Contact: Stephen Straub (Stephen.Straub@quinnipiac.edu) 203-582-8443

Athletic Training education at Quinnipiac is a four-year undergraduate program preparing students to sit for the national certification exam (BOCATC.org), which permits the student to work as a Certified Athletic Trainer (http://www.nata.org/). This direct entry program is accredited by the Commission on Accreditation of Athletic Training Education (https://caate.net) and offers a highly personalized learning environment featuring small classes and ready access to faculty, which reflects the university's commitment to excellence in teaching, as well as support for scholarship and professional development. The Athletic Training and Sports Medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments, and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

BS in Athletic Training Curriculum

Preprofessional Component

Examination and an evaluation of high school units presented determine initial placement in the English and mathematics courses. The minimum mathematics requirement is MA 275. It is strongly suggested that biology and athletic training courses are completed in the appropriate semesters as indicated. The following courses must be completed with a C- or better and a minimum GPA of 2.67.

BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab [1]	4
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab [1]	4
MA 275	Biostatistics	3
Total Credits		27

Where applicable, courses may be used to satisfy University Curriculum requirements. Progression to the professional component occurs in the fourth semester or second year, spring semester.

The following courses must be completed with a minimum of a B- at Quinnipiac and prior to entry into the professional component of the athletic training program. All AT courses must be taken at Quinnipiac.

AT 114	Introduction to Athletic Training/Sports Medicine	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness & Conditioning	2
AT 214	Care and Prevention of Athletic Injuries	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab	3
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries	4
Total Credits		17

Professional Component

The Admissions Progression and Retention Committee for the program in athletic training is responsible for evaluating and screening candidates

for the professional component of the program. Program requirements are established in conjunction with the guidelines established by the Educational Council of the National Athletic Trainers' Association and are acceptable to the school and university administration. While a good deal of the athletic training students' clinical assignments (clinical practicum I–V) occur at Quinnipiac, off-campus assignments also are required. Students are responsible for transportation to and from all off-campus sites and should plan to have a vehicle by the fourth semester. Most off-campus sites are within 15 miles from the main campus. Moreover, students involved in varsity athletics normally require additional semester(s) to complete the program.

The curriculum for the professional courses in the program is subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Athletic Training Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab(UC) science	4
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab [1]	4
EN 101	Introduction to Academic Reading and Writing(UC) Freshman Composition	3
UC Fine Arts		3
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
AT 114	Introduction to Athletic Training/Sports Medicine [2]	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness & Conditioning [2]	2
BIO 102 & 102L	General Biology II and General Biology Lab II(UC) Science	4
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab [1]	4
EN 102	Academic Writing and Research(UC) Freshman Composition	3
	Credits	18
Second Year		
Fall Semester		
AT 214	Care and Prevention of Athletic Injuries	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab	3
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries	4
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
MA 275	Biostatistics(UC) Quantitative Literacy	3
	Credits	17
Spring Semester		
AT 215 & 215L	Therapeutic Modalities and Therapeutic Modalities Lab	4
AT 210	Introduction to Evidence-Based Practice	2
AT 251 & 251L	Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries and Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries Lab	4
AT 290	Clinical Practicum I, Risk Management And Injury Prevention	2
AT 290C	Clinical Practicum I	1
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
	Credits	17
Third Year		
Fall Semester		
AT 350 & 350L	Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries and Evaluation and Treatment of Musculoskeletal Injuries Lab	4
AT 351 & 351L	General Medical Conditions and Treatment and General Medical Conditions and Treatments Lab	4
AT 390	Clinical Practicum II, Athletic Protective Equipment	2
AT 390C	Clinical Practicum II, Clinical	1
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
PS 101	Introduction to Psychology (UC social science)	3
	Credits	18
Spring Semester		
AT 330	Nutrition for Sport and Fitness	3
AT 352 & 352L	Evaluation and Treatment of Spinal Injuries and Evaluation and Treatment of the Spinal Injuries Lab	4
AT 391C	Clinical Practicum III	1
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
PS 272	Abnormal Psychology (UC social science)	3
	Credits	15
Fourth Year		
Fall Semester		
AT 450	Administration and Management in Athletic Training	3
AT 490C	Clinical Practicum IV	1
QU 420	Integrative Capstone	3
UC Electives (2)		6
	Credits	13
Spring Semester		
AT 491	Clinical Practicum V, Professional and Career Preparation	2
AT 491C	Clinical Practicum V, Clinical	1

UC Elective	3
UC Humanities	3
UC Humanities	3
Credits	12
Total Credits	127

[1] Students enrolled in the AT/DPT dual program or interested in certain graduate programs should substitute CHE 110–CHE 111 for CHE 101–CHE 102.

[2] These AT courses have a laboratory and/or clinical component.

** Students admitted to the AT/DPT dual major need to take PHY 110, PHY 111 and MA 141 (Total credits 132).

A GPA of 3.0 must be maintained each semester during the professional component; C, D and F grades are unacceptable in the professional component of the program.

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Departmental and Program Mission Statement

The mission of the Department of Athletic Training and Sports Medicine is to provide a quality education program through which students obtain the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. Importance is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training. Strong emphasis is placed on the practical clinical experience coupled with specific professional course work. Recognizing the importance of excellence in teaching and instruction, the faculty, in its commitment to the combination of diverse clinical and intellectual experiences, collaborates in educating students.

The Athletic Training education program offers a highly personalized learning environment featuring small classes and ready access to faculty; reflecting the university's commitment to excellence in teaching, the Athletic Training and Sports Medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

Direct Entry

Candidates applying for admission to the Athletic Training program from high school are required to have at least three years of high school college preparatory mathematics, one year of biology, one year of chemistry and one year of physics. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include three letters of reference. A personal interview may be requested with representatives of the Admissions Office to discuss program requirements and the applicant’s professional interests and commitments.

Applications are accepted for admission to the fall semester only.

Admission to Quinnipiac University does not guarantee admission to the Athletic Training program, unless officially accepted into the program. Students enrolled in the program’s preprofessional component (semesters 1–3) must achieve a B- or better in AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 and a minimum cumulative GPA of 2.67 upon completion of all additional preprofessional requirements including all program science and math requirements to qualify for admission into the professional component of the program (D and F grades in the required science and math courses are unacceptable).

All AT courses must be taken and completed at Quinnipiac University. Professional component students (semesters 4–8) must earn at least a B- in all professional component courses and maintain a GPA of 3.0 each semester during the professional component. Students who fail to maintain these grade requirements are subject to dismissal from the program.

Students enrolled in the Athletic Training program, or other majors that provide prerequisite requirements for the graduate DPT program, may apply for entry into the three-year Doctor of Physical Therapy graduate program after attending an information session in the fall of their BS program. Admission is competitive and is based on performance and space availability.

Technical Standards for Admission

The Athletic Training program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency: Commission on Accreditation of Athletic Training Education (CAATE).

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Candidates for selection to the program are required to verify they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director prior to arrival on campus in the fall semester. A listing of the technical standards and an agreement form for the Athletic Training program can be found here . If the student fails to complete the agreement form prior to the first day of classes, the student is admitted to the university but may be required to reapply for the Athletic Training program.

Background Check and Immunizations

All students entering the Athletic Training program, and the health care professions in general, should be aware that most professional credentialing agencies require a background check prior to awarding professional credentials. Information regarding background checks for those seeking to become certified athletic trainers can be found at www.bocatc.org.

For Athletic Training, the affidavit portion of the certification exam application requires candidates to report any felony or misdemeanor conviction along with any judgments of negligence, malpractice or misconduct. During the application process for the national certifying examination, candidates must submit an explanation of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines.

Candidates may request a predetermination of eligibility at any time by submitting their documentation prior to their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee's decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details.

Students enrolled in the Quinnipiac University Athletic Training program will be required to complete criminal and sex offender background checks and submit required health and immunization records prior to initiation of clinical rotations. The cost of the background checks and health assurance measures are the responsibility of the individual student. A complete listing of the immunizations is available on the program website.

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Athletic Training program based on space availability. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards of the program. The students must complete the general science requirements, AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 prior to entry into the professional component of the program or the fourth semester of the course sequence. AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 must be taken at Quinnipiac.

Athletic Training courses from the student's previous institution will not be considered for replacement of BMS 300, BMS 301 or any of the athletic training courses offered at Quinnipiac.

Transfer Students from within Quinnipiac

Students currently attending Quinnipiac in another program may be accepted into the Athletic Training program based on space availability and review of qualifications by the program director. Students may apply through the department upon completion of the general science requirements, AT 114, AT 115, AT 116, AT 214, AT 216 and AT 250 prior to entry into the professional component of the program or the fourth semester of the course sequence. These students must meet the course requirements, performance standards (GPA of 2.67) and technical standards of the program.

The Athletic Training education program at Quinnipiac University is accredited by:

The Commission on Accreditation Athletic of Training Education (CAATE.net),

6850 Austin Center Blvd., Suite 100

Austin, TX 78731-3184

Phone: 512-733-9700

The program received a 10-year accreditation (the maximum available) in 2008. The re-accredidation process will commence in June 2018 with the submission of a self-study report to CAATE.

In order to become a Certified Athletic Trainer, a candidate must pass a national certification examination. The program has a three-year aggregate first time pass rate of 100 percent. Here are our certification examination results by year:

Additional program costs:

As a clinical education program, the Athletic Training major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical Education Travel** (gas, parking, public transportation) – Students will have at least two clinical rotation experiences that take him/her off campus. For this rotation, the student will typically be traveling 4 – 5X per week for practice, games and treatments. While a car is not absolutely required, it increases the variety and flexibility of clinical experiences available to the student. These rotations will start during the sophomore year. **Costs - variable**
2. **Immunizations:** Consistent with the School of Health Sciences Policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. **Costs – variable**
3. **Background Check:** All students must undergo a background check prior to the start for clinical observations in the sophomore year. This check must be updated at the start of the senior year. **Costs – approx. $75 per review depending on the home state**
4. **Liability Insurance:** All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.
5. **My Record Tracker:** Consistent with School of Health Sciences Policy, students must sign up for and maintain an online account with MRT. This program tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost - Approx $18 per year**
6. **Professional Association Membership:** Students are strongly encouraged (but not required) to join the professional association (NATA). **Costs - $55 per year**
7. **BOC Certification Exam:** Professional certification is limited to those who pass the BOC certification examination (typically taken during the last semester of enrollment). **Costs - $300 for NATA members, $375 for non-NATA members**

Department of Biomedical Sciences

The programs within the Department of Biomedical Sciences are designed to provide students with knowledge and skills of the rapidly expanding fields of basic science, medicine and research. The integration of courses from these areas with a broad range of courses taken from other disciplines such as the arts and sciences and business provides the student with the maximum educational background and the critical

thinking skills required to succeed in the increasingly demanding field of biomedical sciences.

The department offers four programs leading to the Bachelor of Science degree. These include Biomedical Sciences, Health Science Studies and Microbiology and Immunology, plus a combined five-year Bachelor/Master of Health Science. Because of the expansion of medical information and techniques, the department also offers several graduate degree programs including Cardiovascular Perfusion, Pathologists' Assistant and Medical Laboratory Science (with specialties in Biomedical Sciences and Microbiology). The focus of each of these programs is to educate students for the critical thinking necessary to function successfully within their chosen profession.

The Department of Biomedical Sciences integrates and coordinates the activities of related biomedical sciences programs that may be conveniently grouped under the generic title "biomedical sciences." The inclusion of these programs, which have many elements in common, under the direction of a single administrative unit, encourages the mixing of ideas and disciplines. It allows both the lateral and the upward mobility of students enrolled in closely related curricula and permits the faculty to cut across traditional disciplinary boundaries.

The rapid expansion of basic medical information, methodology and technology in recent years has increased the demand for specially trained personnel to perform in the clinical and research laboratories of hospitals, medical schools and government health facilities, and in the pharmaceutical and biotechnology industries. The health care system has a need for development of interdisciplinary skills to keep pace with sophisticated scientific developments and their applications in the biomedical sciences.

Students in Biomedical Science programs can enroll in independent study courses in biomedical science, microbiology and health sciences that enable them to collaborate with faculty in research laboratories. By definition, an independent study includes course content not offered by another Quinnipiac Catalog course. However, it must involve contact hours and scholarly activities equivalent to any regularly offered course. These courses often include review of the scientific literature in the field of the research project and creation of a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio or presentation at a scientific meeting. Students are limited to no more than 8 credits of Biomedical Science (BMS) and/or Health Science (HSC) independent studies.

Students should refer to Premedical Studies (p. 32) for information about the Premedical Studies Program.

- Bachelor of Science in Biomedical Sciences (p. 153)
- Bachelor of Science in Health Science Studies (p. 155)
- Bachelor of Science in Microbiology and Immunology (p. 158)
- Five-year Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences) (p. 160)
- Minor in Biomedical Sciences (p. 163)
- Minor in Microbiology and Immunology (p. 163)
- Independent Study Opportunities (p. 162)
- Online Health Science Studies (p. 164)—BS Completion Track (p. 164)

Bachelor of Science in Biomedical Sciences

Program Contact: Thomas C. Brady (Thomas.Brady@quinnipiac.edu) 203-582-8609

The Department of Biomedical Sciences offers a Bachelor of Science in Biomedical Sciences. The curriculum for this degree program provides the student with a solid foundation in the basic and biomedical sciences, which allows the student to pursue many different avenues of opportunity depending upon his/her goals and interests. In addition to courses in science and mathematics, students are required to take a selection of University Curriculum (p. 36) courses (designated UC on the curriculum). The entire curriculum is designed to provide students with a strong program in basic and biomedical sciences, as well as a well-rounded educational experience through the University Curriculum. To remain in good academic standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science.

Students completing this degree may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, a student with this degree may wish to continue his/her education in graduate/professional school in: biological and/or biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists' assistant, forensic sciences, microbiological sciences, molecular biology, biotechnology, toxicology, neurobiology, plus many other areas.

Students who excel in this program (>3.0 GPA overall and in science/math) may be eligible to participate in a research project with a faculty member or an internship in an area company sometime during their junior or senior year. This depends upon the availability of mentors and internships at the particular time. Upper-level BMS students in good academic standing (>3.0 GPA overall and in science/math) may also be permitted to take 2–3 graduate courses to fulfill undergraduate degree requirements. See policy here (p.).

The technical standards for individuals working in the biomedical field may include the following abilities: to effectively communicate via oral and written expression; exhibit general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; distinguish between subtle shades of color; read comprehend, and interpret scientific/medical information from professional sources. Reasonable accommodations will be considered on a case-by-case basis.

Students may choose to minor in *any* area of study, although BMS students often choose to pursue one (or more) of these particular minors:

1. microbiology and immunology
2. chemistry
3. psychology

Students should work with their BMS major adviser and with their minor adviser to choose appropriate courses.

BS in Biomedical Sciences Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4

CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First Year Seminar	3
MA 140 or MA 141	Pre-Calculus [1] or Calculus of a Single Variable I	3
	Credits	17

Spring Semester

BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3
UC Disciplinary Inquiry		3
	Credits	17

Second Year

Fall Semester

BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
MA 275	Biostatistics	3
UC Disciplinary Inquiry		3
	Credits	14

Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
UC Disciplinary Inquiry		3
	Credits	15

Third Year

Fall Semester

PHY 110 & 110L	General Physics I and General Physics I Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
Science Elective		4
UC Personal Inquiry		3
	Credits	15

Spring Semester

PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472	Biotechnology (Lecture & Lab Combined)	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Science Elective		4
UC Personal Inquiry		3
	Credits	15

Fourth Year

Fall Semester

BMS 318	Pathophysiology	3
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
	Credits	16-17

Spring Semester

Science Elective		4
QU 420	Integrative Capstone	3
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
	Credits	16-17
	Total Credits	125-127

[1] Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

Students interested in graduate or professional school should investigate research and/or an independent study.

Science Electives

Take 15-17 credits from any BIO, BMS, HSC, CHE or PHY course at the 200 level or above. Three courses must be BMS.

Open Electives

Students may take 6 credits of 1-, 2-, 3-, or 4-credit courses. BMS majors may not take 100 level "science for non-science majors" classes as open electives.

Minors

Science and open electives may be taken to complete minors from a variety of disciplines such as microbiology/immunology, chemistry and psychology. Students should discuss course selection for minors with their academic adviser.

Biomedical Sciences Electives

BMS 200	Biology of Aging	3
BMS 213 & 213L	Microbiology and Pathology and Microbiology and Pathology Lab	4
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 332	Histology	4

BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 470 & 470L	Virology and Virology Lab	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
BMS 502	Research Methods	4

BMS Mission Statement

The mission of the Biomedical Sciences program is to provide students with a solid basic science foundation in preparation for studying the upper-level biomedical-related sciences. This is meant to provide maximum flexibility to students who are interested in pursuing one of the medical-related professions (e.g., physician, physician assistant, dentist, veterinarian, pharmacist, chiropractor, etc.), or graduate programs (MS/PhD) in the biomedical sciences (e.g., cancer biology, stem cell technology, cloning technology, molecular genetics, microbiology, immunology, etc.). Additionally, students who choose not to go on to graduate or professional school are able to apply for research and development positions in pharmaceutical and biotechnology companies.

BMS students have the opportunity to learn valuable skills that may be applicable in a variety of biomedical fields after graduation, including effective communication via oral and written expression; exhibition of general fine motor skills and hand-eye coordination appropriate to performing delicate procedures; reading comprehension, critical thinking, visual literacy, interpretation of scientific/medical information from professional sources, etc.

Admission Into the Program

Admission into the Biomedical Sciences program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Biomedical Sciences program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a GPA of 2.5 overall, as well as in math and science.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the Biomedical Sciences program based upon a review of qualifications by the program director. Students may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, 8 credits of BIO 101 & BIO 102 *or* BIO 150 & BIO 151, and the general chemistry requirements, specifically, 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Student must also meet the performance standards of the program (GPA of 2.5 overall, as well as in math and science).

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Biomedical Sciences program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102 *or* BIO 150 & BIO 151, and the general chemistry requirements, specifically, the equivalent of 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

Premedical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the premedical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Premedical Studies (p. 32) for more information about the premedical studies program and contact the Health Professions Advisory Committee for further academic advising.

Bachelor of Science in Health Science Studies

Program Contact: Christine G. Fitzgerald (Chris.Fitzgerald@quinnipiac.edu) 203-582-8688

The Health Science Studies bachelor's degree program is designed for students entering the School of Health Sciences who have interest in health care/health science related career paths. Upon admission, students choosing this option are assigned to academic advisers who will assist them in designing a customized program to meet their career goals.

First-year students are automatically enrolled in a career exploration course to help them increase the breadth and depth of their professional interests. A strong emphasis on individualized academic advising is at the core of this program. The student-adviser relationship provides opportunity and support for each student, while pursuing *their goals* within the Quinnipiac University educational experience.

Students interested in certain graduate degrees are strongly encouraged to declare a related minor early in their undergraduate program to ensure they have an adequate foundation for future graduate course work. Qualified students have applied and attended graduate programs *such as* medical school, dental school, physician assistant, physical therapy, occupational therapy, nutrition, social work, speech therapy, medical laboratory sciences, pathology assistant, or one of the many other health care related programs. Successful students have been accepted to combination programs such as the 4+1 MBA (p. 207) in health care management program, 3+3 BS/JD (p. 31) program, or sociology/health science accelerated double major. The flexibility of program allows

students the option to graduate early by taking summer and or J-term classes.

Students completing this bachelor's degree may also qualify for employment in the health science or health care related professions with or without direct patient interaction. Some examples would be as research assistant, biotechnology industry position, pharmaceutical/ medical sales, community public health worker, environmental health advocate and more. We have also seen an increase in graduates of BS programs choosing to do a "Gap" year and work entry-level jobs such as patient care associate, pharmacy technician and physical therapy assistant.

BS in Health Science Studies Curriculum

A total of 122 credits is required for completion of the BS in Health Science Studies.

Course	Title	Credits
First Year		
Fall Semester		
HSC 221	Introduction to Health Care	2
BIO 101 & 101L	General Biology I and General Biology I Lab	4
Select one of the following: [1]		4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	
CHE 101 & 101L	Fundamentals of General, Organic and Biological Chemistry I and Fundamentals of General, Organic and Biological Chemistry I Lab	
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First Year Seminar	3
	Credits	16
Spring Semester		
HSC 202	Medical Terminology	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
Select one of the following: [1]		4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	
CHE 102 & 102L	Fundamentals of General, Organic and Biological Chemistry II and Fundamentals of General, Organic and Biological Chemistry II Lab	
EN 102	Academic Writing and Research	3
UC Elective		3
	Credits	16
	Total Credits	32

[1] Chemistry courses and additional math courses depend on intended professional goal or career plan and math placement score.

Subsequent Course and GPA Requirements

Following the first year of study, Health Science Studies students meet with their academic advisers and develop a customized plan of study that incorporates their academic and career goals. To remain in good standing within the program, students must maintain an minimum overall science GPA of 2.25 and earn 122 credits for degree completion. Course selections must fulfill the following:

University Curriculum Requirements	46
Foundational Science Core (biology, chemistry & physics)	13
Health Science Core Courses	12
Science Electives	18
Open Electives	33
Total Credits	122

HSC 202	Medical Terminology *	2
HSC 205	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 505)	1
HSC 206	Interprofessional Community-Based Service Learning Seminar: International (HSC 506)	1
HSC 207	Interprofessional Community-Based Service Learning Seminar: Special Populations (GT 207) (HSC 507)	1-2
HSC 210	Introduction to Evidence-Based Health Care	3
HSC 214	Care and Prevention of Athletic Injuries	3
HSC 215	Complementary Alternative Medicine - a Health Science Perspective	3
HSC 220	Health Care Essentials: Structure, Policy and Professionalism *	3
HSC 221	Introduction to Health Care *	2
HSC 225	Writing in the Health Professions	3
HSC 230	Counseling and Teaching for Health Care Professionals *	3
HSC 250	Communication Disorders	3
HSC 261	Scientific Study of Mummies	3
HSC 262	Nutrition in Health and Illness *	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 301	Health Care Challenges and Team-Based Solutions	1
HSC 305	Emotional/Social Intelligence for the Health Sciences	2
HSC 315	Bioethical Issues in the 21st Century *	3
HSC 320	The Environment and Human Health	3
HSC 322	Health Care Law (LE 322) *	3
HSC 330	Leadership: Creating Adaptive Cultures *	3
HSC 334	Clinical Skills Patient Communication	1
HSC 350	Language Development	3
HSC 351	Pharmacological Interventions for Common Medical Conditions *	3
HSC 375	Immunology	3
HSC 378	Vaccines and Vaccine -Preventable Diseases	3
HSC 380	International Health Care - Field Research	3
HSC 388 & 388L	EMT I Training and EMT I Training Lab *	3
HSC 389 & 389L	EMT Training II and EMT Training II Lab *	3
HSC 397	Prehealth Professions Clinical Affiliation *	3
HSC 460	Advanced Nutrition (AT 460)	3
HSC 498	Independent Study in Health Sciences	1-4

HSC 499	Independent Study in Health Sciences II	1-4
HSC 505	Interprofessional Community-Based Service Learning Seminar: Age-Related (HSC 205)	1
HSC 506	Interprofessional Community-Based Service Learning Seminar: International (HSC 206)	1
HSC 507	Interprofessional Community-Based Service Learning Seminar: Special Populations (HSC 207)	1-2

* Health Science Studies Core Course

Mission Statement

The mission of the Health Science Studies bachelor's degree program is to facilitate and enrich students' development into knowledgeable, proficient and culturally competent interprofessional collaborators, who are leaders and lifelong learners, equally prepared for advanced health care education or direct entry into a health science career.

Admission Requirements

Admission into the Health Science Studies program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Health Science Studies program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a science GPA of 2.25. Freshman biology (8 credits) must be successfully completed, at the latest, by the end of a student's sophomore year.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac in another program may be accepted into the Health Science Studies program based upon a review of qualification by the program director. Students may apply upon completion of at least one semester at Quinnipiac. Students transferring in as a junior (i.e., 57 credits or more) must have completed the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102, *or* BIO 150 & BIO 151 prior to entry into the upper-class component of the program.

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Health Science Studies program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. These students must have earned at least 8 credits of biology if entering their junior or senior year (i.e., having earned 57 credits or more), and performance standards of the program (Science GPA minimum 2.25).

Premedical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the premedical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Premedical Studies (p. 32) for more information about the premedical studies program and contact the Health Professions Advisory Committee for further academic advising.

3+3 BA or BS/JD Program for Health Science Studies Majors

Freshman Entry

Incoming freshmen who express an interest in the 3+3 BS/JD program must meet the following requirements:

- Admitted to Quinnipiac as a Health Science Studies major
- Minimum of 1200 on the SAT (critical reading plus math) or an ACT composite of 27
- Top 20% of graduating high school class
- Indicate an interest in "pre-law" on their application for admission

Students interested in the program who are close to but do not meet these criteria may apply to the Admissions Office for special consideration.

Once admitted the student must follow the academic plan of the undergraduate major with consultation from both the academic adviser and the Pre-Law Adviser.

At the end of the third year (junior year), students must have met the following requirements to enter the Quinnipiac School of Law senior year:

- Minimum cumulative GPA of 3.4
- Take the LSAT no later than February of their third year and score a minimum of 150
- Successful completion of a minimum of 92 academic credits including all major and University Curriculum requirements
- File a law school application with the Law School Admissions Council (LSAC) during their third undergraduate year.The Law School Admissions Office will work with students to ensure the application is complete.
- All law school applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues.

Students scoring below 150 on the LSAT will need to have their applications reviewed by the Quinnipiac School of Law Admissions Committee to determine whether they are eligible for early admission to the law school, and if so, whether they will receive merit scholarship funds.

Sophomore / Transfer Student Entry

Sophomores attending Quinnipiac University as well as sophomore transfer students may enter the program during the first semester of sophomore year by applying through the Pre-Law Adviser.

Students need to meet the following requirements to be admitted:

- Minimum of 27 academic credits completed successfully (no more than 30 transfer credits can be applied toward the undergraduate degree)
- Minimum cumulative GPA of 3.0 upon entry into the program
- Minimum of 1200 on the SAT (critical reading plus math) or an ACT composite of 27
- Top 20% of graduating high school class

Students interested in the program who are close to but do not meet these criteria may apply to the Pre-Law Adviser for special consideration.

Once admitted, students must follow the academic plan of the undergraduate major with consultation from both the academic adviser and the Pre-Law Adviser.

At the end of the third year (junior year), students must have met the following requirements to enter the Quinnipiac School of Law in the fall of their senior year:

- Minimum cumulative GPA of 3.4
- Take the LSAT no later than February of their third year and score a minimum of 150
- Successful completion of a minimum of 92 academic credits including all major and University Curriculum requirements
- File a law school application with the Law School Admissions Council (LSAC) during their third undergraduate year.The Law School Admissions Office will work with students to ensure the application is complete.
- All law school applications will be reviewed by the Law School Admissions Committee to make sure the prerequisites are met and there are no character and fitness issues.

Students scoring below 150 on the LSAT will need to have their applications reviewed by the Quinnipiac School of Law Admissions Committee to determine whether they are eligible for early admission to the law school, and if so, whether they will receive merit scholarship funds.

Senior Year

Students who meet the program requirements will use the first year of Quinnipiac School of Law for their fourth year of undergraduate credits.

During the senior year, the student would be enrolled in L1 courses for a total of 30 academic credits.

Up to 30 Quinnipiac School of Law credits will apply toward the Health Science Studies open electives to complete the undergraduate Health Science Studies degree.

Students who meet all senior week participation requirements/criteria will be allowed to participate in the activities.

- May undergraduate Commencement
- Merit scholarships will continue through Quinnipiac School of Law as long as scholarship academic requirements are maintained
- Student can remain in university housing during their senior year

For additional information contact:

- Michael Scaduto, assistant director of undergraduate admissions, Michael.scaduto@qu.edu (Michael.scaduto@quinnipiac.edu)
- Lisa Bartone, assistant sirector of academic integrity, Pre-Law Adviser, Lisa.bartone@qu.edu (Lisa.bartone@quinnipiac.edu)

Bachelor of Science in Microbiology and Immunology

Program Contact: Thomas C. Brady (Thomas.Brady@quinnipiac.edu) 203-582-8609

Rapid and expanding advances in the field of microbiology and immunology have created a need for employees with expertise in a variety of areas. Our graduates are prepared for exciting careers in the expanding medical, clinical, pharmaceutical, biotechnological, molecular and health industries. This program also prepares the student for advanced study in specialized graduate science, health and medical programs.

The program offers students a range of classroom, laboratory and independent research experiences. All courses consist of lecture and hands-on laboratories where students perform the most current research techniques. In addition to courses in the sciences, the University Curriculum (p. 36) course offerings prepare students with a broad-based conceptual understanding of science and its role in society.

Included in this program is a two-semester required undergraduate seminar/research experience performed with faculty in research laboratories. This experience allows the student to develop the expertise and experience to be successful in beginning a career or in graduate study. All of our students give formal presentations of their independent research projects. Many have presented the results of research experiences at professional scientific meetings.

Successful third- and fourth-year students may be able to obtain internships or part-time work experiences during the school year and/or summer in government labs and major pharmaceutical or biotechnology companies located in the region. To remain in good standing within the program, the student must maintain a math and science of GPA of 2.25.

BS in Microbiology and Immunology Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 140 or MA 141	Pre-Calculus [1] or Calculus of a Single Variable I	3
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC Disciplinary Inquiry		3
UC Disciplinary Inquiry		3
	Credits	17
Second Year		
Fall Semester		
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
UC Disciplinary Inquiry		3
	Credits	15

Spring Semester		
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
UC Personal Inquiry		3
	Credits	15
Third Year		
Fall Semester		
BMS 375 & 375L	Immunology and Immunology Lab	4
Microbiology Elective		3-4
Science Elective		4
UC Personal Inquiry [2]		3
	Credits	14-15
Spring Semester		
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
Microbiology Elective [3]		4
Science Elective		4
UC Personal Inquiry		3
	Credits	15
Fourth Year		
Fall Semester		
BMS 478	Microbiology Seminar	1
Immunology Elective		3-4
Science Elective		4
Science Elective		4
UC Personal Inquiry		3
	Credits	15-16
Spring Semester		
BMS 479	Microbiology Research	2
QU 420	Integrative Capstone	3
Microbiology Elective		4
Microbiology Elective		4
UC Personal Inquiry		3
	Credits	16
	Total Credits	124-126

1. Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.
2. MA 275 strongly recommended.
3. BIO 471 and BMS 470 strongly recommended.

Microbiology and Science Electives

BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	4
BMS 278	Research and Technology	3
BMS 373 & 373L	Mycology and Mycology Lab	4
BMS 470	Virology	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 476	Environmental Microbiology	3
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 526	Epidemiology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3

Immunology and Science Electives

BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 561	Immunohematology	3
BMS 595	Transplantation Immunology	3
BMS 596	Immunology of Infectious Diseases	3

Recommended Science Electives

BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BIO 282 & 282L	Genetics and Genetics Lab	4
BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BMS 332	Histology	4

Additional electives may be selected with the approval of the department chair.

Mission Statement

The mission of the Microbiology and Immunology degree program is to provide students with a solid basic science foundation in preparation for studying the upper-level sciences related to immunology and microbiology. This is meant to provide many opportunities to students who are interested in pursuing graduate programs (MS/PhD) in the microbiological sciences (e.g., bacteriology, virology, public health, etc.), as well as sciences related to immunology (e.g., vaccines, epidemiology, cancer biology, etc.).

Additionally, students may pursue one of the medical-related professions (e.g., physician, physician assistant, dentist, veterinarian, pharmacist, chiropractor, etc.). Students who choose not to go on to graduate or professional school are able to apply for research and development positions in pharmaceutical and biotechnology companies.

Students learn about molecular biology with hands-on student-directed laboratory projects where thinking, planning and problem-solving skills are developed. Independent research projects under the guidance of faculty allow development of these skills with “real-world” experiences.

Student skills are evaluated continuously with written and oral presentations, encouraging the refinement of communication skills critical to a successful career. Products of student research activity are presented in seminars and at regional or national scientific meetings.

Admission Into the Program

Admission into the Microbiology and Immunology program is dependent on the applicant's potential to pursue a university program and on past academic performance. The high school student applying for admission into the Microbiology and Immunology program should have a strong background in the biological sciences. To remain in good standing within the program, the student must maintain a math and science GPA of 2.25.

Transfer Students from within Quinnipiac University

Students currently attending Quinnipiac University in another program may be accepted into the Microbiology and Immunology program based upon a review of qualification by the program director. Students may apply upon completion of at least one semester at Quinnipiac University. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, 8 credits of BIO 101 & BIO 102 *or* BIO 150 & BIO 151, and the general chemistry requirements, specifically, 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Student must also meet the performance standards of the program (minimum math & science GPA of 2.25).

Transfer Students from Other Colleges and Universities

Transfer students from other colleges and universities may be accepted into the Microbiology and Immunology program. These students must meet the program's performance standards and course requirements. For all transfer students, a minimum GPA of 2.67 is required. Students transferring in as a junior (i.e., 57 credits or more) must have completed both the general biology requirements, specifically, the equivalent of 8 credits of Quinnipiac's BIO 101 & BIO 102 *or* BIO 150 & BIO 151 and the general chemistry requirements specifically, the equivalent of 8 credits of Quinnipiac's CHE 110 & CHE 111 prior to entry into the upper-class component of the program. Transfer students wishing to enter this program will be given appropriate transfer credit for previous college work.

Premedical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the premedical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Premedical Studies (p. 32) for more information about the premedical studies program and contact the Health Professions Advisory Committee for further academic advising.

Five-Year Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences)

Program Contact: Thomas C. Brady (thomas.brady@quinnipiac.edu) 203-582-8609

The Department of Biomedical Sciences offers a five-year program leading to a Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences). The curriculum for this degree program provides the student with a solid foundation in the basic and biomedical sciences, which allows the student to pursue many different avenues of opportunity depending upon his/her goals and interests. Students completing this graduate program may qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories. Additionally, a student with this degree may wish to continue his/her education in graduate/professional school in: biomedical sciences, medicine, dentistry, veterinary medicine, physician assistant, pathologists' assistant, cardiovascular perfusion, microbiology and immunology, molecular biology, biotechnology, neurobiology, pharmacology, toxicology, cancer biology, plus many other areas.

To remain in good standing within the program, the student must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of their undergraduate careers. Students must also maintain an overall GPA of 3.0 for the graduate portion and successfully pass the comprehensive examination in their final semester of their graduate year.

Five-Year Master of Health Science in Medical Laboratory Sciences Curriculum (Concentration in Biomedical Sciences)

Course	Title	Credits
First Year		
Fall Semester		
BIO 150	General Biology for Majors	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First Year Seminar	3
MA 140 or MA 141	Pre-Calculus [1] or Calculus of a Single Variable I	3
	Credits	17
Spring Semester		
BIO 151	Molecular and Cell Biology and Genetics	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
BMS 278	Research and Technology	3
UC Disciplinary Inquiry		3
	Credits	17

Second Year

Fall Semester

BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
MA 275	Biostatistics	3
UC Disciplinary Inquiry		3
	Credits	14

Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
UC Disciplinary Inquiry		3
	Credits	15

Third Year

Fall Semester

PHY 110 & 110L	General Physics I and General Physics I Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
Science Elective		4
UC Personal Inquiry		3
	Credits	15

Spring Semester

PHY 111 & 111L	General Physics II and General Physics II Lab	4
Choose one of the following		4
BMS 472	Biotechnology (Lecture & Lab Combined)	
BIO 471 & 471L	Molecular Genetics and Molecular Genetics Lab	
Science Elective		3-4
UC Personal Inquiry		3
	Credits	15

Fourth Year

Fall Semester

BMS 518	Pathophysiology	3
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I	4
Science Elective		3-4
UC Personal Inquiry		3
Open Elective		3
	Credits	16-17

Spring Semester

QU 420	Integrative Capstone	3
Graduate Level BMS Specialization/MLS Elective		4
Graduate Level BMS Specialization/MLS Elective		3-4
UC Personal Inquiry		3
Open Elective		3
	Credits	16-17

Fifth Year

Fall Semester

BMS 502	Research Methods	4
BMS 522	Immunology	3
BMS 532 & 532L	Histology and Histology Lab	4
Graduate Level BMS Specialization/MLS Elective		3-4
	Credits	14-15

Spring Semester

BMS 670	Comp Exam/Medical Laboratory Sciences [2]	2
Graduate Level BMS Specialization/MLS Elective		3-4
Graduate Level BMS Specialization/MLS Elective		3-4
Graduate Level BMS Specialization/MLS Elective		3
Graduate Level BMS Specialization/MLS Elective		3
	Credits	14-16
	Total Credits	153-158

1 Minimum mathematics requirement: MA 140. For those interested in graduate or professional schools, MA 141 is recommended.

2 The comprehensive exam must be completed by April 15 of the fifth year.

Comprehensive Examination

The comprehensive examination in medical laboratory sciences (2 credits) is a requirement for the non-thesis option in the Medical Laboratory Sciences program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.

Areas of Specialization

Biomedical Sciences

Core Courses

BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 532	Histology	4

Specialization Electives

BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 522	Immunology	3
BMS 527	Pharmacology	3
BMS 532	Histology	4
BMS 535	Histochemistry	3

BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 591	The New Genetics and Human Future	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

Medical Laboratory Sciences (MLS)

Open Electives

BIO 505	Writing and Science	3
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 532	Histology	4
BMS 535	Histochemistry	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 535	Disease Mechanisms	4

Mission Statement

The mission of Quinnipiac University's Five-year Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences) program is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical schools. The program provides the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical, biotechnological and laboratory sciences—all directly applicable to real-world work environments.

Admission Into the Program

Students interested in applying to the Five-year Master of Health Science in Medical Laboratory Sciences (concentration in Biomedical Sciences) must meet with the program contact during the spring semester of their junior year. Following the meeting, the student may apply for admission into the program. Admission into the program is dependent on the applicant's potential to pursue a university program and on past academic performance. At the time of application submission, students must have a GPA of 3.0 overall, as well as in math and science. To remain in good standing within the program and be eligible to enter the graduate curriculum, the student must maintain a GPA of 3.0 overall, as well as in math and science for the remainder of their undergraduate careers.

Premedical Studies Program

Students majoring in Health Science Studies, Biology, Biomedical Sciences or the natural science track of Behavioral Neuroscience may fully participate in the premedical studies program. The curriculum in this degree program can fulfill the science prerequisites for most professional schools. Students should refer to Premedical Studies (p. 32) for more information about the premedical studies program and contact the Health Professions Advisory Committee for further academic advising.

Independent Study Opportunities

Students in Biomedical Science programs may take independent study courses in biomedical science, microbiology and/or health sciences. Students who excel in the BMS program (>3.0 GPA overall and in science/math) may be eligible to work on a research project, enabling them to collaborate with faculty in research laboratories. The independent study courses, BMS 481, BMS 498 and BMS 499 are for topics in biomedical sciences, BMS 482 and BMS 483, are for microbiology topics and HSC 498 and HSC 499 for topics in health sciences. A maximum of 8 independent study credits may count toward the science, health science or open electives in the biomedical sciences, microbiology & immunology or health science studies curriculum.

By definition, an independent study includes course content not offered by another QU catalog course. However, it must involve contact hours and scholarly activities equivalent to any regularly offered course. These courses can include performing a research project, review of the scientific literature in the field of the research project and creation of a "product," such as a term essay, a series of short papers, laboratory or project reports, a portfolio, or presentation at a scientific meeting. Students register for these courses by first finding a mentor and then submitting the paper registration form (available on the second floor of Echlin).

For more information about the undergraduate biomedical sciences program, please contact the chair of the Department of Biomedical Sciences.

BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology	1-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
HSC 498	Independent Study in Health Sciences	1-4
HSC 499	Independent Study in Health Sciences II	1-4

Minor in Biomedical Sciences

Program Contact: Thomas C. Brady (Thomas.Brady@quinnipiac.edu) 203-582-8609

The Department of Biomedical Sciences offers a minor in biomedical sciences, which provides students with a fundamental knowledge of the theories, principles and advances in these basic sciences. Completing this area of concentration may help students qualify for employment in the pharmaceutical and biotechnology industries; the medical diagnostics industry; university-based biomedical research; and city, state and federal health/research laboratories or to continue their education in graduate/professional school. This concentration helps students develop critical thinking skills and understand and utilize modern research laboratory technologies.

Biomedical Sciences Minor Curriculum

The BMS minor consists of 20–24 credits (six classes), at least two of which must be lab-based, all with a grade of "C" or better. No more than two classes may be transferred in from other institutions. The same course cannot count toward a minor in microbiology and biomedical sciences.

Minor Requirements

BMS 200	Biology of Aging	3
BMS 213 & 213L	Microbiology and Pathology and Microbiology and Pathology Lab	4
or BMS 370/370L	General Microbiology	
BMS 276	Drug Development	3
BMS 278	Research and Technology	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
BMS 310	Neuroanatomy	3
BMS 318	Pathophysiology	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 332	Histology	4
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	4
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 470	Virology	4
BMS 472	Biotechnology	4
BMS 473	Infections of Leisure	3
BMS 474	Power of Plagues	3
BMS 475	Special Topics in Microbiology	4
BMS 481	Research Methods in Biomedical Sciences I	1-4
BMS 482	Independent Study in Microbiology (may be taken twice)	3-4
BMS 483	Independent Study in Microbiology	1-4
BMS 498	Independent Study in Biomedical Sciences I	1-4
BMS 499	Independent Study in Biomedical Sciences II	1-4
BMS 502	Research Methods	4
Graduate Courses for the BMS Minor (permission required)		
BMS 525	Vaccines and Vaccine Preventable Diseases [1]	3
BMS 570	Virology [2]	4
BMS 595	Transplantation Immunology	3

[1] Take BMS 378 or BMS 525 not both.

[2] Take BMS 470 or BMS 570 not both.

Minor in Microbiology and Immunology

Program Contact: Thomas C. Brady (Thomas.Brady@quinnipiac.edu) 203-582-8609

The Department of Biomedical Sciences offers a minor in microbiology and immunology, which provides students with a fundamental knowledge of the theories, principles and research techniques in this exciting and rapidly evolving field. The program is committed to helping students develop the ability to ask significant scientific questions and then utilize critical thinking skills and modern research laboratory technology to solve these problems successfully.

Microbiology and Immunology Minor Curriculum

Students are required to complete BMS 370 and at least four of the courses indicated below with a grade of C or better.

A total of 20 credits is required for completion of the minor.

Required Courses

BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
Select four of the following:		16
BIO 328	Human Clinical Parasitology	

BIO 346	Cell Physiology
BIO 471	Molecular Genetics
BMS 372	Pathogenic Microbiology
BMS 373	Mycology
BMS 375	Immunology
BMS 378	Vaccines and Vaccine-Preventable Diseases
BMS 470	Virology
BMS 472	Biotechnology
BMS 473	Infections of Leisure
BMS 474	Power of Plagues
BMS 475	Special Topics in Microbiology
BMS 476	Environmental Microbiology
BMS 481	Research Methods in Biomedical Sciences I
BMS 482	Independent Study in Microbiology
BMS 483	Independent Study in Microbiology
Graduate courses for the Microbiology and Immunology Minor (permission required):	
BMS 526	Epidemiology
BMS 542	Advanced Microbiology
BMS 569	Antimicrobial Therapy
BMS 570	Virology (cannot be combined with BMS 470)
BMS 573	Mycology
BMS 575	Food Microbiology
BMS 584	Emerging and Re-emerging Infectious Diseases
BMS 585	Outbreak Control
BMS 595	Transplantation Immunology
BMS 596	Immunology of Infectious Diseases
Total Credits	20

Online Health Science Studies—BS Completion Track

Program Contact: Christine G. Fitzgerald (Chris.Fitzgerald@quinnipiac.edu) 203-582-8688

This program is designed for health care professionals who already have an associate's degree in science (e.g., an AS in diagnostic imaging or respiratory therapy) and would like to pursue a Bachelor's degree (BS) in Health Science Studies. Nontraditional, adult professionals who are looking to change careers and/or increase their opportunities in the growing health care industry as well as recent AS graduates who wish to continue their studies may complete this program part time via a distance education format through QU Online with a curriculum that builds on the individual's prior educational preparation.

For more information visit the Quinnipiac Online website.

Online Degree Requirements

Transfer Credit from Associate's Degree	60
Quinnipiac Open Elective Courses	9
Quinnipiac Advanced Core Courses	20
Quinnipiac Health Science Courses	33
Total Credits	122

Admission

Admission requirements include an associate's degree from a regionally accredited college or university with a grade point average of at least 2.5; two letters of recommendation; transcripts from all post-secondary institutions attended; and a resume or curriculum vitae. Prerequisites for the program include 8 credits of biology.

Application procedures are managed through Quinnipiac University Online.

Progression

To progress and remain in good standing students must maintain an overall GPA of 2.0 minimum.

Advanced Placement Credits

Students with an associate's degree may transfer 60 credits for this program. Students who have earned more than 60 credits may request a transcript evaluation that may result in additional credits transferred to the degree.

Advanced Core Credits

The advanced core courses developed by faculty in the College of Arts and Sciences, with the learning needs of health science adult students in mind, will enable part-time students to earn 20 credits from the University Curriculum.

The advanced core reflects the aims and goals of the traditional University Curriculum and the Essential Learning Outcomes while acknowledging the prior general education work completed at the associate's degree level. The advanced core, consisting of five 4-credit courses, are completed in seven-week blocks online and are designed to move students through in cohorts. Students can complete up to 8 credits during the fall and spring semesters and up to 7 credits in the summer. Students may start the program in the fall or spring.

Department of Diagnostic Imaging

The Department of Diagnostic Imaging at Quinnipiac University provides a quality and comprehensive education, through didactic, laboratory and clinical experiences, that prepares students for careers in diagnostic imaging and introduces them to the subspecialty areas.

We offer two bachelor of science degrees:

- BS in Diagnostic Medical Sonography, which prepares students for careers as ultrasound technologists
- BS in Radiologic Sciences, which prepares students for careers as radiologic technologists

Students who complete the BS program in Radiologic Sciences have the option to apply for advanced studies here at Quinnipiac University. Advanced study options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant Program (p. 250) and the one-year MHS Advanced Medical Imaging and Leadership Program (p. 232).

- Bachelor of Science in Diagnostic Medical Sonography (p. 165)
- Bachelor of Science in Radiologic Sciences (p. 167)
- Master of Health Science—Radiologist Assistant (p. 250)

- Master of Health Science–Advanced Medical Imaging and Leadership (p. 232)

Bachelor of Science in Diagnostic Medical Sonography

Program Contact: Marisa Hale
(Marisa.Testa@quinnipiac.edu) 203-582-8264

Diagnostic medical sonographers play a critical role in the health care team. The sonographer provides patient services using high-frequency sound waves that produce images of internal structures. Working under the supervision of a physician responsible for the use and interpretation of ultrasound procedures, the sonographer helps gather sonographic data to diagnose a variety of conditions and diseases, as well as monitor fetal development.

To prepare students for careers in sonography and certification examinations in the subspecialty areas, Quinnipiac offers a BS in Diagnostic Medical Sonography. The Diagnostic Medical Sonography program offers didactic, laboratory and clinical training in multiple subspecialties of sonography including abdominal and small parts, breast, vascular technology, OB/GYN and musculoskeletal imaging for the student who is motivated to become a multicredentialed member of this profession.

Upon completion of their bachelor's degree in diagnostic medical sonography, students are eligible to apply for the American Registry of Diagnostic Medical Sonography certification. Graduates may take the Sonography Physics and Instrumentation examination in addition to the following ARDMS specialty examinations: abdomen and small parts, breast, vascular technology and obstetrics/gynecology.

Mission Statement

The mission of the Diagnostic Medical Sonography program at Quinnipiac University is to provide a quality and comprehensive education, through didactic, laboratory and clinical experiences, that will prepare students to become multicredentialed sonographers. The program offers multiple clinical assignments to provide maximum exposure to diversified sonographic procedures.

The program prepares students to be competent in the art and science of diagnostic medical sonography, both for career entry and advanced study. Graduates of the program are prepared to meet the needs of the community for highly qualified professionals.

The objectives of the program are as follows:

- Program Goal #1: The students will be clinically competent.
  - Student Learning Outcomes:
    - Students will be clinically knowledgeable
    - Students will demonstrate procedural knowledge
- Program Goal #2: The students will demonstrate effective communication skills.
  - Student Learning Outcomes:
    - Students will demonstrate effective communication skills with patients
    - Students will demonstrate presentation skills in both oral and written formats
- Program Goal #3: The students will demonstrate critical thinking.
  - Student Learning Outcomes:
    - Students will be able to perform non-routine procedures
    - Students will evaluate images for diagnostic quality
- Program Goal #4: The students will grow as professionals.
  - Student Learning Outcomes:
    - Students will exhibit professional behaviors
    - Students will understand ethical decision making

- BS in Diagnostic Medical Sonography 3-Year Program (p. 165)
- BS in Diagnostic Medical Sonography 4-Year Program

BS in Diagnostic Medical Sonography 3-Year

Program Contact: Marisa Hale
(Marisa.Testa@quinnipiac.edu) 203-582-8264

The Department of Diagnostic Imaging offers a Bachelor of Science in Diagnostic Medical Sonography. Students may complete the program in a three-year accelerated format if space is available in the clinical cohort.

The first year of the bachelor's degree program consists of University Curriculum studies in addition to an introductory course into the field of diagnostic medical sonography. The professional component of the program begins in the second year of study. Each student spends two full years concentrating on didactic sonography classes, laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Throughout the professional component of the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

Diagnostic Medical Sonography 3-Year Curriculum

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession. Furthermore, Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
Freshman		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab [1]	4
EN 101	Introduction to Academic Reading and Writing [2]	3
FYS 101	First Year Seminar	3
MA 275	Biostatistics [2]	3
UC elective [3]		3
DMS 100	Foundations of Diagnostic Imaging	1
	Credits	17

Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II [1]	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab [1,4]	4
EN 102	Academic Writing and Research [2]	3
UC elective		3
DMS 101 & 101L	Introduction to Diagnostic Medical Sonography and Sonography Laboratory Practicum I	4
	Credits	18
Summer Semester		
Take two elective courses [5]		
UC elective		3
UC elective		3
	Credits	6
Sophomore		
Fall Semester		
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
UC elective		3
DMS 200	Sonography Physics and Instrumentation I	3
DMS 210 & 210L	Abdominal and Small Parts Sonography and Abdominal and Small Parts Sonography Lab Practicum	4
DMS 250	Sonography Clinical Education I	3
	Credits	17
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
DMS 201	Sonography Physics and Instrumentation II	3
DMS 220 & 220L	Vascular Sonography and Vascular Sonography Lab Practicum	4
DMS 260	Sonography Clinical Education II	3
Select one of the following:		3
DMS 297 & 297L	Methods of Patient Care (RS 297) and Methods of Patient Care Lab	3
	Credits	20
Summer Semester		
DMS 270	Sonography Clinical Education III	5
UC elective [5]		3
	Credits	8
Junior		
Fall Semester		
DMS 205	Human Anatomy Lab I	1
UC elective		3
DMS 330 & 330L	OB/GYB Sonography and OB/GYN Sonography Lab Practicum	4
DMS 380	Sonography Clinical Education IV	3
BMS 318	Pathophysiology	3
DMS 414	Research Analysis and Critique (RS 414)	3
	Credits	17
J-term		
UC elective [5]		3
	Credits	3
Spring Semester		
UC Elective		3
RS 202 or DMS 206	Human Anatomy Imaging II or Human Anatomy Lab II	1
DMS 340 & 340L	Breast Sonography and Breast Sonography Lab Practicum	4
DMS 350 & 350L	Musculoskeletal Sonography and MSK Sonography Lab Practicum	4
DMS 390	Sonography Clinical Education V	3
DMS 499	Capstone (RS 499)	3
	Credits	18
	Total Credits	124

1 BIO 101—BIO 102 and PHY 101 are required courses for the Diagnostic Medical Sonography program and may be used to meet the university core sciences requirement.

2 Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

3 If taking Physics in the fall, this UC elective should be taken in the spring semester.

4 Associated lab is required for Physics. PHY 110 with lab is acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.

5 Online or on campus.

All Diagnostic Medical Sonography course requirements must be completed in the appropriate semester as indicated above.

Admission to the Program

Candidates applying for admission to the Diagnostic Medical Sonography program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general physics is highly recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 11).

Admission to the 3-Year Curriculum

Admission to the Diagnostic Medical Sonography program does not guarantee admission to the 3-year accelerated curriculum. There is extremely limited space available in the 3-year curriculum. Any student with an expressed interest in the 3-year curriculum must register for 17 credits for the fall semester freshmen year. Please note: registering for 17 credits *does not* guarantee placement in the 3-year curriculum. Students will be chosen for the 3-year curriculum, competitively, based on their overall GPA and programmatic GPA at the end of the fall semester.

Program Policies

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Diagnostic Medical Sonography program:

Progression in the Program

A cumulative GPA of 2.85 and a programmatic GPA of 3.0 are required to progress in the major. Cumulative GPA calculation begins with first course taken at the university. Programmatic GPA calculation begins with DMS 100 and includes all DMS course work thereafter.

Students must maintain a cumulative GPA of 2.85 and a programmatic GPA of 3.0 to remain in academic good standing throughout the program. If a student does not maintain the GPA requirements at any point during the program, the student will be subject to sanctions up to and including dismissal.

Technical Standards

The Diagnostic Medical Sonography program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Diagnostic Medical Sonography program establish the essential qualities considered necessary for admitted students to this program to achieve the knowledge, skills and competencies of an entry-level sonographer.

All students admitted to the program must meet the established abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or may be dismissed from the program.

Students are required to verify they understand and meet the technical standards or that they believe that, with certain reasonable accommodations, the technical standards can be met. Verification of understanding includes the student reading, signing and returning a copy of the Technical Standards Agreement to the program director. A listing of the technical standards and an agreement form is located in the diagnostic medical sonography student handbook as well as on the program's web page.

Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

Summer Study

All students are required to perform one clinical assignment during the summer semester, second year (DMS 270). This clinical practicum is performed during summer sessions I and II and may be performed only in a clinical education site currently affiliated with Quinnipiac's Diagnostic Medical Sonography program.

Transfer Students from within Quinnipiac University

The admission of internal transfer students to the Diagnostic Medical Sonography major is on a space-available, competitive basis only and will be reviewed on a yearly basis every fall. These students must meet the course requirements, performance standards and technical standards of the program.

Internal transfers who wish to transfer to the Diagnostic Medical Sonography program must meet the following criteria:

1. A programmatic GPA of 3.0, starting with RS 100/DMS 100
2. A cumulative GPA of 2.85
3. Successful completion of RS 100/DMS 100
4. Successful completion of BIO 101 and BIO 101L

Internal transfer students will be selected competitively, based on the highest programmatic GPA, cumulative GPA and BIO grades respectively. Completion of the course RS 100/DMS 100, does not guarantee any internal transfer student a spot in the Diagnostic Medical Sonography program. All applicants must submit a change of major request form during the fall advisement period. Change of major forms will be held for approval by the Diagnostic Imaging department chair until the final grades are posted.

Transfer Students from Other Colleges and Universities

The admission of external transfer students to the Diagnostic Medical Sonography major is on a space available, competitive basis only and will be reviewed on a yearly basis at the end of every fall semester. These students must meet the course requirements, performance standards and technical standards of the program. The program director will notify admissions of available spots at the end of the fall semester after final grades have posted and internal transfers have been accepted. External transfer students will have the ability to take RS 100/DMS 100 online over the J-Term.

External transfers must meet the following criteria for acceptance into the major and progression into DMS 101/DMS 101L in the spring :

1. A cumulative GPA of 2.85
2. Successful completion of RS 100/DMS 100 by the end of J-term
3. Successful completion of BIO 101 and BIO 101L

All diagnostic medical sonography courses must be taken and completed at Quinnipiac University. Diagnostic medical sonography courses from the student's previous institution will not be considered for replacement for any of the diagnostic medical sonography courses offered at Quinnipiac.

Bachelor of Science in Radiologic Sciences

Program Contact: Alicia Giaimo (alicia.giaimo@qu.edu) 203-582-3814

Radiographers are essential members of the health care team. Their knowledge of radiation protection, physics and biology, as well as technical procedures, allows them to deliver the safest and highest quality patient care through the use of multiple imaging modalities. In the evolving world of medicine, high technology imaging has become multifaceted, both in modalities and operationally.

To prepare students for careers in radiography and the certification examination, Quinnipiac offers a BS in Radiologic Sciences. The program offers didactic, laboratory and clinical training in diverse aspects of radiography including patient care, radiation safety, image production and procedures for the student who is motivated to become a member of the imaging profession.

Upon completion of their Bachelor of Science in Radiologic Sciences, students are eligible to apply for the American Registry of Radiologic Technologists certification. Graduates are ready for entry-level employment as radiographers or may choose to apply for advanced studies here at Quinnipiac University. Advanced study options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant (p. 250) program and the one-year MHS Advanced Medical Imaging and Leadership (p. 232) program.

Mission Statement

The Quinnipiac University Radiologic Sciences program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the Radiologic Sciences program at Quinnipiac University is to develop students' technical and interpersonal communication skills through a logical sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic procedures and imaging protocols. In addition, the program prepares graduates to be competent in the art and science of radiography. Graduates of the Radiologic Sciences program will meet the needs of the community as competent and highly qualified professionals. The program will prepare students for career entry and the ability to pursue advanced study.

Program Objectives

Program Goal #1: **The students will be clinically competent.**

Student Learning Outcomes:

- Students will be clinically knowledgeable.
- The student will demonstrate overall procedural knowledge.

Program Goal #2: **The students will demonstrate effective communication skills.**

Student Learning Outcomes:

- Students will effectively communicate with patients.
- Students will execute effective communication with patients.
- Students will demonstrate the presentation skills.

Program Goal #3: **The students will demonstrate critical thinking.**

Student Learning Outcomes:

- Students will perform both routine and non-routine procedures.
- Students will evaluate images.

Program Goal #4: **The students will grow and develop as highly qualified professionals.**

Student Learning Outcomes:

- Students will apply ethical decision making.
- Students will conduct themselves professionally.
- Students will complete a culminating capstone project.

Program Goal #5: **The program will continuously monitor and strive to sustain its effectiveness.**

Student Learning Outcomes:

- Students who start the program will complete the program.
- Employers will be satisfied with the education of the graduates of the program.
- Graduates will be satisfied with the education received from the program.
- Graduates of the program will become employed within six months of completion of the program.

- BS in Radiologic Sciences 3-Year Program (p. 169)
- BS in Radiologic Sciences 4-Year Program

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology (jrcert.org)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182

Phone: 312-704-5300

The program received a five-year accreditation in 2014. The re-accreditation process will commence in Fall 2019 with the submission of a self-study report to the JRCERT.

Outcomes and Statistics

2015 Student Outcomes

- ARRT Credentialing Examination first-time pass rate – 97%
- Job placement rate – 100%
- Program completion – 75% (33 out of 44)

Five-Year Statistics 2011-2015

- Five-year average ARRT Credentialing Examination First-Time Pass Rate – 97% (138 out of 143 students passed on first attempt)
- The five-year job placement rate from May 2011 to May 2015 is 96% (52 of 54 students actively seeking employment obtained jobs). Prior to May 2015, this was based on those seeking employment after earning a certificate and did not include those students continuing at the university to complete their bachelor's degree as full-time students.
- Due to an update to the ARRT eligibility requirements effective January 2015, students must earn their degree to be board eligible. Upon graduation, students will have met the bachelor degree requirements and may actively seek employment. This statistic does not include those students pursuing graduate degrees as full-time students.

Additional program costs

As a clinical education program, the Radiologic Science major requires some expenses that go beyond standard university tuition and fees:

1. **Clinical Education Travel** (gas, parking, public transportation) – Students will have clinical rotation experiences that take him/her off campus. For these rotations, the student will typically be traveling two to three times per week. Clinic begins in the sophomore year and

students are responsible for providing their own transportation. **Costs – variable**

2. **Immunizations** – Consistent with the School of Health Sciences policy, all students must have a full battery of immunizations and in some cases titer affirmation of immunity for common diseases including but not limited to: MMR, HepB, varicella, polio, TDAP, TB and influenza. These must be documented prior to the start of clinical experiences during the sophomore year and must be maintained through the undergraduate education. The students are made aware of the requirements during the freshman year to allow ample time to complete. **Costs – variable**

3. **Background Check** – All students must undergo a background check prior to the start of clinical observations in the sophomore year. This check must be updated yearly. **Costs – approximately $60 for initial review depending on the home state and approximately $25 for subsequent yearly check**

4. **Drug Screening** – All students must undergo a drug screening prior to the start of clinical observations in the sophomore year. The check must be updated yearly. **Costs – approximately $38 per check.**

5. **Liability Insurance** – All students have liability insurance coverage through the university, free of charge, while performing required clinical activity. Students may choose to purchase additional coverage at their own expense.

6. **My Record Tracker** – Consistent with School of Health Sciences Policy, students must sign up for and maintain an online account with MRT. This program tracks all student health and safety records, provides documentation to prospective clinical sites, and provides notification of impending expiration dates. **Cost – approximately $30 per year**

PLEASE NOTE – ALL FEES ARE SUBJECT TO CHANGE.

BS in Radiologic Sciences 3-Year Program

Program Contact: Alicia Giaimo (alicia.giaimo@qu.edu) 203-582-3814

The Department of Diagnostic Imaging offers a Bachelor of Science in Radiologic Sciences. Students may complete the program in a three-year accelerated format.

The first year of the bachelor's degree program consists of University Curriculum studies. The component of the program accredited by the Joint Review Committee on Education in Radiologic Technology begins in the second year of study. During the second and third years, the students concentrate on didactic radiography classes and laboratory sessions on campus and clinical education at multiple clinical education centers. The curriculum is structured so students can apply the knowledge and skills developed in the classroom and laboratory to the care of patients in the clinical setting. Beginning in the spring semester of the sophomore year and continuing throughout the program, didactic and clinical courses are taken simultaneously to provide the opportunity for immediate application and reinforcement.

At the end of the junior year, students are eligible for graduation with a bachelor's degree in Radiologic Sciences, and are board-eligible for the American Registry of Radiologic Technologists (ARRT) certification examination. Students would be eligible to apply for one of two advanced studies options here at Quinnipiac University. Options within the Diagnostic Imaging Department include the two-year MHS Radiologist Assistant (p. 250) program and the one-year MHS Advanced Medical Imaging and Leadership program (p. 232).

BS in Radiologic Sciences 3-Year Curriculum

The designated Radiologic Sciences course curriculum is subject to modification as deemed necessary to maintain a high-quality educational experience. Furthermore, Academic Standing and Progression Committee recommendations regarding student progression, discipline or dismissal will be considered on a case-by-case basis.

Course	Title	Credits
Freshman		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab [1]	4
EN 101	Introduction to Academic Reading and Writing [2]	3
FYS 101	First Year Seminar	3
MA 275	Biostatistics [2]	3
CHE 101 or PHY 101	Fundamentals of General, Organic and Biological Chemistry I [3] or Elements of Physics	3
CHE 101L or PHY 101L	Fundamentals of General, Organic and Biological Chemistry I Lab or Elements of Physics Lab	1
RS 100	Fundamentals of Diagnostic Imaging	1
	Credits	18
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II [1]	4
UC elective [4]		3
EN 102	Academic Writing and Research [2]	3
UC elective		3
RS 101	Introduction to Diagnostic Imaging	3
	Credits	16
Summer Semester		
Online or on campus:		
UC elective		3
UC elective		3
	Credits	6
Sophomore		
Fall Semester		
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
UC elective		3
RS 241 & 241L	Radiographic Image Production and Evaluation and Radiographic Image Production and Evaluation Lab I	4
RS 212 & 212L	Radiographic Procedures I and Laboratory Practicum I	4
UC elective		3
	Credits	18

Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
RS 222 & 222L	Radiographic Procedures II and Laboratory Practicum II	5
RS 242 & 242L	Radiographic Image Production and Evaluation II and Radiological Processing and Exposure Lab	4
RS 250	Radiologic Clinical Education I	2
RS 297 & 297L	Methods of Patient Care (DMS 297) and Methods of Patient Care Lab	3
	Credits	18
Summer Semester		
RS 253	Radiologic Clinical Education II	4
UC elective		3
	Credits	7
Junior		
Fall Semester		
RS 201	Human Anatomy Imaging I	1
RS 260	Radiographic Physics and Instrumentation	3
RS 232 & 232L	Radiographic Procedures III and Laboratory Practicum III	5
RS 254	Radiologic Clinical Education IV	3
RS 318	Pathology for Imaging Sciences	3
RS 414	Research: Analysis and Critique (DMS 414)	3
	Credits	18
J-term		
RS 336	Pharmacology for the Radiographer	2
	Credits	2
Spring Semester		
(Graduate)		
RS 202	Human Anatomy Imaging II	1
RS 215	Radiation Safety and Protection	3
RS 255	Radiologic Clinical Education	3
RS 290 & 290L	Advanced Radiographic Procedures IV and Laboratory Practicum	4
RS 499	Capstone (DMS 499)	3
UC elective		3
	Credits	17
	Total Credits	120

1 BIO 101– BIO 102 are required courses for the Radiologic Sciences program and may be used to meet the university core sciences requirement.

2 Initial placement in the English and mathematics courses is determined by placement examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 275 or its equivalent.

3 Associated lab is required for both Chemistry and Physics. CHE 110 or PHY 110 with lab are acceptable to fulfill the requirement. Students may take in the fall or spring of their first year.

4 If taking Chemistry or Physics in the spring, this UC elective should be taken in the fall semester.

All radiologic sciences course requirements must be completed in the appropriate semester as indicated above.

Candidates applying for admission to the Radiologic Sciences program are required to have at least three years of high school college preparatory mathematics and one year of biology. One year of anatomy and physiology and one year of general chemistry or physics is recommended. In addition, the scores of the SAT or the ACT are an important consideration. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 11).

Policies

In addition to the general policies of Quinnipiac University, such as due process and academic honesty, the following apply to students enrolled in the Radiologic Sciences program.

Progression in the Program

A cumulative GPA of 2.5 and a programmatic GPA of 3.0 are required to progress in the major. Cumulative GPA calculation begins with first course taken at the university. Programmatic GPA calculation begins with RS 100 and includes all RS course work thereafter.

Students must maintain a cumulative GPA of 2.5 and a programmatic GPA of 3.0 to remain in academic good standing throughout the program. If a student does not maintain the GPA requirements at any point during the program, the student will be subject to sanctions up to and including dismissal.

Transportation

Multiple clinical education centers are used throughout the professional component of the program. Students are responsible for their own transportation to and from these sites.

Summer Study

All students are required to perform one clinical assignment during the summer semester, second year (RS 253). This clinical practicum is performed during summer sessions I and II and may be performed only at a clinical affiliation currently approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the program.

Technical Standards

The Radiologic Sciences program is a rigorous program that places specific demands on its students. As stated in the mission of the program, graduates of the program will meet the needs of the community as efficient and highly qualified professionals.

The technical qualifications set forth by the American Registry of Radiologic Technologists combined with the program's views provides a guide to the essential qualities necessary to pursue a career in radiologic sciences as well as meet the expectations of the programs accrediting body (Joint Review Committee on Education of Radiologic Technologists (JRCERT).

Students in the program will be required to verify their understanding and compliance with the technical standards, or their belief that with reasonable accommodations these standards can be met, through reading, signing and returning the form to the program director.

Transfer Admissions

Internal and external transfer candidates are evaluated on a space-available, competitive basis.

The Radiologic Sciences program at Quinnipiac University is accredited by:

The Joint Review Committee on Education in Radiologic Technology (jrcert.org)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182

Phone: 312-704-5300

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Department of Occupational Therapy

Occupational therapy is a client-centered health profession concerned with promoting health and well-being and enabling participation in everyday life activities. Occupational therapists work with individuals, groups, communities and populations to enhance their capacity and ability to engage in the occupations they want to, need to, or are expected to do. Occupational therapists also may work collaboratively with clients to modify tasks, activities and/or environments to better support their engagement and participation [adapted from World Federation of Occupational Therapists, 2012].

Mission and Vision

The mission of the Department of Occupational Therapy at Quinnipiac University is to provide **high-quality education** to develop occupational therapy practitioner-scholars at both entry and advanced practice levels**,** who possess broad-based knowledge, and can **influence meaningful change** in the health and functioning of individuals, populations and communities.

We strive to be recognized for:

- Our **programs** that are models for innovative occupational therapy practice;
- Our **faculty** who are role models in practice, service leadership, teaching and clinical scholarship; and
- Our **graduates** who are forward thinkers, compassionate and competent occupational therapists.

We do so by striving for excellence in educating students to meet and exceed our program learning outcomes.

- Entry-level Combined Bachelor's/Master's Degree in Occupational Therapy (BS/MOT) (p. 172)
- Online Post-professional Occupational Therapy Doctorate (p. 243) (OTD)

Entry-level Combined Bachelor's/ Master's in Occupational Therapy (BS/MOT)

Our five-and-a-half-year, entry-level, combined Bachelor of Science/ Master of Occupational Therapy program prepares students with a breadth and depth of knowledge and skills to practice autonomously or collaboratively at entry-level, within various health care, educational and social systems. Our curriculum consists of three overlapping tiers: University Curriculum, professional component and fieldwork.

- **Tier 1: University Curriculum.** During the first two years, students take most of their University Curriculum (UC) courses. Concurrently, students take OT prerequisite courses (PHY 101+ PHY 101L, BIO 211 + BIO 211L, BIO 212 + BIO 212L, and MA 275) as well as OT foundational courses (OT 101, OT 201, OT 214, and OT 250). Prior to entry in the junior year, students must acquire a grade of B- or better in 100- and 200-level OT courses and must satisfactorily complete all University Curriculum and OT prerequisites with a minimum grade point average (GPA) of 3.0. A minimum science GPA of 2.75 is highly recommended as it is predictive of success in the professional component.
- **Tier 2: Professional Component.** The professional component of the program consists of all occupational therapy courses from the junior, senior and graduate years. Upon entry into the professional component, students must maintain a GPA of 3.0 each semester in the occupational therapy courses. To progress through the program, students must meet the minimum GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses.
- **Tier 3: Fieldwork Component.** All fieldwork level II experiences (OT 501F, (OT 580 OT 580 and/or OT 581) must be completed with a "P" (pass) to graduate.

Fieldwork Requirements

All students are responsible for transportation to all fieldwork experiences. All students are required to maintain a viable health insurance, malpractice insurance, CPR certification and current immunization record according to their fieldwork placements. A fieldwork site may have additional requirements as part of its affiliation agreement such as background checks and site-specific mandatory in-services. Failure to comply with fieldwork requirements may negatively impact a student's ability to participate in fieldwork. The department also requires current membership with the American Occupational Therapy Association.

Accreditation

The Quinnipiac BS/MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department
American Occupational Therapy Association
4720 Montgomery Lane, Ste. 200
Bethesda, MD 20814-3449
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: acoteonline.org

Entry-Level Combined Bachelor of Science/Master of Occupational Therapy Curriculum

The curriculum for the professional courses in the program are reviewed regularly and are subject to modification in both content and credit as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
FYS 101	First Year Seminar	3
OT 101	Foundations of Occupational Therapy	2
UC Course 1		3
	Credits	15
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
MA 275	Biostatistics	3
OT 214	Professionalism in Occupational Therapy	2
UC Course 2		3
	Credits	15
Second Year		
Fall Semester		
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
PHY 101 & 101L	Elements of Physics and Elements of Physics Lab	4
OT 201	Occupation, Health, Participation	2
UC Course 3		3
UC Course 4		3
	Credits	16
Spring Semester		
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
OT 250	Occupational Therapy Framework and Activity Analysis	3
UC Course 5		3
UC Course 6		3
UC Course 7		3
	Credits	16
Third Year		
Fall Semester		
OT 322 & 322L	Functional Anatomy and Kinesiology I and Functional Anatomy and Kinesiology Lab I	4
OT 325	Principles Human Development and Occupation	3
OT 333 & 333L	Functional Neuroscience I and Functional Neuroscience I Lab	4

OT 350	Theoretical Models and Service Learning	2
UC Course 8		3
	Credits	16
Spring Semester		
OT 314	Therapeutic Relationships and Use of Self	2
OT 323 & 323L	Functional Anatomy and Kinesiology II and Functional Anatomy and Kinesiology Lab II	4
OT 326	Principles of Human Development/Older Adults	3
OT 334	Functional Neuroscience II	2
OT 356F	Documenting OT Practice Fieldwork	1
OT 362	Documenting Occupational Therapy Practice	1
QU 420	Integrative Capstone	3
	Credits	16
Fourth Year		
Fall Semester		
OT 411 & 411L	Mental Health and Psychosocial Occupational Therapy I and Mental Health and Psychosocial Occupational Therapy I Lab	4
OT 431	Barriers to Health, Occupation and Participation in Children and Youth Populations	4
OT 451 & 451L	Occupational Therapy Process in Children and Youth and Occupational Therapy Process in Children and Youth Lab	7
OT 451F	Occupational Therapy Process in Children and Youth Fieldwork	1
	Credits	16
Spring Semester		
OT 412 & 412L	Mental Health and Psychosocial Occupational Therapy II and Mental Health and Psychosocial Occupational Therapy Lab II	4
OT 432	Barriers to Health, Occupation and Participation in Adults/Older Adults	4
OT 452 & 452L	Occupational Therapy Process in Adults and Older Adults and Occupational Therapy Process in Adults and Older Adults Lab	7
OT 452F	Occupational Therapy Process in Adult and Older Adult Fieldwork	1
	Credits	16
	Total Credits	126

Upon successful completion of the fourth year, the BS in Health Science Studies is awarded. Award of this degree leads to matriculation into the graduate level of the program. Completion of all of the requirements for the BS degree are required to move to 500-level fieldwork and courses.

Summer Between Fourth & Graduate Year

Course	Title	Credits
Fourth Year		
Summer Semester		
OT 501F	Immersive Fieldwork Experience in Psychosocial and Mental Health Practice (Fieldwork IIa) [1]	3
OT 501S	Fieldwork Seminar	1
OT 502	Pharmacology in Occupational Therapy Practice	2
	Credits	6
	Total Credits	6

[1] Six-eight week supervised clinical experience. All clinical policies must be followed according to the OT program manual. Placement will be determined by the Department of Occupational Therapy.

Course	Title	Credits
Fifth Year		
Fall Semester		
Graduate Year:		
OT 510	Laws & Regulations in OT	2
OT 511	Administration & Management in OT	4
OT 535 & 535F & 535L	Neurorehabilitation and Sensory Integration and Neurorehabilitation and Sensory Integration Fieldwork Level I and Neurorehabilitation and Sensory Integration Lab	7
OT 550	Ot Research Methods	4
OT 560L	Contemporary Modalities Lab	1
	Credits	18
Spring Semester		
Graduate Year:		
OT 536 & 536F & 536L	Assistive Technology and Ergonomics and Assistive Technology and Ergonomics Fieldwork I and Orthotics and Prosthetics Lab	6
OT 556	Professional Development	3
OT 540	Special Topics in Occupational Therapy	3
OT 565	Integrative Case Studies	2
OT 570	Capstone Graduate Projects	3
	Credits	17
Summer Semester		
Following Graduate Year:		
OT 580	Fieldwork Level IIb [2]	6
	Credits	6
Sixth Year		
Fall Semester		
(Following Graduate Year)		
OT 581	Fieldwork Level IIa [2]	6
	Credits	6
	Total Credits	47

[2] Twelve weeks of full-time supervised experience. All FWII policies must be followed according to the OT program manual available from the chairperson.

Progression, Retention and Graduation Requirements

All policies and procedures regarding progression, retention and graduation are found in the OT Student Manual. These policies and procedures are routinely reviewed with the students at the beginning of each semester and/or during advising.

University Curriculum and OT Prerequisite Phase

Prior to entry in the junior year, students must satisfy the following requirements:

- complete a minimum of 40 credits of the University Curriculum, all OT prerequisites and all OT foundational courses with a minimum cumulative grade point average of 3.0;
- all foundational OT courses must be at a grade of B- or better; and
- achieve a minimum science GPA of 2.75. Courses that are considered in the science GPA are BIO 101 +BIO 101L, BIO 102 + BIO 102L and all the OT prerequisites

Professional Component and Fieldwork Phases

To progress through the program, students must meet the minimum semester GPA of 3.0 and must earn a grade of C+ or above in all didactic courses and B+ or above in all fieldwork level I courses. In addition, all students must acquire a "Pass" in their fieldwork level II. Failing to meet the aforementioned requirements will result in a referral to the Occupational Therapy Progression and Retention Committee (PRC). The outcome of such referral may be: program probation with course remediation; a program probation with a course repeat (and repay); or a program dismissal.

All courses must be taken sequentially as indicated in the program of study. Students may request in writing to the department chairperson, any deviations from the course sequence, waivers from occupational therapy courses, and/or transfer credits from other occupational therapy programs. All requests must be approved by the Occupational Therapy Progression and Retention Committee (PRC) and the department chairperson.

Successful completion of all didactic and fieldwork requirements is necessary for graduation with the degree of Master of Occupational Therapy.

Mission Statement

The Department of Occupational Therapy aims to provide high-quality education to develop occupational therapy practitioner-scholars, who possess broad-based knowledge and can influence meaningful change in the health and functioning of individuals, populations and communities.

Philosophy

The OT Department views the entry-level educational experience with a developmental-humanistic lens. This approach acknowledges that each student has unique experiences and possesses varying abilities, which are brought to the university environment and further developed through liberal and disciplinary inquiry as well as, co-curricular, community-based/experiential learning and professional experiences.

The department conceptualizes ***"development"*** not merely as a sequential ontological event but rather as a complex iterative, heterarchical and hierarchical sets of processes that are situated in various contexts. This developmental curriculum concept is reflected below using Fink's Taxonomy of Significant Learning:

- Foundational Knowledge (and Caring and Learning to Learn) – refers to understanding, remembering information and ideas; developing interests and professional values; and developing the skills to learn or self-direct one's learning
- Application and Integration (and Learning about Oneself/Others) – refers to development of practical, creative and critical thinking skills by connecting ideas/concepts, events and realms of life; as well as developing a depth of awareness of oneself and of others
- Application and Synthesis – refers to continued refinement of practical, creative and critical thinking skills through understanding of systems and embracing one's agency

Through advising, mentorship and curricular experiences, the faculty applies a ***humanistic approach*** to support students in their personal and professional growth toward becoming an entry-level occupational therapist. Students are also taught the value and potential of every human being and their capacity to self-determine.

Program Learning Outcomes

In our combined Bachelor of Science/Master of Occupational Therapy (BS/MOT) program, we prepare entry-level occupational therapist-generalists who are able to:

1. advocate for the distinct value of the occupational therapy;

2. apply occupation-centered principles and effective professional and clinical reasoning to complete the occupational therapy process;

3. demonstrate competent performance of occupational therapy roles across traditional and emerging settings;

4. use evidence to inform practice;

5. commit to the ongoing development of an OT professional identity; and

6. articulate the integral relationship among occupation, health and participation.

Admission to the Program

The high school student applying for admission to the Occupational Therapy program should present four years of mathematics and four years of science. The general Quinnipiac University requirements for admissions must be met. All students applying for admission are strongly encouraged to have 10- 20 hours of observation in occupational therapy. The department is prepared to provide reasonable accommodations for students who have special needs or challenges.

Transfer Students

The following procedures are in place for transfer admission into the combined Bachelor of Science/Master of Occupational Therapy program, effective 2017-18:

For Internal Transfers

1. Transfer applicants currently matriculated as a Quinnipiac student can apply to the Occupational Therapy program at the **end of the**

spring semester of freshman year and/or the spring semester of the sophomore year. Please see the minimum requirements for freshmen and sophomores as listed below.

2. In preparation for transfer, Quinnipiac students should initially work with their current academic adviser to select courses that meet the OT Department's freshman and sophomore prerequisite courses including:

BIO 101 + Lab	BIO 102 + Lab	MA 275
BIO 211 + Lab	BIO 212 + Lab	PHY 101 + Lab

[If a student is currently a Health Science Studies major at Quinnipiac, an OT-designated faculty adviser will be assigned to collaborate and assist in the advisement process. This advising relationship does not guarantee acceptance to the professional level of the OT program].

3. All applicants will be presented to the OT Department's Progression and Retention Committee. Students will be notified no later than the first week of June via email and/or postal mail regarding acceptance by the OT Department.

For External Transfers

1. For prospective transfer students not currently enrolled at Quinnipiac, they should initially work with the director of admissions for transfer and part-time students to determine courses that may be credited as transfer equivalents. The following OT prerequisites must be completed before being considered for transfer into the BS/MOT program:

BIO 101 + Lab	BIO 102 + Lab	MA 275
BIO 211 + Lab	BIO 212 + Lab	PHY 101 + Lab

If a prospective transfer student is in progress with completing the above requisites, s/he may still submit an application for consideration as long as there are at least four of the prerequisites completed.

2. Students who already have an associate or bachelor's degree may qualify as an external transfer student as long as the above prerequisites are met.

3. All applicants will be presented to the OT Department's Progression and Retention Committee. Students will be notified no later than the first week of April via email and/or postal mail regarding acceptance by the transfer admissions director.

Application Review

1. Acceptance into the BS/MOT program is based on a space-available basis.
2. Only completed applications that meet the minimum criteria will be reviewed. See the criteria for application below.
3. All applications will be reviewed and assessed using a point-system according to the following criteria:
   a. Cumulative grade point average (GPA) (max of 20 points)
   b. Prerequisite science GPA (max of 15 points)
   c. Capacity to maintain a full-time credit load/semester (max of 5 points)
   d. Essay (max of 5 points)
   e. Observation Hours (max of 5 points)
   f. Optional: Additional elements that may strengthen the student's likelihood of success into the BS/MOT program such as volunteer or work experience (+3 points) and high performance in science coursework above the prerequisites (+2 points).
4. When the number of qualified applicants exceed the number of available slots, prospective students will be ranked. The highest-ranking applicants will be given priority admission into the program.

Minimum Criteria for Application

1. Overall GPA of 3.0 or higher.

2. Science prerequisite GPA of 2.75.

3. Capacity to maintain a full-time credit load per semester:

1. Freshman applicants must have completed a minimum of 30 credits at the end of the freshman year including the following science prerequisites (or their equivalents):
   BIO 101 + Lab BIO 102 + Lab MA 275
2. Sophomore applicants must have completed a minimum of 60 credits at the end of the sophomore year with at least completion of five science prerequisites including:

BIO 101 + Lab	BIO 102 + Lab	MA 275
BIO 211 + Lab	BIO 212 + Lab	PHY 101 + Lab

Note: The biology department at Quinnipiac requires that students attain a minimum grade of "C-" in BIO 101, 102, 211 and 212 respectively for both lecture and lab courses to earn credit and progress to the next course level.

4. Completion of a minimum of 10 hours of observation in occupational therapy must be verified and included in the application document. A verification form is attached to this packet.

5. Students must complete a 500-word essay on why they chose occupational therapy and how the profession of occupational therapy matches their personal attributes and future professional goals.

Acceptance Process

1. As acceptance is based on a space-available basis, admitted students must immediately notify the department of their intent to matriculate as an OT major.

2. Upon confirmation of intent to matriculate, a designated OT adviser will work with the newly admitted student to determine a relevant academic plan and provide advisement as needed.

3. All accepted transfer students must complete the following prerequisite OT courses during the time block when the courses are offered. These OT prerequisites must be satisfactorily completed **prior to** progressing into the professional phase (Junior year) of the BS/MOT curriculum:

- OT 101 Foundations of OT (2 credit)
- OT 201 Occupation, Participation & Health (2 credit)
- OT 214 Professionalism in OT (2 credit)
- OT 250 OT Framework and Activity Analysis (3 credit)

4. Students must complete all OT of the aforementioned classes with a minimum grade of "B-" (B-minus). Failure to complete any of these courses and/or satisfy grade requirements will deter a student from entering the junior year, fall semester.

5. Depending on the availability of the above OT prerequisites, newly accepted transfer students may be required to take these courses when they are typically offered in the Fall and Spring semesters. At the discretion of the department, these OT prerequisites may be offered during the Summer I, Summer II, and/or Winter-Intersession (J-Term) terms. It is possible that students may need an additional year of course work to complete the OT prerequisites. Any housing requirements must be arranged with Residential Life to accommodate summer session courses.

6. To complete the transfer process, the student will be notified by the **associate chair** to complete the "Change of Major Form" online by going to MyQ >> Campus Offices >> Registrar >> Left tab [Change of Major]. Students should not fill this form until a formal offer of acceptance is received.

7. Once accepted, the student is expected to meet all the OT program requirements as specified in the departmental policy for progression and retention.

1. To progress into the junior year, students must:
   i. Complete 40 credits of the University Curriculum
   ii. Satisfy all the science prerequisite requirements with a GPA of 2.75 [Note: Upon matriculation as an OT major, students are expected to complete any remaining science prerequisites at Quinnipiac University. Under special circumstances, a student may request a variant to take no more than 1 science prerequisite outside of Quinnipiac University].

   iii. Satisfy all the prerequisite OT courses (OT 101 and OT 200-level courses)

   iv. Have a cumulative GPA of 3.0

b. To progress every semester upon entry into the junior year, students must:

1. Maintain a semester GPA of 3.0
2. Pass all didactic courses (lecture, labs, etc) with a grade of C+ or higher
3. Pass all fieldwork level I courses with a grade of B+ or higher
4. Adhere/affirm to the OT Code of Ethics

Application Submission for Internal Transfer Students

What to turn in:

1. A printout of "Evaluation Report Card"
2. Observation Verification Form/s
3. Essay

Send to:

Professor Roseanna Tufano, LMFT, OTR/L

Drop off:

North Haven Campus (MNH-367J)

Postal Mail:

OT Department - MNH Campus
275 Mount Carmel Avenue
Hamden, CT 06518

Deadline: May 19, 2018

Application Submission for External Transfer Students

Please refer to the Transfer Admission Procedure, and contact Mary Wargo, director of admissions for transfer & part-time students (mary.wargo@qu.edu).

The Quinnipiac BS/MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The ACOTE address is:

c/o Accreditation Department
American Occupational Therapy Association
4720 Montgomery Lane, Ste. 200
Bethesda, MD 20814-3449
Phone: 301-652-6611 (ext. 2914)
Fax: 301-652-1417
Email: accred@aota.org
Website: acoteonline.org

Accreditation

The ACOTE awarded the program full accreditation status in August 2009. The accreditation review will be 2018-19. Graduates of the BS/MOT program are eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam to earn the credential, *Occupational Therapist, Registered* (OTR). **Program outcomes in the NBCOT exam may be accessed through** *https://secure.nbcot.org/data/schoolstats.aspx.* Most states require initial OTR certification to grant an individual a license to practice occupational therapy. **A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or to attain state licensure.**

Department of Physical Therapy

Program Contact: Maureen Helgren 203-582-8681

The Department of Physical Therapy at Quinnipiac is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted to the Health Science Studies—Doctor of Physical Therapy (HSS-DPT) program or Athletic Training—Doctor of Physical Therapy (AT-DPT) dual major. Upon successful completion of the Bachelor of Science in HSS or AT and meeting specific departmental requirements, students are guaranteed admission to the graduate DPT program. The HSS program of study can be completed in three or four years.

The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding clinicians equipped for contemporary practice through a three-year, 12-month graduate program. Students develop the essential skills of a 21st century health care professional by having access to expert academic and clinical faculty and the benefit of learning in state-of-the-art facilities. The program is an integrated curriculum of foundational knowledge and clinical training and is located in the Center for Medicine, Nursing and Health Sciences. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Laboratory. The learning environment for clinical skills, clinical decision-making, and professionalism is supported in classrooms, well-equipped laboratories, and progressive technology. Students can practice and are assessed on skills utilizing simulation, standardized patients, and clinical-readiness practicums. The program integrates frequent client-based opportunities throughout the curriculum in addition to three full-time clinical experiences completed at various domestic or international

clinical sites. Although the goal of the program is to prepare entry-level physical therapists, faculty value establishing close mentoring relationships through in-depth research or innovative projects which allow students to grow intellectually and professionally.

DPT students at Quinnipiac University take advantage of a myriad of student opportunities, which include leadership or participant roles in the campus student-run pro-bono rehabilitation clinic, graduation with Distinction in Interprofessional Education through the extensive opportunities within the university's Center for Interprofessional Healthcare Education, international delegations involved in Global Solidarity through a Fair-Trade Learning Model, sustainable local community service, attendance and presentation at professional conferences, a vibrant graduate council, as well as a variety university sponsored specialized camps.

The physical therapy program at Quinnipiac University is accredited by the
Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street Alexandria, Virginia 22314
telephone: 703-706-3245; email: accreditation@apta.org;
(accreditation@apta.org) website: capteonline.org

Mission Statement

An education in physical therapy at Quinnipiac University embodies both the university's commitment to its three core values: high-quality academic programs, a student-oriented environment and a strong sense of community, and the American Physical Therapy Association's core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. The program in physical therapy prepares students to become competent and compassionate entry-level physical therapists, who are able to practice in a variety of settings serving diverse populations across the lifespan.

To achieve its mission, the Doctor of Physical Therapy program:

- cultivates critical and reflective thinking, clinical decision-making, and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration
- provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management
- supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service

Essential Functions

Sensory Ability

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium, and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion, and palpation. The student should also be able to observe a patient accurately and completely at both from a distance and close at hand.

Communication Ability

The student is expected to be able to communicate verbally and non-verbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read, write effectively in English, and utilize technology effectively. Students are also expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

Motor Ability

The student is expected to be able to perform gross and fine motor movements bilaterally in order to provide competent care. Examples of care that the student must be able to perform include, but are not limited to, lifting, turning, transferring, transporting, and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments and emergency interventions in a variety of settings with individuals across the lifespan. The student must be able to administer CPR without assistance. The student is expected to have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain consciousness and equilibrium, and to have the physical strength and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester.

Intellectual-Conceptual Ability

The student is expected to have the ability to develop problem-solving skills, make clinical decisions, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze, and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to demonstrate the ability to perform these cognitive skills efficiently and with the flexibility that is inherent to the needs in the clinical environment. Students need to be mindful of the degree of personal risk, and take proper precautions to prevent incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens and environmental allergens such as latex or iodine preparations.

Behavioral/Social/Professional Attributes

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility.

Admission

Candidates applying for admission to the Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly

desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 11).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

- Freshman Entry Bachelor of Science (BS) to Doctor of Physical Therapy (p. 178)
  - Three-year BS in Health Science Studies for Freshman Entry (3+3) PT Majors
  - Four-Year BS in Health Science Studies for Freshman Entry (4+3) PT Majors
  - Four-Year BS in Athletic Training and Doctor of Physical Therapy (p. 180)
- Doctor of Physical Therapy (graduate component)* (p. 235)

*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Freshman Entry Bachelor of Science to Doctor of Physical Therapy

Program Contact: Maureen Helgren (Maureen.Helgren@quinnipiac.edu) 203-582-8681

The Department of Physical Therapy at Quinnipiac is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted to the Health Science Studies–Doctor of Physical Therapy (HSS-DPT) program or Athletic Training–Doctor of Physical Therapy (AT-DPT) dual major. Upon successful completion of the Bachelor of Science in HSS or AT and meeting specific departmental requirements, students are guaranteed admission to the graduate DPT program. The HSS program of study can be completed in 3 or 4 years.

At the end of the spring semester of the first undergraduate year, students are required to select and adhere to course work in either the three- or four-year preprofessional track. If the three-year track is selected, students **will not** be allowed transfer into the four-year curriculum at a later date. The decision for a three-year versus four-year track is individual, yet multifactorial. Factors to be considered include, but are not limited to, the following: accumulation of college credits upon entering the university, involvement in athletics, financial aid, necessity of summer and/or J-term course work and study abroad opportunities.

Admission to the Program

Candidates applying for admission to the Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University admission requirements.

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Office of Admissions a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

AP Credits and Course Substitutions

A student who scores a 4 on the AP exam for biology may choose to be awarded credit for BIO 101-BIO 102.

A student who scores a 4 on the AP exam for calculus may choose to be awarded credit for MA 141. If AP credits are awarded and accepted for CHE 110-CHE 111, the student will discuss other sciences to be considered as replacements.

A student who receives a 4 on the AP exam for biostatistics may choose to be awarded credit for MA 275. No other AP credits in the math and science categories will be accepted for program substitution. AP credits for other non-math and science core curriculum requirements will be accepted.

The Review and Evaluation Committee for the program in physical therapy is responsible for evaluating and screening candidates during the preprofessional and professional graduate components of the program. Requirements for the program in physical therapy were approved in conjunction with the accreditation of the program and are acceptable to the School of Health Sciences and Quinnipiac University administration.

Preprofessional Bachelor's Degree Program Requirements

To be eligible for the professional graduate DPT program, students must achieve a minimum overall GPA of 3.2 during the preprofessional component of the program. In addition, a 3.2 cumulative GPA in preprofessional program science and math course work is required

for admission to the professional graduate DPT component of the program. (D and F grades in the required preprofessional science and math courses are unacceptable.) Initial placement in the English and mathematics courses is determined by examination and an evaluation of high school units presented. The minimum mathematics requirement is MA 141. All students are required to complete a minor or concentration in a subject area of their choice. The following courses in the preprofessional component must be successfully completed with a C- or better and are calculated into the GPA for science and math course work.

Preprofessional Undergraduate Courses Calculated into 3.2 Math/Science Requirement

BIO 101 & 101L	General Biology I and General Biology I Lab	4
BIO 102 & 102L	General Biology II and General Biology Lab II	4
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
MA 141	Calculus of a Single Variable I	3
MA 275	Biostatistics	3
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Total Credits		46

Essential Function Requirements

Admission to Quinnipiac University is open to all academically qualified students without regard to age, race, color, religion, sex, handicap or national origin. One of the purposes of the Quinnipiac's Physical Therapy program is to provide graduates with a broad and basic preparation for professional physical therapy practice. The Entry-Level Doctor of Physical Therapy program offered at Quinnipiac prepares graduates for roles in state-of-the-art practice. Therefore, a student who is accepted to the program must be able to meet the cognitive, affective and psychomotor requirements of the required curriculum. A graduate is expected by employers, consumers and other health care providers to assume specific roles and responsibilities in a competent and safe manner. Therefore, all knowledge and skills that are part of the physical therapy curriculum must be mastered for successful completion of the program. This includes successful demonstration of these skills in both campus laboratory simulations and in actual clinical settings.

The Physical Therapy faculty has developed a set of essential functions that provide performance guidelines necessary for mastery of the knowledge and skills necessary to meet physical therapy curriculum objectives. They are designed to ensure the safety of the student and those who are entrusted to his/her care.

For enrollment, continued progression and completion of the physical therapy program, each student must be able to perform pursuant to certain essential functions. The term "essential function" refers to all nonacademic criteria used for admission and participation in a program. They evolve from the practice of physical therapy, and apply to all students. They are not established to discriminate for or against a person with a disability, and ensure that a student can benefit from the program offerings. The skills and abilities that have been identified as necessary to meet physical therapy curricula essential function requirements include, but are not limited to, the following:

Sensory Ability

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing and smell. All data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion and palpation. The student also should be able to observe a patient accurately and completely at both from a distance and close at hand.

Communication Ability

The student is expected to be able to communicate verbally and nonverbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read and write effectively in English, and utilize technology effectively. Students also are expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

Motor Ability

The student is expected to be able to perform gross and fine motor movements, bilaterally to provide competent care. Examples of care that the student must be able to perform include, but are not limited to, lifting, turning, transferring, transporting and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments, administration of medications by all routes, and emergency interventions in a variety of settings with individuals of various ages. The student must be able to administer CPR without assistance. The student is expected to have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain the physical strength, equilibrium and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester. In addition, students are required to participate in full-time clinical experiences.

Intellectual-Conceptual Ability

The student is expected to have the ability to develop problem-solving skills, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to

be mindful of the degree of personal risk, and take proper precautions to prevent untoward incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens, and environmental allergens such as latex or iodine preparations.

Behavioral/Social/Professional Attributes

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families and others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility.

Professional DPT Program Requirements

Students in the professional graduate DPT component of the curriculum are required to achieve a GPA of 3.0 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.0 or receive a grade below C+ may be subject to dismissal from the program. Transfer students are considered for admission to the professional graduate DPT program on a space-available basis.

For continuation in the program, all students must successfully complete all course work in the sequence identified. In addition to these academic requirements, all DPT students must be aware that there are additional requirements necessary to participate in scheduled clinical affiliations. Specific health requirements, including but not limited to: titers for mumps, measles and rubella, varicella and hepatitis B, annual physical exams, two-step PPDs, flu shots, current CPR certification and other mandates must be completed within the timeframe established by the clinical site at which a student has been placed. In addition, criminal background check updates and drug testing also may be required. These mandates are facility-specific and change frequently without notice. Quinnipiac University has no authority over any clinical facilities' protocols. Students must comply with what is required at their specific clinical affiliation.

Clinical education is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Clinical education experiences occur through both integrated and full-time clinical experiences in a variety of settings throughout the country. Placement in specific settings, locations and clinical facilities is not ever guaranteed and individual student assignment occurs at the discretion of the faculty. Students may be required to travel for clinical assignments. All associated housing and travel costs are the responsibility of the student.

- Three-Year BS in Health Science Studies for Freshman Entry (3+3) PT Majors
- Four-Year BS in Health Science Studies for Freshman Entry (4+3) PT Majors
- Bachelor of Science in Athletic Training and Doctor of Physical Therapy (7 years) (p. 180)

Bachelor of Science in Athletic Training and Doctor of Physical Therapy (7 years)

Program Contact: Maureen Helgren (Maureen.Helgren@quinnipiac.edu) 203-582-8681 Stephen Straub (stephen.straub@quinnipiac.edu) 203-582-8443

Select candidates from high school may apply to the combined AT-DPT degree. Upon completion of four years of study, students will receive a Bachelor of Science in Athletic Training/Sports Medicine and will be guaranteed admission into the three-year graduate DPT program. All preprofessional requirements of the professional graduate DPT program are required for those students selected for admission into the combined AT-DPT degree.

Undergraduate students should follow the course selection grid as outlined under the undergraduate AT program with the appropriate dual major alternatives. See Physical Therapy for the additional required standards to successfully complete the preprofessional component of that program. Additionally, all Athletic Training classes must be completed with a B- or better and an overall GPA of 3.2.

Combined Athletic Training (AT) – Doctor of Physical Therapy (DPT)

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Curriculum for Four-Year BS in Athletic Training for Freshman Entry (4+3) AT-DPT Majors

A total of 132 credits is required for completion of the BS in Athletic Training.

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
UC Fine Arts		3
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
AT 114	Introduction to Athletic Training/Sports Medicine	2
AT 115	Introduction to Kinesiology	3
AT 116	Introduction to Fitness & Conditioning [1]	2
BIO 102 & 102L	General Biology II and General Biology Lab II	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
	Credits	18

Second Year

Fall Semester

AT 214	Care and Prevention of Athletic Injuries [1]	3
AT 216 & 216L	Emergency Management of Athletic Trauma and Emergency Management of Athletic Trauma Lab [1]	3
AT 250 & 250L	Introduction to Evaluation and Treatment of Musculoskeletal Injuries and Introduction to Evaluation and Treatment of Musculoskeletal Injuries [1]	4
BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
MA 275	Biostatistics	3
	Credits	17

Spring Semester

AT 215 & 215L	Therapeutic Modalities and Therapeutic Modalities Lab [1]	4
AT 210	Introduction to Evidence-Based Practice	2
AT 251 & 251L	Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries and Evaluation and Treatment of Lower Extremity Musculoskeletal Injuries Lab [1]	4
AT 290 & 290C	Clinical Practicum I, Risk Management And Injury Prevention and Clinical Practicum I [1]	3
BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
	Credits	17

Third Year

Fall Semester

AT 330	Nutrition for Sport and Fitness	3
AT 350 & 350L	Evaluation and Treatment of Upper Extremity Musculoskeletal Injuries and Evaluation and Treatment of Musculoskeletal Injuries Lab [1]	4
AT 390 & 390C	Clinical Practicum II, Athletic Protective Equipment and Clinical Practicum II, Clinical [1]	3
BMS 300 & 300L	The Physiology of Human Performance I and The Physiology of Human Performance I Lab	4
UC elective		3
	Credits	17

Spring Semester

AT 351 & 351L	General Medical Conditions and Treatment and General Medical Conditions and Treatments Lab [1]	4
AT 352 & 352L	Evaluation and Treatment of Spinal Injuries and Evaluation and Treatment of the Spinal Injuries Lab [1]	4
AT 391C	Clinical Practicum III	1
BMS 301 & 301L	Physiology of Human Performance II and Physiology of Human Performance II Lab	4
PS 101	Introduction to Psychology	3
	Credits	16

Fourth Year

Fall Semester

AT 450	Administration and Management in Athletic Training	3
AT 490C	Clinical Practicum IV	1
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PS 272	Abnormal Psychology	3
QU 420	Integrative Capstone	3
	Credits	14

Spring Semester

AT 491 & 491C	Clinical Practicum V, Professional and Career Preparation and Clinical Practicum V, Clinical [1]	3
MA 141	Calculus of a Single Variable I	3
PHY 111 & 111L	General Physics II and General Physics II Lab	4
UC Humanities		3
UC Humanities		3
	Credits	16
	Total Credits	132

[1] These AT courses have a laboratory and/or clinical component.

For information about the graduate portion of the program, please see Doctor of Physical Therapy (p. 235).

Mission Statement

The mission of the Department of Athletic Training and Sports Medicine is to provide a quality education program through which students obtain the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. Importance is placed upon the provision of opportunities within the curriculum for the development of skills encompassing the domains of athletic training. Strong emphasis is placed on the practical clinical experience coupled with specific professional course work. Recognizing the importance of excellence in teaching and instruction, the faculty, in its commitment to the combination of diverse clinical and intellectual experiences, collaborates in educating students.

The Athletic Training education program offers a highly personalized learning environment featuring small classes and ready access to faculty; reflecting the university's commitment to excellence in teaching. The Athletic Training and Sports Medicine faculty share a service orientation toward the students and their needs. The program also strives to prepare graduates who manifest critical and creative thinking, effective communication skills, informed value judgments and who possess an educational foundation for continued growth and development in a changing world of diverse cultures and people.

Admission

Candidates applying for admission to the Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly

desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (p. 11).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant's professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

Department of Physician Assistant Studies

The physician assistant profession has grown to meet the health care needs of our communities and nation. The Department of Physician Assistant Studies at Quinnipiac University educates qualified individuals to be highly skilled licensed health care providers who practice team-based medicine in collaboration with physicians. The department consists of an undergraduate Pre-PA program known as the Entry-Level Master's Physician Assistant (ELMPA) program and the accredited graduate Physician Assistant program.

The ELMPA program provides students who are serious about entering the physician assistant profession with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants as well as the six competencies for the physician assistant profession. Upon successful completion of all of the requirements of the ELMPA program, students directly matriculate into reserved seats in the graduate program.

The graduate program is a 27-month intensive educational experience that prepares students with the core competencies to be a caring, compassionate, competent, and highly skilled health care provider. The program consists of a total of 15 months didactic and 12 months clinical education. Students are required to meet core professional competencies, standards of professionalism, and mission-driven program requirements prior to graduation from the program. Each graduate cohort is composed of students entering from the ELMPA program as well as external candidates who apply for admissions through the Central Application Service for Physician Assistants (CASPA).

Undergraduate Program

- Entry-Level Master's Physician Assistant (p. 182)

Graduate Program

- Master of Health Science (p. 247)

Entry-Level Master's Physician Assistant

Program Contact: Johanna D'Addario (Johanna.Daddario@quinnipiac.edu) 203-582-3882

The Entry-Level Master's Physician Assistant (ELMPA) program offers the qualified pre-physician assistant students an opportunity to pursue a Master of Health Science in the Physician Assistant program at Quinnipiac University. The program is divided into a four-year preprofessional component and a 27-month professional component. To progress to the professional phase, all ELMPA courses and program requirements must be completed within four years. Following successful completion of the preprofessional component, students receive a Bachelor of Science in Health Science Studies.

The preprofessional component provides students with a well-rounded education and a strong focus in biological and health science studies. This very structured and organized undergraduate program not only prepares students for the rigors of the professional component of the program, but also introduces students to the role and responsibilities of physician assistants as well as the six competencies for the physician assistant profession. The program addresses the need for medical experience by providing students with emergency medical technician (EMT) training (PY 388/PY 389) as well as extensive time shadowing practicing physician assistants (PY 397/PY 400). EMT ride time and preclinical experiences take place at off-campus sites, and students are responsible for transportation to and from all off-campus sites beginning in the sophomore year. In addition, students must meet specific program health and immunization requirements for participation in the preclinical experiences. Program costs associated with the preclinical affiliations and EMT course, including uniform, parking, certification exam, health requirements documentation, background check and additional program fees are the responsibility of the student.

Entry-level Master's Physician Assistant Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 101 & 101L	General Biology I and General Biology I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable I	3
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
BIO 102 & 102L	General Biology II and General Biology Lab II	4
EN 102	Academic Writing and Research	3
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3

CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
PY 104	Physician Assistant Seminar I - Orientation to the Profession	1
	Credits	15

Summer Semester

Patient Contact Hours		
	Credits	0

Second Year

Fall Semester

BIO 211 & 211L	Human Anatomy & Physiology I and Human Anatomy & Physiology Lab I	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PY 388 & 388L	Clinical Training I and Clinical Training I Lab [1]	3
	Credits	15

Spring Semester

BIO 212 & 212L	Human Anatomy and Physiology II and Human Anatomy and Physiology II Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PY 397	Prehealth Professions Clinical Affiliation	3
PY 389 & 389L	Clinical Training II and Clinical Training II Lab [1]	3
HSC 202	Medical Terminology	2
	Credits	16

Summer Semester

Patient Contact Hours		
	Credits	0

Third Year

Fall Semester

BMS 318	Pathophysiology	3
BMS 370 & 370L	General Microbiology and General Microbiology Lab	4
BIO/BMS Core science elective		3-4
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
UC Disciplinary Inquiry (Fine Arts, Humanities, Social Sciences)		3
	Credits	16-17

Spring Semester

BMS 200	Biology of Aging	3
CHE 315 & 315L	Biochemistry I and Biochemistry Lab I [2]	3-4
BIO/BMS Core science elective		3-4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 1 (Fine Arts, Humanities, Social Sciences)		3
	Credits	15-18

Summer Semester

Patient Contact Hours		
	Credits	0

Fourth Year

Fall Semester

PY 400	Pre-Physician Assistant Clerkship	3
PY 401	Introduction to Clinical Problem Solving	3
BIO/BMS Core science elective		3-4
UC Personal Inquiry 1 (Fine Arts, Humanities, Social Sciences)		3
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
	Credits	15-16

Spring Semester

PY 204	Physician Assistant Seminar II -- The Interdisciplinary Team	1
BMS 332	Histology	4
BIO/BMS/HSC Science elective		3-4
UC Personal Inquiry 2 (Fine Arts, Humanities, Social Sciences)		3
QU 420	Integrative Capstone	3
	Credits	14-15
	Total Credits	123-129

1 If student has current EMT licensure on admission to the program, two additional science electives are taken instead of PY 388 and PY 389.

2 CHE 315L (Biochemistry Lab) is optional. Students who are pursuing a minor in chemistry are required to complete CHE 315L.

Total number of credits required for completion of the preprofessional component = 123

Students who have earned advanced placement credit or other college credit in an introductory-level science course are encouraged to still take BIO 101/BIO 102 and CHE 110/CHE 111 at Quinnipiac. Students opting out of those courses are required to take the equivalent number of hours at a higher level in the same area of course work. Students with AP credits in nonscience courses may elect to take only 14 credits in the fall semester of the first year.

Acceptable Core Science Electives

Select three of the following courses:

BMS 310	Neuroanatomy	3
BMS 320	Pharmacology	3
BMS 325	Toxicology	3
BMS 330	Endocrinology	3
BMS 372 & 372L	Pathogenic Microbiology and Pathogenic Microbiology Lab	4
BMS 375 & 375L	Immunology and Immunology Lab	3-4
or HSC 375	Immunology	
BIO 350	Cardiovascular Physiology	3

Additional Science Electives

Select two courses from core science electives OR from the following:

BIO 282 & 282L	Genetics and Genetics Lab	4
or BIO 471	Molecular Genetics	
BIO 298	Research Methods in Biology	3
or BMS 278	Research and Technology	

BIO 317 & 317L	Developmental Biology and Developmental Biology Lab	4
BIO 328 & 328L	Human Clinical Parasitology and Human Clinical Parasitology Lab	4
BIO 329	Neurobiology	3
BIO 346 & 346L	Cell Physiology and Cell Physiology Lab	4
BIO 365	Cancer Biology	3
BIO 382 & 382L	Human Genetics and Human Genetics Lab	4
BMS 276	Drug Development	3
BMS 378	Vaccines and Vaccine-Preventable Diseases	3
BMS 470	Virology	4
BMS 473	Infections of Leisure	3
or BMS 474	Power of Plagues	
BMS 475	Special Topics in Microbiology	4
BMS 482	Independent Study in Microbiology [1]	2-4
BMS 498	Independent Study in Biomedical Sciences I [1]	2-4
BMS 499	Independent Study in Biomedical Sciences II [1]	2-4
BMS 525	Vaccines and Vaccine Preventable Diseases [1]	3
BMS 595	Transplantation Immunology [1]	3
HSC 220	Health Care Essentials: Structure, Policy and Professionalism	3
HSC 225	Writing in the Health Professions	3
HSC 262	Nutrition in Health and Illness	3
HSC 270	Pillars of Public Health: Saving the World on a Population Level	3
HSC 315	Bioethical Issues in the 21st Century	3
HSC 322	Health Care Law (LE 322)	3
HSC 498	Independent Study in Health Sciences	
HSC 499	Independent Study in Health Sciences II	2-4

[1] With permission. Students who complete an independent study course for 2 credits must also complete a 4-credit science elective course in order to have at least 6 credits of science electives.

Acceptable UC Social Sciences (Disciplinary Inquiry/ Personal Inquiry 1)

PS 101	Introduction to Psychology	3
PS 232	The Concept of Personality and Its Development	3
PS 261	Social Psychology	3
PS 262	Psychology of Women (WS 262)	3
PS 272	Abnormal Psychology	3
SO 101	Introduction to Sociology	3
SO 280	Illness and Disability	3

Acceptable UC Elective (Personal Inquiry 2)

BMS 200	Biology of Aging	3

Preprofessional Component

The mission of the Quinnipiac University Entry-Level Master's Physician Assistant (ELMPA) program is to begin the education and preparation of master's-level physician assistants who practice medicine with physicians and other members of the health care team. The program has been designed to benefit from faculty expertise in both the graduate and undergraduate divisions as well as practitioners from a variety of clinical settings and specialties. These collaborative strategies are intended to prepare graduates to enter the physician assistant profession and ultimately become outstanding health care providers.

Admission to the Program

Candidates applying for admission to the ELMPA Program must have: a minimum of three years of high school mathematics including geometry, algebra and precalculus; one year of biology; one year of chemistry and one year of physics. In addition, advanced electives in the biological sciences are recommended. Related health care experience and shadowing is highly desirable.

Prospective candidates must also satisfy the admission requirements of Quinnipiac. Transfer students are not admitted to the entry-level master's physician assistant program. Admission into the preprofessional component of the program does not guarantee admission into the professional component of the program.

Technical Standards

All students entering the Graduate Physician Assistant program at Quinnipiac University must be able to meet the established abilities and expectations of the graduate PA program technical standards, which can be found on the program's website (p. 248). Upon admission to the ELMPA program, students are required to review and verify that they understand the technical standards requirement. Prior to participation in the preclinical experiences, the student's primary care provider must verify, based on a complete history and physical examination, that the student meets the technical standards of the graduate PA program. In the event that a student is unable to fulfill these technical standards, he/she may not be able to participate in preclinical affiliations and may not be able to progress to the graduate PA program.

Background Checks/Drug Screens

Students should be aware that certain preclinical sites may require a criminal background check and/or urine drug screen before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining these requirements. The cost of the background check and drug screen is the responsibility of each individual student. All students are required to have a new or updated background check upon progression to the Graduate Physician Assistant program.

Program Requirements

Formal evaluation of the pre-physician assistant student by the Review and Evaluation Committee takes place at the end of the spring semester of the second year. To continue in the program, students must have a minimum cumulative GPA of 3.0 and a minimum cumulative science GPA of 3.0. Following the initial evaluation, students are evaluated after completion of each semester. Failure to maintain a minimum cumulative GPA of 3.0 and a minimum cumulative science GPA of 3.0 results in dismissal from the program. In addition, a minimum GPA (both cumulative and science) is required for participation in preclinical affiliations. All required courses must be completed with a course grade of C- or better.

By February 1 of the fourth year, students are required to have accumulated at least 1,000 hours of documented direct patient contact through paid and/or volunteer experiences (e.g., certified nurse's aide, medical assistant, phlebotomy technician, emergency room technician, EMT). While patient contact hours must be preapproved by program

faculty, students are responsible for making their own arrangements to obtain these direct patient contact hours. In addition, all students are required to obtain student membership in the American Academy of Physician Assistants (AAPA).

Requirements for Progression to the Graduate Physician Assistant Program

For a student in the Entry-Level Master's Physician Assistant program to progress to the Graduate Physician Assistant program at Quinnipiac University, the student must successfully complete all requirements to obtain a BS degree in Health Science Studies, including all prerequisite courses for the PA program admission. Students progressing to the professional phase of the program may not have any course failures or grades of incomplete, and no outstanding academic integrity or professionalism issues at the time of progression. In addition, students must meet the established requirements for direct patient contact hours and EMT certification. Prior to beginning the Physician Assistant program, students meet with a faculty member from the Department of Physician Assistant Studies for a final academic review. The student must meet all academic, curricular, professional, health and immunization, background check and technical standards requirements of the PA program to matriculate into the program.

For information on the professional component of the entry-level master's physician assistant program, please see the Graduate Studies section (p. 247).

Department of Social Work

Program Contact: Deborah Rejent (Deborah.Rejent@quinnipiac.edu) 203-582-6433

The Master of Social Work (MSW) program at Quinnipiac University prepares social workers for advanced practice in the context of health and behavioral health settings through a curriculum that focuses on clinical practice, organizational practice and interprofessional teamwork. This program is guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, for the purpose of educating social work professionals to promote human and community well-being.

The Master of Social Work program prepares students for achievement and leadership in the field of social work. The curricular approach of the MSW program is unique in that it directly engages students in interprofessional education and the health care team approach.

Quinnipiac's MSW program embraces the university's commitment to the development of professional expertise through practice experience. The two field placements offer students the opportunity to practice skills learned in the classroom in real-world settings. A seminar that supports the student in integrating academic and fieldwork is held monthly. Upon completion of the MSW degree, the student will have at least 1,000 hours of professional preparation in the field.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for advanced practice in the context of health and behavioral health settings through a curriculum that focuses on clinical practice, organizational practice and interprofessional teamwork. This program is guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, for the purpose of educating social work professionals to promote human and community well-being. The program's core values are as follows and reflect the NASW Code of Ethics for Social Workers*:* service*,* social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry.

The MSW program has the following four goals:

1. Prepare social workers to be advanced practitioners in diverse systems of various sizes, emphasizing competent, ethical clinical and organizational practice toward the advancement of the human condition. The advanced curriculum will build upon the foundation curriculum of generalist knowledge and practice skills with individuals, families and groups and communities.
2. Prepare social workers to practice without discrimination with diverse populations.
3. Prepare social workers to engage in professional activities that promote interprofessional collaboration and advocacy within diverse environments toward the enhancement of the human condition.
4. Prepare students for lifelong professional development.

- Master of Social Work (p. 238)

SCHOOL OF LAW

The School of Law combines rigorous academics, personalized attention, and a practice-focused curriculum to enable every student to develop the core legal skills that are fundamental to a successful and rewarding legal career. The law school has several legal clinics and numerous externship opportunities through which students acquire client-based legal experience and do pro bono work in the community, supervised by practicing attorneys. Students can further refine their critical problem-solving skills in more than a dozen classroom-based simulation courses.

The School of Law offers full-time, part-time, and flex-time programs leading to the JD degree, as well as joint JD/MBA, JD/MSW, and JD/MELP (Master of Environmental Law and Policy) degrees. Students may also choose to concentrate in one or more of several subject matter areas: Civil Advocacy and Dispute Resolution, Criminal Law and Advocacy, Family Law, Health Law, Intellectual Property, Tax Law, and Workplace Law.

The student experience at the School of Law is enhanced through many other activities, including three student-edited scholarly journals – the Law Review, the Health Law Journal, and the Probate Law Journal; intramural and interschool competitions sponsored by the Moot Court Society, the Mock Trial Society, and the Society for Dispute Resolution; and a range of student organizations, including affinity bar organizations such as the Black Law Students Association, the Women's Law Society, the Latin American Law Association, and Outlaws, our LGBTQA organization. The law school's International Human Rights Law Society travels to Nicaragua each year and presents a conference in collaboration with a Nicaraguan law school, and a course in International Human Rights and Transitional Justice gives students the opportunity to make presentations at the annual Summit of Nobel Peace Laureates.

Quinnipiac's 3+3 Bachelor's/JD Program offers qualified freshmen and sophomores the opportunity to complete both their BA or BS degree and the JD degree in six years instead of seven. Visit the Prelaw (p. 31) section of this Catalog for program details.

NETTER SCHOOL OF MEDICINE

The Frank H. Netter MD School of Medicine has been designed to be a model for educating diverse, patient-centered physicians who are partners and leaders in an interprofessional workforce responsive to health care needs in the communities they serve. Students from diverse backgrounds attain their highest personal and professional potential in a collaborative student-centered environment that fosters academic excellence, scholarship, lifelong learning, respect and inclusivity. The school embodies the university's commitment to the core values of academic excellence, a student-oriented environment and a strong sense of community. Accordingly, the school values:

- excellence in education that places the student at the center of the learning experience, and nurtures the student's independence as a lifelong learner
- diversity and inclusiveness in all students, faculty and staff
- a learning environment that promotes the provision of holistic, patient-centered care
- interprofessional education and service-learning experiences to promote teamwork in the care of patients
- clinical partners who support and promote the school's vision, mission and values
- social justice and the education of physicians to address health care inequalities
- partnerships within our community that provide students with learning and service opportunities to improve the health of the community
- advancement and support of primary care education and health services research through the school's Institute for Primary Care
- advancement of global health through the school's Institute for Global Public Health by promoting community medicine, public health and international partnerships
- advancement of rehabilitation medicine, through the school's Institute for Rehabilitation Medicine by promoting interprofessional care, services and research programs especially for wounded military personnel

The four-year curriculum leading to the MD degree is comprehensive and integrated. Core biomedical principles are correlated temporally and contextually with behavioral, clinical and allied health sciences. The curriculum emphasizes active student learning designed to equip graduates with the tools to be effective lifelong learners. Learning occurs in a variety of settings: small-group conferences, case-based learning seminars, lectures, with patients, standardized patients and independent study.

The curriculum is holistic in scope; content such as prevention and wellness promotion, population health, complementary and alternative medicine, and the study of contemporary health care systems are incorporated into discussions of the traditional diagnosis and treatment of medical diseases.

Each course has longitudinal themes that anchor the content in a pedagogically relevant and cohesive manner. These significant learning experiences shift the focus from "what is taught" to "what and how students learn." The longitudinal themes include medical informatics, biostatistics, epidemiology, ethics, nutrition and sociobehavioral science.

Students begin clinical experiences in their first year and assume increased clinical responsibility in their second through fourth years. They have opportunities to formally learn and hone clinical skills during the clinical arts and sciences course, which uses standardized patients and state-of-the-art simulation labs. Students also meet weekly with a primary care physician, seeing patients, practicing clinical skills, and learning how to work effectively with other health care team members. The first year follows an organ system approach to biomedical sciences, focusing primarily on normal human function. To increase the medical context of this approach, students learn the fundamentals of common diseases in each curricular area. Year 2 follows a pathophysiological approach to content, exploring topics in greater depth and with enhanced sophistication and understanding. Students are exposed to a broad array of human diseases and best practices for diagnosis and management.

Students are allowed to individualize their medical education by selecting a field of concentration for elective course work. The elective course work provides the foundation for a student's capstone project, an independent research project. Elective concentration areas may include health management, policy, economics, law, education (including interprofessional education), global health, communications, ethics, humanities, or the student may design a novel concentration area with the support of a faculty adviser.

The School of Medicine also offers an anesthesiologist assistant program. For details, visit the website.

SCHOOL OF NURSING

Center for Medicine, Nursing and Health Sciences

North Haven Campus

Administrative Officers

Title	Name	Phone	Email
Dean	Jean Lange	203-582-8444	jean.lange@qu.edu
Associate Dean	Lisa O'Connor	203-582-8549	lisa.o'connor@qu.edu (lisa.oconnor@qu.edu)
Assistant Dean, Career Development	Cynthia Christie	203-582-3656	cynthia.christie@qu.edu
Business Service Manager	Patricia Gettings	203-582-6497	patricia.gettings@qu.edu

Programs

Program	Name	Phone	Email
Chair - Undergraduate Programs	Cory Ann Boyd	203-582-8542	cory.boyd@qu.edu
Director- Pre-Professional Nursing Program	Rhea Sanford	203-582-3546	rhea.sanford@qu.edu
Director - Upper Division Nursing Program	Eileen Hermann	203-582-6528	eileen.hermann@qu.edu
Director - Accelerated Nursing Program	Mary Peterson	203-582-7672	mary.peterson@qu.edu
Director - Global Nursing Experiences	Teresa Twomey	203-582-8873	teresa.twomey@qu.edu
Chair - Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
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Assistant Director - Nurse Anesthesia Programs	Karita Kack	203-582-7969	karita.kack@qu.edu
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Director - Online Nursing Programs	Nicholas Nicholson	203-582-6542	nicholas.nicholson@qu.edu
Director of Simulation	Liana Kappus	203-582-7924	liana.kappus@qu.edu

Nursing is a profession based on science, a culture of compassion, commitment to best practices, and connection to individuals. The practice of nursing is research-based, goal-directed, creative and concerned with the health and dignity of the whole person. The art of delivering quality nursing care depends upon the successful mastery and application of intellectually rigorous nursing knowledge.

Undergraduate Program Information

The undergraduate nursing curriculum, which integrates holism, fosters professional socialization for future roles and responsibilities within the profession. Graduates are prepared as generalists to provide evidence-based care. Bachelor's degree nursing education prepares the graduate for entry into professional nursing practice and provides the foundation for graduate study. Three programs are offered: a Bachelor of Science in Nursing for high school graduates, an Accelerated BSN program for second-degree students, and an RN to BSN completion program (online).

Graduate Program Information

The School of Nursing offers two programs leading to a Master of Science in Nursing: Operational Leadership (p. 263) and RN to MSN Completion (p. 265).

A doctoral-level graduate program preparing adult-gerontology and family nurse practitioners and nurse anesthetists is available for post-bachelor's degree nurses. The school offers three doctoral-level post-master's programs. For more information about these offerings, please see the Graduate Studies (p. 252) section of the catalog.

Career Development

In the School of Nursing, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

Mission Statement

To provide leadership in nursing and health care through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

Vision

To prepare transformational leaders in health care.

Values

School of Nursing values include:

- diversity of ideas, persons and cultures
- supportive learning environments
- scholarly undertakings to advance education and practice
- ethical conduct in personal and professional arenas
- holistic nursing across the spectrum of health care
- interprofessional education and collaboration
- innovative learning methodologies
- systematic assessment and evaluation
- lifelong learning

Transforming health care . . . one student at a time

Admission Requirements: Graduate Nursing

The requirements for admission to the graduate nursing program are detailed in the graduate portion of this catalog.

Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of:

1. the Advanced Placement Program of the College Entrance Examination Board;
2. the International Baccalaureate; or
3. the College Level Examination Program.

Transfer Credit

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Undergraduate nursing students who take courses at another university to repeat a failed course or to repeat a course withdrawal must do so at a four-year institution.

Transfer Students from Other Colleges/Universities

Current undergraduate enrollment does not allow for transfer students.

Transfer Students from Other Majors within Quinnipiac

Current undergraduate enrollment does not allow for transfer students. In the rare case that space becomes available, prospective students will be informed of the application process.

Bachelor's Degree

- Bachelor of Science in Nursing (p. 190)
  - Traditional BSN Program for High School Graduates (p. 190)
  - Accelerated BSN Program for Second Degree Students (p. 189)
  - RN to BSN Completion Program (online) (p. 192)

Graduate Degrees

- Master of Science in Nursing (p. 262)
  - Post-bachelor's study
    - Operational Leadership (p. 263)
    - RN to MSN Completion program (p. 265)
- Doctor of Nursing Practice (p. 252)
  - Post-bachelor's study
    - Adult-Gerontology Nurse Practitioner (p. 253)
    - Family Nurse Practitioner (p. 255)
    - Nurse Anesthesia (p. 256)
  - Post-master's study
    - Care of Populations (p. 258)
    - Nurse Anesthesia (p. 259)
    - Nursing Leadership (p. 261)

Accreditation

The bachelor's degree in nursing, the master's degree in nursing, and the doctor of nursing practice programs at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036, 202-887-6791.

The nurse anesthesia programs are also accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs.

Council on Accreditation of Nurse Anesthesia Educational Programs
Date of next review: 10/2019
Attrition: (new program) N/A
Certification exam pass rate: (new program) N/A
Employment rate: (new Program) N/A
222 South Prospect Avenue Park Ridge, IL 60068-4001
1-847-655-1160
Fax: 1-847-692-7137
home.coa.us.com

Accelerated BSN Program for Second Degree Students

Program Contact: Cory Ann Boyd (Cory.Boyd@quinnipiac.edu)
203-582-8542

The Accelerated BSN program is designed for individuals with a bachelor's degree in another discipline, who are interested in pursuing nursing as a second bachelor's degree. The curriculum builds on the individual's prior educational preparation, and the degree is completed in one calendar year, starting in August with students concentrating solely on nursing courses. The curriculum is framed using The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

Accelerated BSN students complete a traditional junior year curriculum in the nursing program and then an intensive senior summer session. The accelerated BSN must be pursued on a full-time basis and consists of one full calendar year.

Accelerated BSN Curriculum

The BSN degree under this program is 127 credits, including: prerequisites, general education requirements and nursing courses, which are distributed as follows:

Nursing Course Prerequisites:	15
Anatomy & Physiology I & II with labs	
Microbiology with lab	
Statistics	
Transfer Credit from Previous Bachelor's Degree	51
Total Nursing Credits	61
Total Credits	127

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (p. 251) section of the catalog.

Undergraduate Program Outcomes

Upon completion of the program, the BSN graduate will:

1. Integrate the university's core liberal education into generalist nursing practice.
2. Apply principles of basic organizational and system leadership to deliver high-quality and safe patient care.
3. Employ evidence to deliver best practices in health care.
4. Utilize information management and patient care technologies to deliver safe and effective health care.
5. Recognize the impact of health care policy, finance and regulatory environments on the delivery of patient care.
6. Demonstrate interprofessional communication and collaboration for improving health outcomes.
7. Incorporate the concepts of prevention and population health in the delivery of health care.
8. Exhibit professional standards and values.

Admission Requirements: Undergraduate Nursing

Admission requirements include graduation from a regionally accredited college or university with a cumulative GPA of at least 3.0 (B) and completion of prerequisite course work. All prerequisite courses must be taken **within the last five years** with a grade of C or better; and must be completed prior to entering the accelerated program. Transfer credit is evaluated according to university policy. A criminal background check and drug screening are required prior to attending the mandatory orientation. Incoming and current students are advised that final acceptance and continuation is dependent on a successful background investigation and clearance. The application deadline is January 2; decision letters are sent during the month of March. Applicant information is available on the Quinnipiac website.

Progression Requirements

Professional Progression Policy

1. To progress and remain in good standing, accelerated nursing students must attain a semester GPA of 3.0 (B) and receive a grade of C or higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all clinical practica.
   a. A student who receives less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course the next academic year.
   b. Any student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change his/her major out of nursing.
   c. A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester. Failure to do so will require the student to withdraw from the nursing major.
2. A student who earns grades of C or better in all nursing courses yet has less than a 3.0 semester GPA will be placed on academic probation and will receive an academic plan to progress in the nursing major. This student must achieve a 3.0 semester GPA by the end of the next semester. Any student who does not meet these academic criteria will be required to change his/her major out of nursing.
3. Nursing students must achieve a 3.0 semester GPA and a cumulative GPA of 3.0 in their final semester to meet the graduation requirements for the bachelor of science in nursing.
4. A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program chair. Written notification will be sent to the student via email. Any student who is having difficulty with academic performance and needs help with study skills or test taking strategies will be advised to utilize the resources offered by the Learning Commons.
5. At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program chair.

Appeal Process

1. A student who wishes to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state limit the licensure eligibility for any person convicted of a felony or an act that does not conform to the accepted standards of the profession. (Section 19a-14 of the Connecticut General Statutes.) A copy of the act is available for review in the School of Nursing.

Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the health care provider or professional rescuer must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has several additional health requirements and technical standards in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

Bachelor of Science in Nursing

Program Contacts: Cory Ann Boyd (Cory.Boyd@quinnipiac.edu) 203-582-8542

The undergraduate nursing program at Quinnipiac University prepares students with the knowledge, skills and attitudes to provide holistic care for diverse individuals, families and populations across the lifespan.

Achievement of the following outcomes enables graduates to practice as nurse generalists within complex health care systems. The curriculum is framed using The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

BS in Nursing Graduation Requirements

Foundations of Inquiry		12
EN 101	Introduction to Academic Reading and Writing	
EN 102	Academic Writing and Research	
Freshman Year Seminar 101		
Math Course (MA 275 or 206)		
Disciplinary Inquiry (one course from each of the four Disciplinary Areas)		13
BIO 101	General Biology I	
Humanities		
Social Sciences		
Fine Arts		
Personal Inquiry (3 additional courses from 3 different Disciplinary Areas)		10
BIO 102	General Biology II	
Humanities		
Social Sciences		
Fine Arts		
Personal Inquiry II (9 additional credits from the Disciplinary Areas or UC Breadth Electives)		9
Nursing Major Requirements		16
BIO 211	Human Anatomy & Physiology I	
BIO 211L	Human Anatomy & Physiology Lab I	
BIO 212	Human Anatomy and Physiology II	
BIO 212L	Human Anatomy and Physiology II Lab	
Chemical Principles with Bological Applications with Lab		
Microbiology and Pathology with Lab		
Open Elective		3
Integrative Capstone Experience		3
Professional Component Nursing Courses		61
Total Credits		127

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Initial placement in English and mathematics courses is determined by examination.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (p. 251) section of the catalog.

Undergraduate Program Outcomes

Upon completion of the program, the BSN graduate will:

1. Integrate the university's core liberal education into generalist nursing practice.
2. Apply principles of basic organizational and system leadership to deliver high-quality and safe patient care.
3. Employ evidence to deliver best practices in health care.
4. Utilize information management and patient care technologies to deliver safe and effective health care.
5. Recognize the impact of health care policy, finance and regulatory environments on the delivery of patient care.
6. Demonstrate interprofessional communication and collaboration for improving health outcomes.
7. Incorporate the concepts of prevention and population health in the delivery of health care.
8. Exhibit professional standards and values.

Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering freshmen who have completed college-level credit courses through a recognized college or university, achieved an acceptable score on an appropriate examination of:

1. the Advanced Placement Program of the College Entrance Examination Board;
2. the International Baccalaureate; or
3. the College Level Examination Program.

Transfer Credit

Quinnipiac normally grants transfer credit for courses appropriate to the chosen curriculum, completed with a grade of C or better, at a regionally accredited post-secondary institution. Nursing students who take courses at another university to repeat a failed course or to repeat a course withdrawal must do so at a four-year institution.

Transfer Students from Other Colleges/Universities

Current undergraduate enrollment does not allow for transfer students.

Transfer Students from Other Majors within Quinnipiac

Current undergraduate enrollment does not allow for transfer students. In the rare case that space becomes available, prospective students will be informed of the application process.

Progression Requirements

Preprofessional Progression Policy

1. Students must complete all preprofessional component courses, including all sciences, by the end of the spring semester of their sophomore year prior to starting the professional component in the fall.
2. Students who fail or withdraw from a course in the sophomore year and have a cumulative GPA less than 3.0 by the end of the spring semester of the sophomore year will not be approved to repeat the course toward progression in the nursing program.
3. A minimum cumulative grade point average of 3.0 is required for progression. A student who does not meet these progression requirements will be required to transfer to another major.

Professional Progression Policy

1. To progress and remain in good standing, junior and senior students must attain a semester GPA of 3.0 (B) and receive a grade of C or

higher in each classroom and laboratory experience (73 or higher) and a Pass (P) in all clinical practica.

a. A student who received less than a C (73) in one nursing course (C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course the next academic year.
b. A student who receives less than a C (73) in more than one nursing course (C-, D, F) will not be permitted to progress in the program and will be required to change his/her major out of nursing.
c. A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester. Failure to do so will require the student to withdraw from the nursing major.

2. A student who earns grades of C or better in all nursing courses yet has less than a 3.0 semester GPA will be placed on academic probation and will receive an academic plan to progress in the nursing major. This student must achieve a 3.0 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be required to change his/her major out of nursing.
3. A student must achieve a 3.0 semester GPA and a cumulative GPA of 3.0 in the final semester to meet the graduation requirements for the bachelor of science in nursing.
4. A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program chair. Written notification will be sent to the student via email. A student who is having difficulty with academic performance and needs help with study skills or test taking strategies will be advised to utilize the resources offered by the Learning Commons.
5. At the end of each semester, course grades, semester and cumulative GPAs for each nursing student are reviewed by the program chair.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In Connecticut, the laws of the state limit the licensure eligibility for any person convicted of a felony or an act that does not conform to the accepted standards of the profession. (Section 19a-14 of the Connecticut General Statutes.) A copy of the act is available for review in the School of Nursing.

Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the health care provider or professional rescuer must be obtained prior to enrolling in the first nursing course, and maintained throughout the program. The School of Nursing has several additional health requirements and technical standards in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

RN to BSN Completion Program (online)

Program Contact: Nicholas Nicholson (Nicholas.Nicholson@qu.edu) 203-582-6542

The RN to BSN completion program is designed for individuals who are licensed as a registered nurse and are interested in pursuing a part-time bachelor's degree in nursing using a distance education format through QU Online. The curriculum builds on the individual's prior educational preparation and incorporates the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education.

An RN to MSN completion program is available. For more information, please visit the Graduate Studies (p. 265) section of the Catalog.

Nursing Major Requirements

Students take 32 required credits for the nursing major: nursing courses (29 credits), and an open elective (3 credits). All nursing courses are offered online.

Graduation Requirement: 120 credits

Transfer Credit from Associate's Degree [1]		68
Quinnipiac Advanced Core Courses as needed		20
Quinnipiac Required Nursing Courses		
Elective(s) as needed		3
NUR 380	Health Promotion and Wellness	3
NUR 382	Nursing Science and Information Literacy	3
NUR 475	Research and Evidenced-based Practice Fieldwork Experience	1
NUR 477	Community and Public Health Nursing Fieldwork Experience	1
NUR 478	Research and Evidence-Based Nursing Practice	2
NUR 479	Contemporary Issues and Roles in Nursing Fieldwork Experience	1
NUR 480	Interprofessional Practice and Quality Improvement	3
NUR 482	Health Disparities in Vulnerable Populations	2
NUR 484	Community and Public Health Nursing	3
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 540	Educational Principles for the Health Care Professional	3
NUR 544	Introduction to Informatics	3
NUR 602	Principles of Ethical Theory in Nursing	1
Total Credits		120

The nursing curriculum is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

[1] Note: if less than 88 credits are awarded, then Advanced Core courses and/or electives are required.

Undergraduate Program Outcomes

Upon completion of the program, the BSN graduate will:

1. Integrate the university's core liberal education into generalist nursing practice.
2. Apply principles of basic organizational and system leadership to deliver high-quality and safe patient care.
3. Employ evidence to deliver best practices in health care.
4. Utilize information management and patient care technologies to deliver safe and effective health care.
5. Recognize the impact of health care policy, finance and regulatory environments on the delivery of patient care.
6. Demonstrate interprofessional communication and collaboration for improving health outcomes.
7. Incorporate the concepts of prevention and population health in the delivery of health care.
8. Exhibit professional standards and values.

Admission Requirements: RN to BSN Completion Program

Admission requirements include graduation from a regionally accredited college or university with an associate's degree or a diploma in nursing with a cumulative grade point average of at least 2.7; a current registered nurse license in good standing; two letters of recommendation (one from a current supervisor); a personal statement, transcripts from all postsecondary institutions attended; and a resume or curriculum vitae. A criminal background check and drug screening is required prior to entering the program. Incoming and current students will be advised that final acceptance and continuation is dependent on a successful background investigation and clearance.

Application and orientation procedures are managed through Quinnipiac University Online.

Qualified students enrolled in the RN to BSN completion program may pursue a seamless transition into the MSN in Operational Leadership (p. 263) program. 7-9 credits from the undergraduate RN to BSN program can be utilized in the MSN program.

Advanced Placement Credits

Students with an associate's degree in nursing may transfer up to 88 credits for this program. Those students who do not have 88 transfer credits can make up the deficit with Advanced Core credits and electives taken at Quinnipiac.

Advanced Core Credits

BSN completion students can take up to 20-credit advanced core. The advanced core reflects the aims and goals of the traditional University Curriculum and the Essential Learning Outcomes while acknowledging the prior general education work completed at the associate's degree level. Five 4-credit courses are completed online in seven-week blocks.. The core courses are taken by degree completion students in the School of Nursing and School of Health Sciences.

Progression

1. To progress and remain in good standing, RN-BSN students must attain a semester GPA of 2.0 (C) and receive a grade of C or higher in all nursing courses and fieldwork experiences (73 or higher). Students enrolled in the RN-BSN program should additionally refer to the University Academic Policies (p. 41).

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the undergraduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

PART-TIME UNDERGRADUATE STUDIES

Office of Undergraduate Admissions

Echlin Center

Title	Name	Phone	Email
Director of Transfer & Part-time Admissions	Mary Wargo	203-582-8612	Mary.Wargo@qu.edu

Quinnipiac University recognizes that the ability to obtain a college education may be limited for the adult student. The demands of work or family may not allow continuation or completion of a degree in the traditional manner. Quinnipiac offers the part-time student an opportunity to attend classes and pursue a degree with some flexible scheduling. Quinnipiac offers a variety of ways to use previous collegiate and noncollegiate learning experiences to award college credit and shorten the time needed to earn a degree.

Part-time students are an integral part of the university and benefit from the resources of Quinnipiac's highly regarded Schools of Business, Communications, Health Sciences, and the College of Arts and Sciences. Instruction is provided by faculty experienced in working with adult students. Departmental chairpersons and select faculty work with part-time students as academic advisers. Free tutoring services are available in the Learning Commons, which maintains evening hours.

Quinnipiac also recognizes student financial needs through creative payment plans and financial assistance. Part-time students receive personal service from a committed staff and faculty.

Non-Matriculated Students

Adult part-time students may take a limited number of courses without applying for admission (non-matriculated) if they are attempting to build an academic record after many years of absence from school, or are not ready to pursue a degree program. To be considered for non-matriculated study, the student must have earned a high-school diploma at least five years ago. A maximum of 6 credits may be taken in any semester. Advanced courses may require specific prerequisites and permission for registration. Non-matriculated students must contact the registrar's office for further information about registration.

A student who does not meet the above requirements may not register as a non-matriculated student and must contact the admissions office at 203-582-8612 to apply for part-time study and provide official high-school and college transcripts. Current non-matriculated students are encouraged to apply for admission/change of status as soon as possible to ensure guidance with course selection and a degree program. No more than 12 credits may be completed by non-matriculated students in the School of Business.

Changing Status—Non-degree to Degree

Students who have earned credit at Quinnipiac and wish to apply for matriculation into a degree program in the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences, should initiate the admission process by filing a "Change of Status" form available from the Office of Part-time Admissions. All appropriate documents required by the university for admission should be sent to the same office. Course work already completed at Quinnipiac as a non-degree student is considered in the admission process, as well as course work from other institutions. Students should contact the Office of Part-time Admissions at 203-582-8612 with any questions.

Academic Good Standing Policy

All part-time students, whether matriculated or non-matriculated, are subject to the Academic Good Standing Policy of the University. See Academic Good Standing Policy for Undergraduate Students (p. 41).

Academic Policies

The detailed academic policies that govern all students are found in the Quinnipiac University Student Handbook and in this catalog. Below are the basic academic policies that govern part-time students.

Placement Tests

To ensure appropriate placement in English courses, all transfer students with only one semester of English transferring in from another school must take the English placement test.

A math placement exam is also required to determine appropriate placement before registering for math courses required in all majors; and a language placement test is required for students continuing in a language from high school.

There is no fee for the placement exams, and arrangements can be made for taking the tests through the appropriate academic department.

Transfer of Credit

Credits for college courses taken at other regionally accredited institutions normally may be transferred if they carry a grade of C or better. Evaluation of University Curriculum transfer credit is completed by the transcript evaluator. Additional credits are reviewed by the school to which the student has transferred. Official acceptance of transfer credit is completed upon matriculation.

CLEP, Challenge Exam Policies

Quinnipiac University participates in the College Level Examination Program (CLEP), which provides an opportunity for adult and non-traditional students to obtain credit through examination (credits are accepted as transfer). Information regarding CLEP exams may be obtained from the Office of Part-time Admissions. Students also may petition to earn credit through challenge examinations. Applications for these exams are reviewed by the dean or associate dean of the Schools of Communications, Health Sciences or College of Arts and Sciences.

Credit for Prior Learning

Adults with high school diplomas or equivalency who have acquired, through life experience, knowledge that they can document and verify, may have a head start on a degree from Quinnipiac. Examples may include:

- past and present paid work
- military service
- community service work
- in-service training
- independent reading, viewing and listening
- non-credit courses

The first step is to schedule an interview with part-time admissions. We will discuss your work/life experience and any college credit you may have accumulated previously to determine whether or not this program meets your needs. If credit for prior learning is appropriate for you, your

next step is to discuss possible course equivalencies with the dean of the school in which you are seeking credit. Students must be matriculated at Quinnipiac to earn credit for prior learning.

Registration

Course schedules and registration forms are available on the Registrar's Office website. Registration may be completed in person, by mail or by FAX at the Office of the Registrar. Continuing students may register via the Web for a limited time each semester. Registration dates and procedures are listed online. Students should check course descriptions for any specific prerequisites prior to registering. Course changes and updates are posted on the Quinnipiac website.

Special Programs

Accelerated, Online and Saturday Courses

Part-time students may be able to complete some requirements more rapidly and shorten the path to their degrees with these options. A very limited number of accelerated, online and Saturday courses are offered during the fall and spring semesters.

Auditing Courses

Alumni and seniors (65 and older) may audit courses on a space-available basis. The student is responsible for the registration fee and any lab or course fees. In addition, seniors may take courses for credit, on a space-available basis, by paying the registration fee and any lab or course fees. Questions should be directed to the Registrar's Office.

Bachelor's Degrees

- Bachelor of Arts in Liberal Studies (p. 195)
- Bachelor of Science in Health Science Studies (p. 196)
- Individualized Bachelor Degree Program (p. 196)

Certificates

- Export Marketing Certificate (p. 196)
- International Purchasing Certificate (p. 196)

Bachelor of Arts and Bachelor of Science Degrees—Traditional Majors

Part-time students may enroll in many of the bachelor's degree programs offered by the academic schools of the University (athletic training, nursing, radiologic science, diagnostic medical sonography and occupational therapy require full-time status). Other majors in business, arts and sciences, health sciences and communications may be pursued on a part-time basis. While evening classes may be available most will require students to take some classes during the day. More information on these programs can be found in the sections for the Schools of Business (p. 104), Communications (p. 124), Health Sciences (p. 147) and College of Arts and Sciences (p. 58).

Part-time Admission Procedures

Adult students starting college for the first time, returning to school after an absence, or considering transferring to the College of Arts and Sciences or the Schools of Business, Communications or Health Sciences should contact the Office of Part-time Admissions at 203-582-8612 for an appointment at any time of the year to discuss the courses or programs offered by Quinnipiac.

Applications for admission may be obtained from the Quinnipiac website. The admissions requirements for undergraduate applicants listed in this catalog are the same for part-time candidates, with the following exceptions:

1. Applicants who graduated high school more than five years ago or who have successfully completed the equivalent of one year (30 credits) of college study are not required to submit score results for the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT).
2. Applicants who have earned an associate's degree from a regionally accredited college need not submit high school transcripts.
3. An interview is recommended.

Financial Assistance

Quinnipiac Tuition Assistance Program

Undergraduate part-time students who are beginning their study in traditional course work and those who have special financial needs can apply for Quinnipiac Tuition Assistance (QTAP) grants. QTAP grants are awarded shortly before the start of the fall and spring semesters and may be used only to defer tuition costs. The application and a copy of the applicant's most recent tax return should be submitted by the deadline dates: Jan. 4 for the spring semester and Aug. 15 for the fall semester. Students must file a new application for each semester they request aid. Applications may be obtained through the Office of Part-time Admissions.

Federal Financial Aid Programs

Undergraduate part-time students who have been admitted by Quinnipiac into a degree program and are registered for a minimum of 6 credits each semester are eligible to apply for federal financial aid programs (loans and grants). The free application for Federal Student Aid (FAFSA) is available online. Students taking fewer than 6 credits may be eligible for federal Pell Grants. Contact the Financial Aid Office for information and assistance.

Employer Tuition Benefits

Quinnipiac University works with students to make the most of their employer's educational benefits plan. If your company does not have a formal agreement with Quinnipiac but does offer educational benefits, you can defer two-thirds of your tuition charges. All that is needed is an original employer letter verifying participation in the company tuition reimbursement plan during the semester for which they are registering. At registration, the student pays one third of the tuition plus fees and signs a promissory note for the tuition balance. The final tuition payments are due five weeks after the last day of the semester, which allows time for tuition reimbursement checks to be issued by the employer. Contact the Bursar's Office for information.

Payment Plans

Students who do not participate in company tuition reimbursement plans can still set up a tuition payment plan. Plans are offered through Nelnet Business Solutions on an annual semester basis. There is a charge of $75 to enroll. Contact the Bursar's Office for assistance.

Bachelor of Arts in Liberal Studies

The Liberal Studies degree program offers the opportunity for adult and nontraditional students to choose concentrations in a number of fields. Eligible students have maximum flexibility in the utilization

of previously earned credit and in the selection of new courses to meet their personal and academic goals. Each program is individually designed by the student with approval by the dean of the College of Arts and Sciences. Students complete the College of Arts and Sciences requirements, 15 credits at the 300-level and at least 27 credits in the area of concentration.

Bachelor of Science in Health Science Studies

The Health Science Studies program provides an excellent opportunity for health care and science professionals who hold an associate's degree to obtain the bachelor's degree. The program provides the maximum utilization of previously acquired credits from academic and clinical training. An individual curriculum plan, approved by an academic adviser, can be designed that allows flexibility in choosing courses to build concentrations in the health science fields, as well as in other areas such as business, management, psychology and sociology.

EN 101	Introduction to Academic Reading and Writing	3
EN 102	Academic Writing and Research	3
Quantitative Literacy		3
FYS 101	First Year Seminar	3
UC Elective		3
UC Capstone		3
Fine Arts		3
Social Sciences		6
Humanities		6
UC electives		6
Total Credits		39

Science requirement may be satisfied through basic science core courses.

Export Marketing Certificate

Program Contact: Robert Engle (Robert.Engle@qu.edu) 203-582-3610

This career-directed program is designed in response to the growing need and opportunity for export of American goods and services. Both small and large businesses have an increasing need for managers trained in export marketing management.

The five courses of the certificate program can be applied to the BS in International Business.

Export Marketing Certificate Program of Study

Required		
IB 201	Globalization and International Business	3
IB 313	International Marketing Research	3
IB 324	Negotiating Internationally	3
IB 335	International Finance	3
IB 345	Global Supply Chain	3
Total Credits		15

Individualized Bachelor's Degree Program

Many part-time students who return to college already have a substantial amount of college credit earned in an associate's degree program, Credit for Prior Learning, or part-time studies. In addition, experienced students often have unique educational goals that are not met by traditional programs. These students need degree programs which

1. can accommodate the maximum amount of previously acquired credit, and
2. allow maximum flexibility in choosing courses to meet individual needs without adding to the total number of credits needed to graduate.

To meet these needs, Quinnipiac offers special general studies degree programs. These bachelor's degree programs (health science studies and liberal studies) are built around Quinnipiac's University Curriculum. The dean or faculty adviser works with each student to establish a curriculum plan that makes maximum use of previously obtained credit and incorporates new courses that build in-depth knowledge in the student's area of interest. See specific information for health science studies (p. 196) and liberal studies (p. 195) programs.

International Purchasing Certificate

Program Contact: Robert Engle (Robert.Engle@qu.edu) 203-582-3610

Facing a growing demand for trained global purchasing managers from industries, this career-directed program is designed in response to the growing needs of manufacturing, retail and service companies moving toward global sourcing of their raw materials, components and services. How can a firm use global supply chain to hedge against fluctuations in world market demand, price or exchange rate? In integrating a global supply chain, a firm faces many challenges including areas of trade law, product safety, environment protection, as well as logistics and finance.

The five courses of the certificate program can be applied to the BS in International Business.

International Purchasing Certificate Program of Study

The five courses of the certificate program can be applied to the BS in International Business.

Required		
IB 201	Globalization and International Business	3
IB 335	International Finance	3
IB 345	Global Supply Chain	3
IB 352	International Management	3
IB 324 or IB 488	Negotiating Internationally International Business Internship	3
Total Credits		15

GRADUATE STUDIES

	Phone
Graduate Admissions	203-582-8672
Graduate Financial Aid	203-582-8588
Graduate Student Affairs	203-582-4723

Administrators/Program Directors

College of Arts and Sciences

Program	Name	Phone	Email
MS in Molecular and Cell Biology	Lise Thomas	203-582-8497	Lise.Thomas@qu.edu

School of Business

Program	Name	Phone	Email
Master of Business Administration	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
MS in Business Analytics	Christopher Neidig	203-582-3868	Christopher.Neidig@qu.edu
MS in Organizational Leadership	Christopher Neidig	203-582-3868	Christopher.Neidig@qu.edu
Health Care Compliance Certificate	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
Long Term Care Certificate	Angela Mattie	203-582-3630	Angela.Mattie@qu.edu

School of Communications

Program	Name	Phone	Email
Director of Graduate Programs	Phillip Simon	203-582-8274	Phillip.Simon@qu.edu

School of Education

Program	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	Anne.Dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	Beth.Larkins-Strathy@qu.edu
Master of Arts in Teaching	Christina Pavlak	203-582-3192	Christina.Pavlak@qu.edu
MS in Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
MS in Teacher Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
Sixth-Year Educational Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
MS in Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

School of Health Sciences

Program	Name	Phone	Email
Doctor of Physical Therapy	Maureen Helgren	203-582-8681	Maureen.Helgren@qu.edu
MHS Cardiovascular Perfusion	Michael J. Smith	203-582-3427	Michael.Smith@qu.edu
MHS Medical Laboratory Sciences	Dwayne Boucaud	203-582-3768	Dwayne.Boucaud@qu.edu
MHS Pathologists' Assistant	Robert Cottrell	203-582-8676	Robert.Cottrell@qu.edu
MHS Physician Assistant	Dennis J. Brown	203-582-3708	Dennis.Brown2@qu.edu
MHS Radiologist Assistant	John Candler	203-582-6205	John.Candler@qu.edu
Master of Social Work	Deborah Rejent	203-582-6433	Deborah.Rejent@qu.edu
Occupational Therapy Doctorate	Francine Seruya	203-582-6455	Francine.Seruya@qu.edu

School of Law

	Phone
Admissions Office	203-582-3400

School of Nursing

Program	Name	Phone	Email
Chair, Graduate Programs	Laima Karosas	203-582-5366	Laima.Karosas@qu.edu

Mission Statement

Through its graduate programs, Quinnipiac University recognizes a substantial trend toward greater professionalism and the rapidly expanding body of knowledge in the fields of business, communications, education, social work, health management and the health care, rehabilitative and laboratory sciences. The provision of graduate degrees is a logical extension of Quinnipiac's special mission, which is "to provide opportunity for an integrated liberal and technical education" that will enable students to prepare for and advance in their professional careers and to "make responsible decisions in a society that increasingly demands understanding of the humanities, the social and natural sciences and technology."

All graduate programs at Quinnipiac share three foundations. Instruction is provided by a team of academicians who hold the highest available academic credentials and practicing professionals who hold advanced positions in their field. Every graduate student is provided with the opportunity to obtain practical experience through supervised residencies, thesis research, special projects or small laboratory classes. Study in all graduate programs is advanced and builds on both undergraduate education and professional experience. Additional prerequisite courses are needed by students who enter new fields at the graduate level.

Graduate Academic Policies

Academic Good Standing (p. 43)

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Withdrawal from the University (p. 57)

Graduate Admission

Applications for all graduate programs, except law and medicine, may be obtained and submitted from the Quinnipiac Admissions website. For information about online admissions, visit QU Online Admissions. Applicants are required to submit an application fee and official transcripts of all college-level work completed at other institutions. Applicants also are required to submit a letter of intent and resume (as stipulated by each specific program) and to make arrangements to have two letters of reference submitted.

Individual graduate programs have additional application requirements. For example, GMAT or GRE scores are required for admission into the MBA program.

The Quinnipiac physician assistant program participates in the Central Application Service for Physician Assistants. Go to caspa.liaisoncas.com for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact the Office of Graduate Admissions for information.

Submission of Graduate Record Examination scores is not required for admission into Quinnipiac's master's degree programs except for the MMSc in anesthesiologist assistant program (however, this program will accept the MCAT in lieu of the GRE). However, many program faculty find GRE scores a useful indication of a student's ability. Information about specific admissions requirements or standardized exams can be obtained from the Office of Graduate Admissions, the Admissions website or the Quinnipiac Online website.

International Student Admission

Applications for graduate study from international students are welcomed. International applicants must complete their application at least three months prior to their intended start term. Upon application, international students are requested to submit English language descriptions of universities and colleges attended including status as a public or private institution as well as recognition by government and accrediting agencies of the respective country.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to ets.org). In general, a minimum Toefl iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to ielts.org). A minimum score of 6.5 on this exam, "B" or above on the CAE (Certificate of Advanced English), or "C" or above on the CPE (Certificate of Proficiency in English) is required. In lieu of TOEFL or IELTS, applicants may submit PTE-A (Pearson Test of English Academic) scores (available at pearsonPTE.com). A minimum PTE-A score of 61 is required. TOEFL, IELTS and PTE scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their post-secondary records from an academic credential evaluation service. Applicants for the PA program must possess a bachelor's degree from a regionally accredited institution in the United States or a nationally recognized foreign institution and all PA program prerequisites must be completed at a regionally accredited institution in the U.S.

International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac before a visa application can be issued.

Graduate Financial Assistance and Scholarship Information

Graduate Financial Assistance

Financing a graduate education is a significant investment for students. To assist students, Quinnipiac provides several financial aid programs to help graduate students fund their education. Financial aid is available to both full-time and part-time students. Graduate students who are matriculated, enrolled at least half-time (5–8 credits) and making satisfactory academic progress in a degree programs are eligible to receive financial aid.

Graduate Assistantships

Graduate assistantships are available on a limited basis to both full-time and part-time graduate students. There are two types of assistantships. Students whose services and skills are utilized in practical, clinical or research within the university receive a partial tuition waiver. Students whose services are in administrative areas within the university receive a paycheck.

The number of graduate assistantships vary each semester. Students who wish to be considered for an assistantship should contact either the program director or visit qu.edu/gradwork.

Internship Waivers

Students accepted full time into the master of arts in teaching program have the opportunity to serve as graduate student interns in a single public school. Interns receive a significant tuition reduction during the internship semesters.

Quinnipiac University Graduate Merit Scholarship

Quinnipiac University's graduate merit scholarships are awarded on a competitive basis to a select number of newly admitted full-time on-campus graduate students who demonstrate exceptional promise of achieving academic excellence. The scholarships are offered to full-time students who are entering the following traditional on-campus programs: business administration, cardiovascular perfusion, journalism, medical laboratory sciences, molecular and cell biology, nursing, pathologists' assistant, physician assistant, radiologist assistant and social work. Candidates are evaluated based on academic potential in their chosen graduate degree field, as evidenced by academic and related

performance to date. Eligibility is determined by a scholarship committee based on the program director's recommendations during the admissions application process. Financial need is not a factor in the selection.

Candidates interested in merit scholarships are encouraged to apply early in the admissions application process. Every admitted full-time applicant is considered for the scholarship and recipients are determined no later than March 15 for programs that begin in the summer. Scholarship recipients for programs that begin in the fall are determined no later than July 15. Due to limited funding, these scholarships are not available to international students.

Scholarships are renewable so long as students maintain full-time enrollment and a cumulative grade point average of 3.25 each semester.

Quinnipiac Graduate Grant

Quinnipiac University provides institutional grants to our full-time, on-campus graduate students with the highest financial need. To determine who should be appropriately funded by this grant, we use an institutional application in conjunction with the FAFSA. The grant is nonrenewable.

Loan Programs

Graduate students may be eligible for several different types of loan programs offered at the university. Federal loans are available to students who:

1. meet the general requirements;
2. are U.S. citizens or eligible noncitizens; and
3. are registered with Selective Service (male students only).

Private alternative loans also are available and do not require the same criteria as listed above. These types of loans are based on enrollment and an individual's personal credit standings.

Applying for Financial Aid

Students seeking financial aid should complete, as soon as possible, a "Free Application for Federal Student Aid." This may be completed online at fafsa.gov. Be sure to indicate the federal school code 001402. In addition, a financial aid application is required to award student aid. The form can be downloaded from the Graduate Financial Aid section of Quinnipiac's website.

Requirements for Graduation

Master of Arts in Teaching Program

1. Satisfactory completion of all MAT program requirements.
2. Satisfactory completion of the Connecticut State Department of Education's certification requirement of demonstrated competence in language arts, mathematics, natural sciences, social sciences (including a U.S. history course), the fine arts, physical education and health, a world language, and computer and other technology.
3. Satisfactory results on the appropriate PRAXI II and CT Foundation of Reading tests.
4. A preferred cumulative GPA of at least 3.0.
5. Completion of the full-time internship.

Master of Business Administration

1. Satisfactory completion of all MBA program requirements (46 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MBA program courses taken at Quinnipiac.

Master of Health Science (Cardiovascular Perfusion, Medical Laboratory Sciences, Pathologists' Assistant and Physician Assistant programs)

1. Satisfactory completion of the curriculum requirements for the selected graduate program.
2. Satisfactory completion of specific course requirements.
3. A cumulative GPA of at least 3.0.

Master of Health Science (Radiologist Assistant program)

1. Satisfactory completion of all MHS-RA curriculum requirements.
2. Satisfactory completion of all American Registry of Radiologic Technologists (ARRT) examination requirements.
3. A cumulative GPA of at least a 3.0.

Master of Science in Business Analytics

1. Satisfactory completion of all MS in business analytics program requirements (33 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

Master of Science in Instructional Design

1. Satisfactory completion of all MS in instructional design program requirements, including capstone project (30 credits).
2. A cumulative GPA of at least 3.0, with no course grade below B-.

Master of Science in Interactive Media

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of the capstone course.

Master of Science in Journalism

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of research thesis or professional project.

Master of Science in Sports Journalism

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of research thesis or professional project.

Master of Science in Molecular and Cell Biology

1. Satisfactory completion of at least 34 credits of graduate study.
2. Satisfactory completion of specific course requirements.
3. Candidates must maintain a minimum cumulative GPA of 3.0 to remain in the MCB program.

Master of Science in Nursing

1. Satisfactory completion of all core courses and appropriate specialty courses.
2. A cumulative GPA of at least 3.0.
3. Satisfactory completion of the precepted practice hour requirement.

4. A minimum grade of B- in all nursing courses.

Doctor of Nursing Practice

1. Satisfactory completion of all core courses and appropriate specialty courses.
2. A cumulative GPA of at least 3.0.
3. Satisfactory completion of the precepted practice and fieldwork hour requirement.
4. Oral comprehensive exams: nurse anesthesia post-bachelor's.
5. A minimum grade of B- in all doctoral nursing courses; B for nurse anesthesia courses.

Post-Professional Occupational Therapy Doctorate

1. Satisfactory completion of all OTD program requirements (32 credits).
2. A cumulative GPA of at least 3.2.

Doctor of Physical Therapy

1. Satisfactory completion of all graduate curriculum requirements.
2. A minimum grade of C+ in all graduate courses.
3. A cumulative GPA of 3.0 for each semester of graduate study.

Master of Science in Organizational Leadership

1. Satisfactory completion of all MS in organizational leadership program requirements (33 credits).
2. A cumulative GPA of at least 3.0.
3. A minimum grade of C in all MS program courses taken at Quinnipiac.

Master of Science in Public Relations

1. Satisfactory completion of 36 credits of graduate study.
2. A cumulative GPA of at least 3.0 and no grade less than a C.
3. Completion of research thesis or professional project.

Master of Science in Teacher Leadership

1. Satisfactory completion of all MS in teacher leadership program requirements (30 credits).
2. A cumulative GPA of at least 3.0, with no course grade below B-.
3. Satisfactory completion of the specialization area capstone project.

Master of Social Work

1. Satisfactory completion of all MSW program requirements (60 credits), including a capstone project and field placements.
2. A cumulative GPA of at least 3.0.

Sixth-Year Diploma in Educational Leadership

1. Satisfactory completion of all program course work, including the internship.
2. Satisfactory results (passing) on the Connecticut Administrator test (CAT).
3. Successful completion of all performance tasks.
4. A cumulative GPA of at least 3.0, with no course grade below B-.

College of Arts and Sciences

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu)
203-582-8497

The Department of Biological Sciences offers two curricular paths to obtaining a Master's Degree in Molecular and Cell Biology. One path is a combined undergraduate/graduate five-year program leading to a BS in Biology and MS in Molecular and Cell Biology (Combined BS/MS Degree in Molecular and Cell Biology (p. 201)). The other path is a two-year program for students who have already earned their bachelor's degree in a biological, medical or scientific field (Master's Degree in Molecular and Cell Biology (p. 200)). Through both curricular paths, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly specialized lecture and laboratory courses relevant in this rapidly growing field.

Master's Degree

Master of Science in Molecular and Cell Biology (p. 200)

Combined Degree

Combined BS/MS in Molecular and Cell Biology (p. 201)

Admission

Students who have a bachelor's degree in a biological, medical or scientific field are eligible for admission to the molecular and cell biology graduate degree program. Applications may be obtained from the Office of Graduate Admissions) and are accepted during the fall or spring semesters. A complete application consists of the following:

- application form and fee
- a letter of intent including a detailed autobiography of personal, professional and educational achievements
- two letters of recommendation
- official transcripts of all undergraduate and graduate work completed
- undergraduate course work in biochemistry, microbiology and genetics is highly recommended

A cumulative undergraduate GPA of 3.0 is preferred. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student's intellectual ability. Applicants should refer to the Graduate Admission requirements (p. 198) found in this catalog.

Master of Science in Molecular and Cell Biology

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu)
203-582-8497

The College of Arts and Sciences offers a Master of Science in Molecular and Cell Biology program for both part-time and full-time students. Through the graduate program, the mission of the Department of Biological Sciences is to prepare students for employment in research fields available in pharmaceutical companies, universities and hospitals as well as to provide an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. To achieve this goal, the program provides the students with highly specialized lecture and laboratory courses relevant in this rapidly growing field.

MS in Molecular and Cell Biology Program of Study

The 34 credits required for the Master's Degree in Molecular and Cell Biology include five courses (20 credits) in the science core, elective courses chosen in consultation with the program director and a thesis or non-thesis option (the non-thesis option requires the successful completion of a comprehensive examination; the thesis option requires two additional credits, for a total of 36 credits).

Curriculum

Core Curriculum		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
Thesis or Non-Thesis Option		
Select one of the options		14-16
Total Credits		34-36

Thesis Option

Core Curriculum Requirements		20
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
BIO 688	Independent Study	2
Graduate electives		6
Total Credits		36

Non-Thesis Option

Core Curriculum Requirements		20
BIO 675	Comp Exam in Molecular and Cell Biology	2
Graduate electives		12
Total Credits		34

Graduate Elective Courses

BIO 505	Writing and Science	3
BIO 562	Bioinformatics	3
BIO 650	Thesis I in Molecular and Cell Biology	4
BIO 651	Thesis II in Molecular and Cell Biology	4
BIO 675	Comp Exam in Molecular and Cell Biology	2
BIO 688	Independent Study	1-4
BIO 689	Independent Study	1-4
BMS 510	Biostatistics	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 532 & 532L	Histology and Histology Lab	4
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology (with lab)	4
BMS 573	Mycology	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 595	Transplantation Immunology	3
PA 515	Human Physiology	4

The thesis involves original laboratory research performed under the guidance of a thesis committee and the director of the molecular and cell biology program. The thesis committee evaluates a student's progress by approving the research project and subsequently advising the student whenever the need arises.

Comprehensive Examination

The written comprehensive exam (BIO 675) is a requirement of the non-thesis option for the MS in Molecular and Cell Biology. Students must demonstrate both breadth and depth of knowledge by illustrating a command of the subject matter obtained from individual courses into unified concepts, which link the student's own specialization to other fields of study. Completion of a minimum of four of the five core curriculum courses is required to register for the comprehensive examination. Minimum grade of 3.0 is required to pass the comprehensive examination. Students must meet with the program director before registering for the comprehensive exam.

Admission

Students who have a bachelor's degree in a biological, medical or scientific field are eligible for admission to the Molecular and Cell Biology graduate degree program. Applications may be obtained from the Office of Graduate Admissions. and are accepted during the fall or spring semesters. A complete application consists of the following:

- application form and fee
- a letter of intent including a detailed autobiography of personal, professional and educational achievements
- two letters of recommendation
- official transcripts of all undergraduate and graduate work completed
- undergraduate course work in biochemistry, microbiology and genetics is highly recommended

A cumulative undergraduate GPA of 3.0 is preferred. Although Graduate Record Examination (GRE) scores are not required, the scores can provide another indication of a student's intellectual ability. Applicants should refer to the Graduate Admission Requirements (p. 198) found in this catalog.

Combined BS/MS Degree in Molecular and Cell Biology

Program Contact: Lise Thomas (Lise.Thomas@quinnipiac.edu) 203-582-8497

The Department of Biological Sciences offers a combined five-year Bachelor's/Master's Degree in Molecular and Cell Biology (non-thesis). Upon satisfactory completion of all of the undergraduate curriculum requirements, students receive a Bachelor of Science in Biology. Students

complete graduate-level biology courses during their senior year. A minimum grade of 3.0 is required in all graduate courses. A maximum of 9 credits may be used to fulfill both undergraduate and graduate requirements. Students earn the MS in Molecular and Cell Biology upon satisfactory completion of all of the graduate curriculum requirements.

The MS in Molecular and Cell Biology provides an excellent foundation for students intending to pursue studies in professional health care fields and doctoral programs. It also offers a competitive edge for students wishing to pursue a career in biotechnology and biopharmaceutical industries.

MS in Molecular and Cell Biology Curriculum

Students who choose to pursue the five-year Master's Degree in Molecular and Cell Biology are required to complete the following courses by the end of their junior year:

CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 110 & 110L	General Physics I and General Physics I Lab	4
PHY 111 & 111L	General Physics II and General Physics II Lab	4
Elective in Molecular and Cellular Biology		
Elective in one of the following three Biology Elective categories: Organismal, Physiology or Experiential Learning		

Recommended Curriculum

Course	Title	Credits
First Year		
Fall Semester		
BIO 150 & 150L	General Biology for Majors and General Biology for Majors Laboratory	4
CHE 110 & 110L	General Chemistry I and General Chemistry I Lab	4
EN 101	Introduction to Academic Reading and Writing	3
MA 141	Calculus of a Single Variable I	3
FYS 101	First Year Seminar	3
	Credits	17
Spring Semester		
BIO 151 & 151L	Molecular and Cell Biology and Genetics and Molecular and Cell Biology and Genetics Lab	4
CHE 111 & 111L	General Chemistry II and General Chemistry II Lab	4
EN 102	Academic Writing and Research	3
UC University Elective		3
UC University Elective		3
	Credits	17
Second Year		
Fall Semester		
BIO 298	Research Methods in Biology	3
BIO 152 & 152L	Ecological and Biological Diversity and Ecological and Biological Diversity Laboratory	4
CHE 210 & 210L	Organic Chemistry I and Organic Chemistry I Lab	4
UC University Elective		3
	Credits	14
Spring Semester		
BIO Biology elective		4
CHE 211 & 211L	Organic Chemistry II and Organic Chemistry II Lab	4
BIO Biology elective		4
UC University Elective		3
Open Elective		1
	Credits	16
Third Year		
Fall Semester		
PHY 110 & 110L	General Physics I and General Physics I Lab	4
Open elective		3
Open Elective		3
Open Elective		3
Biology Elective		3
	Credits	16
Spring Semester		
PHY 111 & 111L	General Physics II and General Physics II Lab	4
BIO Biology elective		3
UC University Elective		3
UC University Elective		3
Open Elective		3
	Credits	16
Fourth Year		
Fall Semester		
UC University Capstone		3
BIO 571	Molecular Genetics	4
Graduate Elective		3
Open elective		3
Open elective		3
	Credits	16
Spring Semester		
UC University Elective		3
UC University Elective		3
BIO 515	Advanced Biochemistry	4
BIO 605	DNA Methods Laboratory	4
	Credits	14
Fifth Year		
Fall Semester		
BIO 606	Protein Methods Laboratory	4
BIO 568	Molecular and Cell Biology	4
BIO Graduate Elective		3
BIO 571	Molecular Genetics	4
	Credits	15

Spring Semester		
Graduate Elective		3
Graduate Elective		3
BIO 675	Comp Exam in Molecular and Cell Biology	2
	Credits	8
	Total Credits	149

Admission Requirements: College of Arts and Sciences

The requirements for admission into the undergraduate College of Arts and Sciences programs are the same as those for admission to Quinnipiac University.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the Admissions (p. 11) page of this catalog.

School of Business

Master's Degrees

- Master of Business Administration (MBA)
  - MBA Program (p. 204)[1]
  - MBA-Finance Track (p. 208)
  - MBA-HCM Track (Health Care Management) (p. 209)[1]
  - MBA-SCM Track (Supply Chain Management) (p. 208)[1]
  - Four-year BS/MBA (p. 205)
  - Fast Track Combined BA/MBA (p. 207)
  - Fast Track Combined BS/MBA (p. 207)
  - JD/MBA (Juris Doctor) (p. 207)
- Master of Science in Business Analytics (p. 209) (online only)
- Master of Science in Organizational Leadership (p. 210) (online only)
  - Health Care Management Track
  - Human Resources Leadership Track
  - Public Service/Nonprofit Leadership Track
  - Strategic Leadership Track

Certificates in Health Care Administration

- Health Care Compliance (p. 203)[1]
- Long-term Care Administration (p. 204)

[1] Program also offered online.

For specific information about the mission and learning goals for each of the graduate programs, please visit the University website at www.qu.edu.

Certificate in Health Care Compliance

Program Contact: Lisa Braiewa (Lisa.Braiewa@qu.edu) 203-582-3710

Quinnipiac University, through a program jointly developed by the School of Business and School of Law, is certified by the Health Care Compliance Association to offer the first university-based program in the country to train health care compliance officers. Recognizing the importance of compliance officers in all areas of the health care industry and the need to raise the level of professionalism of those officers, the two schools jointly offer a six-course certificate program in health care compliance. This program can be completed online.

Quinnipiac's Health Care Compliance Certificate program provides qualified students with a sound academic foundation and the skills to successfully implement the administrative and management principles required to function as competent and knowledgeable health care compliance professionals.

The program's courses cover: the principles and specifics of health care compliance, general management, legal aspects of health care compliance and financial management. Graduate courses in both the School of Business and the School of Law make up the six-course certificate program. Students without a background in law are required to complete HM 668 as a prerequisite for the other law courses in the program.

After completing these courses, Quinnipiac University awards a Health Care Compliance Certificate, which makes students eligible to immediately take the HCCA national certifying examination. Students must take the HCCA exam within one year of completing the Quinnipiac University certificate to qualify for a waiver of residency/work experience/education requirements.

Health Care Compliance Certificate Program of Study

Required		
HM 630	Corporate Compliance in the Health Care Industry	3
or LAWS 340	Corp Compliance in Healthcare Industry	
General Management		
Select two of the following courses:		6
HM 621	Quality Management in Health Care Facilities	
HM 660	Human Resource Management in Health Care Administration	
MG 603	Project Management	
Law Courses		
Select two of the following courses:		6
HM 657	Health Care Compliance Law	
HM 668	Legal Aspects of Health Care Delivery	
LAWS 345	Health Law	
or HM 646	Law and Medicine	
LAWS 352	Health Care Business Transactions	
or HM 647	Health Care Business Transactions	
LAWS 457	Healthcare Compliance Law	
LAWS 542	Healthcare Industry Regulation & Control	
or HM 644	Healthcare Industry Regulation	
LAWS 544	Advanced Health Law, SW	
Financial Management		
HM 664	Financial Management in Health Care Organizations	3
Total Credits		18

Certificate in Long-Term Care Administration

Program Contact: Angela Mattie (Angela.Mattie@qu.edu) 203-582-3630

Individuals who wish to become licensed nursing home administrators in the state of Connecticut must pass a licensure examination offered by the Department of Public Health. To be eligible for this examination, applicants must complete either the master's degree (MBA/HCM (p. 209)) with HM 669 as part of the degree program and a residency requirement or the nondegree certificate of study.

The certificate course of study consists of two components: an academic course and a 900-hour residency in a skilled nursing facility. The academic course, HM 669, is generally offered once a year in the fall semester.

The residency program is offered in a two-course sequence—HM 790 and HM 791, each of which grants 450 hours of residency (for 4 credits each). Two restrictions apply to the residency program. First, the residency must be started within one year of the completion of the academic course. (Students may petition the Department of Public Health in writing if there is justification to begin the residency at another time.) Second, at least one half of the residency (450 hours) must be completed at a site where the student has had no previous financial or employment relationship. Information on this program is available in the Office of Graduate Admissions.

Long-Term Care Administration Certificate Program of Study

Required Courses		
HM 669	Organization and Management of Long-Term Care Facilities	3
HM 790	Residency I (non-degree students only)	4
HM 791	Residency II	4
Total Credits		11

Master of Business Administration

Program Contact: Lisa Braiewa (Lisa.Braiewa@qu.edu) 203-582-3710

The School of Business offers an MBA program for working professionals as well as for individuals who may not have attained significant levels of work experience. The program can be completed on a part-time or full-time basis and is available fully online.

The MBA program provides students with broad coverage of the various functional areas of the firm, as well as an understanding of how these fit together into a high-performing organization. Students also are acquainted with the theories, principles and strategies necessary to succeed in careers in business, government or nonprofit management.

Beyond acquiring the knowledge of course content and an understanding of the functionality of an organization, students are taught to be innovative in their approach to solving problems and making decisions. The curriculum was recently revised to be fully reflective of the contemporary and dynamic domain of business practice. The focus of the curriculum is explicitly placed on students developing their decision-making capabilities based on a foundation of core business functions and their interrelatedness. Integral parts of the curriculum include exposure to decision-making models, global business considerations, financial markets and analysis, leadership, organizational behavior and strategy.

Graduates are action-oriented and encouraged to think critically so that they can effectively and immediately apply the competencies and skills acquired in the MBA program to their organizations. Students also have the option of developing domain knowledge through participation in one of the tracks offered: chartered financial analyst, health care management and supply chain management. Numerous electives are available through which students may customize their experience based on their own professional and other goals. Courses are offered in a traditional on-campus, classroom format as well as in a completely online format. Students may elect to complete their classes entirely on campus, entirely online or through a combination of on-campus and online delivery to best suit their personal and professional needs.

MBA Program of Study

Foundational Course Work		
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
Decision Making and Strategic Integration (Part 1)		
MBA 615	Managing the Decision Making Process	3
Core Business Disciplines		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy [1]	3
Decision Making and Strategic Integration (Part 2)		
MBA 690	Decision Making Capstone	3
Graduate Electives [1, 2]		
Select six graduate electives either in a specific concentration/ discipline or customized by the student		18
Total Credits		46

1. Students who are in the BS/MBA program are required to take MBA 660, which includes an international experience.
2. MBA students take 18 credits of electives.

MBA students may choose to take elective courses within one area, creating a concentration in a specific discipline, or may choose to take electives across multiple business disciplines, enhancing a broad interdisciplinary perspective.

Electives are available in computer information systems, finance, health care management, international business, management and marketing.

Learning Objectives

The learning objectives and goals of the MBA program are to develop and emphasize skills in the following areas:

- business analytic skills—facility with quantitative methods and tools and an ability to interpret financial metrics
- people management—ability to understand models and application of leadership and social intelligence
- organization management—ability to understand organizational behavior and structures and the importance of effective communication
- strategic integration—ability to assess and diagnose a situation and to formulate and implement effective decisions and responses to business problems
- ethics—ability to identify ethical issues related to business situations and to develop appropriate situational responses consistent with organizational and societal values

MBA Admissions

Admission to Quinnipiac's graduate business programs is competitive. The following criteria apply for admission to the MBA. Please note: Separate admissions requirements apply for Quinnipiac BS/BA-MBA students and 3+1 program students in the School of Business. Please refer to the appropriate sections of this catalog for further information on these programs.

All prospective MBA students must submit the following:

1. Appropriate application form for either the online MBA or the part-time or full-time on-campus program. Online submission is preferred. Go to www.qu.edu/gradhowtoapply/.
2. Official transcripts from all institutions attended, two letters of recommendation, a current resume and a personal statement.
3. Scores obtained on the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE), unless one or more of the conditions discussed below apply.
4. A request for GMAT/GRE waiver may be submitted as part of the application process. In general, applicants meeting any of the criteria below may be eligible for such a waiver with documentation of the specific circumstances under which the waiver is being requested. These include, but are not limited to:
   • Completion of a minimum of five years of post-bachelor's, professional and progressive work experience that reflects increasing levels of responsibility, particularly in such areas as budgets, finance, operations and staff supervision.
   • Completion of a master's or doctoral level degree from an accredited institution within 10 years of the application to the QU MBA program. This includes the JD, MD, PhD and other related degrees.Passage of the CPA or CMA exam series and possession of a license to practice.
   • Completion of all CFA examinations and designation as a CFA charter holder.
   • Prospective international students must submit certified translations of official transcripts prepared by World Education Services (WES) wes.org or another acceptable organization that is approved by Quinnipiac for this purpose. In addition, prospective international students must submit the materials covered in #1, #2 and #3 above.
5. All applicants from non-English-speaking countries must indicate that they have the language capability to understand business instruction in English and must provide official Test of English as a Foreign Language (TOEFL) scores. In general, a minimum TOEFL Internet-based score of 90 is required for admission (or 233 for computer based, or 575 for paper based).
   In lieu of TOEFL, applicants may submit International English Language Testing System (IELTS) scores. A minimum score of 6.5 on this exam, a B or above on the Certificate of Advanced English or a C or above on the Certificate of Proficiency in English is required. TOEFL and IELTS scores are valid for two years.
6. International applicants are required to submit proof of adequate funds to complete their study at Quinnipiac University before an eligibility form (I-20) can be issued. Complete the Statement of Financial Support and submit along with supporting documentation. In addition, a copy of a passport or national ID is required. The Statement of Financial Support can be found at: online here.

Applications for the MBA program are accepted throughout the year for both full- and part-time study. Full-time students may begin their studies in January, May or August. Part-time, on-campus students are encouraged to start in August, but may start in January or May in the online program. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

Accelerated Four-Year (3+1) BS/MBA

Program contact: Michael Taylor (Michael.Taylor@qu.edu) 203-582-3949

The four-year (3+1) BS/MBA is designed for outstanding School of Business students—those who rank in the top 20 percent of their high school class and have a combined critical reading and math SAT score of 1200 or a composite ACT of 27. Students enter the program as freshmen and learn at an accelerated pace to earn a bachelor's degree in three years and an MBA in the fourth. This select program features total savings over the traditional five-year BS/MBA option and additional features including:

- dedicated housing for students in the program with private study hall
- dedicated resident assistant and academic adviser
- flat tuition and fees for the entire four years with any academic scholarships carrying from the third to the fourth, graduate year.

Unique Program Features

- Total savings of up to 25 percent over traditional five-year BS/MBA option
- An optional residential cohort freshman experience with other four-year BS/MBA students
- Dedicated resident assistant and study lounge in freshman cohort housing
- Community-building welcome event in August
- Dedicated program director
- Two accelerated four-year BS/MBA program field trips during first year
- Scholarship carried from year three to year four, subject to a 3.0 GPA and continued program enrollment

This program provides a flat tuition rate that will not increase each year resulting in a substantial savings over four years.

Classes are offered both in a traditional on campus setting as well online in the summer and for some MBA options.

The four-year experience includes applied learning experiences such as internships-for-credit and faculty-led international travel in both undergraduate and graduate segments of the program. Options include:

- Undergraduate study abroad, School of Business immersion trips, university seminar travel courses
- Graduate MBA international travel courses to China, France/Germany, Hungary/Poland, Peru

Students in the four-year BS/MBA program live in one of the university's housing options for all four years.

Accelerated (3+1) BS/MBA Program of Study

(possible curriculum[1,2])

Course	Title	Credits
First Year		
Fall Semester		
FYS 101	First-Year Seminar	3
EN 101	Introduction to Academic Reading and Writing	3
MA 206	Statistics for the Behavioral Sciences	3
SB 101	The Business Environment	3
CIS 101	Introduction to Information Systems	3
EC 111	Principles of Microeconomics	3
	Credits	18
Spring Semester		
EN 102	Academic Writing and Research	3
EC 271	Applied Statistical Methods	3
EC 112	Principles of Macroeconomics	3
AC 211	Financial Accounting	3
MG 210	Essentials of Management and Organizational Behavior	3
IB 201	Globalization and International Business	3
SB 250	Career Planning and Development	1
	Credits	19
Summer Semester		
UC Core Electives [3]		6
	Credits	6
Second Year		
Fall Semester		
MG 211	Operations Management	3
AC 212	Managerial Accounting	3
FIN 201	Fundamentals of Financial Management	3
MK 201	Marketing Principles	3
LW 221	Business Law and Society	3
University Core		3
	Credits	18
Spring Semester		
Major Course		3
Major Course		3
Major Course		3
University Core		3
University Core		3
	Credits	18
Summer Semester		
Internship for Credit		3
	Credits	3
Third Year		
Fall Semester		
SB 450	Strategic Integrated Management Seminar	3
Major Course		3
Major Course		3
Major Course		3
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
MBA 615	Managing the Decision Making Process	3
Open Elective		3
	Credits	19
J-term		
Choose an international experience such as SB 360 Nicaragua Micro-Loan Experience or similar course		3
	Credits	3
Spring Semester		
Major Course		3
Major Course		3
Major Course		3
Science Core with Lab		4
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
	Credits	19
Summer Semester		
MBA 688	Graduate Internship I	3
	Credits	3
Fourth Year		
Fall Semester		
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
Decision Making Tools (elective course)		3
MBA elective course		3
	Credits	15
Spring Semester		
MBA 690	Decision Making Capstone	3
MBA elective course		3
MBA elective course		3
MBA elective course		3
MBA elective course		3
	Credits	15
Summer Semester		
MBA 660	Decision Making in a Global Economy	3
	Credits	3
	Total Credits	159

[1] Program of study may vary depending on major, choice of international option, AP or other college-level credits.

[2] Continuation in the program requires maintenance of 3.0 GPA; 3.25 GPA required to begin MBA courses.

[3] up to 7 credits (online)

Admission Requirements: Accelerated Four-Year (3+1) BS/MBA

The accelerated four-year BS/MBA program does not have a separate application process. Students admitted to the school of business who meet the program criteria will be invited to enter the program. To be considered for this accelerated program, students generally must be ranked in the top 20 percent of their high school class, and must have a total SAT score (critical reading and math) of 1200 or higher, or an ACT composite score of 27 or higher.

Admission to the university is competitive, and applicants are expected to present a strong college prep program in high school. Prospective freshmen are strongly encouraged to file an application as early in the senior year as possible, and arrange to have first quarter grades sent from their high school counselor as soon as they are available.

For detailed admission requirements, including required documents, please visit the **Admissions** page of this catalog.

University Honors Program

The University Honors Program has been developed to foster the needs and interests of our most academically talented and committed students. Honors students participate in small seminar courses with instructors dedicated to working cooperatively to mold a unique learning environment. This student-centered approach supports increasingly independent learning and also engages students in the larger campus as well as regional, national and world communities.

Each year, the honors program welcomes incoming first-year students with strong academic records. Entry to the program is by application. Students who have received their acceptance to Quinnipiac may apply for admission to the honors program in February and will learn of their status before May 1. Students also may apply after the February deadline and, if accepted, will be admitted on a wait-list basis. Interested students may inquire with the director or the admissions office at any time during the admissions process and into the summer. After their first or second semester, students with strong records of achievement and a demonstrated desire to share their intellectual curiosity and engagement with others may apply to join the program.

More information is available here (p. 29).

Fast Track Combined BA/MBA

The Fast Track BA/MBA program is designed for exceptional undergraduate students outside of the School of Business. The program enables students from a wide variety of disciplines to add a core of business knowledge to their academic portfolio. Students with appropriate prerequisite knowledge are allowed to take courses toward an MBA during the senior year and complete their MBA in one year beyond the bachelor's degree. Students interested in pursuing the BA/MBA option are strongly encouraged to declare the general business minor early in their undergraduate program to ensure they have an adequate foundation for graduate business course work.

It is recommended that students interested in the Fast Track BA/MBA program take the following undergraduate courses or equivalents early in their undergraduate program. These will prepare students for the recommended MBA classes during their senior year.

AC 211	Financial Accounting	3
EC 111	Principles of Microeconomics	3
or EC 112	Principles of Macroeconomics	
EC 271	Applied Statistical Methods	3
Total Credits		9

Students may complete up to 10 credits of MBA courses during the senior year, 9 credits of which also fulfill undergraduate open elective requirements. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students must present satisfactory performance in their graduate course work completed during their senior year to be officially admitted into the graduate program upon completion of their BA degree. The BA/MBA curriculum consists of the MBA core courses including a requirement to complete MBA 660 with an international travel component and MBA 688, a graduate internship.

Interested students must apply for admission to the BA/MBA program during the last semester of the junior year using a special application form available in the School of Business.

Admission into the combined program is competitive. Only students who have earned at least 75 credits with an overall GPA of 3.0 are considered for admission to this program. Meeting the minimum criteria for consideration does not guarantee admission.

Fast Track Combined BS/MBA

The Fast Track BS/MBA program is designed for outstanding undergraduate School of Business students. The program enables students to take courses toward an MBA during the senior year and complete their MBA in one year beyond the bachelor's degree.

Students in the Fast Track program may complete up to 9 credits of graduate courses during their senior year, which also fulfill undergraduate open electives. Students must work with their undergraduate adviser and the MBA director to ensure that the courses fit into both degree programs. Students must present satisfactory performance in their graduate course work completed during their senior year to be officially admitted into the graduate program upon completion of their BS degree. The BS/MBA curriculum consists of the MBA core courses plus a requirement to complete MBA 660 with an international travel component and MBA 688 MBA Internship.

Interested students must apply for admission to the BS/MBA program during the last semester of the junior year using a special application form available in the School of Business. Admission into the combined program is competitive. Only students who have earned at least 75 credits with an overall GPA of 3.0 are considered. Meeting the minimum criteria for consideration does not guarantee admission.

JD/MBA

Students may apply for acceptance to both the Quinnipiac School of Law and the MBA program and, upon completion of both programs, receive a business and a law degree. This specialized joint program shortens the

length of time necessary to receive the degrees. Four law courses are used to fulfill the four-elective course requirement of the MBA program.

Admissions for these programs are handled separately, but a student should inform both admissions offices of an interest in this joint degree program. Students accepted into the School of Law are not required to take the GMAT or GRE.

Once accepted to both programs, a student typically completes one year of law studies and then begins taking courses from both programs concurrently, finishing both programs' requirements in the same semester. However, students who wish to complete the joint program in three years can accomplish this by starting their MBA courses in the summer before their first year in the School of Law. A student may be admitted to one program and, prior to meeting the graduation requirements for that program, apply for the joint degree program.

MBA-Finance Track

The MBA-Finance is a specialized track within the MBA program and targets MBA students whose career choices require more extensive finance training and preparation than the traditional MBA. Students completing the track receive an MBA from Quinnipiac University. A select set of courses, taken as a group, provide the body of knowledge necessary to sit for Level 1 of the Chartered Financial Analyst® exam. Not all students in the MBA-Finance track choose this elective path. The first 28 credits of the track are the same as the MBA program. Students then take specialized concentration courses and finance electives to complete the 46 credits required for the MBA.

A student interested in the MBA-Finance track must designate this track to their adviser prior to completing all of the Foundations for Effective Management core courses.

The MBA-Finance track program of study is listed below.

MBA/Finance Program of Study

Foundational Course Work		
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
Decision Making and Strategic Integration (Part 1)		
MBA 615	Managing the Decision Making Process	3
Core Business Disciplines		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy [1]	3
Finance Courses		
AC 613	Financial Statement Analysis	3
FIN 610	Global Investments Analysis	3
FIN 612	Fixed Income Investments	3
FIN 616	Derivatives	3
FIN 630	Portfolio Theory and Practice	3
Graduate Electives [1]		
Complete one graduate finance or graduate business elective		
Decision Making and Strategic Integration (Part 2)		
MBA 690	Decision Making Capstone	3
Total Credits		43

[1] BS/MBA students must complete MBA 688 as their elective

MBA-SCM Track (Supply Chain Management)

The MBA-SCM is a specialized track within the MBA program. The field of supply chain management is experiencing significant growth in the number of opportunities for individuals who combine the right education, skills and perspective. Supply chain management is a truly interdisciplinary field that requires skills in logistics and analytics with global awareness and team building. Manufacturing, distribution, retail and even banking all need to manage their supply chain efficiently and effectively in a global environment that is characterized by competition and change. Leadership opportunities and compensation packages are among the most competitive across industries. More information about supply chain careers can be found on the website.

The MBA-SCM track has the same number of credits as the MBA program. The first 28 credits of the track are the MBA core. Students then take specialized concentration courses to complete the 46 credits required for the MBA. A student interested in the MBA-SCM track should indicate this to his/her adviser early in their program.

The MBA-SCM track has the same number of credits as the MBA program. The first 28 credits of the track are the MBA core. Students then take specialized concentration courses to complete the 46 credits required for the MBA. A student interested in the MBA-SCM track should indicate this to his/her adviser early in the program.

MBA/SCM Program of Study

Foundational Course Work		
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
Decision Making and Strategic Integration (Part 1)		
MBA 615	Managing the Decision Making Process	3
Core Business Disciplines		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3

MBA 660	Decision Making in a Global Economy [1]	3
Supply Chain Track Courses		
MG 641	Supply Chain Management	3
MG 642	Logistics Management	3
MG 643	Strategic Sourcing and Supply Management	3
Graduate Electives [1]		
Select three graduate electives either in a specific concentration/ discipline or customized by the student [1]		9
Decision Making and Strategic Integration (Part 2)		
MBA 690	Decision Making Capstone	3
Total Credits		46

[1] BS/MBA students must complete MBA 688 (3 credits)

MBA–HCM Track (Health Care Management)

Quinnipiac University, as part of its long tradition of education in health sciences and health care administration, offers a Master of Business Administration with a track in Health Care Management. This track prepares students for administrative roles in the health care industry and emphasizes the training of managers who work collaboratively with highly trained professionals from a variety of clinical disciplines in all health care settings. Students gain a comprehensive knowledge of business subjects that are increasingly important in the complex health care industry.

The MBA in Health Care Management track is taught by doctorally trained or professionally qualified faculty with extensive experience in the health care industry. The program offers students new to the health care industry, as well as students already in the industry, the opportunity to expand their theoretical and practical knowledge.

The program requires a total of 46 credits. A maximum of 6 credits may be taken as a health care industry residency or as a consulting practicum to fulfill the requirements of the health care administration curriculum.

Applications are reviewed when all materials and the application fee are received by the University Graduate Admissions Office. A complete application consists of an application form accompanied by the application fee, GMAT or GRE scores, two recommendations, a current resume and personal statement, and transcripts of all undergraduate and graduate work. International students should take note of the special requirements listed in the general MBA section of the catalog. Students seeking potential standardized test waivers also should consult the general MBA section.

Professional work experience and recommendations also are considered in the admissions process.

MBA–HCM Program of Study

Foundational Course Work		
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
Decision Making Tools:		
Select one of the following:		3
EC 600	Managerial Economics	
CIS 600	Information Systems Strategy	
MBA 610	Business Decision Analysis	
Decision Making and Strategic Integration (Part 1)		
MBA 615	Managing the Decision Making Process	3
Core Business Disciplines		
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 635	Decision Making for Business Operations	3
MBA 640	Financial Decision Making	3
MBA 645	Marketing Decision Making	3
MBA 660	Decision Making in a Global Economy [1]	3
Health Management Required Courses		
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 663	Integrated Health Systems and Managed Care	3
HM 664	Financial Management in Health Care Organizations	3
HM 668	Legal Aspects of Health Care Delivery	3
Elective Courses		
Select one of the following:		3
HM 626	Epidemiology and Population Health	
HM 630	Corporate Compliance in the Health Care Industry	
HM 660	Human Resource Management in Health Care Administration	
HM 671	Health Policy and Politics	
HM 669	Organization and Management of Long-Term Care Facilities	
HM 780	Internship I (degree Students Only) [1]	
HM 781	Internship II (degree students only)	
HM 783 & HM 784	Consulting Practicum I (degree students only) and Consulting Practicum II (degree students only)	
MG 603	Project Management	
MG 641	Supply Chain Management	
Decision Making and Strategic Integration (Part 2)		
MBA 690	Decision Making Capstone	3
Total Credits		46

[1] BS/MBA students must complete HM 780 as their elective.

Master of Science in Business Analytics

Program Contact: Christopher Neidig (christopher.neidig@qu.edu) 203-582-3868

The MS in Business Analytics program is designed to develop the skills to extract, analyze, interpret and present data for business decision making. These skills are critical to decision making in every sector of industry, government and nonprofit organizations. The program emphasizes analytical and statistical tools that enable graduates to use sophisticated means to mine, analyze, evaluate and present data in a variety of organizational environments.

MS in Business Analytics Program of Study

Required Core Courses		
BAN 610	Introduction to Business Analytics	3
BAN 615	Predictive Modeling	3
CIS 620	Data Management	3
CIS 627	Data Warehousing	3
CIS 628	Data Mining	3
BAN 620	Text Mining	3
BAN 650	Data Visualization	3
BAN 690	Business Analytics Capstone	3
Elective Courses		
Select three of the following: [1]		9
BAN 660	Optimization	
BAN 661	Web Analytics and Web Intelligence	
BAN 662	Insurance Analytics	
CIS 630	Business Design and Object-oriented Analysis	
CIS 690	Project Management	
Total Credits		33

[1] Additional elective business courses are available to students at the discretion of the program director.

Learning Objectives

1. Evaluate different techniques used to analyze data.
2. Explain how data is stored, accessed and retrieved.
3. Apply business analytics techniques and utilize analytical tools for organizational decision making.
4. Demonstrate skills in interpreting and presenting analytical results

Admission

To be admitted to the program, an applicant must have completed an undergraduate degree program with a GPA of at least 3.0. Work experience and recommendations also are strongly considered in the admission process. Standardized test scores (such as GMAT or GRE) submitted by the students in support of the application also are considered, but are not required.

In addition, applicants to the MS in Business Analytics program must possess an undergraduate major, graduate degree or other significant course work in a quantitatively oriented area, including but not limited to mathematics, actuarial science, statistics, computer science, engineering, operations management, accounting, finance, economics or the natural sciences.

A complete application consists of the following: an application form, application fee, two professional recommendations, a recent resume, a personal statement and official transcripts of all undergraduate and graduate work completed.

Master of Science in Organizational Leadership

Program Contact: Christopher Neidig (Christopher.Neidig@qu.edu) 203-582-3868

The MS in Organizational Leadership program is a rigorous online program specifically designed to be highly valuable to working professional adult students trying to advance their careers by developing a more sophisticated understanding of leadership in their organizations.

The MS in Organizational Leadership program provides a rare opportunity to develop the self-awareness and understanding of others that is so essential to effective leadership. Students must have at least four years of full-time professional experience to enter the program. The core courses of study focus on communication, ethics, analysis and organizational leadership. The MSOL program is writing intensive, building on the university's emphasis on written communication. Students may focus on one of four tracks: Health Care Management, Human Resource Leadership, Public Service/Nonprofit Leadership, or Strategic Leadership.

MS in Organizational Leadership Program of Study

The program consists of 33 credits, including eight required core courses (24 credits) and three elective courses (9 credits) in a professional focus track.

Required Core Courses		
OL 601	Foundations of Organizational Leadership	3
OL 610	The Power and Politics of Communication	3
OL 615	Leadership Across Boundaries	3
OL 630	Performance Management	3
OL 640	Project Management	3
OL 650	Leading Organizational Change	3
OL 662	Ethics & Governance	3
OL 690	Leadership Consulting Capstone	3
Total Credits		24

Professional Focus Tracks

Each professional focus area allows students to study a specialization within organizational leadership. This builds on the leadership foundation courses and provides expertise for those seeking to enhance their leadership skills in a specific industry.

Health Care Management Track

Students pursuing this track must complete all core requirements, plus three additional courses (9 credits) chosen from the following:

HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 626	Epidemiology and Population Health	3
HM 630	Corporate Compliance in the Health Care Industry	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
HM 668	Legal Aspects of Health Care Delivery	3
HM 669	Organization and Management of Long-Term Care Facilities	3
HM 671	Health Policy and Politics	3

Human Resource Leadership Track

Students pursuing this track must complete all core requirements plus three additional courses (9 credits):

OL 681	Leadership in Human Resources	3
OL 682	Employment Law for the Non-Lawyer	3
OL 683	Employee Development Strategies for Organizational Leaders	3

Public Service/Nonprofit Leadership Track

Students pursuing this track must complete all core requirements plus three additional courses (9 credits):

OL 681	Leadership in Human Resources	3
OL 686	Leading Public Service Organizations	3
OL 687	Strategic Planning for Public Service Organizations	3

Strategic Leadership Track

Students pursuing this track complete three additional courses (9 credits). They may select any combination of courses from the Human Resources Leadership Track, the Public Service/Nonprofit Leadership Track, the Health Care Management Track or from a specified list of electives across the graduate business curriculum.

Learning Objectives

The learning objectives and goals of the Master of Science in Organizational Leadership foster graduate-level growth and development in six key areas of leadership:

- interpersonal and communication skills
- self-awareness and growth
- understanding, interpreting and using data to improve performance
- understanding and leading organizations and complex teams
- strategic analysis and implementation
- ethics of leadership

Admission

Applicants to the MSOL program must possess four years of professional, post-bachelor's degree experience.

In addition to an application for admission, students also must submit:

1. official transcripts of all undergraduate and graduate programs/courses completed
2. personal statement
3. resume
4. two letters of recommendation
5. application fee

School of Communications

Master's Degrees

- Master of Science in Interactive Media (p. 211) with concentrations in
  - Media Design
  - Social Media
  - User Experience Design
  - Custom Concentration
- Master of Science in Journalism (p. 213)
- Master of Science in Sports Journalism (p. 215)
- Master of Science in Public Relations (p. 214)
- Master of Science in Public Relations - Online/Professional Track (p. 214)

Combined Degrees

- Combined BA or BS/MS in Interactive Media (p. 216)
- Combined BA or BS/MS in Journalism (p. 216)
- Combined BA or BS/MS in Public Relations (p. 217)
- Combined BA or BS/MS in Sports Journalism (p. 217)

Certificates

- Graduate Certificate in Social Media (p. 217)
- Graduate Certificate in User Experience Design (p. 217)

Master of Science in Interactive Media

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

The Master of Science in Interactive Media program focuses on the principles and practices of creating and designing user experiences, multimedia productions, content interfaces and social media for distribution through the Internet, portable media devices and related digital platforms. The program's mission is to provide a master's-level education in which students prepare to become interactive leaders, producers and managers for national and global organizations.

The program may be completed in two years, provided students complete six courses per calendar year. Current Quinnipiac undergraduate students may apply for the combined, five-year bachelor/master's degree program in interactive media.

Interactive media graduates can compete for a range of job opportunities as web producers, user experience designers, multimedia content specialists, interactive content developers, digital media producers, social media specialists and managers. Graduates can find careers in organizations engaged in the creation and distribution of digital content and social media for corporate communication departments, schools and colleges, advertising agencies, news media companies, health-care institutions, and film and television production companies.

The program encourages applications from prospective students who want to apply skills acquired during their undergraduate education or professional careers. Students come from a diverse range of experiences such as journalism, information technology, graphic design, web design/management, game design, broadcasting, film making, media studies and public relations; as well as liberal arts and sciences.

Three degree concentrations are available: media design, social media and user experience design. Seven core courses are taught for all concentrations with three courses of specialization. One elective course is available for students to get a deeper experience in an area of interest.

The core courses cover information design, web techniques, social media, user experience, writing for interactive, ethics and policy, project management and a capstone experience.

Students who choose the media design concentration take courses in video and audio techniques, designing for motion across media , and visual storytelling. Students learn how to transform media and original content into interactive stories. The combination of study in the theoretical and production aspects of media design encourages students to become innovative thinkers who understand the shift from legacy media to online.

Students who choose the social media concentration take courses that cover social media practices, community management, social and web analytics and strategic planning. In this concentration, students learn the fundamental practices that have led to the rise of social media and how to deploy them across multiple platforms and disciplines. Students who complete this concentration have a firm understanding of the role social media plays in today's communications landscape as well as the tools to deploy new solutions as this media continues to grow and evolve.

Students who choose the user experience design concentration take courses in all aspects of the field. The user experience design concentration includes courses covering the main subsets of the UXD profession: interface design, usability, information architecture, content strategy and prototyping. UXD has emerged as a distinct profession within the fields of web and computer application development and is a subset of human factors engineering that focuses on interactive screen experiences such as websites, mobile apps and other consumer software. Jobs in user experience design are available in all industries, businesses and major organizations.

Students also can choose to design a custom sequence of concentration courses from the complete course list. Including the elective, they have four courses to use as a unique sequence suited to their professional aspiration and skills.

The program follows a 14-week fall/spring course semester sequence. A full selection of 12-week courses is offered during the summer for part-time students who want to finish in two years. Full-time students also can take summer courses and finish in one and a half years. Fall and spring starts are available.

Students also have the opportunity to enroll in an optional 3-credit internship. Graduate students have served as interns at local and national media companies and web development firms. Also available is an optional 3-credit independent study for students who want to do advanced work or research in a particular topic.

MS in Interactive Media Program of Study

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade less than C must be retaken. A required master's capstone experience is included in the 36 credits. The master's capstone is a professional-level project that advances understanding of the field. Planning for the master's capstone at the outset of studies is strongly encouraged. Unique to the program is the Project Planning course requirement. The Project Planning course is essential to becoming a media producer and serves as a prerequisite to the master's capstone course, allowing students to create a comprehensive project plan, essentially making the master's capstone a 6-credit experience.

When applying, applicants should indicate which program concentration they want to pursue.

Students who demonstrate advanced proficiency in ICM 502 or ICM 505 may take an elective instead with the written permission of the graduate program director.

Required Core Courses

ICM 502	Information Design	3
ICM 505	Web Techniques	3
ICM 506	Writing for Interactive Media	3
ICM 512	Designing for the User	3
ICM 522	Social Media Practice	3
ICM 552	Media Ethics & Policy	3
ICM 590	Project Planning	3
ICM 601	Master's Capstone	3
or ICM 602	Thesis	
Total Credits		24

Media Design Concentration

ICM 504	Designing for Motion Across Media	3
ICM 508	Video and Sound Design	3
ICM 518	Visual Storytelling	3
Elective		3
Total Credits		12

Social Media Concentration

ICM 524	Social Media, SEO, and Web Analytics	3
ICM 526	Community Management	3
STC 507	Strategic Planning in Public Relations	3
Elective		3
Total Credits		12

User Experience Design Concentration

ICM 513	Information Architecture and Content Strategy	3
ICM 514	User Research and Methods	3
ICM 517	Prototyping	3
Elective		3
Total Credits		12

Custom Concentration

Four 3-credit courses chosen from the three interactive media concentrations. Students must prepare a proposal providing a rationale and the courses chosen in their first semester in the program. The proposal is reviewed and a decision made by the program director and chair of the Interactive Media and Design department. The degree awarded is the MS in Interactive Media with no concentration indicated.

Electives

Any ICM course outside of the student's chosen concentration		3
Any STC or JRN graduate course with permission of the respective department chair.		3
ICM 530	Independent Study	3
ICM 531	Graduate Internship	3

Admission

The graduate programs in the School of Communications invite applications from prospective students who wish to pursue the professional practice of interactive media. Recent graduates of a bachelor's program outside of the communications field are welcome to apply, as are prospective students who are presently working and wish to either shift careers or enhance their professional standing.

Admission is based on the following:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater.
- a resume showing experience either as a student or professional.
- two professional or academic recommendations.
- online samples of written, visual, media or interactive work.
- a 500-word personal statement (see application)

Master of Science in Journalism

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

The Master of Science in Journalism program prepares students from all academic and professional backgrounds for careers in broadcast/multimedia news and in traditional and emerging media companies.

The program features training in the principles, tools, craft, history and ethics of contemporary journalism in the context of innovative approaches to reporting and presenting information via social media and other forms. Our goal is simple: promote knowledge, creativity and skill in service to a career described by television producer Matt Weiner as one that "smacks of adventure and intellect."

The curriculum prepares students for careers in local, cable and network television news, for websites with a strong visual component, and for mobile news apps.

Students are challenged to develop story ideas through reasoning and observation, to analyze data and public documents, to wisely conduct interviews, to learn the technical skills to acquire and edit video and audio, and, above all, to write with discipline, poise and creative vitality. In short, this program prepares students for the daily test-of-strength that is news reporting in the 21st century regardless of the distribution platform.

Students who successfully complete the program will be properly trained for a number of career opportunities including on-camera reporters and anchors for broadcast, cable and network television news; producers for broadcast, cable and network television news; producers for news websites and mobile apps; writers for broadcast, cable and network television news; and writers for news websites and mobile apps.

Courses and labs are offered in the Ed McMahon Mass Communications Center, the core of the School of Communications' professional all-digital broadcast production environment. The center includes a high-definition studio, two 4K video editing suites, HD editing suites for single or group projects, and other areas designed to support both studio and remote productions.

Video cameras, audio recorders, lights and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory.

MS in Journalism Curriculum

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in one calendar year. Part-time students can do it in two.

Program of Study

Select one: JRN 501 or an elective from those available in consultation with your adviser.		
JRN 501	Reporting and News Writing (Required for students with no background in journalism)	3
Required Courses		
JRN 500	Special Topics in Journalism	3
JRN 504	Digital Reporting	3
JRN 521	Audio Storytelling	3
JRN 524	TV Reporting	3
JRN 528	Data Journalism	3
JRN 545	TV Production	3
JRN 546	Digital, Social and Video Production	3
JRN 552	Media Law & Ethics	3
JRN 575	Critical Issues in Journalism	3
JRN 590	Newsroom Clinical (SPS 490)	3
JRN 601	Master's Project	3
or JRN 602	Thesis	
Total Credits		36

Students may take any course as an elective in any School of Communications graduate program with permission of the program director. Electives are offered on an as-needed basis and may not be available during a given student's program of study.

Courses and curriculum requirements are subject to change.

Learning Objectives

Students in the Master of Science in Journalism program learn to:

- Understand professional journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
- Analyze information based on journalistic practices of research, interviews and observation.
- Evaluate information in determining the story's narrative structure and reach via social media and other applications.
- Report and compose a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional journalistic reporting and writing practices and ethical standards.

Admission

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning and have a minimum GPA of 3.0. Journalism experience is not required.

Admission to the MS in Journalism program is competitive and based on undergraduate performance as measured by GPA, experience in any career field for students returning to school and the required documents listed below.

Applications are considered on a rolling basis, and students apply to enter during the fall. Applications are evaluated once all materials are received by Quinnipiac.

A complete application consists of the following:

- application form
- application fee
- two professional recommendations
- personal statement explaining decision to pursue graduate study
- current resume
- portfolio of writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)
- official transcripts of all undergraduate and graduate work

Master of Science in Public Relations

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

The Master of Science in Public Relations program offers students the opportunity to pursue an advanced degree in a highly competitive and growing field. The program is designed for those interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as (but not limited to) finance, law, health care, technology, human resources, journalism, and marketing. The program helps recent graduates with bachelor's degrees in public relations and other disciplines gain a competitive edge as they enter the workforce. Quinnipiac University undergraduate students may apply for the combined, five-year bachelor/master's dual degree program. (p. 217)

Graduates of the program are qualified to work as public relations specialists in both the public sector and private sector with expertise and skills applicable to corporate, nonprofit and government institutions. Students study the conceptual and theoretical foundations of public relations, learn how to conduct and analyze public relations research and evaluation, and hone their skills in contemporary public relations practices and techniques. The program stresses professional competence, global consciousness and professional and social responsibility.

MS in Public Relations Program of Study

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade of less than C has to be retaken.

Students have three options to complete the program: fast track, full time or part time. Students on a fast track complete the 36-credit program in one calendar year. They take 15 credits in the fall and spring terms, respectively, and complete a 6-credit research thesis or professional project during the summer or subsequent terms. Full-time students take 9 credits every fall and spring semester and complete the program in two years. Students may also elect to complete the program on a part-time basis.

Core requirements		
STC 501	Principles and Theories of Public Relations	3
STC 502	Public Relations Research Methods	3
STC 503	Public Relations Research Design	3
STC 504	Law and Ethics in Public Relations	3
STC 505	Public Relations Writing	3
STC 506	Public Relations Management	3
STC 507	Strategic Planning in Public Relations	3
Public Relations elective requirements		
Select two of the following:		6
STC 510	Crisis Management	
STC 511	Global Strategy	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
STC 514	Social and Mobile Media	
STC 515	Special Topics in Public Relations	
STC 531	Graduate Internship in Public Relations	
STC 606	Independent Study	
ICM 501	Issues in Contemporary Media	
ICM 506	Writing for Interactive Media	
Free elective		
Select one public relations elective (from list above) or elective from other School of Communications graduate programs approved by adviser		3
Capstone requirement		
STC 601	Public Relations Professional Project	6
or STC 602	Public Relations Research Thesis	
Total Credits		36

Admission

New students are admitted only in the fall term. Applications are accepted on a rolling basis. Admission is competitive and based on the following application requirements:

- application form and fee
- resume
- personal statement explaining decision to pursue graduate study in public relations
- two letters of reference (preferably from individuals familiar with the applicant's academic potential)
- official undergraduate and graduate transcripts from all institutions attended
- writing or other media samples that demonstrate the applicant's ability to communicate effectively with diverse audiences
- minimum 3.0 undergraduate GPA

Master of Science in Public Relations – Online/Professional Track

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

Students admitted to the Master of Science in Public Relations – online/professional track enroll on a part-time basis. Students must complete a 3 credit capstone project.

The online program prepares students for the Accreditation in Public Relations (APR) exam from the Public Relations Society of America. The core courses are aligned with the 10 Knowledge, Skills and Abilities (KSA) areas tested in the APR exam.

The Master of Science in Public Relations – online/professional track is geared toward early- to mid-career professionals who are interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as finance, health, technology, human resources, journalism, marketing and law.

The overriding goal of the Master of Science in Public Relations – online/professional track is to develop professionally competent, socially responsible and globally-conscious graduates who are familiar with the conceptual and professional foundations of public relations, capable of assessing and applying public relations research, and skilled in contemporary public relations practices and techniques. In keeping with Quinnipiac University's mission, graduates of this online program will be prepared to make contributions as responsible professionals and community leaders in a culturally diverse society.

MS in Public Relations – Online/ Professional Track Program of Study

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grades less than a C. Any course with a grade of less than C must be retaken.

Core requirements		
STC 506	Public Relations Management	3
STC 505	Public Relations Writing	3
STC 519	Strategic Public Relations and Reputation Management	3
STC 516	Branding Strategies	3
STC 511	Global Strategy	3
STC 518	Measurement and Evaluation	3
STC 510	Crisis Management	3
ICM 552	Media Ethics & Policy	3
Public Relations elective requirements		
Select three of the following:		9
STC 507	Strategic Planning in Public Relations	
STC 512	Investor Relations	
STC 513	Health and Strategic Communications	
ICM 522	Social Media Practice	
ICM 526	Community Management	
ICM 590	Project Planning	
Capstone requirement		
STC 605	Public Relations Graduate Capstone	3
Total Credits		36

Admission

Applications are accepted on a rolling basis. Admission is based on the following:

- undergraduate degree from a regionally accredited institution with a GPA of 3.0 or greater
- a resume showing experience either as a student or professional
- two professional or academic recommendations
- online samples of written, visual, media or interactive work
- a 500-word personal statement (see application)

Master of Science in Sports Journalism

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

The Master of Science in Sports Journalism prepares students from all academic and professional backgrounds for careers in broadcast/multimedia sports and in traditional and emerging media companies that focus on reporting and analysis of sports.

The program features training in the principles, tools, craft, history and ethics of contemporary sports journalism in the context of innovative approaches to reporting and presenting information via social media and other forms. Our goal is simple: to transform a lifelong passion for sports into a successful career.

The curriculum prepares students for careers in local, cable and network television news, for websites with a strong visual component, and for mobile news apps.

Students are challenged to develop story ideas through reasoning and observation, to analyze data and public documents, to wisely conduct interviews, to learn the technical skills to acquire and edit video and audio, and, above all, to write with discipline, poise and creative vitality. In short, our program prepares students for the daily test-of-strength that is sports reporting in the 21st century regardless of the distribution platform.

Students who successfully complete the program will be properly trained for a number of career opportunities including on-camera reporters and anchors for broadcast, cable and network television news, play-by-play announcers, analysts, and talk show hosts for terrestrial, online and satellite radio, producers for broadcast, cable and network television news, producers for news websites and mobile apps, and writers for broadcast news, websites and mobile apps.

The program offers courses and labs in the Ed McMahon Mass Communications Center, the core of the School of Communications' professional all-digital broadcast production environment. The center includes a high-definition studio, two 4K video editing suites, HD editing suites for single or group projects, and other areas designed to support both studio and remote productions. In addition, students will have access to the TD Bank Sports Center for the coverage of games and interviews.

Video cameras, audio recorders, lights, and other gear required to capture interviews and events in the field are available to students through our well-stocked and expertly maintained equipment inventory.

MS in Sports Journalism

To earn the master's degree, students must complete 36 credits with a minimum 3.0 GPA and no grade less than a C. Any course with a grade of less than C must be retaken. Full-time students can complete the program in one calendar year. Part-time students can do it in two.

Program of Study

Required Courses		
JRN 524	TV Reporting	3
JRN 560	Multimedia Sports Reporting	3
JRN 562	Sports Law & Ethics	3

JRN 563	Sports Analytics	3
JRN 564	Presenting & Producing Radio Sports	3
JRN 565	Presenting and Producing Television Sports: Remote	3
JRN 566	Presenting and Producing Television Sports: Studio	3
JRN 573	Sports Literature	3
JRN 589	Critical Issues in Sports	3
JRN 595	Sports Clinical	3
JRN 601	Master's Project	3
or JRN 602	Thesis	
Elective Courses		3
Select one elective from those available in consultation with your adviser. Students may take any course in any School of Communications graduate program with permission of program director. Electives are offered on an as-needed basis and may not be available during a given student's program of study.		
Total Credits		36

Courses and curriculum requirements are subject to change.

Admission

To qualify for admission, candidates must have earned a bachelor's degree from a regionally accredited institution of higher learning and have a minimum GPA of 3.0. Journalism experience is not required.

Admission to the MS in sports journalism program is competitive and based on undergraduate performance as measured by GPA, experience in any career field for students returning to school and the required documents listed below.

Applications are considered on a rolling basis, and students apply to enter during the fall. Applications are evaluated once all materials and fees are received by Quinnipiac.

A complete application consists of the following:

- application form
- application fee
- two professional recommendations
- personal statement explaining decision to pursue graduate study
- current resume
- portfolio of writing or work samples (i.e., college papers, videos, audio clips or published work of any kind)
- official transcripts of all undergraduate and graduate work

Students who complete the Master of Science in Sports Journalism program learn to:

- Understand professional sports journalistic practices, ethical standards and technologies and be able to apply reason to develop ideas within these structures.
- Analyze information based on sports journalistic practices of research, interviews and observation.
- Evaluate information in determining the story's narrative structure and reach via social media and other applications.
- Report and compose a story, either visual, multimedia or text, that informs, enlightens, entertains and is useful to the reader or audience within professional sports journalistic reporting and writing practices and ethical standards.

Combined BA or BS/MS in Interactive Media

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

Quinnipiac offers a five-year combined BA/MS or BS/MS in Interactive Media for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Interactive Media program during the second semester of their junior year. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate program director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

Admission

Quinnipiac University students from any undergraduate major may apply to the combined BA/BS Master's program during their junior year. The deadline is the first Monday after spring break. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

Combined BA or BS/MS in Journalism

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

Quinnipiac offers a five-year combined BA/MS or BS/MS in Journalism for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Journalism program during the second semester of their junior year. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate program director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

Admission

Quinnipiac University students from any undergraduate major may apply to the combined BA/BS Master's program during their junior year. The deadline is the first Monday after spring break. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume

- two letters of reference (one from a professor in the student's major)
- a personal statement

Combined BA or BS/MS in Public Relations

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

Quinnipiac offers a five-year combined BA/MS or BS/MS in Public Relations for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Public Relations program during the second semester of their junior year. If accepted, students typically take 6 credits of graduate courses during their senior year beginning in the fall semester. In some circumstances, 9 graduate credits will be allowed with the permission of the graduate public relations director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

Admission

Quinnipiac University students from any undergraduate major may apply to the combined BA/BS Master's program during their junior year. The deadline is the first Monday after spring break. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

Combined BA or BS/MS in Sports Journalism

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

Quinnipiac offers a five-year combined BA/MS or BS/MS in Sports Journalism for students who are currently enrolled in any Quinnipiac undergraduate program and wish to pursue graduate studies at the university. Students may apply for provisional acceptance to the MS in Sports Journalism program during the second semester of their junior year. If accepted, students can take up to 6 credits of graduate courses during their senior year beginning in the fall semester with the permission of the graduate sports journalism director. Those credits can be applied to both undergraduate and graduate programs. Applications for this special program are available through the School of Communications.

Admission

Quinnipiac University students from any undergraduate major may apply to the combined BA/BS Master's program during their junior year. The deadline is the first Monday after spring break. Students must have a cumulative GPA of 3.0 or greater by the end of their junior year.

An application should be submitted to graduate programs director in the School of Communications and consists of the following:

- application form
- resume
- two letters of reference (one from a professor in the student's major)
- a personal statement

Graduate Certificate in Social Media

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

The Graduate Certificate in Social Media is primarily directed at two types of students. The first are professionals who realize that social media skills can add value to their existing professional toolkit. The second are individuals who are tasked by their organizations to take on responsibility for a new social media function. These individuals are looking for an educational experience that is more substantial than a conference, to get both a foundational underpinning and actionable tools and structures that they can deploy within their workplace.

To be eligible for the Graduate Certificate in Social Media, a student needs to have received an undergraduate degree from a regionally accredited college or university.

Admission to the certificate program is based on: completion of an admission application; submission of an official transcript for undergraduate degree; and a professional resume.

Graduate Certificate in Social Media Program of Study

The graduate certificate in social media requires completion of 9 credits. Those who are at the beginning of their professional experience should take ICM 522 first.

ICM 522	Social Media Practice	3
ICM 524	Social Media, SEO, and Web Analytics	3
ICM 526	Community Management	3

Graduate Certificate in User Experience Design

Program Contact: Phillip Simon (Phillip.Simon@quinnipiac.edu) 203-582-8274

The Graduate Certificate in User Experience Design is a 9-credit program. The curriculum explores all of the elements that go into creating an extraordinary user experience including user research, information architecture, interface design, usability testing and prototyping.

As today's web users continue to access websites and applications through a variety of electronic devices and screen sizes, user experience design has become a critical element of business strategy. Users will not tolerate anything less than a well-designed experience that is both interactive and intuitive.

While one-off courses can be helpful in learning the basics, the Graduate Certificate in User Experience Design offers a more comprehensive approach to user centered design. Graduates of this program will be

prepared to research, design, develop, test and prototype an effective, end-to-end user experience on any device.

Any credits earned during this program may also be applied towards the MS in Interactive Media upon acceptance into the program.

To be eligible for the Graduate Certificate in User Experience Design, a student needs to have received an undergraduate degree from a regionally accredited college or university.

Admission to the certificate program is based on: completion of an admission application; submission of an official transcript for undergraduate degree; and resume.

Graduate Certificate in User Experience Design
Program of Study

The Graduate Certificate in User Experience Design requires completion of 9 credits. Take three of the courses listed below for the graduate certificate.

ICM 512	Designing for the User	3
ICM 513	Information Architecture and Content Strategy	3
ICM 514	User Research and Methods	3
ICM 517	Prototyping	3

School of Education

North Haven Campus

Main Office: 203-582-3354

Administrative Officers

Title	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	Anne.Dichele@qu.edu
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Director, Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

Master of Arts in Teaching

- BA/MAT Five-year Program in Elementary Education (p. 218)
- BA/MAT Five-year Program in Secondary Education (p. 221)
- Graduate MAT Degree in Elementary Education (p. 223)
- Graduate MAT Degree in Secondary Education (p. 224)

Master of Science

- MS in Instructional Design (p. 226) (online-only program)
- MS in Teacher Leadership (p. 228) (online-only program)
- MS in Special Education (p. 227) (online-only program)

Sixth-Year Diploma

- Sixth-year Diploma in Educational Leadership (p. 229)

Certificate

- Special Education Certificate of Completion (p. 230)

BA/MAT Five-Year Program in Elementary Education

Five-year BA/MAT Program in Elementary Education

Program Contact: Anne Dichele (Anne.Dichele@quinnipiac.edu) 203-582-3463

The purpose of Quinnipiac's five-year BA/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation. The three values of "excellence in education, a sensitivity to students, and a spirit of community" which are at the heart of Quinnipiac's mission statement are woven through the program.

General Information

The five-year BA/MAT program provides the means for Quinnipiac students to earn a bachelor's degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The five-year program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the

teaching profession. Students are encouraged to take this course during their freshman year but no later than the fall semester of their sophomore year. Additional courses required before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship/residency, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the five-year MAT program who does not complete all the requirements for undergraduate completion of the bachelor's degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

Note: Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

BA/MAT Five-Year Program in Elementary Education

The elementary education program is designed to prepare the teacher candidate with in-depth content knowledge across the elementary school curriculum and exemplary skills in teaching and classroom management. Students interested in elementary education may major in any discipline or have an interdisciplinary major.

Central to candidates' professional studies are undergraduate service-based courses (ED 341L, ED 342L, ED 466L and ED 468L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

General Requirements

The following courses meet the Connecticut State Department of Education's general education requirements. A grade of "C" or better is required in these courses (except as noted).

EN 101	Introduction to Academic Reading and Writing	3
Select one of the following: [1]		3
MA 110	Contemporary Mathematics	
or MA 140	Pre-Calculus	
or MA 118	Applied Calculus	
HS 131	U.S. History to 1877	3
or HS 132	U.S. History Since Reconstruction	
World Language - Level 101		3
PS 101	Introduction to Psychology	3
PS 236	Child and Adolescent Developmental Psychology	3
Fine Arts		3
Science		3-4
Total Credits		24-25

[1] MA 140 is required if student tests out of MA 110.

Professional Component

ED 140	Introduction to Public Education and the Teaching Profession	1
ED 250	(uc) Diversity, Dispositions and Multiculturalism	3
ED 260	Social and Philosophical Foundations of Education	3
ED 341 & 341L	Learning and Teaching the Developing Child and Learning & Teaching: Pedagogy Field Lab I	4
ED 342 & 342L	Adv Learning & Teaching and Advanced Learning and Teaching: Assessment Field Lab II	4
ED 436	Teaching Literacy in the Primary Grades	3
ED 458	Teaching Science in the Primary Grades	3
ED 462	Facilitating the Arts in the Elementary Classroom	3
ED 466 & 466L	Teaching Social Studies in the Primary Grades and English Language Arts Integration Field Lab IV	3
ED 468 & 468L	Teaching Mathematics in the Primary Grades and Primary Math and Science STEM Field Lab III	4
ED 550	Issues and Research in Education	2
ED 554	Internship & Seminar I	1
ED 555	Internship & Seminar II	1
ED 556	Teaching Literacy in Grades 4-6	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching and Seminar	6
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		60

Admission

Admission to the five-year BA/MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

- A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed on-site that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background

check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the five-year BA/MAT program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met in order to remain in the teacher preparation program:

1. A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
2. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
3. A written essay completed in ED 140 that meets program standards.
4. Students who are admitted to the MAT program must provide evidence of strong basic skills in math, reading and writing in order to remain in good standing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
5. A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
6. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain an overall B (3.0) undergraduate GPA with a C or better in all general education courses required for the MAT program. In addition, candidates must earn a B- or better in all education courses (undergraduate and graduate), as well as maintain 3.0 GPA for all education course work to remain in good standing in the program. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates in the secondary program must maintain a minimum 3.0 GPA in all content area course work to remain in good standing in the program to be recommended for certification. In addition, secondary teacher candidates who earn a C+ or below in two or more undergraduate content area courses will be required to meet with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

Completion

To qualify for teacher certification, students must complete all requirements of the MAT program. Candidates must complete all course work, fulfill the internship/residency responsibilities and successfully complete all performance tasks, including the required licensure tests.

Clinical Experiences

Field Study

Candidates are required to complete a laboratory field study course in each semester of their junior and senior year. As part of the course requirements, each candidate must complete a minimum of 20 hours per semester in her/his assigned classroom, under the guidance of the classroom teacher who serves as the field study adviser. Candidates are assigned to one school during their junior year and a different school during their senior year. Candidates are responsible for their transportation to and from these clinical sites.

Internship/Residency

Candidates participate in an internship/residency during their graduate year. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice while defraying some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site teacher advisor and a School of Education faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations; in short, to become full members of the school community. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Candidates must continue serving in their internship/residency through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the five-year MAT program do not occur until mid- to late June. Candidates are allowed to

"walk" during graduation ceremonies but do not formally receive their degrees until all of the internship/residency responsibilities are met.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

BA/MAT Five-Year Program in Secondary Education

Program Contact: Anne Dichele (Anne.Dichele@quinnipiac.edu) 203-582-3463

The purpose of Quinnipiac's five-year BA/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation. The three values of "excellence in education, a sensitivity to students, and a spirit of community" which are at the heart of Quinnipiac's mission statement are woven through the program.

General Information

The five-year BA/MAT program provides the means for Quinnipiac students to earn a bachelor's degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The five-year program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the teaching profession. Students are encouraged to take this course during their freshman year but no later than the fall semester of their sophomore year. Additional required courses before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the five-year MAT program who does not complete all the requirements for undergraduate completion of the bachelor's degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

Note: Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

BA/MAT Five-Year Program in Secondary Education

The secondary education program is designed to prepare the teacher candidate with strong teaching skills and a depth of content knowledge in the discipline they wish to teach. Students interested in secondary education must select a major from among the following: biology, English, history, mathematics or Spanish.

Central to candidates' professional studies are undergraduate service-based courses (ED 341L, ED 342L, ED 409L, SPED 452L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

General Requirements

The following courses meet both the University Curriculum requirements and the Connecticut State Department of Education's general education requirements. A grade of "B" or better is required in these courses.

EN 101	Introduction to Academic Reading and Writing [1]	3
MA 110	Contemporary Mathematics [2]	3
or MA 140	Pre-Calculus	
or MA 118	Applied Calculus	
HS 131	U.S. History to 1877	3
or HS 132	U.S. History Since Reconstruction	
World Language - Level 101 or higher		3
PS 101	Introduction to Psychology	3
PS 236	Child and Adolescent Developmental Psychology	3
Social Sciences		3
Fine Arts		3
Science		3-4
Total Credits		27-28

1 Student must receive a grade of B or better in EN 101. English majors must take EN 325

2 MA 140 is required if student tests out of MA 110 . Student must receive a grade of B or better in either MA 110 or MA 140.

Professional Component Secondary

ED 140	Introduction to Public Education and the Teaching Profession	1
ED 250	(uc) Diversity, Dispositions and Multiculturalism	3
ED 260	Social and Philosophical Foundations of Education	3
ED 341 & 341L	Learning and Teaching the Developing Child and Learning & Teaching: Pedagogy Field Lab I	4
ED 343 & 343L	Advanced Learning and Teaching in Secondary Classrooms and Advanced Learning and Teaching: Secondary Assessment Field Lab II	4
ED 409 & 409L	Reading and Writing Across the Curriculum and English Language Arts Field Lab III	4
ED 477	Teaching English Language Learners in the Mainstream Classroom	3
ED 50_	Methods II	3

ED 514	Internship I	1
ED 515	Internship II	1
ED 550	Issues and Research in Education	2
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 601	Student Teaching and Seminar	6
ED 693	Research I	2
ED 694	Research II	2
SPED 552 & SPED 452L	Teaching in the Inclusive Classroom and Inclusive Classroom Secondary Field Lab IV	4
Select three graduate content discipline courses		12
Total Credits		58

Admission

Admission to the five-year BA/MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

- A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
- A written essay completed on-site that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
- Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the five-year BA/MAT program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met in order to remain in the teacher preparation program:

1. A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of course work with a subject area major or appropriate interdisciplinary major (applicants with overall GPAs below 2.67 will not be considered).
2. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator, including one from a college instructor.
3. A written essay completed in ED 140 that meets program standards.
4. Students who are admitted to the MAT program must provide evidence of strong basic skills in math, reading and writing in order to remain in good standing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated.
5. A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
6. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain an overall B (3.0) undergraduate GPA with a C or better in all general education courses required for the MAT program. In addition, candidates must earn a B- or better in all education courses (undergraduate and graduate), as well as maintain 3.0 GPA for all education course work to remain in good standing in the program. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates in the secondary program must maintain a minimum 3.0 GPA in all content area course work to remain in good standing in the program to be recommended for certification. In addition, secondary teacher candidates who earn a C+ or below in two or more undergraduate content area courses will be required to meet with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a

lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

Completion

To qualify for teacher certification, students must complete all requirements of the MAT program. Candidates must complete all course work, fulfill the internship/residency responsibilities and successfully complete all performance tasks, including the required licensure tests.

Clinical Experiences

Field Study

Candidates are required to complete a laboratory field study course in each semester of their junior and senior year. As part of the course requirements, each candidate must complete a minimum of 20 hours per semester in her/his assigned classroom, under the guidance of the classroom teacher who serves as the field study adviser. Candidates are assigned to one school during their junior year and a different school during their senior year. Candidates are responsible for their transportation to and from these clinical sites.

Internship/Residency

Candidates participate in an internship/residency during their graduate year. Quinnipiac has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate students with guided, hands-on professional practice while defraying some costs of the graduate portion of the program.

During the internship semesters, candidates serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site teacher advisor and a School of Education faculty member. Candidates have the opportunity to participate in staff meetings and take part in all school operations; in short, to become full members of the school community. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Candidates must continue serving in their internship/residency through the last day of the public school calendar. Therefore, although classes end in May, the internship and the completion of the five-year MAT program do not occur until mid- to late June. Candidates are allowed to "walk" during graduation ceremonies but do not formally receive their degrees until all of the internship/residency responsibilities are met.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

Graduate MAT Degree in Elementary Education

Program Contact: Anne Dichele (Anne.Dichele@quinnipiac.edu) 203-582-3463

The purpose of Quinnipiac's five-semester Master of Arts in Teaching program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

General Information

The Quinnipiac University elementary education curriculum is an intensive five-semester program of study consisting of core certification courses that provide eligibility for teacher certification, advanced course work in literacy, numeracy and pedagogy to satisfy master's degree requirements, and a unique internship/residency experience which provides pre-service teacher candidates the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the University's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Elementary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all course work and successfully complete all performance tasks to qualify for teacher certification.

ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 535	Elementary Internship & Seminar I	1
ED 544	Developing Literacy in the Primary Grades	3
ED 545	Elementary Internship & Seminar II	1
ED 550	Issues and Research in Education	2
ED 556	Teaching Literacy in Grades 4-6	3

ED 558	Elementary School Science: Content and Pedagogy	3
ED 562	Facilitating the Arts in the Elementary Classroom	2
ED 566	Elementary School Social Studies: Content and Pedagogy	2
ED 568	Teaching Mathematics in the Primary Grades	3
ED 569	Teaching Mathematics in Grades 4-6	3
ED 571	Learning and Teaching the Developing Child	3
ED 572	Advanced Learning and Teaching	3
ED 575	Teacher Discourse: Language and Communication Issues in the Elementary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching and Seminar	6
ED 614	Elementary Education Internship III	1
ED 615	Elementary Education Internship IV	1
ED 693	Research I	2
ED 694	Research II	2
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		56

Admission

Applicants are accepted for admission to the fall semester only and are expected to enroll as full-time graduate students. To ensure admission into the program with a placement in an internship, applicants should complete the application process early. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

1. A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
2. A transcript review that indicates a "B" or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
3. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.
4. A written essay completed on-site that meets program standards.
5. Students who are admitted to the MAT program must provide evidence of strong basic skills in math, reading and writing in order to remain in good standing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated..
6. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
7. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Graduate MAT Degree in Secondary Education

Program Contact: Anne Dichele (Anne.Dichele@quinnipiac.edu) 203-582-3463

The purpose of Quinnipiac's five-semester Master of Arts in Teaching program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

General Information

The Quinnipiac University secondary curriculum consists of an intensive five-semester program of study that begins in the fall semester. Each curriculum includes core certification courses that provide eligibility for teacher certification, advanced content (discipline) courses which satisfy master's degree requirements, and a unique internship experience which provides pre-service teachers the opportunity to learn about schools, students and teaching.

The graduate MAT program offers Quinnipiac teacher candidates a Master of Arts in Teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university's mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

Internship/Residency

Candidates participate in an internship during the first two semesters of the program. Quinnipiac University has developed collaborative partnerships with school districts throughout central and southern Connecticut to provide graduate candidates with guided, hands-on professional practice and to defray some costs of the program. Candidates in the internship receive a tuition reduction during the internship semesters. (An optional second internship/residency is available during the final two semesters, resulting in significant additional tuition reduction.)

Interns serve in area schools in a variety of capacities and as substitute teachers with guidance from an on-site adviser and from a Quinnipiac faculty member. Each intern has the opportunity to participate in staff meetings and take part in all school operations, becoming a valued member of the school faculty. In the late afternoon and early evening, candidates continue their formal studies on the Quinnipiac campus. During a residency, teacher candidates remain in a single classroom for 10 weeks or more as a co-teacher with a cooperating teacher and a university supervisor providing guidance and support.

Secondary Education MAT Curriculum

To complete all requirements of the MAT program, a candidate must complete all course work and successfully complete all performance tasks to qualify for teacher certification.

ED 500	Internship & Seminar I	1
ED 501	Internship & Seminar II	1
ED 509	Reading and Writing Across the Curriculum	3
ED 510	Adolescent Development	3
ED 521	Social and Philosophical Foundations of Education	3
ED 525	Diversity in the Classroom	3
ED 550	Issues and Research in Education	2
ED 571	Learning and Teaching the Developing Child	3
ED 573	Advanced Teaching and Learning - Secondary	3
ED 576	Teacher Discourse in the Secondary Classroom	3
ED 577	Teaching English Language Learners in the Mainstream Classroom	3
ED 601	Student Teaching and Seminar	6
ED 616	Secondary Education Internship III	1
ED 617	Secondary Education Internship IV	1
ED 693	Research I	2
ED 694	Research II	2
Select one of the following methods courses:		3
ED 502	Methods II: Teaching Biology	
ED 504	Methods II: Teaching English	
ED 505	Methods II: Teaching History/Social Studies	
ED 506	Methods II: Teaching Mathematics	
ED 507	Methods II: Teaching a World Language	
Complete three graduate content discipline courses		12
SPED 552	Teaching in the Inclusive Classroom	3
Total Credits		58

Admission

To ensure admission into the program with a placement in an internship, applicants should complete the application process as early as possible. Admission to the graduate MAT program is based on a holistic review by MAT program faculty of the following admission requirements:

1. A preferred 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
2. A transcript review that indicates a "B" or better performance in courses related to mathematics as well as English/language arts. (Students whose transcripts do not meet this criteria will be required to provide proof of basic math/reading competencies as determined by the MAT program director.)
3. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant's suitability as a prospective educator.
4. A written essay completed on-site that meets program standards.
5. Students who are admitted to the MAT program must provide evidence of strong basic skills in math, reading and writing in order to remain in good standing. Evidence of strong basic skills can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of the candidate will be reviewed. All candidates will be considered probationary status until the improvement of basic skills are documented and remediated..
6. A formal interview during which the applicant is expected to demonstrate: an ability to communicate clearly; a demeanor appropriate to the teaching profession; and a maturity and attitude necessary to meet the demands of the MAT program.
7. Effective July 1, 2010, Connecticut law requires all teacher candidates to undergo a criminal background check prior to being placed in a public school setting for field study, internship, and student teaching. Because a clinical experience is an integral part of each semester, failure to abide by this law will make an applicant

ineligible for admission to the program. The School of Education has procedures in place to assist candidates in obtaining the background check. The cost of the background check is the responsibility of the teacher candidate.

Retention

Teacher candidates in the MAT program at Quinnipiac are expected to demonstrate the professional behaviors and dispositions articulated in both the School of Education's Professional Attributes and Dispositions document and the CT Code of Professional Responsibility for Teachers. Candidates must maintain a GPA of 3.0 or higher for graduate courses in each semester with at least a B- or better in any education course. A grade of C+ or below in any education course (including the graduate content area courses) requires the candidate to retake the course at his/her expense and earn the minimum B- grade.

If the candidate, once formally accepted into the MAT program, fails to maintain the minimum GPA, that candidate may be allowed to remain in the program for a single semester on probationary status. If a candidate on probation fails to meet the minimum GPA by the end of the single probationary semester, that candidate is dismissed from the program. Granting of probationary status is subject to the director's approval and is neither automatic nor guaranteed.

Candidates failing to meet professional standards in the program may be subject to suspension or dismissal. In addition, candidates who exhibit a lack of effort or responsibility in the program, or who reveal interpersonal skills unsuited or inappropriate for teaching, will be required to meet with the MAT program director to discuss continuation in the program.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

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Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Master of Science in Instructional Design

Program Contact: Ruth Schwartz (Ruth.Schwartz@quinnipiac.edu) 203-582-8419

The field of instructional design applies what we know about how people learn to the thoughtful design and implementation of instructional materials, such as websites, videos, podcasts, online courses, social media sites, interactive simulations and educational games. Our fully online program prepares students for professional work or advanced study in instructional design by providing opportunities to develop a solid grounding in core competencies of the field, including instructional design models, theories of learning, principles for the design of instructional media, specific technical skills for media production and approaches to the selection, integration and evaluation of digital materials for learning. A selection of elective courses allows students to focus on their own particular interests and goals, such as teaching with technology in the K–12 classroom, designing digital media for museums or after-school programs, or producing instructional materials for higher education, corporate or nonprofit environments.

Courses in Theoretical Foundations of Education address learning theories, theoretical approaches to multimedia design; instructional design models; and elements of the instructional design process, including the needs assessment, generation of a design solution, and formative and summative evaluation of an instructional resource.

Courses in Design Fundamentals emphasize the application of theory to short-term design projects, fostering familiarity and essential competencies in a range of media (e.g., podcasts and videocasts; websites; social media; games and simulations; learning management systems; design for handheld devices and public spaces). The process of working in a team to plan and implement an instructional resource is also a focus.

Graduates of this program are prepared for career opportunities in settings such as higher education, schools or school districts, educational software and media design firms, nonprofit groups and business environments.

MS in Instructional Design Curriculum

To earn the master's degree, students must complete 30 credits of course work, with a minimum GPA of 3.0. The sequence of courses is composed of required foundational courses, electives and the Capstone Experience.

Foundations

15 credits (5 courses), required for all candidates, focus on theoretical foundations of education and fundamentals of design. These courses include extensive exposure to research literature investigating the efficacy of media for educational applications, since it is the ability to understand and apply research that allows instructional designers to bridge the gap between theory and practice.

Electives

Individuals select an additional 9 credits (3 courses), according to their own areas of interest. Topics include in-depth theoretical and practical aspects of producing educational resources (e.g., web design; design of online courses; video production; interactive digital media) with hands-on use of specific software applications. Other elective options explore the process of selecting, implementing, and evaluating digital resources for instruction in a range of environments (K–12; higher education; industry and non-profit organizations; informal learning).

Capstone Experience

The required 6-credit (two-course) capstone experience includes:

Career exploration, including preparation of the resume and portfolio. Throughout their course work, students select their best work to post on an electronic portfolio for critique; in the capstone they further refine the portfolio. Consistent with program objectives, this allows the student to demonstrate competence with a range of software applications and serves to present student work to prospective employers.

Introduction to project management. To effectively develop instructional design projects, students need to understand the basics of project management. In some cases, instructional designers may even be asked to serve as project managers. This component of the Capstone explores the basics of project management and the terminology used in this field.

The thesis project. Each student chooses a topic of personal and/or professional interest, researches existing approaches to and resources for instruction on this topic, and prepares a proposal for the design of a learning resource. The proposal includes a needs analysis, design details and evaluation plan. The final step is the creation and presentation of a working prototype of the proposed resource. This project serves to demonstrate the candidate's fluency with elements of an instructional design analysis as well as with the use of theory to inform design.

Required Foundation Courses		
Theoretical Foundations of Education:		
IDN 525	Instructional Design for Digital Environments	3
IDN 526	Cognitive Science and Educational Design	3
IDN 527	Society, Culture and Learning	3
Design Foundations:		
IDN 528	Collaborative Design of Digital Environments	3
IDN 529	Educational Media Design Lab	3
Elective Courses		
Production, Implementation & Evaluation:		
Select 9 credits of the following:		9
IDN 530	Web Design for Instruction	
IDN 531	Design of Interactive Educational Environments	
IDN 532	Design and Development of Online Learning	
IDN 533	Producing Educational Video and Digital Training	
IDN 534	Implementing Digital Media for Learning	
IDN 535	New Directions in Digital Environments for Learning	
IDN 536	Independent Study	
Capstone Experience		
IDN 540	Capstone Experience: Thesis and ePortfolio	3
IDN 541	Capstone: Project and Presentation	3
Total Credits		30

Admission

Successful applicants to this program come from diverse backgrounds in universities, schools, businesses or the nonprofit world, but all share an interest in using digital media for education. There are no specific technological prerequisites; all students will advance their levels of technical skills as they progress through the program.

Applications for the online Master of Science in Instructional Design program are considered on a rolling basis. Students may begin the program in fall or spring, and can complete the program in five semesters by taking two courses per semester; courses are offered in fall, spring and summer. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

1. completed application form
2. resume
3. letter of intent
4. official transcripts of all undergraduate and graduate work completed
5. two letters of recommendation (professional and/or academic

Candidates will be interviewed in person, by phone or online as appropriate.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

Master of Science in Special Education

Program contact: Judith Falaro, JD, 203-582-8868

The Master of Science in Special Education program has received approval from the Connecticut State Department of Education. The School of Education offers two tracks in special education. One leads to cross-endorsement Connecticut #165, Comprehensive K-12 Special Education for those already holding an initial endorsement, and the second track is for anyone who is interested in doing research in special education.

Program Description

The field of special education requires an in-depth understanding of the laws that frame it, particularly the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The program provides certified teachers with opportunities to better understand the purposes and protections of these laws, as well as their implications for teaching and working with students with special needs and their families. Through these lenses, program candidates will understand how students identified with special needs learn, how their particular special needs impact their lives inside and outside of school academically, socially and emotionally. The knowledge and understanding developed through the program will enable graduates to design individual programs of learning for students, with supports that allow all identified students to access the curriculum together with their non-disabled peers in inclusive settings.

The program will provide graduate candidates with two options to achieve their professional goals. Teachers already holding a valid teaching certificate will be able to pursue a cross-endorsement in comprehensive special education along with their master of science in special education in accordance with the requirements and regulations of the Connecticut State Department of Education. Graduate candidates who are not planning to teach but still desire an MS in Special Education will complete a similar course of study culminating in a research-centered capstone experience.

MS in Special Education Curriculum

SPED 545	Introduction to the Exceptional Child	4
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4

SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	3
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 570	Special Education Law	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 568	Assessment/Program Planning and Evaluation of Children With Special Needs	3
SPED 581	Research in Special Education (Masters only)	3
Optional Course Work		
SPED 572	Educating Young Children with Special Needs	
SPED 575	Working with Gifted and Talented Students	
SPED 576	Implementing Assistive Technology and Screen Capture Tools	
Total Credits		30

MS in Special Education Leading to Cross-Endorsement

SPED 545	Introduction to the Exceptional Child	4
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
SPED 566	Autism Spectrum Disorders	4
SPED 571	Emotional and Behavioral Disorder Identification, Management, and Assessment	3
SPED 574	Understanding and Teaching Students with Intellectual Disabilities	3
SPED 568	Assessment/Program Planning and Evaluation of Children With Special Needs	3
SPED 570	Special Education Law	3
SPED 572	Educating Young Children with Special Needs	3
SPED 573	Reading Disorders: Assessment, Planning and Instruction	3
SPED 579	Practicum in Special Education I	3
SPED 580	Practicum in Special Education II [1]	3
Optional Course Work		
SPED 575	Working with Gifted and Talented Students	
SPED 576	Implementing Assistive Technology and Screen Capture Tools	
Total Credits		36

[1] Both SPED 579 and SPED 580 are required for candidates seeking a cross-endorsement in Connecticut #165 Comprehensive Special Education K-12

Admission

Applications for the online Master of Science in Special Education program are considered on a rolling basis. Students may apply to enter during the fall or spring semester. We encourage candidates to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must have earned a bachelor's degree from an accredited institution with a preferred minimum GPA of 3.0. Candidates must submit:

1. completed application form
2. resume
3. letter of intent
4. official transcripts of all undergraduate and graduate work completed
5. two letters of recommendation (professional and/or academic)

Foundations

The 18 credits of foundation courses are designed to provide an in-depth study of the characteristics and outcomes of four of the areas identified under IDEA. In addition, students are required to take 12 credits of course work, that introduces them to special education law, policy and ethics; assessment, program planning and evaluation; and provides assessment, planning and instruction in reading disorders. Those seeking the cross-endorsement also are required to take a 3-credit course in educating young children with special needs.

Capstone Experience

Candidates following the cross-endorsement track are required to successfully complete the capstone project consisting of two 3-credit practicums, each in a different area of special education. Those completing the master's-only track will complete a 3-credit thesis based on research in special education as their capstone project

Optional Courses

Several courses are available but not required.

Retention

To remain in the program, a student must maintain a GPA of 3.0. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

Master of Science in Teacher Leadership

Program Contact: Gail Gilmore (Gail.Gilmore@quinnipiac.edu) 203-582-3289

The online master of science in teacher leadership program, offered through the School of Education, intends to prepare teacher leaders who have a clear vision of the educated person and can work collaboratively with others toward aligning students' experiences and school programs to support that vision. The objectives of the program are aligned with the standards of the Educational Leadership Constituent Council.

Graduates will understand current research on learning theory and human motivation and be able to promote the continuous improvement of student learning. They will value and understand diverse perspectives, establish goals and work cooperatively with colleagues and school administrators to improve the quality of school programs, and utilize multiple strategies to help shape the school culture in a way that fosters collaboration among all stakeholders to establish rigorous academic standards for all students.

The program consists of a planned sequence of 30 credits. The first 21 credits are required of all candidates and focus on the following themes:

- Transforming School Culture
- Leading Instruction to Improve Student Learning
- Understanding Research on Best Practices in Literacy Instruction
- Embracing Diversity in Classroom and School Communities
- Leading School Improvement

The additional 9 credits in the program are related to the teacher's area of specialization, including literacy leadership, mathematics leadership, or program improvement leadership. Each area of specialization has its own capstone experience.

MS in Teacher Leadership Curriculum

Required Courses		
EDL 501	Teacher Leadership to Transform School Culture	3
EDL 503	Leading the Instructional Program to Improve Student Learning	6
EDL 505	Research-based Literacy Practices	3
EDL 509	Leading School Improvement	6
EDL 525	Diversity in the Classroom and School Community	3
Specialization Courses		
Complete the reqirements of the appropriate specialization		9
Total Credits		30

Literacy Leadership Specialization

EDL 511	Cycles of Inquiry within the Literacy Classroom	3
EDL 513	Coaching Teachers of Literacy	3
EDL 515	Action Research in Literacy Leadership	3
Total Credits		9

Mathematics Leadership Specialization

EDL 517	Cycles of Inquiry within the Mathematics Classroom	3
EDL 519	Coaching Teachers of Mathematics	3
EDL 521	Action Research in Mathematics Leadership	3
Total Credits		9

Program Improvement Leadership Specialization

EDL 523	Leading Organizational Learning	3
EDL 527	Financing Program Improvement Initiatives	3
EDL 529	Educational Program Evaluation	3
Total Credits		9

Admission

Applications for the online master of science in teacher leadership program are considered on a rolling basis, and students may apply to enter during the fall or spring semesters. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired.

To qualify for admission to the program, students must:

- have earned a bachelor's degree in education or a related field from an accredited institution with a minimum GPA of 3.0.
- have a record of excellent teaching as evidenced by recommendations of supervisors
- demonstrate satisfactory writing skills as evidenced by a written essay
- demonstrate satisfactory dispositions concerning the value of diversity, the efficacy of teacher leaders, and the belief that all children can learn as evidenced by a written essay and during the application interview

In addition to an application for admission, students also must submit:

1. official transcripts of all undergraduate and graduate work completed
2. a letter of intent
3. resume
4. two letters of recommendation
5. application fee
6. essay

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

Sixth-year Diploma in Educational Leadership

Program Contact: Gail Gilmore (Gail.Gilmore@quinnipiac.edu)
203-582-3289

The purpose of Quinnipiac University's Sixth-Year Diploma in Educational Leadership is to prepare graduates with the perspectives, knowledge and skills to become exceptional school leaders. The School of Education recognizes that the concept of educational leader is three-dimensional, and that successful educational leaders must be teachers, learners and leaders. Therefore, graduates of the Sixth-Year Diploma in Educational Leadership program are master teachers who have a deep understanding of the teaching and learning process, learners who continue to learn as they continue to lead, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the leadership standards for the state of Connecticut and to the standards of the National Council for the Accreditation of Teacher Education. The three values of "excellence in education, a sensitivity to students, and a spirit of community," which are the heart of Quinnipiac's mission statement, are woven throughout the program.

General Information

The Sixth-Year Diploma in Educational Leadership program offers Quinnipiac students a post-master's credential, which prepares them to assume a variety of school leadership roles such as department chair, assistant principal, principal, curriculum coordinator and central office administrator below the rank of superintendent. Candidates who complete the first 18 credits of the 30-credit program, the internship, and pass the Connecticut Administrator Test fulfill the Connecticut State Department of Education certification requirements as an Intermediate Administrator/Supervisor (092).

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Note: Because the education program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the ELCC standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

Sixth-Year Diploma in Educational Leadership Curriculum

Required Courses		
EDL 601	Leading and Managing the Contemporary School	6
EDL 603	Leading and Managing the Instructional Program	6
EDL 605	Leading and Managing School Improvement	6
EDL 607	Internship in Educational Leadership	3
EDL 611	Educational Law	3
EDL 613	Public School Finance	3
EDL 609	Educational Program Evaluation	3
Total Credits		30

Internship

Candidates must participate in an internship after completing EDL 601, EDL 603 and EDL 605 to gain authentic leadership experience. The Internship in Educational Leadership (EDL 607) consists of a series of coordinated activities related to the national standards for school leaders as established by the Educational Leadership Constituent Council (ELCC). The specific experiences are cooperatively planned by the candidate, a faculty member and a school district mentor. To demonstrate mastery of the ELCC standards, each candidate compiles an internship portfolio, which includes a description and analysis of activities related to the national standards, evidence of evaluating a portion of a school program for the purpose of improving student learning, evaluations from the administrator, mentor and University supervisor, a reflection journal describing leadership strengths and needs, a weekly log of activities and hours (a minimum of 216 hours are required), and artifacts from the internship. The internship is scheduled only during the fall or spring semester to ensure the most authentic experience possible.

Admission

Students are admitted into the Sixth-Year Diploma in Educational Leadership program upon meeting the following requirements:

1. A master's degree in education or a related field from an accredited institution with a minimum GPA of 3.0;
2. Evidence of four years of full-time teaching experience in a PK–12 setting;
3. Completion of at least 36 hours (equivalent to 3 credits), of a special education course[1];
4. A record of excellent teaching as evidenced by recommendations of supervisors;
5. Satisfactory writing skills as evidenced by a written essay; and
6. Satisfactory leadership dispositions and a professional maturity to meet the demands of the program as evidenced during a formal interview.

[1]Applicants who have not met the special education requirement may be admitted on the condition that they enroll in a state-approved course.

Retention

To remain in the program, students must maintain academic standards and honor and follow Connecticut's Code of Professional Responsibilities for Teachers in all interactions in the schools. Students must maintain a 3.0 GPA for graduate courses in each semester with at least B- or better in any leadership course. A grade of C+ or below in any program course requires the student to retake the course and earn a minimum of B-. If a student fails to maintain the minimum GPA, that student may be allowed to remain in the program for a single semester with probationary status. If a student on probation fails to meet the minimum GPA by the end of the single probationary semester, that student is dismissed from the program. Granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed. Students failing to meet professional standards in the program may be subject to suspension or dismissal.

Completion

To fulfill all requirements of the Sixth-Year Diploma in Educational Leadership program, students must complete all course work, including the internship, and successfully complete all performance tasks including passing the Connecticut Administrator Test.

The School of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The U.S. Department of Education recognizes NCATE as a specialized accrediting body for schools, colleges and departments of education.

The program is fully accredited by the Connecticut State Department of Education, which participates in the NASDTEC Interstate Contract.

Special Education Certificate of Completion

Program Contact: J (Anne.Dichele@quinnipiac.edu)udith Falaro (judith.falaro@qu.edu), JD, 203-582-8868

The Special Education Certificate of Completion is a 12-credit option for MAT program teacher candidates or for external applicants who hold a current teaching certificate from an approved institution of higher education and/or are practicing teachers. The certificate is not a degree or licensure program. External candidates may earn the certificate by completing 12 credits of online special education courses as listed below. Current certified teachers interested in the Special Education Certificate of Completion online program should contact QU Online.

For internal candidates for the certificate, 3 credits are earned as part of the required program of study for the MAT program. The additional 9

credits required for the Special Education Certificate of Completion are earned through two 4-credit online courses offered during the J-term, and a 1-credit independent study to be completed during the final semester in the program.

MAT program candidates interested in the Special Education Certificate of Completion should notify the coordinator of the Special Education Certificate of Completion program by Sept. 1 of their senior year (or the start of the first semester for candidates in the five-semester MAT program), as the first course in the optional program, SPED 545, is taken online during the J-term of the candidate's senior year.

Special Education Certificate of Completion Program of Study

SPED 545	Introduction to the Exceptional Child	4
SPED 552	Teaching in the Inclusive Classroom	3
SPED 567	Independent Research in Special Education (required)	1
Select one of the following:		
SPED 565	Specific Learning Disabilities: Identification, Instruction and Assessment (LD)	4
or SPED 566	Autism Spectrum Disorders	
Total Credits		12

School of Health Sciences

The state of Connecticut is a growing center of nationally known medical facilities, biotechnology development and pharmaceutical research and manufacture. These institutions have increased demands for individuals with up-to-date training. The Master of Health Science program offers several majors that meet these standards. The Cardiovascular Perfusion program provides comprehensive preparation in clinical sciences and clinical internships to prepare perfusionists who provide life support during cardiopulmonary bypass. The Medical Laboratory Sciences/ Biomedical Sciences program provides laboratory professionals with the opportunity to specialize in fields such as microbiology and biomedical sciences. A full-time program for Pathologists' Assistants provides training in pathology, anatomy and the medical sciences. The Physician Assistant studies program provides full-time instruction in the basic medical and clinical sciences needed for certification and a graduate degree in a growing profession. The Social Work program prepares students for achievement and leadership in the field of social work. The Radiologist Assistant program provides students with full-time advanced training in the field of radiology, which is needed for certification and to obtain a master's degree.

Career Development

In the School of Health Sciences, the assistant dean for career development works with students to explore majors and career interests through individual consultations and group sessions, and guides them through a career development process. Assistance is provided with resume and cover letter writing, interview preparation, conducting a job search and graduate school applications. Students can participate in experiential learning through community service as well as internships, part-time and summer employment. A health professions career fair is held every spring at the North Haven Campus.

Additional Requirements

Academic programs with clinical components use multiple clinical education centers. Students are responsible for their transportation to and from these clinical agencies.

Background Checks

Students should be aware that certain clinical sites or internship locations may require a criminal background check before a student is placed in the clinic or intern site. The university has procedures to assist students in obtaining such a background check. The cost of the background check is the responsibility of each individual student.

Technical Standards for Admission

Students admitted to all programs in the School of Health Sciences must be able to meet their program's technical standards and or essential functions. Technical standards are developed by accreditation agencies and organizations to establish the essential qualities and standards considered necessary to achieve the skills, knowledge and competencies for entry-level practice. Information on technical standards and essential functions may be found in the catalog, on the website or by contacting the individual program chairperson.

Academic Good Standing

All undergraduate and graduate students in the School of Health Sciences are expected to maintain the required minimum GPA set forth by their respective program of study (if applicable). Each program may have additional benchmarks that must be met to progress within the program of study. The student should refer to the program's description in the Quinnipiac University Catalog and to the program's student handbook (if applicable) for clarification for what is required to maintain his/her status within the program.

At the end of each semester, the program directors will compile a list of students who are deficient in meeting academic or clinical/professional achievement requirements. Utilizing the review process established by his/her program, the student will be notified via email of his/her status in the program. Deficient students may be: a) placed on probation, b) suspended or c) dismissed. Students placed on probation remain in their program but in order to progress, must meet the performance standards specified in their probation notification letter. For further clarification please see the Program Level Academic Good Standing Policy (p. 43).

Admission

Students who hold a bachelor's degree in the biological, medical or health sciences are eligible for admission to the Master of Health Science degree program. A detailed autobiography of personal, professional and educational achievements as well as two letters of reference must be submitted with a student's application. Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the Graduate Admission Requirements (p. 198) in this catalog.

The Quinnipiac University Physician Assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to caspa.liaisoncas.com for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. The Physician Assistant program admits students on a yearly basis. The deadline for completed applications to CASPA is September 1. Interviews are conducted from the early fall through mid-November. Classes begin in late May/early June.

Master of Health Science

- Advanced Medical Imaging and Leadership (p. 232)
- Cardiovascular Perfusion (p. 234)
- Medical Laboratory Sciences (p. 241) with concentrations in:
  - Biomedical Sciences
  - Microbiology
- Pathologists' Assistant (p. 245)
- Physician Assistant (p. 247)
- Radiologist Assistant (p. 250)

Master of Social Work

- Master of Social Work (p. 238)

Doctoral Degrees

- Online Post-Professional Occupational Therapy Doctorate (OTD) (p. 243)
- Entry-Level Doctor of Physical Therapy (DPT) (p. 180)

Advanced Medical Imaging and Leadership

Program Contact: John Candler
(John.Candler@quinnipiac.edu) 203-582-6205

The MHS in Advanced Medical Imaging and Leadership at Quinnipiac University is an interprofessional degree program offered by the Department of Diagnostic Imaging in the School of Health Sciences in conjunction with the Department of Healthcare Management and Organizational Leadership in the School of Business.

The one-year AMIL program provides graduates with the opportunity to obtain additional certification in one of the following three advanced imaging modalities: Magnetic Resonance Imaging, Computed Tomography or Women's Imaging. The certification advanced imaging courses are coupled with fundamental leadership course work that lays the foundation for future careers and leadership positions in imaging and health care management.

MHS in Advanced Medical Imaging and Leadership Curriculum

Complete Programmatic Course Listing

AMI 515 & 515L	Introduction to Magnetic Resonance Imaging and Magnetic Resonance Imaging Principles I - Lab Practicum	4
AMI 516 & 516L	Advanced MRI Principles and Imaging and Magnetic Resonance Imaging Principles II - Lab Practicum	4
AMI 517	Magnetic Resonance Imaging Clinical I	2
AMI 518	Magnetic Resonance Imaging Clinical II	2
AMI 523	Advanced Sectional Anatomy	3
AMI 530	Mammography and Bone Densitometry Clinical I	2
AMI 531	Mammography and Bone Densitometry Clinical II	2
AMI 534	Bone Densitometry	1
AMI 537	Computed Tomography Clinical I	2
AMI 538 & 538L	Introduction to CT Scanning and Computed Tomography Lab I	4
AMI 539	Computed Tomography Clinical II	2
AMI 540	Principles of Mammography	3
AMI 541L	Mammography and Bone Densitometry Lab	2
AMI 545	Women's Health and Imaging	3
AMI 560	Pathology for CT and MRI Technologists	3
AMI 570	Capstone I	1
AMI 575	Capstone II	3
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
MBA 640	Financial Decision Making	3
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3

Computed Tomography

Course	Title	Credits
First Year		
Summer Semester		
AMI 523	Advanced Sectional Anatomy (Computed Tomography)	3
AMI 538 & 538L	Introduction to CT Scanning and Computed Tomography Lab I	4
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
	Credits	14
Fall Semester		
AMI 537	Computed Tomography Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 640	Special Topics	3
	Credits	12
Spring Semester		
AMI 539	Computed Tomography Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3

HM 664	Financial Management in Health Care Organizations	3
	Credits	14
	Total Credits	40

Magnetic Resonance Imaging

Course	Title	Credits
First Year		
Summer Semester		
AMI 523	Advanced Sectional Anatomy	3
AMI 515 & 515L	Introduction to Magnetic Resonance Imaging and Magnetic Resonance Imaging Principles I - Lab Practicum	4
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
	Credits	14
Fall Semester		
AMI 516 & 516L	Advanced MRI Principles and Imaging and Magnetic Resonance Imaging Principles II - Lab Practicum	4
AMI 517	Magnetic Resonance Imaging Clinical I	2
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 640	Special Topics	3
	Credits	16
Spring Semester		
AMI 518	Magnetic Resonance Imaging Clinical II	2
AMI 560	Pathology for CT and MRI Technologists	3
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
	Credits	14
	Total Credits	44

Women's Imaging

Course	Title	Credits
First Year		
Summer Semester		
AMI 534	Bone Densitometry	1
AMI 540	Principles of Mammography	3
AMI 541L	Mammography and Bone Densitometry Lab	2
MBA 601	Foundations for Decision Making (MBA QUick Start)	1
MBA 620	Financial and Managerial Accounting for Decision Making (AC 620)	3
MBA 625	Organizational Behavior and Leadership for Decision Makers	3
	Credits	13
Fall Semester		
AMI 530	Mammography and Bone Densitometry Clinical I	2
AMI 545	Women's Health and Imaging	3
AMI 570	Capstone I	1
HM 600	Foundations of Health Care Management	3
HM 621	Quality Management in Health Care Facilities	3
HM 640	Special Topics	3
	Credits	15
Spring Semester		
AMI 531	Mammography and Bone Densitometry Clinical II	2
AMI 575	Capstone II	3
HM 660	Human Resource Management in Health Care Administration	3
HM 664	Financial Management in Health Care Organizations	3
	Credits	11
	Total Credits	39

Mission Statement

The Advanced Medical Imaging and Leadership program supports the mission statements of both Quinnipiac University and the School of Health Sciences and their commitment to excellence in education. The mission of the Advanced Medical Imaging and Leadership program is to develop student's technical, professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to advanced imaging modalities and associated protocols. In addition, the program prepares skilled graduates competent in the art and science of radiography, fluoroscopy and interventional procedures. Graduates of the Advanced Medical Imaging and Leadership program will meet the needs of the community for highly qualified professionals, and the program will prepare students for career entry and advanced study.

Program Objectives

The objectives of the Advanced Medical Imaging and Leadership program are to:

- provide excellent education in both the didactic and clinical learning environment;
- provide research opportunities that contribute to the clinical and scientific knowledge base in the field of diagnostic radiology;
- provide the skills necessary to prepare graduates for practice as advanced modality imaging professionals;
- provide essential and fundamental leadership skills to better position graduates for entry level supervisory opportunities within radiology health care organizations; and
- foster a sense of commitment to continuing education and professional development.

These objectives are consistent with the mission statement of Quinnipiac University, which is to provide a supportive and stimulating environment for intellectual and personal growth.

Admission Requirements

The eligibility requirements for the MHS-AMIL program include:

1. Bachelor's degree from an accredited institution;
2. Radiologic Technologist in good standing with the American Registry of Radiologic Technologists; and
3. State of Connecticut Licensure as a radiographer prior to clinical component of the program;
4. Prerequisite course requirements:
    - 3-4 credits of physics **or** chemistry
    - 3 credits of college-level mathematics
    - 12-15 credits of biology with labs, including:
    - 6-8 credits of anatomy and physiology

Admission to the program is conducted on a rolling basis. Decisions are made individually as an application becomes complete. Final decision on which applicants are selected into the program will be made by the program director, with input from MHS-AMIL program faculty. An interview is required when appropriate with the program director and at least two members of the MHS-AMIL faculty in attendance. Applications will be ranked based on a strong academic record, experience in a relevant clinical area, perceived ability to complete a challenging didactic and clinical program and the strength of recommendation by reference person.

Cardiovascular Perfusion Program

Program Contact: Michael Smith (Michael.Smith@quinnipiac.edu) 203-582-3427

The perfusionist provides consultation to the physician in the selection of the appropriate equipment and techniques to be used during extracorporeal circulation. During cardiopulmonary bypass, the perfusionist provides life support to the patient while the heart and lungs are stopped to enable the surgeon to operate. Perfusionists administer blood products, anesthetic agents and drugs through the extracorporeal circuit. The perfusionist is responsible for the induction of hypothermia and other duties, when required. Perfusionists have a role in the implementation and operation of ventricular assist devices designed to provide long-term circulatory support for the failing heart.

You will learn to operate the equipment perfusionists use to support or replace a patient's heart and lung functions during cardiac surgery and to monitor vital cardiopulmonary signs to keep the patient stable. You'll also learn to administer the appropriate medications and anesthesia during surgery.

Our program is one of only eight in the nation that offers graduate-level training in this profession. As cardiovascular disease becomes increasingly common, the employment opportunities in this field continue to expand, and we prepare you to enter the workforce with a competitive advantage.

A strong sense of responsibility and the capacity to work effectively with other professionals in a high-pressure environment are essential qualities of successful cardiovascular perfusionists. You'll acquire both during group activities and clinical work. Plus, you'll learn in our technologically sophisticated Center for Medicine, Nursing and Health Sciences.

This program is fully accredited by the Accreditation Committee—Perfusion Education (6663 S. Sycamore St., Littleton, CO 80120) under the Commission on Accreditation of Allied Health Education Programs.

MHS in Cardiovascular Perfusion Curriculum

Course	Title	Credits
First Year		
Fall Semester		
College-based didactic course work:		
PA 535	Disease Mechanisms	4
PR 500	Theoretical Foundations of Cardiovascular Perfusion	2
PR 502	Systems Anatomy and Physiology I	3
PR 508	Extracorporeal Circuitry & Laboratory I	1
PR 516	Physiologic Monitoring	4
	Credits	14
Spring Semester		
PR 503	Systems Anatomy and Physiology II	3
PR 506	Pharmacologic Intervention in Cardiovascular Perfusion	4
PR 509	Extracorporeal Circuitry and Lab II	1
PR 510	Surgical Techniques	2
PR 512	Pediatric Perfusion	4
	Credits	14
Second Year		
Summer Semester		
Hospital-based clinical training session:		
PR 514	Special Topics in Cardiovascular Perfusion	2
PR 600	Clinical Practicum I	5
	Credits	7
Fall Semester		
PR 520	Research Methods in Cardiovascular Perfusion	2
PR 602	Clinical Practicum II	5
	Credits	7
Spring Semester		
PR 522	Research Methods in CV Perfusion II	2
PR 604	Clinical Practicum III	5
	Credits	7
	Total Credits	49

During the first two didactic semesters, students are introduced to the operating room environment by weekly orientation sessions in one of several affiliated hospitals. Students are required to join the American Society of Extracorporeal Technology and maintain student membership for the duration of the program.

Failure to maintain a 3.0 minimum GPA in all didactic and clinical semesters will result in automatic dismissal from the program. Students must also successfully complete all clinical practicums to graduate from the program.

Mission Statement

The School of Health Sciences offers a Master of Health Science in Cardiovascular Perfusion program. The mission of the program is to:

1. provide excellent education in both the didactic and clinical learning environment;
2. provide research opportunities that contribute to the clinical and scientific knowledge base in the field of extracorporeal circulation; and
3. foster a sense of commitment to continuing education and professional development.

This mission is consistent with the mission of Quinnipiac University, which is to provide a supportive and stimulating environment for the intellectual and personal growth of undergraduate, graduate and continuing education students.

Admission

Interested candidates must have earned a bachelor's degree from a regionally accredited institution in the U.S. or Canada. Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required if the applicant is from a non-English speaking country. Applicants must have the following course prerequisites:

- two semesters of basic biology (or equivalent)
- two semesters of anatomy and physiology
- two semesters of general chemistry
- one semester of physics
- one semester of microbiology
- one semester of college algebra or calculus
- certification in Basic Life Support from the American Heart Association

Applicants to the program should have a strong background in the health sciences, and be able to work for long periods under intense conditions. Individuals already working in the fields of nursing, respiratory care, physician assistant, physical therapy, paramedical and biomedical engineering are ideally suited for admission into the program.

Applicants must have a minimum undergraduate cumulative GPA of 3.0, and at least two years of experience working in a health care field involving patient care.

Applications can be obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements found in this catalog.

A detailed autobiography of personal, professional and educational achievements, and two letters of recommendation must accompany the student's application.

All applications, transcripts, reference letters and supporting materials must be submitted to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified candidates.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Background Check and Drug Screen

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check and drug screen. All students entering the Quinnipiac University Cardiovascular Perfusion program are required to undergo a criminal background check and drug screen (through the university vendor) prior to beginning classes and prior to beginning the clinical year. This is a mandatory component of the program. In addition, Cardiovascular Perfusion students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac University Cardiovascular Perfusion student may need proof of criminal background check for clinical rotations and/or to be eligible to sit for their certification exam, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

The Cardiovascular Perfusion program is accredited by:

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763

Phone: 727-210-2350

Fax: 727-210-2354

Website: caahep.org

Doctor of Physical Therapy (DPT)

Program Contact: Maureen Helgren (Maureen.Helgren@quinnipiac.edu) 203-582-8681

The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding clinicians equipped for contemporary practice through a three-year, 12-month graduate program. Students develop the essential skills of a 21st century health care professional by having access to expert academic and clinical faculty and the benefit of learning in state-of-the-art facilities. The program is an integrated curriculum of foundational knowledge and clinical training and is located in the Center for Medicine, Nursing and Health Sciences. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Laboratory. The learning environment for clinical skills, clinical decision-making, and professionalism is supported in classrooms, well-equipped laboratories, and progressive technology. Students can practice and are assessed on skills utilizing simulation, standardized patients and clinical-readiness practicums. The program integrates frequent client-based opportunities throughout the curriculum in addition to three full-time clinical experiences completed at various domestic or international clinical sites. Although the goal of the program is to prepare entry-level physical therapists, faculty value establishing close mentoring relationships through in-depth research or innovative projects which allow students to grow intellectually and professionally.

DPT students at Quinnipiac take advantage of a myriad of student opportunities which include leadership or participant roles in the campus student-run pro-bono rehabilitation clinic, graduation with Distinction in Interprofessional Education through the extensive opportunities within the university's Center for Interprofessional Healthcare Education,

international delegations involved in Global Solidarity through a Fair-Trade Learning Model, sustainable local community service, attendance and presentation at professional conferences, a vibrant graduate council, as well as a variety university sponsored specialized camps.

Doctor of Physical Therapy (DPT degree) for Freshman Entry HSS-DPT, AT-DPT and Internal Transfer Students

A total of 112 credits is required for completion of the DPT.

Course	Title	Credits
First Year		
Fall Semester		
PT 503L	Physical Therapy Process I Lab	2
PT 505 & 505L	Kinesiology I and Kinesiology I Lab	3
PT 512 & 512L	Human Anatomy I and Human Anatomy Lab	4
PT 514	Neuroanatomy I	2
PT 519	Professional Issues in Physical Therapy I	2
PT 569	Education/Community Health/Wellness	2
	Credits	15
Spring Semester		
PT 502	Introduction to Clinical Decision Making	3
PT 504L	Physical Therapy Process II Lab	4
PT 506 & 506L	Kinesiology II and Kinesiology II Lab	2
PT 513 & 513L	Human Anatomy II and Human Anatomy II Lab	3
PT 515	Neuroanatomy II	2
PT 528 & 528L	Musculoskeletal I and Musculoskeletal I Lab	4
	Credits	18
Summer Semester		
PT 517	Clinical Education Seminar	1
PT 520	Pathophysiology I	3
PT 523	Applied Pharmacology I	1
PT 529 & 529L	Physical Therapy Process - Musculoskeletal II and Physical Therapy Process - Musculoskeletal II Lab	4
PT 531 & 531L	Physical Therapy Process - Acute Care and Cardiopulmonary Physical Therapy I and Acute Care Cardiopulmonary Lab I	4
PT 548L	Physical Therapy Process - Physical Agents Lab	1
	Credits	14
Second Year		
Fall Semester		
PT 671	Clinical Education I	4
PT 675	Normal/Abnormal Gait	1
PT 685	Evidence in Practice	2
	Credits	7
Spring Semester		
PT 626	Pathophysiology II	3
PT 627	Applied Pharmacology II	1
PT 628 & 628L	Acute Care & Cardiopulmonary II and Physical Therapy Process: Acute Care & Cardiopulmonary II Lab	3
PT 652	Professional Issues in Physical Therapy II	1
PT 664 & 664L	Neurological Rehabilitation I and Neurological Rehabilitation Lab I	4
PT 666	Capstone I	2
PT 668 & 668L	Psychosocial Aspects of Physical Disability and Psychosocial Aspects of Physical Disability Lab	2
	Credits	16
Summer Semester		
PT 657	Diagnostic Imaging for Physical Therapists	2
PT 677 & 677L	Spinal Cord Injury Rehabilitation and Spinal Cord Injury Rehabilitation Lab	2
PT 658	Differential Diagnosis	3
PT 661	Administration and Leadership in Physical Therapy	3
PT 665 & 665L	Neurological Rehabilitation II and Neurological Rehabilitation Lab II	3
PT 676	Capstone II	1
	Credits	14
Third Year		
Fall Semester		
PT 730 & 730L	Musculoskeletal III and Musculoskeletal III Lab	3
PT 736 & 736L	Pediatric Rehabilitation and Pediatric Rehabilitation Lab	4
PT 744	Physical Therapy Skills Elective	2
PT 759	PBL Advanced Clinical Decision-Making	3
PT 740 & 740L	Prosthetics and Orthotics and Prosthetics and Orthotics Lab	2
PT 767	Capstone III	2
	Credits	16
Spring Semester		
PT 781	Clinical Internship II	6
	Credits	6
Summer Semester		
PT 782	Clinical Internship III	6
	Credits	6
	Total Credits	112

*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Philosophy

Excellence in physical therapy education is developed in cooperation with the larger university and health science community that is student-centered and focused on academic distinction. Our program seeks to enhance the professional development of every student and faculty member through a variety of academic, scholarly and service opportunities. This philosophy is well represented by the program's

physical resources and integrated curriculum that links foundational and medical sciences, clinical practice and professionalism.

Mission Statement

An education in physical therapy at Quinnipiac University embodies both the university's commitment to its three core values: high-quality academic programs, a student-oriented environment and a strong sense of community, and the American Physical Therapy Association's core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. The program in physical therapy prepares students to become competent and compassionate entry-level physical therapists, who are able to practice in a variety of settings serving diverse populations across the lifespan.

To achieve its mission, the Doctor of Physical Therapy program:

- cultivates critical and reflective thinking, clinical decision-making, and lifelong learning by utilizing an evidenced-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, visits to area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration
- provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management
- supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service

Essential Functions

Sensory Ability

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium, and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion, and palpation. The student should also be able to observe a patient accurately and completely at both from a distance and close at hand.

Communication Ability

The student is expected to be able to communicate verbally and non-verbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read, write effectively in English, and utilize technology effectively. Students are also expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

Motor Ability

The student is expected to be able to perform gross and fine motor movements bilaterally in order to provide competent care. Examples of care that the student must be able to perform include, but are not limited to, lifting, turning, transferring, transporting, and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments and emergency interventions in a variety of settings with individuals across the lifespan. The student must be able to administer CPR without assistance. The student is expected to have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain consciousness and equilibrium, and to have the physical strength and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester.

Intellectual-Conceptual Ability

The student is expected to have the ability to develop problem-solving skills, make clinical decisions, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze, and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to demonstrate the ability to perform these cognitive skills efficiently and with the flexibility that is inherent to the needs in the clinical environment. Students need to be mindful of the degree of personal risk, and take proper precautions to prevent incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens and environmental allergens such as latex or iodine preparations.

Behavioral/Social/Professional Attributes

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility.

The Physical Therapy department is a member of the Early Assurance consortium for physical therapy education. Please see Entry-Level DPT (p. 178) for information concerning admission to the program and course of undergraduate study.

Professional DPT Program Requirements

Students in the professional graduate DPT component of the curriculum are required to achieve a GPA of 3.0 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.0 or receive a grade below C+ may be subject to dismissal from the program. Transfer students are considered for admission to the professional graduate DPT program on a space-available basis.

For continuation in the program, all students must successfully complete all course work in the sequence identified. In addition to these academic requirements, all DPT students must be aware that there are additional requirements necessary to participate in scheduled clinical affiliations. Specific health requirements, including but not limited to: titers for mumps, measles and rubella, varicella and hepatitis B, annual physical exams, two-step PPDs, flu shots, current CPR certification and other mandates must be completed within the timeframe established by the clinical site at which a student has been placed. In addition, criminal background check updates and drug testing also may be required. These mandates are facility-specific and change frequently without notice. Quinnipiac University has no authority over any clinical facilities'

protocols. Students must comply with what is required at their specific clinical affiliation.

Clinical education is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Clinical education experiences occur through both integrated and full-time clinical experiences in a variety of settings throughout the country. Placement in specific settings, locations and clinical facilities is not ever guaranteed and individual student assignment occurs at the discretion of the faculty. Students may be required to travel for clinical assignments. All associated housing and travel costs are the responsibility of the student.

The physical therapy program at Quinnipiac University is accredited by the
Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, Virginia 22314
telephone: 703-706-3245; email: accreditation@apta.org; (accreditation@apta.org) website: www.capteonline.org

Master of Social Work

Program Contact: Deborah Rejent (Deborah.Rejent@quinnipiac.edu) 203-582-6433

The master of social work program prepares students for achievement and leadership in the field of social work. The curricular approach of the MSW program is unique in that it directly engages students in interprofessional education and the health care team approach.

Quinnipiac's MSW program embraces the university's commitment to the development of professional expertise through practice experience. The two field placements offer students the opportunity to practice skills learned in the classroom in real-world settings. A seminar that supports the student in integrating academic and fieldwork is held monthly. Upon completion of the MSW degree, the student will have at least 1,000 hours of professional preparation in the field.

General Information

The 60 credits required for the MSW degree include 30 credits in the foundation curriculum and 30 credits in the advanced curriculum. The degree can be completed full-time in four terms of study or through an extended plan, where the foundation curriculum begins with part-time courses (6 credits) for one or two semesters, and is completed full time over two semesters of study (with foundation field and courses for 9 or more credits each term) and the advanced curriculum is completed full time over two semesters.

The curriculum includes a course in interprofessional education. An electronic portfolio is used throughout the program to include all major assignments from courses and field placements. The advanced curriculum has a concentration of health/behavioral health. Also, each student chooses one of four specializations: aging services, child and family welfare and justice, health/mental health/substance abuse, or school social work. An integrative seminar/capstone project is completed in the final semester of study and requires an integrative paper or project related to the specialization. The MSW program at Quinnipiac University does not give credit for life or work experience.

Students interested in earning both a JD degree and a Master of Social Work degree may earn both degrees on an accelerated basis by enrolling in the joint JD/MSW degree program. Please see the Admission (p. 240) tab for details.

The MSW degree also meets the academic requirements for licensure as a Licensed Clinical Social Worker (LCSW).

MSW Program of Study

Students can choose among three plans of study for the MSW.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Two-Year Full-time MSW

Students in this plan of study enter the MSW program in the fall semester and complete the degree over four terms of study in two academic years. In addition to their classes, students are required to complete foundation and advanced field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 500	Foundation Field Education Practicum I	3
SW 501	Practice I: Individuals and Families	3
SW 504	Social Welfare Policy	3
SW 505	Social Work Research	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
	Credits	15
Spring Semester		
SW 502	Foundation Field Education Practicum II	3
SW 503	Practice II: Groups, Organizations, and Communities	3
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3
SW 508	Psychopathology	3
SW 509	Interprofessional Education (IPE) Option	3
	Credits	15
Second Year		
Fall Semester		
SW 600	Advanced Field Education Practicum In Health/Behavioral Health I	4
SW 601	Advanced Clinical Social Work Practice	3
SW 604	Evaluation Research for Social Work Programs and Practice	2
Select two electives [1]		6
	Credits	15
Spring Semester		
SW 602	Advanced Field Education Practicum In Health/Behavioral Health II	4
SW 603	Advanced Organizational Social Work Practice: Program Management, Supervision, Career Development and Professional Ethics	3
SW 605	Integrative Seminar/Capstone Project	2

Select two electives [1]		6
	Credits	15
	Total Credits	60

[1] Of the four elective courses, one must be an advanced clinical course and another must support the chosen specialization.

Extended MSW (completed in six semesters with fall admission)

Students are admitted in the fall to complete the foundation curriculum over two years with part-time and full-time terms and then attend classes full time during the last nine months of study (fall and spring) to complete the advanced concentration curriculum. In addition to their classes, students are required to complete foundation and advanced field placements.

Course	Title	Credits
First Year		
Fall Semester		
SW 505	Social Work Research	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
	Credits	6
Spring Semester		
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3
SW 509	Interprofessional Education (IPE) Option	3
	Credits	6
Second Year		
Fall Semester		
SW 500	Foundation Field Education Practicum I	3
SW 501	Practice I: Individuals and Families	3
SW 504	Social Welfare Policy	3
	Credits	9
Spring Semester		
SW 502	Foundation Field Education Practicum II	3
SW 503	Practice II: Groups, Organizations, and Communities	3
SW 508	Psychopathology	3
	Credits	9
Third Year		
Fall Semester		
SW 600	Advanced Field Education Practicum In Health/Behavioral Health I	4
SW 601	Advanced Clinical Social Work Practice	3
SW 604	Evaluation Research for Social Work Programs and Practice	2
Select two electives [1]		6
	Credits	15
Spring Semester		
SW 602	Advanced Field Education Practicum In Health/Behavioral Health II	4
SW 603	Advanced Organizational Social Work Practice: Program Management, Supervision, Career Development and Professional Ethics	3
SW 605	Integrative Seminar/Capstone Project	2
Select two electives [1]		6
	Credits	15
	Total Credits	60

[1] Of the four elective courses, one must be an advanced clinical course and another must support the chosen specialization.

Extended MSW (completed in five semesters with spring admission)

Students are admitted in the spring semester to complete the foundation curriculum in three semesters (with part-time and full-time terms) and then attend classes full-time during the last nine months of study (fall and spring) to complete the advanced concentration curriculum. In addition to their classes, students are required to complete foundation and advanced field placements.

Course	Title	Credits
First Year		
Spring Semester		
SW 507	Human Behavior in the Social Environment II: Issues of Diversity and Oppression	3
SW 509	Interprofessional Education (IPE) Option	3
	Credits	6
Second Year		
Fall Semester		
SW 500	Foundation Field Education Practicum I	3
SW 501	Practice I: Individuals and Families	3
SW 504	Social Welfare Policy	3
SW 505	Social Work Research	3
SW 506	Human Behavior in the Social Environment I: Theories of Practice	3
	Credits	15
Spring Semester		
SW 502	Foundation Field Education Practicum II	3
SW 503	Practice II: Groups, Organizations, and Communities	3
SW 508	Psychopathology	3
	Credits	9
Third Year		
Fall Semester		
SW 600	Advanced Field Education Practicum In Health/Behavioral Health I	4
SW 601	Advanced Clinical Social Work Practice	3
SW 604	Evaluation Research for Social Work Programs and Practice	2
Select two electives [1]		6
	Credits	15
Spring Semester		
SW 602	Advanced Field Education Practicum In Health/Behavioral Health II	4
SW 603	Advanced Organizational Social Work Practice: Program Management, Supervision, Career Development and Professional Ethics	3
SW 605	Integrative Seminar/Capstone Project	2

Select two electives [1]	6
Credits	15
Total Credits	60

[1] Of the four elective courses, one must be an advanced clinical course and another must support the chosen specialization.

Mission Statement

The mission of the Quinnipiac University MSW program is to prepare social workers for advanced practice in the context of health and behavioral health settings through a curriculum that focuses on clinical practice, organizational practice and interprofessional teamwork. This program is guided by a person and environment construct, a global perspective, respect for human diversity and knowledge based on scientific inquiry, for the purpose of educating social work professionals to promote human and community well-being. The program's core values are as follows and reflect the NASW *Code of Ethics for Social Workers:* service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights and scientific inquiry.

Program Goals

The MSW program has the following four goals:

1. Prepare social workers to be advanced practitioners in diverse systems of various sizes, emphasizing competent, ethical clinical and organizational practice toward the advancement of the human condition. The advanced curriculum will build upon the foundation curriculum of generalist knowledge and practice skills with individuals, families and groups and communities.
2. Prepare social workers to practice without discrimination with diverse populations.
3. Prepare social workers to engage in professional activities that promote interprofessional collaboration and advocacy within diverse environments toward the enhancement of the human condition.
4. Prepare students for lifelong professional development.

Admission

To qualify for admission to the program, students must have earned a bachelor's degree from a college or university accredited by a recognized regional accrediting association, with a preferred minimum GPA of 3.0 and at least 20 semester credits in liberal arts, and a course in statistics (with a grade of C or higher).

Background Check and Drug Screening

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac MSW program are required to undergo a criminal background check (through the university vendor) prior to beginning classes. This is a mandatory component of the program. In addition, MSW students may be required to undergo a criminal background re-check and/or drug screen prior to any of their field placements. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac MSW student may need proof of his/her criminal background check for field placements, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Joint Degree JD/MSW

Students interested in earning both a JD degree and a Master of Social Work degree may earn both degrees on an accelerated basis by enrolling in the joint JD/MSW degree program.

The two degree programs, if completed separately, require 146 credits —86 for the JD degree and 60 for the MSW degree. Students in the joint degree program are required to complete only 131 total credits. Joint degree students will earn: 1) their JD degree with 77 law credits and 9 social work credits (from courses approved in advance by the law school associate dean); and 2) their MSW degree with 54 social work credits and 6 law credits (from courses approved by the Social Work faculty). The two programs, which require five years of study if taken separately, can be completed in 4½ years in the ordinary course, or in 4 calendar years if 11 credits are earned during summer semesters.

Students must apply and be accepted separately to each program. Ideally, students would apply to both programs before starting either but a student enrolled in either program could, during the first year (and possibly later), apply for and be accepted to the other program.

Students may begin their study in either program but must complete the first year in each program before any advanced courses can be taken in that program.

A student in the joint program may not obtain either degree until the requirements for both have been met. Upon admission to the joint degree program, the enrolled student must meet with the Director of the MSW program and the associate dean of the School of Law.

The MSW program is accredited by the Council on Social Work Education (CSWE).

The CSWE address is:

Council on Social Work Education
1701 Duke Street, Suite 200
Alexandria, VA 22314
P: +1.703.683.8080
F: +1.703.683.8099
E: info@cswe.org

Website: www.cswe.org

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

Please click Assessment of Student Learning Outcomes (PDF) for more information - last completed June 27, 2016.

Medical Laboratory Sciences Program

Program Contact: Dwayne Boucaud (Dwayne.Boucaud@quinnipiac.edu) 203-582-3768

Medical laboratory research and diagnostic testing are among today's most exciting professions. The last decade has brought many exciting breakthroughs in the diagnosis and treatment of disease as well as new challenges such as AIDS, Lyme disease and the resurgence of tuberculosis. These new developments and challenges require laboratory professionals to stay on the cutting edge of their field. New techniques have to be mastered, new theories and concepts understood, and new means of managing the more complex operations of laboratories developed. The Medical Laboratory Sciences program at Quinnipiac is specially designed to meet the educational needs of students to complete their education toward a degree in medicine or PhD programs or employment in the research/development industry and diagnostic companies. The program provides the training that is necessary to stay current with today's rapidly changing technology and to assume positions of greater responsibility. A laptop is required for all students in the MLS degree program.

MHS in Medical Laboratory Sciences Program of Study

Students may choose either a thesis or a non-thesis option in the Medical Laboratory Sciences program. Both options require students to take four courses or more in their specialization while allowing students to choose a number of electives to meet their individual needs.

Thesis Option Requirements (based on availability of faculty)

The curriculum includes a minimum of 35 credits including 8 credits of thesis (BMS 650, BMS 651). A total of 14–15 credits of core classes in an area of specialization is required along with three classes (9–12 credits) of electives within the specific area of specialization. Open elective courses could be chosen from any area of specialization.

BMS 650	Thesis I	4
BMS 651	Thesis II	4
Core courses in area of specialization [1]		14-15
Three areas of specialization electives [1]		9-12
Open electives		1-4
Total Credits		35-39

[1] Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

Non-Thesis Option Requirements

The curriculum includes a minimum of 38 credits including 2 credits of comprehensive examination (BMS 670). A total of 14–15 credits of core classes in an area of specialization is required along with three elective classes (9–12 credits) within the specific area of specialization. Open elective courses could be chosen from any area of specialization.

Comprehensive Exam	2
Core courses in area of specialization [1]	14-15
Three areas of specialization electives [1]	9-12
Open electives [1]	9-12
Total Credits	38-42

[1] Since most courses are either 3 or 4 credits, the total credits from area of specialization and total number of elective courses are based on the number of credits for individual courses.

Comprehensive Examination

The comprehensive examination in medical laboratory sciences (2 credits) is a requirement for the non-thesis option in the Medical Laboratory Sciences program. The purpose of the exam is two-fold. First, the student must demonstrate broad and specific knowledge expected of someone holding a master's degree. Second, the student must be able to integrate knowledge obtained from individual courses into unified concepts which link the student's own specialization to other fields of study. The student is given two opportunities to demonstrate competency. A written essay exam is administered by a designated faculty member. Students should schedule an appointment with the program director before registering for the comprehensive exam.

Areas of Specialization

Biomedical Sciences

Core Courses		
BMS 502	Research Methods	4
BMS 518	Pathophysiology	3
BMS 522	Immunology	3
BMS 532	Histology	4
Specialization Electives		
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 522	Immunology	3
BMS 527	Pharmacology	3
BMS 532	Histology	4
BMS 535	Histochemistry	3
BMS 536	Endocrinology	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 591	The New Genetics and Human Future	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
PA 515	Human Physiology	4

Microbiology

Core Courses

BMS 502	Research Methods	4
BMS 522	Immunology	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4

Specialization Electives

BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 569	Antimicrobial Therapy	3
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 579	Molecular Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 595	Transplantation Immunology	3

Medical Laboratory Sciences

Open Electives

BIO 505	Writing and Science	3
BIO 515	Advanced Biochemistry	4
BIO 568	Molecular and Cell Biology	4
BIO 571	Molecular Genetics	4
BIO 605	DNA Methods Laboratory	4
BIO 606	Protein Methods Laboratory	4
BMS 508	Advanced Biology of Aging	3
BMS 510	Biostatistics	3
BMS 511	Writing for Scientists	3
BMS 517	Human Embryology	3
BMS 518	Pathophysiology	3
BMS 520	Neuropharmacology	3
BMS 521	Advances in Hematology	3
BMS 525	Vaccines and Vaccine Preventable Diseases	3
BMS 526	Epidemiology	3
BMS 527	Pharmacology	3
BMS 528	Advanced Clinical Parasitology	4
BMS 532	Histology	4
BMS 535	Histochemistry	3
BMS 552	Toxicology	3
BMS 561	Immunohematology	3
BMS 562	Blood Coagulation and Hemostasis	3
BMS 563	Anemias	3
BMS 564	Fundamentals of Oncology	4
BMS 565	Leukemia	3
BMS 569	Antimicrobial Therapy	3
BMS 570	Virology	4
BMS 572	Pathogenic Microbiology	4
BMS 573	Mycology	3
BMS 575	Food Microbiology	4
BMS 576	Drug Discovery and Development	3
BMS 578	Cellular Basis of Neurobiological Disorders	3
BMS 579	Molecular Pathology	3
BMS 583	Forensic Pathology	3
BMS 584	Emerging and Re-emerging Infectious Diseases	3
BMS 585	Outbreak Control	3
BMS 591	The New Genetics and Human Future	3
BMS 595	Transplantation Immunology	3
BMS 598	Synaptic Organization of the Brain	3
BMS 599	Biomarkers	3
BMS 688	Independent Study	2
BMS 689	Independent Study	2
PA 515	Human Physiology	4
PA 535	Disease Mechanisms	4

The mission of Quinnipiac University's Master of Health Science in Medical Laboratory Sciences program is to provide students with the cutting-edge skills they need to manage the more complex operations carried out today in hospitals and research facilities, as well as allowing students to develop their critical thinking skills and knowledge of the biomedical sciences, sought after by PhD programs and medical schools. The two specialties included in the program (biomedical sciences and microbiology) and the integration of courses from these individual specialties provides the student with a comprehensive knowledge to meet the education and technical needs of the biomedical profession in pharmaceutical, biotechnology, diagnostics and medical research. Students are guided in the principles and methods of scientific research, and they gain knowledge of the latest advances in biomedical, biotechnological and laboratory sciences—all directly applicable to real-world work environments.

The curriculum of the Medical Laboratory Sciences program is designed to allow students to achieve the following objectives:

1. Have an advanced understanding of translational science in biomedical and microbiological topics.
2. Have an advanced understanding of the scientific process including research, research ethics, communication, critical analysis of the scientific literature and experimental design.
3. Gain scientific knowledge and critical thinking skills necessary to implement evidence-based translational research.
4. Gain skills and knowledge necessary to apply to PhD and professional programs.

Students who have a bachelor's degree in the biological, medical or health sciences from a regionally accredited institution in the U.S. or Canada are eligible to apply for admission to the Medical Laboratory Sciences program. Scores for the tests of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required if the applicant is from a non-English speaking country. A minimum undergraduate GPA of 2.75 is required for admission, however the most successful applicants have a GPA of 3.0 or higher. All undergraduate transcripts and a detailed autobiography indicating why the student would like admission into the program as well as personal, professional and educational achievements should be included with the application. Two letters of reference detailing the applicant's academic and interpersonal strengths must also be submitted. Applications may be

obtained from the Office of Graduate Admissions. Applicants should refer to the graduate admission requirements (p. 198) found in this catalog. Applications to this program are accepted throughout the year. Incoming students can start the program in either the fall or spring semester.

Online Post-Professional Occupational Therapy Doctorate (OTD)

Program Contact: Francine Seruya (Francine.Seruya@quinnipiac.edu) 203-582-6455

The Post-Professional Occupational Therapy Doctorate (OTD) is designed for practicing registered occupational therapists who want to merge their experience and practical skills with contemporary professional knowledge and scholarship.

The program enables registered occupational therapists to advance their skills to become future leaders and evidence-based scholars of the profession. The degree can be completed in five semesters online with minimal on-campus requirements tailored for the working professional.

Courses run in online modules of varying duration (i.e., 5-week, 7-week, 12-week). Students are required to attend a one-week, on-campus class offered during the summer as well as the Symposium Day at the end of the curriculum. Attendance at the on-campus orientation is also recommended.

The online program offers an opportunity for practicing occupational therapists to continue their education without interrupting their careers. The pace of the program permits steady accumulation of skills that can be applied immediately to the workplace. Practitioners develop refined skills allowing increased specialization and direct practical application. This program is designed to further the American Occupational Therapy Association "Vision 2025" by creating practitioners who are equipped to lead the profession to meet society's occupational needs and to be "agents of change" within their communities and the occupational therapy profession.

Bachelor of Science to Occupational Therapy Doctoral Degree (BS to OTD)

It is recognized that a number of experienced practitioners entered the field of occupational therapy when the bachelor's degree was the accepted entry-level degree. As demands within health care have evolved, current students graduate with a master's degree. The clinical experience requirements listed above ensure practitioners begin this program with significant current experience. This expertise creates the foundational requirement for a clinical doctoral degree such as the OTD. For that reason a system to allow a BS to OTD bridge program has been designed. This program begins each spring and requires two semesters of course work.

All students currently holding an entry-level BS in Occupational Therapy with initial National Certification Board for Occupational Therapy (NBCOT)/AOTCB certification will be required to take the courses below prior to entering the OTD curriculum.

OT 600	Evidence-Based Practice in OT	3
OT 602	Practice Trends in Occupational Therapy	3
OT 610	Legal Research and Practice Implications	3
OT 611	Administrative/Management	3
Total Credits		12

Entry-level Master's in Occupational Therapy to Occupational Therapy Doctoral Degree (MOT to OTD)

All students currently holding an entry-level Master of Occupational Therapy (MOT) will be required to take all courses in the OTD curriculum.

Tracks

Each student designates one course for each of the two specialization tracks at the end of the first year of study. Tracks are designed to offer the students the ability to focus on a particular area of interest. The tracks are designed to cover a variety of populations and settings, allowing the student latitude to focus study to a particular area within the track if desired. The tracks are as follows:

1. Innovations and Emerging Issues in Practice
2. Leadership

Occupational Therapy Core Curriculum

Professional Development		
OT 650	Application of Theory and Exploration of Occupation	3
OT 651	Systems	3
OT 652	Doctoral Seminar	1
OT 653	Policy/Ethics	2
OT 655	Professional Seminar (residency class)	3
Critical Inquiry of Scholarship		
Courses must be completed in the order listed:		
OT 654	Critical Inquiry of Scholarship	3
OT 640	Directed Study in Evidence-Based Practice	3
OT 656	Critical Inquiry of Scholarship II	4
OT 680	Capstone I	2
OT 681	Capstone II	2
Courses within the Tracks		
OT 660	Seminar: Innovations and Emerging Issues in Children and Youth	3
OT 661	Seminar: Innovations and Emerging Issues in Environmental Adaptations	3
OT 662	Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum	3
OT 670	Leadership in Program Development/Business	3
OT 671	Leadership in Higher Education	3
OT 672	Leadership in Practice	3
Total Credits		44

Residency Requirement

All students are required to attend one summer course at Quinnipiac University for the duration of one week (OT 656). Students also are required to attend the Symposium Day at the completion of the second year to present their final project.

Class Schedule

Classes begin in the fall. Program requires five semesters: two academic years and summer between.

Occupational Therapy Core

Course	Title	Credits
First Year		
Fall Semester		
OT 651	Systems	3
OT 652	Doctoral Seminar	1
OT 654	Critical Inquiry of Scholarship	3
	Credits	7
Spring Semester		
OT 640	Directed Study in Evidence-Based Practice	3
OT 650	Application of Theory and Exploration of Occupation	3
	Credits	6
Summer Semester		
12-week courses:		
OT 655	Professional Seminar	3
OT 656	Critical Inquiry of Scholarship II [1]	4
	Credits	7
Second Year		
Fall Semester		
Second Year: Tracks:		
OT 653	Policy/Ethics	2
Select one of the following:		3
OT 660	Seminar: Innovations and Emerging Issues in Children and Youth	
OT 661	Seminar: Innovations and Emerging Issues in Environmental Adaptations	
OT 662	Seminar: Innovations and Emerging Issues in the Adult Health Care Continuum	
OT 680	Capstone I	2
	Credits	7
Spring Semester		
Select one of the following:		3
OT 670	Leadership in Program Development/Business	
OT 671	Leadership in Higher Education	
OT 672	Leadership in Practice	
OT 681	Capstone II	2
	Credits	5
	Total Credits	32

[1] A portion of this course is taken at Quinnipiac University to fulfill the residency requirement.

Graduation Requirements

Completion of all courses with a cumulative GPA of 3.0.

Program Mission

The mission of the Occupational Therapy Doctorate (OTD) program is to provide excellent online educational opportunities that build upon the clinical experience of each student, enable students to become an "agent of change" for their professional community and to foster lifelong learning and continued professional growth in the field of occupational therapy.

Program Philosophy

Because the program philosophy is humanistic and developmental in nature, a faculty adviser is assigned to each student from the beginning of the core classes. This allows the adviser to guide the student throughout the entire process of the OTD curriculum.

Program Outcomes

To provide students the opportunity to become an "agent of change," the following student outcomes are to be achieved by the end of the program.

Upon graduation, each student will be able to:

1. Integrate clinical experience with current theoretical concepts within the clinical literature (for example a student might work with a population on the development of an injury prevention program as a consultant and will need to include theoretical concepts as they relate to behavior change and/or environmental modifications).
2. Incorporate advanced concepts of policy, ethics and advocacy into practice to promote the profession (for example a student may advocate for and participate in the development of guidelines for including occupational therapy into primary care practices).
3. Develop clinical questions as a basis for clinical application of evidence and the development of clinical scholarship to inform best practice (for example a student may wish to determine if constraint induced movement therapy is an effective intervention for an adult neuro-rehab population of clients).
4. Conduct a needs assessment for practice trends and emerging practices (for example students might complete a needs assessment of their clinic to determine the feasibility of an older adult wellness program).
5. Apply leadership theories to practice to promote the growth of the profession (for example a student who practices in a public school may write a testimony for including sensory breaks during standardized testing to improve the attention of all students).

The program outcomes will be measured through assignments in each course, the capstone project, an exit survey, electronic focus groups, evidence of advancement in employment and employer feedback.

Admission Requirements

To qualify for admission to the Occupational Therapy doctorate (OTD) program, a student must meet the following admissions criteria:

1. A bachelor's degree in occupational therapy with a GPA of 3.0 or higher, and related master's degree, OR a master's degree in occupational therapy with a GPA of 3.0 or higher.
2. Official transcript(s), indicating the year of graduation from an Accreditation Council for Education of Occupational Therapy (ACOTE) or a World Federation of Occupational Therapy (WFOT) accredited entry-level professional program.
3. Proof of initial certification by the National Board for Certification of Occupational Therapy (NBCOT) or American Occupational Therapy Certification Board (AOTCB) initial certification (prior to NBCOT).

4. Verification of employment as an occupational therapist: minimum of 6,000 hours of OT practice (three years FTE) or 4,000 hours (two FTE years or four to six part-time years) within the last six years.
5. Proof of active licensure to practice (if applicable in the state of current practice).
6. Current membership to the American Occupational Therapy Association.
7. When applicable, completion of the Test of English as a Foreign Language (TOEFL).
8. A background check completed through the Quinnipiac University system.

In addition, the student must submit the following documents, which will be used to evaluate the applicant's fit and potential for success in the OTD program:

1. Two professional references. Examples of acceptable references include those from a supervisor, a professional peer or a faculty member from an academic program you attended.
2. A personal essay that sets forth the applicant's professional goals and compatibility with the program's learning objectives. The essay must address focused questions that coincide with the program's mission. Question prompts may include:
   "Why do you desire to be an agent of change for the profession of occupational therapy?"
   "How will this program facilitate your ability to become an agent of change?"
   "What in your practice area would you like to change and why?"

(Essay prompts are subject to modification as deemed necessary to ensure currency.)

The essay will be evaluated based on depth of content as well as writing ability. A score of 3 or better using a 4-point scale is required for admission to the program. Applicants who score below a 3 but are accepted to the program will be required to take OT 612 (a 1-credit writing course) prior to the start of classes. A grade of B or better is required in OT 612 to be admitted to the OTD Bridge and the OTD program.

Classes begin in August for the fall term. Candidates are advised to submit applications as early as possible.

Program Requirements

1. Students in the OTD program are required to achieve a GPA of 3.0 upon the completion of their first 9 credits, and must maintain a cumulative GPA of 3.0 thereafter, as stated in the Graduate Student Handbook.
2. A student must earn a grade of "C+" or above in all course work. Any student who receives a grade below a C+ in a course will be required to repeat and repay for that course.

In the event that a student does not achieve a 3.0 upon completion of the first 9 credits, he/she will be referred to the Progression and Retention Committee and placed on academic probation. The student must achieve a 3.0 semester GPA thereafter to demonstrate progression.

In the event that the student does not meet the GPA requirement in any semester after the first 9 credits, he/she will referred to the Progression and Retention Committee and placed on academic probation.

If the student does not achieve a 3.0 per semester subsequent to being placed on academic probation, he/she will be dismissed from the program. A student may appeal dismissal by writing a letter to the dean. Please refer to the Graduate Handbook for specific policies regarding the appeal process.

Pathologists' Assistant Program

Program Contact: Robert Cottrell (Robert.Cottrell@quinnipiac.edu) 203-582-8676

This program, leading to a Master of Health Science, trains qualified candidates to be pathologists' assistants. Upon successful completion of their training, graduates are employed by pathologists in hospital laboratories, private laboratories and medical research centers. Currently, there is a nationwide demand for pathologists' assistants. This demand results from the tremendous explosion in medical information and technology, the demand for new and more sophisticated pathological determinations and a national decline in the number of medical residents in pathology.

The program is a cooperative educational endeavor involving the following:

- Quinnipiac University;
- Veterans Affairs Medical Center, West Haven, Connecticut;
- Yale-New Haven Hospital, New Haven, Connecticut;
- Yale-New Haven Hospital Saint Raphael Campus, New Haven, Connecticut;
- Yale-New Haven Hospital Bridgeport Campus, Bridgeport, Connecticut;
- Norwalk Community Hospital, Norwalk, Connecticut;
- St. Vincent's Medical Center, Bridgeport, Connecticut;
- St. Francis Hospital, Hartford, Connecticut;
- CT State Medical Examiner Office, Farmington, Connecticut;
- Yale University School of Medicine, New Haven, Connecticut;
- Baylor University, Houston, Texas;
- Massachusetts General Hospital, Boston, Massachusetts;
- Mayo Clinic, Rochester, Minnesota;
- UCLA Medical Center, Los Angeles, California;
- Crouse Hospital, Syracuse, New York;
- Brigham and Women's Hospital, Boston, Massachusetts; and
- Memorial Sloan Kettering Cancer Center, New York, New York.

The program consists of both classroom and clinical training. Quinnipiac University is a charter member of the Association of Pathologists' Assistant Training Programs, and its program meets criteria established by the American Association of Pathologists' Assistants (AAPA). This program is fully accredited by The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

MHS Pathologists' Assistant Curriculum

Course	Title	Credits
First Year		
Summer Semester		
College-based didactic course work		
PA 502	Medical Terminology: Advanced	2
PA 511	Human Microscopic Anatomy	4
PA 512 & 512L	Human Anatomy and Human Anatomy Lab	4

PA 515	Human Physiology	4
PA 526	Biomedical Photography	4
	Credits	18
Fall Semester		
BMS 517	Human Embryology	3
BMS 532 & 532L	Histology and Histology Lab	4
PA 513	Basic Human Pathology I	3
PA 518	Laboratory Management	3
PA 535	Disease Mechanisms	4
	Credits	17
Spring Semester		
BMS 535 & 535L	Histochemistry and Histochemistry Lab	3
BMS 572	Pathogenic Microbiology	4
PA 514	Basic Human Pathology II	3
PA 516	Clinical Pathology	4
PA 517	Applied Anatomic Pathology	4
	Credits	18
Second Year		
Summer Semester		
12-month hospital-based clinical training session		
PA 520	Autopsy Pathology I	6
PA 523	Surgical Pathology I	6
	Credits	12
Fall Semester		
PA 521	Autopsy Pathology II	6
PA 524	Surgical Pathology II	6
	Credits	12
Spring Semester		
PA 522	Autopsy Pathology III	6
PA 525	Surgical Pathology III	6
	Credits	12
	Total Credits	89

In addition to the college-based classroom course work taken during the first year, the student is introduced and oriented to the pathologists' assistant profession by weekly attendance at clinical and gross conferences during their second year. This facilitates integration of the classroom course work with intensive clinical training during the second year.

To continue in the Pathologists' Assistant program, students must maintain the minimum academic and clinical requirements for the program. Students must achieve the following requirements:

1. Maintain an overall grade point average (GPA) of at least a 3.0 following the 1st didactic year.
2. Maintain an overall grade point average (GPA) of at least a 3.0 during each semester of the clinical year.
3. Successfully complete all clinical rotations.

Failure to meet any of these requirements may result in probation or dismissal from the program.

Mission Statement

The mission of Quinnipiac University's Pathologists' Assistant program is to prepare students with comprehensive knowledge in the practice and operation of an anatomic pathology laboratory. The program aims to maximize the students' technical proficiency and creative thinking by successfully integrating didactic biomedical knowledge with hospital-based training. The culmination of this type of training assures that the graduates of the program are able to carry out a myriad of functions critical in becoming a successful pathologists' assistant.

Program Goals

Through their graduate studies, pathologists' assistant students are able to:

1. Develop a comprehensive knowledge of scientific facts, principles and data that contribute to the practice and operation of a pathology laboratory.
2. Understand performance-based education to assist the anatomic pathologist in the hospital or in other medical environments.
3. Compare the structure and physiological functions of normal organs, tissues and cells to those of abnormal ones.
4. Understand the characteristics of stains and the staining properties of normal and abnormal cells and their cellular constituents.
5. Assist the pathologist who is determining the pathogenesis of disease by:
   a. Properly collecting and handling specimens and keeping appropriate records using biomedical/photography techniques.
   b. Submitting tissues and selecting the necessary and appropriate techniques for processing and proper staining procedures.
   c. Reviewing histological slides for technical quality and collecting clinical information and laboratory data for final diagnosis by the pathologist.
6. Perform a postmortem examination and relate the clinical history to the results of the dissection.
7. Recognize and record anatomic and morphologic changes in relation to clinical manifestations and laboratory data for the pathologist's interpretation.
8. Understand the operation and services provided by the anatomic pathology laboratories and develop skills for the operation and management of the autopsy suite and surgical cutting room.
9. Interact with the pathologist by integrating didactic biomedical knowledge with practical hospital-based training.
10. Through management training and experience, supervise and coordinate the work of other laboratory professionals.

Admission

Students are admitted to the Pathologists' Assistant program on a rolling basis. Applications are accepted until September 1. Interviews are conducted during the summer and fall semester. The six-semester class cycle begins with summer semester I.

Interested candidates who have a bachelor's degree in the biological or health sciences from regionally accredited institutions in the United States or Canada are eligible for admission to the program. Applicants who hold a bachelor's degree from a different field must possess, at a minimum:

- two semesters of basic biology (or equivalent)

- two semesters of general chemistry
- two semesters of anatomy and physiology
- one semester of organic chemistry
- one semester of mathematics
- 16 credits of biology, particularly courses in microbiology and biochemistry.

All applicants must possess a minimum undergraduate cumulative GPA of 3.0 and a one semester course in microbiology, anatomy and physiology (or a two-semester anatomy and physiology course).

All prerequisites must be completed at a regionally accredited institution in the United States or Canada. Scores from the Graduate Record Examination are not required.

Applications may be obtained from the Office of Graduate Admissions. Applicants should refer to the Graduate Admission Requirements (p. 198) found in this catalog.

A detailed autobiography of personal, professional and educational achievements as well as two letters of reference must be submitted with a student's application.

All applications, transcripts, references and other supporting materials are submitted to the Office of Graduate Admissions.

Admission to the program is competitive. Personal interviews, required for admission, are offered to the most qualified individuals. A personal laptop computer is required.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Background Check and Drug Screen

To ensure their safety and maintain high-quality care of patients, clinical affiliates of the university require students to have a criminal background check and drug screen. All students entering the Quinnipiac University pathologists' assistant program are required to undergo a criminal background check and drug screen (through the university vendor) prior to beginning classes and prior to beginning the clinical year. This is a mandatory component of the program. In addition, pathologists' assistant students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac University Pathologists' Assistant student may need proof of criminal background check for clinical rotations and/or to be eligible to sit for their certification exam, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

Accreditation

The program consists of both classroom and clinical training. Quinnipiac University is a charter member of the Association of Pathologists' Assistant Training Programs, and its program meets criteria established by the American Association of Pathologists' Assistants (AAPA). This program is fully accredited by:

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 North River Road, Suite 720
Rosemont, IL 60018
Phone: 773-714-8880
Fax 773-714-8886
naacls.org

Physician Assistant Program

Program Contact: Dennis Brown (Dennis.Brown2@quinnipiac.edu) 203-582-8704

The Physician Assistant program, which leads to a Master of Health Science degree, educates qualified individuals to be highly skilled licensed health care providers who practice team-based medicine in collaboration with physicians, in a number of health care facilities ranging from private practices to tertiary care hospitals. This program fosters the development of compassionate and professional health care providers who embody the competencies of the PA profession. These competencies include "the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based learning as well as an unwavering commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served."[1]

The vision of the Physician Assistant program at Quinnipiac University is to create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork, critical-thinking skills, high ethical standards and respect for diverse populations.

Quinnipiac is a member of the Physician Assistant Education Association (PAEA) and accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

1 Competencies for the Physician Assistant Profession. National Commission on Certification of Physician Assistants (2012).

MHS Physician Assistant Program of Study

Course	Title	Credits
First Year		
Summer Semester		
PY 501	Human Physiology	4
PY 503	Principles of Interviewing	3
PY 507	Principles of Electrocardiography	1
PY 508	Diagnostic Methods I	2
PY 515	Clinical Pathology	3
PY 517	Human Anatomy	4
	Credits	17
Fall Semester		
PY 502	Physical Diagnosis	4
PY 505	Clinical Pharmacology I	2
PY 506	Principles of Internal Medicine	6
PY 514	Diagnostic Methods II	1
PY 572	Medical Microbiology and Infectious Diseases	4
	Credits	17

Spring Semester		
PY 504	History, Roles and Responsibilities of the PA	1
PY 509	Principles of Obstetrics and Gynecology	3
PY 510	Principles of Pediatrics	3
PY 511	Principles of Surgery and Emergency Medicine	4
PY 512	Psychosocial Issues in Health Care	2
PY 513	Behavioral Medicine	3
PY 516	Clinical Pharmacology II	2
	Credits	18
Second Year		
PY 611	Clinical Residency I	3
PY 612	Clinical Residency II	3
PY 613	Clinical Residency III	3
PY 614	Clinical Residency IV	3
PY 615	Clinical Residency V	3
PY 616	Clinical Residency VI	3
PY 617	Clinical Residency VII	3
PY 618	Clinical Residency VIII	3
PY 619	Clinical Residency IX	3
	Credits	27
Third Year		
Summer Semester		
PY 526	Principles of Epidemiology	3
PY 536	Biostatistics	3
PY 546	Ethics in Health Care Delivery	3
PY 608	Graduate Seminar	4
PY 676	Comprehensive Examination	2
	Credits	15
	Total Credits	94

In addition to the intensive classroom study during the first year, students are introduced to the clinical application of their training by being paired with a graduate physician assistant or physician one half day a week. This is designed to facilitate application of the skills and knowledge acquired in the classroom setting to the care of the patient.

Requirements for Graduation

Upon successful completion of the 27-month Quinnipiac University Physician Assistant program, students are granted a Master of Health Science and a certificate of completion as a physician assistant. Students must meet **all** of the following requirements **in 27 months**:

1. Satisfactory completion of the PA curriculum requirements (including academic, clinical, medical writing, clinical logging, professionalism and community service requirements).
2. Satisfactory completion of the PA program core competencies and essential learning outcomes.
3. Satisfactory completion of all PA course requirements.
4. Satisfactory completion of the capstone comprehensive examination.
5. A cumulative GPA of at least 3.0/4.0.

Mission Statement

The mission of the program is to increase access to quality health care through the education and development of caring, knowledgeable and competent physician assistants who are dedicated to:

1. Clinical Competence—Developing highly qualified health care providers who demonstrate an investigative and analytic approach to clinical situations and provide care that is effective, safe, high quality and equitable.
2. Professionalism—Providing care with respect, compassion and integrity with a commitment to excellence and ongoing professional development.
3. Leadership—Working effectively with health care professionals as a member or leader of a health care team or other professional/community group. Mentoring and developing future leaders within the profession and the community.
4. Community Outreach—Demonstrating responsibility and accountability to patients, society and the profession through active community involvement and volunteerism.
5. Cultural Competence—Enhancing sensitivity and developing the ability to function effectively to meet the needs of a diverse patient population.

Core Values

The PA program core values reflect a commitment to the ethical concepts that guide the PA profession. They stand as the program's pledge to the profession as well as the patients, families, and communities with which the PA students engage.

These core values include:

Excellence—A commitment to teaching excellence and championing quality, patient-centered, evidence-based health care in an innovative and supportive learning environment that fosters the student's personal effectiveness.

Accountability—Demonstrating responsibility to students, the University, patients, society and the PA profession utilizing a continuous process improvement system.

Integrity—Honesty and adherence to the highest standards of professional behavior and ethical conduct.

Teamwork and Collaboration—Building respectful partnerships within the University and the community to transform the health care system.

Advocacy and Equity—Seeking to eliminate disparities and barriers to effective, quality health care through patient advocacy and advocacy of the PA profession.

Intellectual Curiosity—Exhibiting self-reflection, intellectual curiosity and initiative, critical thinking and the enthusiastic pursuit of lifelong learning within a supportive environment that encourages research and scholarly work.

Admission

The Quinnipiac University Physician Assistant program is committed to accepting a diverse group of qualified individuals from a variety of backgrounds and experiences. The program selects students who reflect varied social, economic, ethnic, educational and health care experience

backgrounds. The program seeks students who possess intellectual capacity, personal maturity, communication and interpersonal skills.

Interested students must possess, at a minimum:

- a bachelor's degree from a regionally accredited institution in the United States or a nationally recognized institution
- four semesters of courses in biology with labs (credits must be in mammalian or human biology), including one semester of microbiology (with lab) and two semesters of anatomy and physiology (with labs)
- three semesters of courses in chemistry with labs, including one semester of organic chemistry (with lab) or biochemistry
- one semester of pre-calculus, calculus or statistics
- all prerequisites must be completed at a regionally accredited institution in the United States or nationally ranked institution in Canada
- all academic requirements must be completed prior to December 31 of the year of application
- scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if the applicant received a bachelor's degree from a non-English speaking country
- scores from Graduate Record Examination are not required

The most competitive applicants typically possess at a minimum:

- a cumulative GPA of 3.2 and science GPA of 3.2
- a minimum of one year (2,500 hours) direct patient care experience in the U.S. health care system

The Physician Assistant program is a full-time program. There is no part-time status. The program does not accept: transfer credits, advanced placement applications for challenge examinations and/or credits for experiential learning. Admission to the program is highly competitive. Applications are reviewed relative to undergraduate, post-bachelor's and graduate cumulative and science GPA, direct patient care experience, completion of narrative and letters of reference. Personal interviews, required for admission, are offered to the most qualified individuals.

Quinnipiac University has a pre-PA program known as the Entry-Level Master's Physician Assistant program (ELMPA). Students who have successfully completed all requirements of the ELMPA program as well as the admissions requirements listed above, also will be granted admission to the Master of Health Science Physician Assistant program.

The Quinnipiac Physician Assistant program participates in the Central Application Service for Physician Assistants (CASPA). Go to caspa.liaisoncas.com for more information regarding the application process and fees. All applications, transcripts, references and other supporting materials are submitted directly to CASPA. Applicants may contact CASPA or the Office of Graduate Admissions for more information.

PA Program Technical Standards

The Physician Assistant program is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The PA certificate/master of health science degree signifies that the holder is prepared for entry into the practice of medicine. It follows that the graduate PA student must have the skills and knowledge to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The technical standards set forth by the physician assistant program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of the physician assistant profession as well to meet the expectations of the program's accrediting agency:

Accreditation Review Commission on Education for the Physician Assistant, INC. (ARC-PA)
12000 Findley Road, Suite 150
John's Creek, Georgia 30097

All students entering the graduate Physician Assistant program at Quinnipiac University must be able to meet the established abilities and expectations of the PA program technical standards. Students must possess ability, aptitude and skills in the following areas: observation, communication, motor, intellectual-conceptual-integrative, behavioral, social and physical. PA students must be able to meet the requirements and worker attributes of a physician assistant as defined by the Bureau of Labor and Statistics, U.S. Department of Labor/Employment and Training Administration's Occupational Information network (O*NET) Handbook. In the event a student is unable to fulfill these technical standards, he/she will not be admitted or may be dismissed from the program.

Students matriculating into the PA program are required to verify they understand and meet the technical standards. Verification of understanding includes the student reading, thoroughly reviewing with their medical provider, signing and returning a copy of the Technical Standards Agreement to the program prior to arrival on campus in the summer semester.

A listing of the technical standards for the PA program can be found on the program's website. Both the student and medical provider must sign the document and return it to the PA program prior to the start of class.

Background Check and Drug Screen

To ensure their safety and maintain high quality care of patients, clinical affiliates of the university require students to have a criminal background check. All students entering the Quinnipiac University PA program are required to undergo a criminal background check (through the university vendor) prior to beginning classes and prior to beginning the clinical year. This is a mandatory component of the program. In addition, PA students may be required to undergo a criminal background re-check and/or a drug screen prior to any of their clinical rotations. The results are made available to the student through their own personal and secure online portal. Whenever a Quinnipiac PA student may need proof of criminal background check for pre-clinical clerkships or clinical rotations, the student will release the information directly from their personal portal to the clinical site. The cost of the criminal background check and any re-checks and/or drug screens is the responsibility of each individual student.

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Accreditation

"The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by Quinnipiac University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy."

Accreditation Review Commission on Education for the Physician Assistant, Inc. (arc-pa.org)
12000 Findley Road, Suite 150
John's Creek, Georgia 30097
Phone: 770-476-1224

Radiologist Assistant Program

Program Contact: John Candler (John.Candler@quinnipiac.edu) 203-582-6205

The Radiologist Assistant pathway was developed by the American College of Radiology and the American Society of Radiologic Technologists to meet the increasing demands of imaging technology. Radiologist assistants function as physician extenders whose focus is strictly within the radiology department. They provide expanded patient management, perform complex procedures and conduct research and teaching. One of the radiologist assistant's most important functions is providing direct patient care including preprocedure consultations and procedure preparation. In clinical practice, the radiologist assistant works under the supervision of a board-certified radiologist. The Radiologist Assistant program at Quinnipiac University is formally recognized by the American Registry of Radiologic Technologists.

Clinical Experiences

Clinical experiences enable students to apply the knowledge learned in the first two semesters of the program. In total, the program requires approximately 2,100 hours of clinical experience. Quinnipiac provides all clinical placements and clinical preceptors throughout the program. Clinical placements include sites in Connecticut, Massachusetts, New York and Rhode Island. Students are responsible for travel, housing and all other expenses related to clinical rotations.

MS in Radiologist Assistant Curriculum

Course	Title	Credits
First Year		
Summer Semester		
PA 502	Medical Terminology: Advanced	2
PY 517 & 517L	Human Anatomy and Human Anatomy Lab	4
RA 505	Clinical Pharmacology I	3
RA 520	Radiation Safety and Health Physics	2
	Credits	11
Fall Semester		
PY 502 & 502L	Physical Diagnosis and Physical Diagnosis Lab	4
RA 518	Imaging Pathophysiology	3
RA 530	Image Critique & Pathologic Pattern Recognition I	3
RA 532	Interventional Procedures I	3
RA 545	Research Methods and Design	3
	Credits	16
Spring Semester		
RA 531	Image Critique & Pathologic Pattern Recognition II	3
RA 535	Interventional Procedures II	3
RA 550	Clinical Seminar I	1
RA 570	Radiologist Assistant Clinical I	3
RA 590	Thesis I	1
	Credits	11
Second Year		
Summer Semester		
RA 551	Clinical Seminar II	1
RA 571	Radiologist Assistant Clinical II	5
RA 591	Thesis II	2
	Credits	8
Fall Semester		
RA 552	Clinical Seminar III	3
RA 572	Radiologist Assistant Clinical III	5
	Credits	8
Spring Semester		
RA 573	Radiologist Assistant Clinical IV	5
	Credits	5
	Total Credits	59

Mission Statement

The Quinnipiac University Master of Health Science in Radiologist Assistant program is designed to prepare advanced practitioners in the field of radiology. The mission of the program is to develop students' technical professional and interpersonal communication skills through a logical and organized sequence of didactic, laboratory and clinical experiences. The program offers multiple clinical assignments to provide maximum exposure to diversified radiographic and interventional procedures and imaging protocols. In addition, the program prepares skilled graduates who are competent in the art and science of radiography, fluoroscopy and interventional procedures. Graduates of the radiologist assistant program are prepared for career entry and are capable of meeting the needs of the community for highly qualified professionals.

Program Outcomes

The Master of Health Science in Radiologist Assistant program prepares graduates to:

- Integrate professional, ethical and legal standards, and interdisciplinary collaboration into radiologist assistant practice.
- Integrate effective written, oral and nonverbal communication skills into radiologist assistant practice.
- Utilize information technology and informatics to communicate, manage knowledge, mitigate error, and support clinical decision making in radiologist assistant practice.
- Synthesize clinical data and scientific evidence, apply appropriate modalities, evaluate findings, and make recommendations within the scope of radiologist assistant practice.
- Provide patient centered care.
- Assume a leadership role in applying quality improvement methods.

Admission to the Program

Candidates applying for admission to the Master of Health Science in Radiologist assistant program are required to be a radiologic technologist in good standing with the American Registry of Radiologic Technologists. They must have a bachelor's degree, documented evidence of at least 2,000 hours of direct patient care contact post-radiography certification, certification in CPR for Healthcare Professionals and have completed the following prerequisite course requirements:

Chemistry	4
College-level mathematics	3
Biology with labs, including anatomy and physiology	16
Pathophysiology	3
Total Credits	26

The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Accreditation

The Radiologist Assistant Program is formally recognized by the American Registry of Radiologic Technologists (ARRT). The ARRT recently extended the recognition period for the Radiologist Assistant educational program at Quinnipiac University for a period of five years, extending through January 31, 2022. Students who graduate from the program will meet ARRT's educational eligibility requirement for certification and registration as Registered Radiologist Assistants (R.R.A.s). To obtain or maintain ARRT recognition, educational programs must meet criteria including accreditation, clinical education, and preceptorship requirements. ARRT grants initial recognition for up to three years and continuing recognition for up to five years per reapplication.

School of Law

For information about the course of study and admission to the School of Law, visit the School of Law (p. 186) page and/or contact the school's Office of Admissions at 203-582-3400; the email address is ladm@qu.edu (ladm@quinnipiac.edu).

School of Medicine

For information concerning the course of study and admission to the Frank H. Netter MD School of Medicine, see the School of Medicine (p. 187) page or contact the Office of Admissions at 203-582-7766. Interested students also can visit the admissions website at www.nettersom.qu.edu.

School of Nursing

Center for Medicine, Nursing and Health Sciences

North Haven Campus

Administrative Officers

Title	Name	Phone	Email
Dean	Jean Lange	203-582-8444	jean.lange@qu.edu
Associate Dean	Lisa O'Connor	203-582-8549	lisa.o'connor@qu.edu (lisa.oconnor@qu.edu)
Assistant Dean, Career Development	Cynthia Christie	203-582-3656	cynthia.christie@qu.edu
Business Service Manager	Patricia Gettings	203-582-6497	patricia.gettings@qu.edu

Programs

Program	Name	Phone	Email
Chair - Graduate Programs	Laima Karosas	203-582-5366	laima.karosas@qu.edu
Director - Nurse Practitioner Programs	Susan D'Agostino	203-582-8882	susan.d'agostino@qu.edu (susan.dagostino@qu.edu)
Director - Nurse Anesthesia Programs	Judy Thompson	203-582-8875	judy.thompson@qu.edu
Assistant Director - Nurse Anesthesia Programs	Karita Kack	203-582-7969	karita.kack@qu.edu
Director - Online Nursing Programs	Nicholas Nicholson	203-582-6542	nicholas.nicholson@qu.edu
Director of Simulation	Liana Kappus	203-582-7924	liana.kappus@qu.edu

Nursing is a profession based on science, a culture of compassion, commitment to best practices, and connection to individuals. The practice of nursing is research-based, goal-directed, creative and concerned with the health and dignity of the whole person. The art of delivering quality nursing care depends upon the successful mastery and application of intellectually rigorous nursing knowledge

Mission Statement

To provide leadership in nursing and health care through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

Vision

To prepare transformational leaders in health care.

Values

School of Nursing values include:

- diversity of ideas, persons and cultures
- supportive learning environments
- scholarly undertakings to advance education and practice
- ethical conduct in personal and professional arenas
- holistic nursing across the spectrum of health care
- interprofessional education and collaboration
- innovative learning methodologies
- systematic assessment and evaluation
- lifelong learning

Transforming health care . . . one student at a time

- Master of Science in Nursing (p. 262)
  - Post-bachelor's study
    - Operational Leadership (p. 263)
    - RN to MSN Completion program (p. 265)

- Doctor of Nursing Practice (p. 252)
  - Post-bachelor's study
    - Adult-Gerontology Nurse Practitioner (p. 253)
    - Family Nurse Practitioner (p. 255)
    - Nurse Anesthesia (p. 256)
  - Post-master's study
    - Care of Populations (p. 258)
    - Nurse Anesthesia (p. 259)
    - Nursing Leadership (p. 261)

Doctor of Nursing Practice (DNP)

Program Contact: Laima Karosas (Laima.Karosas@quinnipiac.edu) 203-582-5366

The DNP program aims to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings.

Post-Bachelor's Program

Students who are registered nurses and have a bachelor's degree may pursue doctoral training as an advanced practice nurse in one of three specialty areas as an advanced practice registered nurse:

1. Adult-Gerontology Nurse Practitioner (p. 253)
2. Family Nurse Practitioner (p. 255)
3. Nurse Anesthesia (p. 256)

Full-time students enrolled in the Adult-Gerontology or Family Nurse Practitioner tracks can complete the degree requirements for a Doctor of Nursing Practice in three years, with a two-day-per-week schedule. Students who are new to nursing or those who wish to begin their education at a more relaxed pace can choose a four-year option, which allows for part-time study during the first two years. This option may allow for full-time work in the first two years of the program and part-time work in the final two years. Students in all three tracks are prepared to take the appropriate certification exam (Primary Care Adult-Gerontology Nurse Practitioner, Family Nurse Practitioner or Certified Registered Nurse Anesthetist).

All students in the post-bachelor's Nurse Anesthetist track are full time and complete the degree in three years. Clinical experience is graduated throughout the program, beginning with part time hours and ending with full time hours plus a call rotation.

Post-Master's Program

For students with a master's degree in nursing or a related field, the post-master's doctoral option offers an opportunity to advance career goals more rapidly in two years in one of three online tracks:

1. Care of Populations (p. 258)
2. Nursing Leadership (p. 261)
3. Nurse Anesthesia (p. 259)

Students in the Care of Populations track focus on public health and health care system analysis, which is useful for systematic chronic disease management and health care services design. Students in the Nursing Leadership track may come with or without past experiences in management. The courses prepare students for leadership responsibilities and roles across the health care field.

All students in the post-master's Nurse Anesthesia track utilize their clinical work experience to advance their professional scope of practice, preparing them for an evolving health care environment as clinicians and leaders.

Program Outcomes

The objectives of the DNP program are to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

1. Demonstrate clinical reasoning through an understanding of science and evidence-based practice.
2. Design, implement and evaluate quality improvement initiatives across the systems in which health care is delivered.
3. Analyze and critique the available evidence for best practices in health care.
4. Apply technology and information fluency to conduct practice inquiry.
5. Advocate for rational health policies to improve patient care and enhance effective use of resources.
6. Demonstrate leadership through inter-professional collaboration to improve patient and population health outcomes.
7. Direct health promotion and disease prevention efforts to improve patient and population health outcomes.
8. Provide competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Doctor of Nursing Practice programs

Post-bachelor's study

- Adult-Gerontology Nurse Practitioner (p. 253)
- Family Nurse Practitioner (p. 255)
- Nurse Anesthesia (p. 256)

Post-master's study

- Care of Populations (p. 258)
- Nurse Anesthesia (p. 259)
- Nursing Leadership (p. 261)

Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. Applicants to the Nurse Anesthesia program must be registered nurses with two years of recent (within the past five years) critical care experience.

An undergraduate cumulative GPA of 3.0 or better is required. Additionally applicants to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Applicants to the post-master's Nurse Anesthesia DNP must already be certified registered nurse anesthetists (CRNA). Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations;
   b. a nursing experience that has influenced or shaped your practice;
   c. a health care problem that interests you for potential doctoral study.
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse anesthesia candidates can see the requirements at qu.edu/CRNA.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program (for post-master's DNP applicants only).

Candidates applying for full-time admission for the fall term must submit a completed application by May 1 for the DNP programs. July 1 for the Post MSN programs or October 15 the Post Bachelor's Nurse Anesthesia program. Candidates may be on a wait list for the Fall in the event a space becomes available. However, acceptances are not deferred to the following Fall and wait listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs. The Nurse Anesthetist tracks may accept transfer credit only for the graduate nursing core courses.

When all application materials are received, an interview with the graduate nursing program director and/or member of the faculty will be arranged for eligible candidates.

DNP Project

Upon admission, students are assigned an adviser, who meets with them for academic and scholarly advising over the course of the program. All students in the DNP program engage in scholarly inquiry through a variety of projects in core and specialty courses and in the DNP Project. The DNP Project is conducted in NUR 610DE/NUR 610PBL and NUR 612DE/NUR 612PBL and, based on the AACN's The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, it:

- focuses on a change that impacts health care outcomes either through direct or indirect care
- has a systems or population/aggregate focus
- demonstrates implementation in the appropriate arena or area of practice
- includes a plan for sustainability
- includes an evaluation of processes and/or outcomes
- provides a foundation for future practice scholarship

The DNP project is evaluated by the DNP project team, which consists of the faculty teaching in the two courses as well as the student's liaison and the practice site. In addition, students maintain an electronic portfolio where they place their final papers from NUR 610 and 612 and a crosswalk table. The crosswalk table summarizes key assignments that demonstrate how each student achieved the program outcomes. The electronic portfolio is discussed at advisement meetings and the crosswalk table is graded pass/fail by the student's adviser.

Post-Bachelor's DNP: Adult-Gerontology Nurse Practitioner

Program Contact: Susan D'Agostino (Susan.DAgostino@qu.edu) 203-582-8882

The Adult-Gerontology Nurse Practitioner program prepares qualified professional nurses to practice at an advanced level in primary care settings. The curriculum follows the standards set by the National Organization of Nurse Practitioner Faculties, the American Nurses Association, and the American Association of Colleges of Nursing. It provides 840 hours of precepted practice, thereby enabling graduates to diagnose and manage most common illnesses, and to assume the responsibilities commensurate with prescriptive authority and advanced nursing practice. Working independently and collaboratively with nurse practitioners and other members of the health care team, graduates are prepared to provide high-quality, cost-effective and holistic primary care across the lifespan of adults. The remaining 240 hours of fieldwork are part of the DNP Project in which students complete a quality improvement project. Graduates are eligible to take a national examination for certification as adult nurse practitioners.

Course Listing

DNP: Adult-Gerontology Nurse Practitioner Program (68 credits)

BMS 515	Advanced Pathophysiology I	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 520	Advanced Health Assessment I	3
NUR 520L	Advanced Health Assessment I Lab	2
NUR 522	Advanced Pathophysiology II (BMS 516)	3
NUR 524	Principles of ECG Interpretation	1
NUR 528	Principles of Radiography	2
NUR 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2

NUR 630	Advanced Health Assessment II	3
NUR 630L	Advanced Health Assessment II Lab	2
NUR 631	Introduction to Clinical Practicum & Seminar	1
NUR 632	Health Promotion and Advocacy	3
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 637	Clinical Fellowship	4
NUR 638	Laboratory Diagnosis	2
NUR 640	Special Topics in Adult and Geriatric Psychopharmacology	1
NUR 641	Adult Health Practicum & Seminar I	3
NUR 642	Complex Problems in Primary Care	3
NUR 643	Adult Health Practicum and Seminar II	3
NUR 645	Adult Health Practicum and Seminar III	1
NUR 647	Adult Health Practicum and Seminar IV	3
Total Credits		68

NUR 514 and NUR 516 are offered online or on-ground (space available basis)

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
   c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a wait list for the fall in the event a space becomes available. However, acceptances are not deferred and wait listed candidates need to reapply for the following fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an

unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

Post-Bachelor's DNP: Family Nurse Practitioner

Program Contact: Susan D'Agostino
(Susan.DAgostino@qu.edu) 203-582-8882

The Family Nurse Practitioner program prepares qualified professional nurses to practice at an advanced level in primary care settings. The curriculum follows the standards set by the National Organization of Nurse Practitioner Faculties, the American Nurses Association, and the American Association of Colleges of Nursing. It provides 840 hours of precepted practice, thereby enabling graduates to diagnose and manage most common illnesses, and to assume the responsibilities commensurate with prescriptive authority and advanced nursing practice. Working independently and collaboratively with nurse practitioners and other members of the health care team, program graduates are prepared to provide high-quality, cost-effective and holistic primary care across the lifespan. The remaining 240 hours of fieldwork are part of the DNP project in which students complete a quality improvement project. Graduates are eligible to take a national examination for certification as family nurse practitioners.

Course Listing

DNP: Family Nurse Practitioner Program (75 credits)

BMS 515	Advanced Pathophysiology I	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 520L	Advanced Health Assessment I Lab	2
NUR 520	Advanced Health Assessment I	3
NUR 522	Advanced Pathophysiology II (BMS 516)	3
NUR 524	Principles of ECG Interpretation	1
NUR 528	Principles of Radiography	2
NUR 530	Advanced Pharmacology	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 630	Advanced Health Assessment II	3
NUR 630L	Advanced Health Assessment II Lab	2
NUR 631	Introduction to Clinical Practicum & Seminar	1
NUR 632	Health Promotion and Advocacy	3
NUR 634	Reproductive Health Problems in Primary Care	3
NUR 636	Common Problems in Primary Care	3
NUR 637	Clinical Fellowship	4
NUR 638	Laboratory Diagnosis	2
NUR 642	Complex Problems in Primary Care	3
NUR 650	Special Topics in Family Psychopharmacology	1
NUR 651	Family Health Practicum and Seminar I	3
NUR 652	Primary Care of the Child and Family I	3
NUR 653	Family Health Practicum and Seminar II	3
NUR 654	Primary Care of the Child and Family II	3
NUR 655	Family Health Practicum and Seminar III	1
NUR 656	Pediatric Assessment	1
NUR 657	Family Health Practicum and Seminar IV	3
Total Credits		75

NUR 514 and NUR 516 are offered online or on-ground (space available basis)

Curriculum Note:

The semester by semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
   c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website.

5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission for the fall term must submit a completed application by May 1. Candidates may be on a wait list for the Fall in the event a space becomes available. However, acceptances are not deferred and wait listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

Post-Bachelor's DNP: Nurse Anesthesia

Program Contact: Judy (Judy.Thompson@qu.edu) Thompson (Judy.Thompson@quinnipiac.edu) 203-582-8875

The curriculum of the Nurse Anesthesia program offers entry-level post-bachelor's to DNP and post-master's CRNA to DNP degree options. The curricula and policies were developed in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice (AACN) and the Standards for Accreditation of Nurse Anesthesia Educational Programs (COA). Core DNP courses taught by experienced nursing faculty and members of the Department of Biomedical Sciences and Health Sciences will be shared collaboratively with the other advanced practice DNP candidates. Nurse anesthesia students receive a strong science foundation as well as course content including patient safety and human factors as outlined in the standards.

The program's goal—to develop knowledgeable, caring and compassionate nurse anesthetists who are committed to excellence in health care, preserving the dignity and rights of patients and advancing the profession—is congruent with the Quinnipiac University mission statement. The nurse anesthesia specialty is organized within the context of the DNP program in the School of Nursing. The DNP program builds on the generalist preparation of the bachelor's-prepared nurse in the entrance-level DNP and the post-master's level for the CRNA. The DNP prepares leaders in advanced practice roles who can synthesize knowledge from nursing and relevant fields of study as a basis for practice. The graduate curriculum provides both didactic and clinical

experiences that facilitate critical thinking skills so that graduates are able to provide quality, cost-effective health services to individual clients, families and communities.

Course Listing

Post-Bachelor's to DNP: Nurse Anesthesia Program (76 credits)

BMS 518	Pathophysiology	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 517	Anatomy for the Nurse Anesthetist	2
NUR 517L	Anatomy for the Nurse Anesthetist Lab	1
NUR 520	Advanced Health Assessment I	3
NUR 520L	Advanced Health Assessment I Lab	2
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 670	Basic Principles of Anesthesia II	3
NUR 671	Clinical Practicum I	1
NUR 672	Advanced Pharmacology II	3
NUR 673	Clinical Practicum II	1
NUR 674	Professional Aspects of Nurse Anesthesia Practice I	1
NUR 675	Clinical Practicum III	2
NUR 676	Professional Aspects of Nurse Anesthesia Practice II	1
NUR 677	Clinical Practicum IV	2
NUR 678	Professional Aspects of Nurse Anesthesia Practice III	1
NUR 679	Clinical Practicum V	2
NUR 680	Physics, Chemistry, Equipment and Technology for Nurse Anesthetists	4
NUR 681	Clinical Practicum VI	2
NUR 682	Advanced Principles of Anesthesia I	3
NUR 683	Clinical Practicum VII	2
NUR 684	Advanced Principles of Anesthesia II	3
NUR 686	Advanced Principles of Anesthesia III	2
NUR 688	Human Factors and Patient Safety	3
NUR 690	Advanced Principles of Anesthesia IV	2
NUR 694	Oral Comprehensive Exams	2
NUR 696	Advanced Pharmacology and Basic Principles of Anesthesia I	4
NUR 698	Human Physiology Seminar	1
PY 501	Human Physiology	4
Total Credits		76

Prerequisites for entrance: undergraduate anatomy and physiology with labs (8 credits); chemistry: inorganic and organic (8 credits); microbiology (3–4 credits); pharmacology (3–4 credits); and statistics (3 credits).

Oral comprehensives: pharmacology, anatomy and physiology, pathophysiology and advanced principles of anesthesia.

Clinical practicum—5 semesters—approximate hours 1800–2000.

NUR 514 and NUR 516 are offered online or on campus (space-available basis)

Curriculum Note:

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the DNP program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. Applicants to the Nurse Anesthesia program must be registered nurses with two years of recent (within the past five years) critical care experience.

An undergraduate cumulative GPA of 3.0 or better is required. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
   c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

Candidates applying for full-time admission must submit a completed application by October 15 for the Post-Bachelor's Nurse Anesthesia program. Candidates may be placed on a wait list in the event a space becomes available. However, acceptances are not deferred and wait-listed candidates need to reapply for the following year. Exceptions may be made in rare circumstances by the chair of the graduate nursing program.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Nurse Anesthesia Progression Requirements

In all of the academic **anesthesia** courses (NUR 517/NUR 517L, PY 501, NUR 696, NUR 670, NUR 672, NUR 674, NUR 680, BMS 518, NUR 676, NUR 682, NUR 684, NUR 688, NUR 686, NUR 690, NUR 678, NUR 694, NUR 698) a minimum grade of B (83) in *each anesthesia course independent of*

cumulative GPA is required to progress in the program. If a student earns a grade below a B (83) in *one* anesthesia course, but has a semester GPA of at least 3.0, the student will be placed on academic probation and will be required to retake the course when it is offered again at Quinnipiac University. Any grade below a C (73-76) in an anesthesia course will result in dismissal from the anesthesia program without probation and without the opportunity to repeat the deficient course.

Since anesthesia courses are in sequence and no anesthesia course may be taken ahead of any of its prerequisites, a student with a grade below a B (83) in an anesthesia course will not be allowed to 1) take any academic anesthesia courses for which the deficient course is a prerequisite and 2) participate in the clinical practicum until the deficient course is successfully completed with a minimum grade of B (83). Thus the student will be placed in another student cohort and the student's program completion date will be delayed.

Only one period of probation is permitted. The student must achieve a minimum grade of B (83) in all subsequent anesthesia and non-anesthesia courses, health assessments, and practicums. Failure to meet this requirement will result in dismissal from the program without option to repeat or continue.

A student who earns unsatisfactory grades (grade of less than B) in two or more anesthesia and/or non-anesthesia nursing courses in any semester is not eligible for probation and will be dismissed from the program. Any student who does not earn the required minimum 3.0 semester GPA will be dismissed from the program.

If student believes her/his final grade was determined in an arbitrary, capricious or prejudicial manner, the student may appeal the sanction of probation or dismissal by following the procedure to appeal a final grade that is stated in the Quinnipiac University Catalog. Only final grades can be appealed. If the grade appeal process results in a recalculated grade of B (83) or higher and the student does not have any other academic deficiencies, then the sanction of probation or dismissal is removed and the student may continue to progress in the program in the semester following the conclusion of the grade appeal process.

If a dismissed student believes there are errors in the facts considered by the nurse anesthesia program or extenuating circumstances, the student may appeal the dismissal according to policies in the Quinnipiac University Catalog.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

Post-Master's DNP: Care of Populations

Program Contact: Nicholas (Laima.Karosas@quinnipiac.edu) Nicholson (Nicholas.Nicholson@qu.edu) 203-582-6542

The Post-Master's Care of Population program is for master's prepared nurses who want to further develop population health management skills. In addition to the DNP core classes, a select group of classes explore health care systems, organizational dynamics, and population-focused inquiry. 480 hours of field experience related to the student's interest enhance learning.

Course Listing

Post-Master's DNP: Care of Populations Program (31-33 credits)

HM 600	Foundations of Health Care Management	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 620	Advanced Principles of Population- Based Health Care	2
NUR 621	Post-Master's Additional Graduate Clinical	2
NUR 622	Special Topics in Advanced Practice Nursing	3
NUR 623	Population Health Fellowship	1
OL 601	Foundations of Organizational Leadership	3
STC 517	Strategic Communication for Health Professionals	3
Total Credits		33

Curriculum Note:

NUR 621 may be taken for 1-4 credits depending on the number of fieldwork hours needed.

A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Download the form (PDF) Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
   c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.

3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

Post-Master's DNP: Nurse Anesthesia

Program Contact: Judy (Laima.Karosas@quinnipiac.edu) Thompson (Judy.Thompson@qu.edu) 203-582-8875

The curriculum of the Nurse Anesthesia program offers entry-level post-bachelor's to DNP and post-master's CRNA to DNP degree options. The curricula and policies were developed in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice (AACN) and the Standards for Accreditation of Nurse Anesthesia Educational Programs (COA). Core DNP courses taught by experienced nursing faculty and members of the Department of Biomedical Sciences and Health Sciences will be shared collaboratively with the other advanced practice DNP candidates. Nurse Anesthesia students receive a strong science foundation as well as course content including patient safety and human factors as outlined in the standards.

The program's goal—to develop knowledgeable, caring and compassionate nurse anesthetists who are committed to excellence in health care, preserving the dignity and rights of patients and advancing the profession—is congruent with the Quinnipiac University mission statement. The Nurse Anesthesia specialty is organized within the context of the DNP program in the School of Nursing. The DNP program builds on the generalist preparation of the bachelor's-prepared nurse in the entrance-level DNP and the post-master's level for the CRNA. The DNP prepares leaders in advanced practice roles who can synthesize knowledge from nursing and relevant fields of study as a basis for practice. The graduate curriculum provides both didactic and clinical experiences that facilitate critical thinking skills so that graduates are able to provide quality, cost-effective health services to individual clients, families and communities.

Course Listing

Post-Master's DNP: Nurse Anesthesia Program (30 credits)

HM 600	Foundations of Health Care Management	3
HM 664	Financial Management in Health Care Organizations	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2

NUR 610PBL	DNP Project I	2
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 678	Professional Aspects of Nurse Anesthesia Practice III	1
NUR 688	Human Factors and Patient Safety	3
NUR 692	Clinical Case Study Presentation	1
STC 517	Strategic Communication for Health Professionals	3
Total Credits		30

NUR 514 and NUR 516 are offered online or on campus (space-available basis).

Curriculum Note:

A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the doctor of nursing practice/nurse anesthesia program must be a certified registered nurse anesthetist (CRNA) and have a bachelor's degree in nursing or another field. The desired candidate will have obtained a minimum graduate GPA of 3.0 on a scale of 4.0.

A complete application consists of the following:

- an application form
- application fee
- two professional or academic recommendations:

  – one from an official or the director of your nurse anesthesia program and

  – one from someone who is a current supervisor or is able to judge your current professional position and practice
- proof of an active registered nurse (RN) license/or APRN if you are in a state that requires the APRN to practice
- a current resume or curriculum vitae
- transcripts from all post-secondary institutions attended
- personal statement – The personal statement allows you the opportunity to provide us with information about yourself that does not appear on your resume. Please describe your professional goals and motivations.
- verification from your prior master's nurse anesthesia program indicating the total number of supervised clinical hours that you completed as a part of that program. Download the form (PDF)
- master's degree must fulfill core science requirements in the following areas:
  - Anatomy
  - Physiology
  - Pathophysiology
  - Chemistry
  - Physics
  - Statistics
  - Research
  - Pharmacology
  - Physical Assessment (A waiver may be granted if taken as part of the master's level coursework in the nurse anesthesia program. This can be verified by an official letter from the program director of your nurse anesthesia program identifying the course work where physical assessment was included in the coursework. If Physical Assessment has not been taken prior to application, it can be taken as part of the doctoral program.)
- an official NBCRNA transcript showing graduation from an accredited nurse anesthesia program and listing the hours and clinical work performed in that program. (Contact NBCRNA and have the transcript sent directly.)
- certifications:
  - Current certification/recertification as a CRNA
  - Current BCLS and ACLS certifications

Applications are considered on a rolling basis and students may apply to enter during the fall semester. Candidates are encouraged to submit applications as early as possible to ensure consideration for the semester desired. Applications are evaluated once all materials are received by Quinnipiac. A personal interview with the directors is required. An in-person interview is preferred for in state candidates, but the interview may be completed in person, via Skype or phone. Acceptance is offered to qualified applicants in the next available start term. Please note that admission is competitive and that meeting the minimum admission standards does not guarantee admission.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the graduate nursing program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

Post-Master's DNP: Nursing Leadership

Program Contact: Nicholas Nicholson
(Nicholas.Nicholson@qu.edu) 203-582-6542

The Post-Master's Nursing Leadership program provides leadership development for master's prepared nurses who aspire to assume or who currently hold leadership positions. In addition to the DNP core classes, a select group of classes explore health care systems and leadership roles and attributes. 600 hours of field experience related to the student's interests enhance learning and allow them to learn from leaders in the field.

Course Listing
Post-Master's DNP: Nursing Leadership Program (31-33 credits)

HM 600	Foundations of Health Care Management	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 542	Introduction to Health Care Finance	1
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 610	Clinical Scholarship and Inquiry in Nursing	2
NUR 610PBL	DNP Project I	2
NUR 611	Nursing Leadership Seminar: Culture of Safety	1
NUR 612	Leadership and Collaboration for Change in Health Care	2
NUR 612PBL	DNP Project II	2
NUR 613	Leadership Seminar and Fieldwork Experience: Applying Data to Practice	2
NUR 615	Leadership Seminar and Fieldwork Experience: Legal Contexts of Health Care	2
NUR 617	Leadership Fellowship I	1
NUR 619	Leadership Fellowship II	1
NUR 621	Post-Master's Additional Graduate Clinical	2
STC 517	Strategic Communication for Health Professionals	3
Total Credits		32

Curriculum Note:

NUR 621 may be taken for 1-4 credits depending on the number of fieldwork hours needed.

A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
   c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability. Nurse Anesthesia candidates can see the requirements on the website.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant's prior master's program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

Master of Science in Nursing

Program Contact: Nicholas Nicholson
(nicholas.nicholson@qu.edu) 203-582-6542

Students who are registered nurses and have a bachelor's degree may pursue master's degree training. Two programs are available:

1. Operational Leadership (p. 263)
2. RN to MSN (p. 265)

The Operational Leadership program prepares nurses for operational leadership roles in health care institutions and settings. The program offers courses in health policy, organizational leadership, adult learning strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice, human factor analysis, and informational technology project management. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 480 hours of practicum experience. Graduates who wish to continue their education are placed to pursue a clinical doctorate in nursing. The program was designed to provide the content required for eligibility to sit for board certification in Nursing Professional Development or informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of middle management, informatics and leadership in a variety of health care settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

Program Outcomes

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of health care settings, as well as advanced study at the doctoral level.

Specifically, graduates will be able to:

1. Incorporate knowledge from the sciences and humanities for improvement of health care across diverse settings.
2. Demonstrate leadership abilities encompassing ethical and critical decision-making that embraces a systems perspective.
3. Apply appropriate measurement and analysis methods related to organizational quality and safety.
4. Apply evidence-based findings to resolve practice problems, and serve as a catalyst for change.
5. Use informatics and health care technology to integrate and coordinate care.
6. Participate in policy development and advocacy strategies at the system level to influence health and health care.
7. Collaborate effectively on interprofessional teams to improve health outcomes.
8. Integrate principles of clinical and population health into care delivery and management.
9. Deliver direct and/or indirect nursing practice interventions at the master's level of practice.

Master of Science in Nursing Programs

1. Operational Leadership (p. 263)

2. RN to MSN (p. 265)

Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
   c. a health care problem that interests you
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program chair and/or member of the faculty will be arranged for eligible candidates.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs. The Nurse Anesthetist programs may accept transfer credit only for the graduate nursing core course.

MSN Operational Leadership

Program Contact: Nicholas (Laima.Karosas@quinnipiac.edu) Nicholson (nicholas.nicholson@qu.edu) 203-582-6542

Graduates of the MSN program are prepared for higher level professional practice and leadership roles in a variety of health care settings, as well as advanced study at the doctoral level.

The Operational Leadership program prepares nurses for operational leadership roles in health care institutions and settings. The program offers courses in health policy, organizational leadership, adult learning strategies, epidemiology, biostatistics, health care finance, informatics, health care management, the uses of data in evaluating practice, human factor analysis, and informational technology project management. The program also makes use of three courses from the Doctor of Nursing Practice (DNP) program, and provides 480 hours of practicum experience. Graduates who wish to continue their education are placed to pursue a clinical doctorate in nursing. The program was designed to provide the content required for eligibility to sit for board certification in Nursing Professional Development or Informatics, both offered by the American Nurses Credentialing Center (ANCC). Graduates of this program are prepared to assume positions of middle management, informatics and leadership in a variety of health care settings. Graduates also are qualified to teach undergraduate nursing students in clinical or laboratory courses.

Course Listing

MSN: Operational Leadership Program

CIS 690	Project Management	3
HM 600	Foundations of Health Care Management	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice [1]	3
NUR 516	Health Policy and Organizational Systems [1]	3
NUR 540	Educational Principles for the Health Care Professional	3
NUR 541	Practicum	1
NUR 542	Introduction to Health Care Finance	1
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 613	Leadership Seminar and Fieldwork Experience: Applying Data to Practice	2
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Leadership	3
Total Credits		32

[1] NUR 514 and NUR 516 are offered online or on campus (space-available basis).

Curriculum Note:

A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX eligible nurse and have a bachelor's degree in nursing or another field. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations,
   b. a nursing experience that has influenced or shaped your practice,
   c. a health care problem that interests you.
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program chair and/or member of the faculty will be arranged for eligible candidates.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs. The nurse anesthetist programs may accept transfer credit only for the graduate nursing core course.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations in order to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their advisor. Students must demonstrate a significantly increased GPA at the end of that semester to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic advisor.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.

3. A student wishing to appeal a course grade should follow the grade appeal process detailed in the University Catalog.

RN to MSN Completion Program (online)

Program Contact: Nicholas Nicholson (Nicholas.Nicholson@qu.edu) 203-582-6542

The RN to MSN completion program is designed for individuals who are licensed as registered nurses and interested in pursuing a Master's Degree in Nursing with a focus in Operational Leadership. At the completion of this two-year program of study, students will obtain both a Bachelor of Science in Nursing (BSN) and a Master of Science in Nursing (MSN). This program is taught using a distance education format through QU Online. The curriculum builds on the individual's prior educational preparation and incorporates the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice as well as the Essentials of Master's Education in Nursing.

Nursing Major Requirements

CIS 690	Project Management	3
HM 600	Foundations of Health Care Management	3
NUR 380	Health Promotion and Wellness	3
NUR 382	Nursing Science and Information Literacy	3
NUR 475	Research and Evidenced-based Practice Fieldwork Experience	1
NUR 477	Community and Public Health Nursing Fieldwork Experience	1
NUR 478	Research and Evidence-Based Nursing Practice	2
NUR 479	Contemporary Issues and Roles in Nursing Fieldwork Experience	1
NUR 480	Interprofessional Practice and Quality Improvement	3
NUR 482	Health Disparities in Vulnerable Populations	2
NUR 484	Community and Public Health Nursing	3
NUR 486	Contemporary Issues and Roles in Nursing Practice	3
NUR 500	Biostatistics	1
NUR 514	Epidemiology & Evidence-Based Practice	3
NUR 516	Health Policy and Organizational Systems	3
NUR 540	Educational Principles for the Health Care Professional	3
NUR 541	Practicum	1
NUR 542	Introduction to Health Care Finance	1
NUR 543	Capstone	3
NUR 544	Introduction to Informatics	3
NUR 602	Principles of Ethical Theory in Nursing	1
NUR 613	Leadership Seminar and Fieldwork Experience: Applying Data to Practice	2
NUR 688	Human Factors and Patient Safety	3
OL 601	Foundations of Organizational Leadership	3
Total Credits		55

NUR 514 and NUR 516 are offered online or on-campus (space-available basis)

Curriculum Note: A one-day, on-campus residency is required prior to graduation.

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Admission Requirements

An applicant to the Master of Science in Nursing program must be a registered nurse or NCLEX eligible nurse. An undergraduate cumulative GPA of 3.0 or better is required.

Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations,
   b. a nursing experience that has influenced or shaped your practice,
   c. a health care problem that interests you.
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.

The preferred application deadline is May 1. Applications will be considered after May 1 on a space-available basis. Candidates may be placed on a wait list for Fall admission should space become available. However, acceptances are not deferred to the following Fall and wait-listed candidates need to reapply for the following Fall. Exceptions may be made in rare circumstances by the chair of the graduate nursing program. When all application materials are received, an interview with the graduate nursing program chair and/or member of the faculty will be arranged for eligible candidates.

All accepted students also will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances will be conditional until satisfactory completion of both.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accreditation institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the chair of the graduate nursing programs.

The nurse anesthetist programs may accept transfer credit only for the graduate nursing core course.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair. To preserve quality in our clinical placements, we are not able to accommodate a change in program specialty except on a space-available basis. If a change is desired, students should speak with the graduate program director early in the curriculum to check on any opportunities for change and be placed on a waiting list, if necessary.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

In clinical practica, students must receive a grade of B minus or better on the final faculty and preceptor clinical evaluations to pass the course and progress into the next semester. If a student is not performing satisfactorily in clinical according to the preceptor and/or faculty site visitor, a final faculty visit and evaluation of clinical performance will be made by a full-time faculty member, and this final grade must be B minus or better to pass the course.

A student who receives a grade of Incomplete (I) in any nursing courses or practica must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master's students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within a specified period of time. For Pathophysiology, credit will be recognized if the course was taken during the previous five years. For Advanced Health Assessment, Pharmacology and any program specialty course, credit will be recognized if the course was taken during the previous three years. For any of these courses which do not meet the specified period of time, the course must be re-taken for credit. Students may be asked to audit courses if the interruption to the continuity of their curriculum plan has been significant.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student's failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action in order to meet program performance standards. Students should meet with their advisors to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student's folder and should be reviewed periodically with their advisor. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (p. 54).

QUINNIPIAC UNIVERSITY ONLINE

Administrative and Program Information

Quinnipiac University Online

Title	Name	Phone	Email
Vice President and COO for Online Programs	Cynthia Gallatin	203-582-8521	Cynthia.Gallatin@qu.edu
Executive Director of Admissions for Online Programs	Jonathan Feldman	203-582-7259	Jonathan.Feldman@qu.edu
Director of Admissions for Online Programs	Valerie Schlesinger	203-582-8949	Valerie.Schlesinger@qu.edu
Senior Associate Director of Admissions for Online Programs	Jonathan Bailey	203-582-3714	Jonathan.Bailey@qu.edu
Senior Associate Director of Admissions for Online Programs	Benny Amarone	203-582-3821	Benny.Amarone@qu.edu
Associate Director of Online Financial Planning	Jennifer Van Brederode	203-582-3638	Jennifer.Vanbrederode@qu.edu

Program Directors

School of Business

Program	Name	Phone	Email
Bachelor of Business Administration	Michael Taylor	203-582-3949	Michael.Taylor@qu.edu
Master of Business Administration	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu
MS in Business Analytics	Christopher Neidig	203-582-3868	Christopher.Neidig@qu.edu
MS in Organizational Leadership	Christopher Neidig	203-582-3868	Christopher.Neidig@qu.edu

School of Business and School of Law

Program	Name	Phone	Email
Health Care Compliance Certificate	Lisa Braiewa	203-582-3710	Lisa.Braiewa@qu.edu

School of Communications

Program	Name	Phone	Email
Director of Graduate Programs	Phillip Simon	203-582-8274	Phillip.Simon@qu.edu

School of Education

Program	Name	Phone	Email
MS in Instructional Design	Ruth Schwartz	203-582-8419	Ruth.Schwartz@qu.edu
MS in Special Education	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu
MS in Teacher Leadership	Gail Gilmore	203-582-3289	Gail.Gilmore@qu.edu
Special Education Certificate of Completion	Judith Falaro	203-582-8868	Judith.Falaro@qu.edu

School of Health Sciences

Program	Name	Phone	Email
BS in Health Science Studies	Christine Fitzgerald	203-582-8688	Chris.Fitzgerald@qu.edu
Occupational Therapy Doctorate	Francine Seruya	203-582-6455	Francine.Seruya@qu.edu

School of Nursing

Program	Name	Phone	Email
Bachelor of Science in Nursing	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu
Post-Master's Doctor of Nursing Practice–Care of Populations	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu
Post-Master's Doctor of Nursing Practice–Nursing Leadership	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu
Post-Master's Doctor of Nursing Practice–Nurse Anesthesia	Judy Thompson	203-582-8875	Judy.Thompson@qu.edu
MS in Nursing in Operational Leadership	Nicholas Nicholson	203-582-6542	Nicholas.Nicholson@qu.edu

Mission Statement

Quinnipiac University Online's mission is to partner with all university schools and colleges to deliver high-quality, student-centric academic programs in a virtual, collaborative classroom.

About Online Learning

Quinnipiac University was an early adopter of online learning. Since its founding in 2001, Quinnipiac University Online has developed a high level of expertise in the design and delivery of online learning. Online programs allow students to complete their course work weekly without attending class at a scheduled date and time.

In addition to traditional on-campus programs, Quinnipiac University offers online bachelor's degree completion, master's degree, doctoral degree and certificate programs through the university's School of Business, School of Communications, School of Education, School of Nursing and School of Health Sciences.

Quinnipiac University Online also offers undergraduate courses during the summer. This popular option allows students to advance in their programs, catch up on required or prerequisite courses or expedite their time to degree completion. For information on summer program offerings, visit the website at quonline.qu.edu.

Quinnipiac University Online offers students the best of both worlds by combining convenience and flexibility with an educational community that encourages personal connections, faculty guidance and the opportunity to consult and collaborate with peers.

Quinnipiac University Online provides administrative and technical support to students and faculty for all online programs and courses at Quinnipiac. Support staff members are available seven days a week via telephone or email to assist you. Email QUOnline@qu.edu (QUOnline@quinnipiac.edu) or call 203-582-5669 with any questions.

Requirements for Graduation

Please review the requirements for graduation by clicking on the appropriate program below:

Undergraduate Degree Completion Programs

- Bachelor of Business Administration (p. 109)
- Bachelor of Science in Health Science Studies (p. 164)
- Bachelor of Science in Nursing (RN to BSN) (p. 192)
- RN to MSN in Operational Leadership (p. 265)

Graduate Programs

- Master of Business Administration (p. 199)
- Master of Science in Business Analytics (p. 199)
- Master of Science in Instructional Design (p. 199)
- Master of Science in Interactive Media (p. 199)
- Master of Science in Nursing in Operational Leadership (p. 263)
- Master of Science in Organizational Leadership (p. 199)
- Master of Science in Public Relations (p. 199)
- Master of Science in Special Education (p. 199)
- Master of Science in Teacher Leadership (p. 199)
- Occupational Therapy Doctorate (p. 199)
- Post-Master's Doctor of Nursing Practice (p. 199)
- Graduate Certificate in Social Media (p. 217)
- Graduate Certificate in User Experience Design (p. 217)
- Health Care Compliance Certificate (p. 203)
- Special Education Certificate of Completion (p. 230)

Academic Policies

For Undergraduate Academic Policies, click here (p. 41).

For Graduate Academic Policies, click here (p. 197).

Online Admissions

For information about online admissions, visit the website at quonline.qu.edu or call 203-582-3918. The application, along with the appropriate fee, is to be submitted with official transcripts of all college-level work completed at other institutions. Applicants must also submit a personal statement and resume and supply the names and email addresses of two professional or academic references.

Individual graduate programs have additional application requirements. For example, GMAT or GRE scores are required for admission into the MBA program.

International Student Admission

Applications for graduate study from international students are welcomed.

All applicants from non-English-speaking countries must, in addition to all of the regular admissions requirements, provide TOEFL (Test of English as a Foreign Language) scores (go to ets.org). In general, a minimum TOEFL iBT score of 90, Internet-based (575 paper-based, 233 computer-based) is required for admission. In lieu of TOEFL, applicants may submit IELTS (International English Language Testing System) scores (go to ielts.org). A minimum score of 6.5 on this exam, "B" or above on the CAE (Certificate of Advanced English), or "C" or above on the CPE (Certificate of Proficiency in English) is required. In lieu of TOEFL or IELTS, applicants may submit PTE-A (Pearson Test of English Academic) scores (available at pearsonPTE.com). A minimum PTE-A score of 61 is required. TOEFL, IELTS and PTE scores are valid for two years.

Candidates holding degrees from foreign institutions must provide notarized English translations and an official evaluation of their postsecondary records from an academic credential evaluation service.

Admission Standards

Quinnipiac offers a variety of programs online. Please review program specific admission standards by clicking on the appropriate program below:

Undergraduate Degree Completion Programs

- Bachelor of Business Administration (p. 109)
- Bachelor of Science in Health Science Studies (p. 164)
- Bachelor of Science in Nursing (RN to BSN) (p. 192)
- RN to MSN in Operational Leadership (p. 265)

Graduate Programs

- Master of Business Administration (p. 204)
- Master of Science in Business Analytics (p. 209)
- Master of Science in Instructional Design (p. 226)
- Master of Science in Interactive Media (p. 211)
- Master of Science in Nursing in Operational Leadership (p. 262)
- Master of Science in Organizational Leadership (p. 210)
- Master of Science in Public Relations (p. 214)
- Master of Science in Special Education (p. 227)
- Master of Science in Teacher Leadership (p. 228)
- Occupational Therapy Doctorate (p. 243)
- Post-Master's Doctor of Nursing Practice (p. 252)
- Graduate Certificate in Social Media (p. 217)
- Graduate Certificate in User Experience Design (p. 217)
- Health Care Compliance Certificate (p. 203)
- Special Education Certificate of Completion (p. 230)

Note: Meeting minimum admission standards does not guarantee admission.

If admitted, the successful candidate should plan to consult with his or her academic adviser to review the program requirements for graduation.

Transfer of Credit and Challenge Policy

Undergraduate

For undergraduate transfer of credit policies, click here (p. 11).

Graduate

Graduate course credit completed with a grade of B or better at other regionally accredited institutions may be transferred into a graduate program at Quinnipiac. Requests for transfer of credit must be submitted to the appropriate graduate program director along with official

transcripts from the institution(s) where the credits were earned. Ordinarily, transfer of credit is granted for courses demonstrated to be similar in content, level of instruction and objectives to courses within a student's graduate curriculum at Quinnipiac.

The MBA program accepts up to 9 credits. The MS in Business Analytics program accepts up to 3 credits. The MS in Organizational Leadership program accepts up to 3 credits.

Graduate-level courses taken to complete a degree program at Quinnipiac may be applied to a second graduate degree. These courses must be part of the approved curriculum of the second degree. Further, a minimum of 15 credits of additional course work must be completed before the conferral of a second degree.

Financial Aid

Our goal at Quinnipiac University Online Financial Aid is to provide students with the adequate financial aid resources needed to pursue their educational goals without financial disruption. Our office provides students with courteous and efficient service while complying with all federal, state and university policies.

Students seeking financial aid assistance must complete the Free Application for Federal Student Aid (FAFSA) at: fafsa.ed.gov.

Students are encouraged to complete their financial aid paperwork as early as possible to ensure timely processing of aid prior to the beginning of their start term. Bills are due approximately one month prior to the start of classes so it is important to allow adequate processing time to remain in good standing with the university.

To be eligible for financial aid students must:

1. be a U.S. citizen, permanent resident or eligible non-citizen
2. satisfy any outstanding requirements that arise from the processing of the FAFSA
3. register with the Selective Service System at sss.gov (male students)
4. be accepted by Quinnipiac into a degree program
5. meet the university's minimum satisfactory academic progress standards for continuation of aid
6. register at least half-time (5 credits for graduate students; 6 credits for undergraduate students)

Upon successful completion of the financial aid application process, students will receive an award letter via their Quinnipiac University email account that will outline all of the aid for which they qualify. Students can accept or decline the award and apply for additional resources to cover their balance, if needed. Students also have the option of applying for private loans, outside scholarships, payment plans or veterans' benefits (if applicable).

For complete details on financial aid programs, visit quonline.qu.edu, email us at online.finaid@qu.edu (online.finaid@quinnipiac.edu) or call us at 203-582-8430. We would also like to stress that our main mode of communication with our online students is through their Quinnipiac email account, so please remember to check it often!

School of Business

Bachelor of Business Administration (Degree Completion) (p. 109)

Master of Business Administration (p. 204)

Master of Science in Business Analytics (p. 209)

Master of Science in Organizational Leadership (p. 210)

School of Business and School of Law

Health Care Compliance Certificate (p. 203)

School of Communications

Master of Science in Interactive Media (p. 211)

Master of Science in Public Relations (p. 214)

Graduate Certificate in Social Media (p. 217)

Graduate Certificate in User Experience Design (p. 217)

School of Education

Master of Science in Instructional Design (p. 226)

Master of Science in Special Education (p. 227)

Master of Science in Teacher Leadership (p. 228)

Special Education Certificate of Completion (p. 230)

School of Health Sciences

Bachelor of Science in Health Science Studies (Degree Completion) (p. 164)

Occupational Therapy Doctorate (p. 243)

School of Nursing

Bachelor of Science in Nursing (RN to BSN Degree Completion) (p. 192)

RN to MSN in Operational Leadership (p. 265)

Master of Science in Nursing in Operational Leadership (p. 262)

Post-Master's Doctor of Nursing Practice - Care of Populations Track (p. 252)

Post-Master's Doctor of Nursing Practice - Nurse Anesthesia Track (p. 252)

Post-Master's Doctor of Nursing Practice - Nursing Leadership Track (p. 252)

TO COMMUNICATE WITH UNIVERSITY OFFICES

Switchboard: 203-582-8200

Mailing address:
275 Mount Carmel Avenue
Hamden, CT 06518-1908
University website: qu.edu

To schedule appointments and address inquiries, use the following list. If you need an individual telephone number, call the switchboard and an operator will be happy to connect you directly.

Office	Phone	Email
Academic Affairs	203-582-5337	
Administrative Services	203-582-8762	
Admissions, Undergraduate	203-582-8600	Admissions@qu.edu
Admissions, Graduate	203-582-8672	Graduate.Admissions@qu.edu
Admissions, Part-time Students	203-582-8612	
Admissions, School of Law	203-582-3400	Ladm@qu.edu
Admissions, School of Medicine	855-582-7766 (toll free)	
Albert Schweitzer Institute	203-582-7875	Schweitzer.Institute@qu.edu
Alumni Affairs	203-582-8660	Alumni@qu.edu
Arts and Sciences, College of	203-582-8730	CASdeans@qu.edu
Athletics and Recreation	203-582-5388	
Bursar	203-582-8650	Bursar@qu.edu
Business, School of	203-582-8720	Business.School@qu.edu
Campus Life, Mount Carmel Campus	203-582-8673	
Campus Life, York Hill Campus	203-582-7225	
Communications, School of	203-582-8492	SchoolofCommunications@qu.edu
Counseling Services (Health and Wellness)	203-582-8680	
Cultural and Global Engagement	203-582-7987	
Development	203-582-8660	
Education, School of	203-582-3354	
Engineering, School of	203-582-7985	Engineering@qu.edu
Facilities	203-582-8665	
Financial Aid, Undergraduate	203-582-8750	Finaid@qu.edu
Financial Aid, Graduate	203-582-8588	Gradfinaid@qu.edu
Financial Aid, School of Law	203-582-3405	Lawfinaid@qu.edu
Health Sciences, School of	203-582-8710	SHSdeans@qu.edu
Information Services/ Technology Center	203-582-4357	
Ireland's Great Hunger Institute	203-582-4564	
Ireland's Great Hunger Museum	203-582-6500	
Law, School of	203-582-3200	
Learning Commons, Mount Carmel Campus	203-582-8628	LearningCommons@qu.edu
Learning Commons, North Haven Campus	203-582-5252	LearningCommons@qu.edu
Library, Arnold Bernhard (Circulation Desk)	203-582-8634	ABL.Circulation@qu.edu
Frank H. Netter MD School of Medicine	203-582-3797	
Nursing, School of	203-582-8385	Nursing@qu.edu
Office of Student Accessibility	203-582-7600	Access@qu.edu
Public Affairs	203-582-8655	
Public Safety	203-582-6200	
QU Online	203-582-3918 or 877-403-4277	Quonlineadmissions@qu.edu
Registrar	203-582-8695	Registrar@qu.edu
Residential Life	203-582-8666	
Rocky Top Student Center	203-582-7872	
Student Affairs	203-582-8735	
Student Health Services (Health and Wellness)	203-582-8742	
Veteran & Military Affairs	203-582-8867	

PERSONNEL

Faculty

To search for a faculty member by name or search by department, go to the Quinnipiac website.

College of Arts and Sciences

- Biological Sciences Faculty
- Chemistry and Physical Science Faculty
- Economics Faculty
- English Faculty
- History Faculty
- Legal Studies Faculty
- Mathematics Faculty
- Modern Languages Faculty
- Philosophy & Political Science Faculty
- Psychology Faculty
- Sociology, Criminal Justice & Anthropology Faculty
- Visual & Performing Arts Faculty

School of Business

- Accounting Faculty
- Computer Information Systems Faculty
- Entrepreneurship & Strategy Faculty
- Finance Faculty
- International Business Faculty
- Management Faculty
- Marketing Faculty
- Master of Business Administration Faculty
- Organizational Leadership & Health Management Faculty

School of Communications

- Film, Television and Media Arts Faculty
- Interactive Media and Design Faculty
- Journalism Faculty
- Media Studies Faculty
- Strategic Communication Faculty

School of Education

- Education Faculty

School of Engineering

- Engineering Faculty

School of Health Sciences

- Athletic Training & Sports Medicine Faculty
- Biomedical Sciences Faculty
- Diagnostic Imaging Faculty
- Occupational Therapy Faculty
- Physical Therapy Faculty
- Physician Assistant Faculty
- Social Work Faculty

School of Law

- School of Law Faculty

School of Medicine

- Anesthesiologist Assistant Faculty
- MD Program Faculty

School of Nursing

- Nursing Faculty

President's Cabinet

John L. Lahey, PhD, President
Lynn Mosher Bushnell, MA, Vice President for Public Affairs
Gregory Eichhorn, MBA, Associate Vice President for Admissions and Financial Aid
Salvatore Filardi, MBA, Vice President, Facilities and Capital Planning
Cynthia Gallatin, MBA, Vice President and COO for QU Online
Jean Husted, MA, MBA '99, Vice President for Human Resources
Joan Isaac Mohr, MA, Vice President for Admissions and Financial Aid
Keith Rhodes, MBA, Vice President for Brand Strategy and Integrated Communications
Mark Thompson, PhD, Executive Vice President/Provost
Mark Varholak, MBA, Vice President for Finance/Chief Financial Officer
Donald Weinbach, BA, Vice President for Development and Alumni Affairs

Administration

Please visit the Quinnipiac website to search by name or organization for a list of administrative personnel. This list is intended to help students and their parents obtain information about Quinnipiac University and its programs.

Board of Trustees

The Board of Trustees is composed of public members, alumni, faculty and student representatives, and 14 emeriti members.

Public Members

William C. Weldon '71, Chairman; former chairman and CEO, Johnson & Johnson, New Brunswick, NJ
Carlton L. Highsmith, Vice Chairman; Middlebury, CT
David Nelson '81, Vice Chairman; Baltimore, MD
Barbara M. Beever '81, Secretary; Fairfield, CT
John C. Abella '83, Executive Vice President, DDI Leasing, North Haven, CT
John Antonino '70, Antonino Auto Group, New London, CT
William Ayers Jr. '70, Osprey, FL
Patrick Baumgarten '73, Carpenteria, CA
Donald Calcagnini, Branford, CT
William Euille '72, Alexandria, VA
Gabriel Ferrucci '65, Owner/Manager, Ferrucci Properties LLC, Laguna Woods, CA
Dennis Flanagan '72, Avalon, NJ
Terry W. Goodwin '67, Greenwich, CT
Robert Hauser Jr. '67, Cromwell, CT
Richard Howard, Guilford, CT
John L. Lahey, PhD, President, Quinnipiac University
Hugh Keefe, Esq. '64, Lynch, Traub, Keefe & Errante, New Haven, CT
David W. Keiser, Madison, CT

Jeffrey Kinkead '84, Founder, President, CEO, Advanced Systems Resources, Inc., Miami Beach, FL
Kenneth Neilson, Hobe Sound, FL
Marybeth Noonan '82, Boston, MA
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B. Waring Partridge, New Haven, CT
William T. Platt Jr. '78, Deputy Managing Partner, Professional Practice and Deputy Chief Quality Officer, Deloitte & Touche, LLP, Wilton, CT
Arthur H. Rice, Esq. '73, President, Rice, Pugatch, Robinson & Schiller, P.A., Fort Lauderdale, FL
Christian Sauska Sr., President and CEO, Light Sources Inc., Orange, CT
Richard Silver, Esq., Silver, Golub & Teitell, Stamford, CT
Eugene Singer '69, Eugene Singer, CPA, North Haven, CT
Brian E. Spears, Esq., JD '92, Brian Spears LLC, Southport, CT
Mark Standish, Sarasota, FL

Alumni, Faculty and Student Representatives

Brett Amendola '91, President, Alumni Board of Governors
Lisa Burns, PhD, Chair, Faculty Senate
Thomas Coe, PhD, Associate Professor of Finance
Ryan Lynch '18, President of Student Government Association

Trustees Emeriti

Murray Lender '50, Chairman Emeritus (posthumously)
Alexander Alexiades '59
A. Van H. Bernhard
Albert Canosa '69
Henry Chauncey Jr.
Eliot N. Jameson
Richard G. Kelley '66, JD '02
Frederick Mancheski
Marcus R. McCraven
John F. Meuser '59
Robert J. Narkis, Esq.
Edward L. Scalone '52
Jean B. Slocum
William G. Spears

ACADEMIC AWARDS AND HONOR SOCIETIES

Undergraduate Academic Awards

Academic Affairs

BRAMS Scholar Award

This award is presented annually to a graduating high school senior who is part of the Quinnipiac University/Betsy Ross Arts Magnet School Partnership. Award recipients are selected based on academic achievement.

President's Scholarship Award

This award by the president of Quinnipiac goes to the student who has attained the highest scholastic standing in his or her graduating class and who has completed at least 90 credits at Quinnipiac.

Writing Across the Disciplines Student Award

QUWAC (Quinnipiac University Writing Across the Curriculum) awards exemplary student writing within and across the disciplines. Students working in the arts, humanities, social sciences, communications, STEM, business, nursing, and health sciences have received cash prizes, public recognition and the honor of having their work published on QUWAC's website and within the Quinnipiac University Casebook, as published by the College of Arts and Sciences and edited by the First-Year Writing Program.

Alumni/Parent Relations

Alumni Association Academic Achievement Awards

At graduation, the Alumni Association presents an award to the honors student from each of the undergraduate schools who has attained the highest scholastic standing and who has completed 90 credits at QU. These awards are made possible by the Alumni Association National Board of Governors.

Alumni Award for Holistic Nursing Practice

This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to the senior nursing student who has demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care. The award is supported by the Quinnipiac University Nursing Alumni Fund, which was established by the Class of 1998.

Alumni Chair Award

This award honors the graduating senior who has demonstrated outstanding leadership, commitment to creating student awareness of the Alumni Association and facilitating increased interaction between alumni and students.

College of Arts and Sciences

Christopher Becker Memorial Prize in History

The History Department awards the Becker Prize to the graduating senior with the highest overall grade point average.

Beta Beta Beta Award

This award is presented to the graduating senior in the Department of Biological Sciences who is a member of the Beta Beta Beta National Biological Honor Society (Upsilon Chapter) and has attained the highest academic standing.

College of Arts and Sciences Award for Special Achievement

This award is given to the graduating senior in the College of Arts and Sciences who has a record of exceptional achievement in the face of adversity. The award was established in honor of Morris Woskow, former professor of psychology and dean.

James Fickes Award for Excellence in Mathematics

This award is given to the senior mathematics major who has shown the greatest achievement and future promise as a mathematician, and who has demonstrated leadership both in and outside the classroom.

Barry Fritz Award in Psychology

This prize is given each spring to a senior in psychology who has completed an independent study project that is both creative and relevant. These two qualities characterized the research of Professor Barry Fritz, in whose honor the award was established. To be considered, the project must be completed by the fall of senior year, but also could be completed in previous years.

Joan Phillips Gordon Prize in Sociology

This award, in honor of Joan Phillips Gordon, former chair of the sociology department, is presented annually to a senior in sociology, social services, criminal justice or gerontology, who demonstrates outstanding academic and leadership qualities.

The Lynne Gershenson Hodgson Prize in Gerontology

This award, in honor of Professor Emerita Lynne Gershenson Hodgson, former chair of the Department of Sociology, Criminal Justice and Anthropology, is presented annually to a senior gerontology major or a departmental major who pursued interests related to the field of gerontology, and who demonstrates outstanding academic and leadership qualities.

Legal Studies Book Award

This prize is given annually to the senior legal studies student with the highest grade point average who has demonstrated exceptional ability in the major.

Department of Modern Languages, Literatures and Cultures Spanish Writing Award

The Department of Modern Languages, Literatures and Cultures sponsors an annual Spanish writing contest. Eligible students are junior or senior Spanish majors who write an essay in Spanish, which is judged by departmental professors. The first- and second-place winners are honored at the College of Arts and Sciences award dinner with a commendation and a monetary prize.

Benjamin Page Award in Philosophy

This award, in honor of Professor Benjamin Page, who demonstrated extraordinary commitment to philosophy at Quinnipiac for more than 40 years, is given to the graduating student who has similarly contributed to upholding the value of philosophy at Quinnipiac.

R. Gordon Pauluccy Graduation Prize in Psychology

This award, established by the Pauluccy family, is made annually to the senior major in psychology who has the highest overall grade point average.

Political Science Outstanding Senior Award

This award recognizes a senior in political science who has shown high academic achievement, made a significant contribution to campus life and/or shown excellent leadership qualities.

Political Science Best Senior Thesis Award
The political science faculty has established this award to recognize graduating senior students in political science who have submitted outstanding as well as original theses.

The Matt Rafferty Memorial Economics Department Student Achievement Award
This award is given to the student majoring in economics who has shown outstanding academic achievement and contributed significantly to the department.

Rachel Ranis Prize in Social Justice
This award, conferred in recognition of Professor Ranis, is presented to a senior in sociology, social services, criminal justice or gerontology, who demonstrates a passion for social justice.

Alice B. Remail Memorial Award
This award is presented to the graduating student majoring in English with the highest academic record and is given in memory of a distinguished member of the department.

Aurea C. Schoonmaker Spanish Award
In honor of Professor Aurea C. Schoonmaker's 43 years of exemplary teaching at Quinnipiac University, this prize is awarded to the senior Spanish major with the highest grade point average.

Senior Service Prize in Criminal Justice
This award is presented to the senior criminal justice major who exhibits extraordinary service to the program, campus life and community.

Alfred P. Stiernotte Memorial Prize
This award is presented to the graduating student who has earned distinction in the study of philosophy.

Orville J. Sweeting Memorial Chemistry Award
This award, in memory of Orville J. Sweeting, former faculty member and Quinnipiac provost, is presented to a graduating senior who has exhibited outstanding achievement in both the academic and senior research setting in chemistry or biochemistry.

West Educational Publishing Student Award
This award is given annually to two legal studies students who have demonstrated outstanding achievement and professional growth.

School of Business

Advertising/Biomedical Marketing Department Student Achievement Award
This award is presented to a graduating student exhibiting outstanding scholarship, independent creativity and extracurricular activities directly related to advertising or biomedical marketing.

Computer Information Systems Outstanding Senior Award
This award is presented to an outstanding CIS senior in recognition of academic excellence and student leadership.

Entrepreneurship Student Achievement Award
This award is presented to the senior entrepreneurship major who has demonstrated outstanding achievement in entrepreneurial activities and academic performance.

Finance Department Outstanding Senior Award
This award is presented to a graduating senior for academic achievement in finance.

International Business Award
This award is given to a graduating senior in international business for demonstrating academic excellence and professional qualities within the international business program.

Management Department Award
At the end of each academic year, the management department faculty members nominate, vote and select a senior Management Department Student of the Year. The recipient is someone who will demonstrate superior academic performance, a high level of campus and/or community involvement and leadership.

Ronald Marangell Award
This award is presented to an outstanding graduating accounting major in memory of Ronald Marangell, a former Quinnipiac accounting student.

Marketing Department Student Achievement Award
This award is presented to a student possessing expertise in marketing who has made contributions to the field and the marketing department.

Edward J. Scannell Prize
This award, in memory of a former trustee, is given to two graduating business students who have demonstrated outstanding citizenship.

School of Communications

Highest Grade Point Average in Communications
This award is presented to a graduating senior from the School of Communications with the highest grade point average.

Overall Achievement Award
This award is presented to a graduating senior from the School of Communications who has shown high academic achievement, made significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

Outstanding Achievement in Advertising and Integrated Communications
This award is presented to a graduating senior from the School of Communications in the advertising and integrated communications program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Film, Television and Media Arts
This award is presented to a graduating senior from the School of Communications in the film, television and media arts program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Interactive Digital Design
This award is presented to a graduating senior from the School of Communications in the interactive digital design program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

Outstanding Achievement in Journalism
This award is presented to a graduating senior from the journalism program who has shown high academic achievement, made significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

Outstanding Achievement in Media Studies
This award is presented to a graduating senior from the media studies program who has shown academic achievement, made significant contributions to the program, campus life and/or shown excellent leadership qualities on campus.

Outstanding Achievement in Public Relations
This award is presented to a graduating senior from the School of Communications in the public relations program, who has shown high academic achievement, made significant contributions to the program, campus life and/or has shown excellent leadership qualities on campus.

School of Engineering

Outstanding Achievement in Civil Engineering
This award is presented to the outstanding civil engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Computer Science
This award is presented to the outstanding computer science senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Industrial Engineering
This award is presented to the outstanding industrial engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Mechanical Engineering
This award is presented to the outstanding mechanical engineering senior in recognition of academic excellence and student leadership.

Outstanding Achievement in Software Engineering
This award is presented to the outstanding software engineering senior in recognition of academic excellence and student leadership.

School of Health Sciences

Athletic Training Student Achievement Award
This award is given each year to a senior majoring in athletic training who has shown exceptional achievement and who has contributed significantly to the department.

Biomedical Sciences Achievement Award
This award is given each year to a senior majoring in biomedical sciences who has demonstrated exceptional academic achievement and who has contributed significantly through service to the Quinnipiac community and to the greater community beyond the university.

Diagnostic Imaging Student Achievement Award
This award is given each year to a senior majoring in diagnostic imaging who has shown exceptional academic achievement and who has contributed significantly to the department.

Diagnostic Medical Sonography Achievement Award
This award is given each year to a senior majoring in diagnostic medical sonography who has shown exceptional academic achievement and who has contributed significantly to the department.

Health Science Studies BS Degree Completion Program Achievement Award
This award recognizes a graduating senior from the Part-Time, Online, Health Science BS-Completion Program who has shown exceptional academic achievement.

Health Science Studies Student Achievement Award
This award is given each year to a senior majoring in health science studies who has shown exceptional academic achievement and has contributed to the program, school or university.

Microbiology and Immunology Student Achievement Award
This award is presented annually to a senior microbiology and immunology major who has demonstrated exceptional academic achievement, and who has contributed significantly to the understanding, promotion and advancement of microbiology and immunology.

Occupational Therapy Service Leadership Award
This award recognizes a graduating senior who has demonstrated distinguished service in the university and the greater community that exemplifies the values of the occupational therapy profession.

Occupational Therapy Academic Achievement Award
This award recognizes a graduating senior who has demonstrated outstanding academic work in all aspects of the curriculum while demonstrating distinguished contributions to occupational therapy department.

Ryan J. O'Neil Entry-Level Master's Physician Assistant Award
This award is presented to the senior ELMPA student who most exemplifies leadership, academic excellence, a cooperative attitude and the strength of character of a future health care professional. The award is in memory of Ryan J. O'Neil, a former ELMPA student.

Harold Potts Memorial Physical Therapy Award
The award, given in memory of Harold Potts, former chairman, professor and founder of the physical therapy program at Quinnipiac, is presented from the faculty to a third- or fourth-year physical therapy student who has demonstrated academic and leadership excellence, as well as exemplary service to the program and physical therapy profession.

School of Nursing

The Judy Lahey Community Service Award
The Judy Lahey Community Service Award was established by John Lahey, PhD, president of Quinnipiac University, and is named for Judith Lahey, a former nurse and community service advocate. It is given in recognition of exemplary community service. It is awarded to a graduating senior nursing student with a GPA of 3.0 or higher who demonstrates impactful community service related to the nursing profession. The recipient will be someone who exhibits adherence to the core values of the nursing profession and in particular, the School of Nursing at Quinnipiac University and has the vision of holism, inter-professionalism, and inclusivity.

Benjamin and Juliette Trewin Award for Academic Excellence in Nursing
This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to a nursing student with the highest overall grade point average. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Benjamin and Juliette Trewin Award for Professional Leadership in Nursing
This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to a nursing student who has made significant contributions to the nursing program and the greater community of nursing. The award is supported by the Benjamin and

Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Department of Athletics and Recreation

Senior Female Scholar Athlete

This award is presented to a letter-winner who has given extra effort for the athletic department, shown strength of character and high academic average, and was a valuable member of her team.

Senior Male Scholar Athlete

This award is presented to a letter-winner who has given extra effort for the athletic department, shown strength of character and high academic average, and was a valuable member of his team.

Division of Student Affairs

Albert H. Jente Memorial Prize

A silver key in memory of Albert H. Jente, former treasurer of Quinnipiac, is awarded annually to a member of the sophomore class who has done the most for his or her class through loyalty, cooperation and teamwork.

Olive Kennedy Memorial Scholarship

The award, made to part-time undergraduate women, was established by Olive Kennedy's family and friends in recognition of the valuable assistance she lent as a counselor to adult students.

Robert G. Leonard Award

The Quinnipiac Sigma Xi chapter sponsors this annual award for excellence in research by outstanding undergraduate and graduate students in science, mathematics and computers.

Outstanding Community Service Awards

These three awards are given to students in the freshman, sophomore and junior class who have a C+ average or better, and have participated in volunteer service to the community beyond Quinnipiac.

Outstanding Freshman Award

This award is given to a student who has a 2.75 GPA or better, is involved in one activity and has demonstrated interest in others.

Outstanding Sophomore Award

This award is given to a student with a 3.0 GPA or better who is involved in activities, with a clearly demonstrated leadership role in at least one activity.

Outstanding Junior Award

This award is given to a student who has a 3.0 GPA or better and is involved in a variety of activities, with a clearly demonstrated leadership role in one activity and whose strength of character has affected the Quinnipiac community.

Outstanding Senior Award

This award recognizes a senior who has a 3.0 GPA or better for service, dedication and contribution to Quinnipiac throughout his or her four years.

Outstanding Student Affairs Leadership Award

This award is given to students who have demonstrated outstanding leadership qualities, a cooperative attitude and a commitment to improving the quality of life at Quinnipiac.

H. Pearce Family Community Leadership Award

This award is given to a senior who has best exemplified the spirit of volunteer community service while at Quinnipiac University.

Philip Troup Achievement Prize

In honor of the first president of Quinnipiac, this prize is given to a graduating senior who has contributed most to the welfare of Quinnipiac through strength of character and qualities of leadership.

Student Involvement Award

An award to an outstanding student is presented by the Student Government Association.

The Cardinal Joseph Bernardin Distinguished Service Award

This award recognizes a graduating senior who has contributed significantly to the spiritual, religious and moral welfare of the Catholic Community at Quinnipiac.

Graduate Academic Awards

Academic Awards

Faculty Award for Academic Excellence

These awards recognize students who have distinguished themselves for both outstanding academic achievement and contributions to the program, as determined by the faculty.

- Master of Business Administration
- Master of Science in Business Analytics
- Master of Science in Interactive Media
- Master of Science in Journalism
- Master of Science in Organizational Leadership
- Master of Science in Public Relations
- Master of Science in Sports Journalism

Academic Excellence Awards

These awards recognize the outstanding academic achievement of graduate students who have completed their programs of study. In the opinion of the program directors, these graduates have excelled in both the didactic and clinical/laboratory phases of their post-bachelor's degree education.

- Master of Health Science/Advanced Medical Imaging and Leadership
- Master of Health Science/Medical Laboratory Sciences
- Master of Health Science/Pathologists' Assistant
- Master of Health Science/Physician Assistant
- Master of Health Science/Radiologist Assistant
- Master of Science in Molecular and Cell Biology
- Master of Science in Nursing
- Doctor of Nursing Practice
- Entry-Level Master's in Occupational Therapy
- Post-Professional Doctor of Occupational Therapy
- Master of Social Work

Alumni/Parent Relations

Alumni Award for Holistic Nursing Practice

This award recognizes clinical excellence and exceptional potential in the discipline of nursing. It is presented to nursing students who have demonstrated a strong commitment to the unity of body, mind, emotion and spirit in the delivery of health care. The award is supported by the Quinnipiac University Nursing Alumni Fund, which was established by the Class of 1998.

School of Education

Excellence in Teaching and Scholarship Award in Elementary Education

The Excellence in Teaching and Scholarship Award in Elementary Education is presented to the teacher candidate who has demonstrated excellence in teaching as well as scholarship during his or her tenure in the master of arts in teaching program in elementary education.

Excellence in Teaching and Scholarship Award in Secondary Education

The Excellence in Teaching and Scholarship Award in Secondary Education is presented to the teacher candidate who has demonstrated excellence in teaching as well as scholarship during his or her tenure in the master of arts in teaching program in secondary education.

Excellence in Scholarship and Leadership Award in Educational Leadership

The Excellence in Scholarship and Leadership Award is presented to the candidate who has demonstrated exceptional scholarship as well as a thorough understanding of national leadership standards and their application to school administration throughout the sixth-year diploma in educational leadership program.

Excellence in Scholarship and Leadership Award in Teacher Leadership

The Excellence in Scholarship and Leadership Award is presented to the candidate who has demonstrated exceptional scholarship as well as a thorough understanding of national leadership standards and their application to school administration throughout the master of science in teacher leadership program.

Excellence in Scholarship and Practice Award in Instructional Design

The Excellence in Scholarship and Practice Award in Instructional Design is presented to the candidate who has demonstrated exceptional scholarship and academic achievement throughout the master of science in instructional design program.

School of Health Sciences

Gaylord Specialty Healthcare Scholarship Award

This award is given by Gaylord Hospital to two third-year graduate students majoring in physical therapy. The award is given in honor of Carissa Neubig, a former graduate of the Quinnipiac physical therapy program and longtime employee of Gaylord Hospital, where she served as chief operating officer. The award gives recognition to a student who exemplifies Gaylord Hospital's five values: integrity, compassion, accountability, respect and excellence. These values are the foundation in helping Gaylord provide and achieve the dedicated caring service that has become the hallmark of its employee philosophy.

William B. Shaffer Jr. Award

The cardiovascular perfusion program presents this award to a graduate student who exhibits outstanding performance in both academic and clinical areas of study. The individual is chosen based on high moral character, leadership qualities and a significant contribution to both the program and to Quinnipiac University.

Mark F. Tantorski Memorial Award

In memory of Mark F. Tantorski, a 1980 graduate of the physical therapy program, an award is made to a third-year graduate student majoring in physical therapy who has exhibited academic excellence, high moral character and leadership qualities and, through extracurricular activities in the area of physical therapy, has added to his or her professional growth.

School of Nursing

Benjamin and Juliette Trewin Award for Academic Excellence in Nursing

This award recognizes academic excellence and exceptional potential in the discipline of nursing. It is presented to nursing students with the highest overall grade point average. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Benjamin and Juliette Trewin Award for Professional Leadership in Nursing

This award recognizes outstanding leadership and exceptional potential in the discipline of nursing. It is presented to nursing students who have made significant contributions to the nursing program and the greater community of nursing. The award is supported by the Benjamin and Juliette Trewin Memorial Endowed Fund, which was established for the nursing program by Estelle Trewin Beecher in memory of her parents.

Undergraduate Honor Societies

College of Arts and Sciences

Alpha Kappa Delta

Alpha Kappa Delta is an international sociology honor society designed to stimulate scholarship and promote the scientific study of society.

Alpha Psi Omega

Alpha Psi Omega recognizes excellence in all areas of theater study and production. Membership is based on cumulative grade point average and achievement during the university main stage theater production season in the areas of performance, technical production and theater administration.

Lambda Epsilon Chi

Lambda Epsilon Chi is the national honor society for legal studies/paralegal students and recognizes students who have demonstrated superior academic performance in a legal studies program.

Phi Alpha Theta History Honors Society

The Quinnipiac chapter runs events on campus for students interested in history. The chapter sponsors trips to historical sites and museums as well as regional and national history conferences. Students are eligible to join if they have Quinnipiac credit for at least four college-level history courses. Three of the history courses must be completed at QU. Students need a 3.0 GPA overall and a 3.1 in history courses.

Phi Sigma Biological Honors Society

Phi Sigma is an organization devoted to the promotion of research and academic excellence in the biological sciences. Undergraduate students are invited to become members if they have achieved junior status, are in the top 35 percent of their class and are actively engaged in, or have participated in research at Quinnipiac in an area related to the biological sciences.

Phi Sigma Tau

Phi Sigma Tau is the International Honor Society in Philosophy. Students in all schools of the university who have taken three or more philosophy courses and maintained a GPA of 3.33 or higher in both their philosophy courses and their overall GPA are eligible for induction into Phi Sigma Tau.

Pi Sigma Alpha
Pi Sigma Alpha, the National Political Science Honor Society, is the only honor society for college students of political science and government in the U.S. Its purpose is to stimulate scholarship and intelligent interest in political science, and to honor political science majors who display leadership and academic achievement.

Psi Chi
Psi Chi is the international psychology honor society, founded for the purposes of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology.

Sigma Delta Pi
Sigma Delta Pi, national honor society in Spanish, honors students who attain excellence in the study of Spanish language and the literatures and cultures of Spanish speaking people. To be considered for membership in Sigma Delta Pi, a student must: be a junior, have a GPA of 3.2 overall, maintain a GPA of 3.2 in all Spanish courses, and have completed 18 credits in Spanish at the 200 level or above, including two semesters of advanced Spanish language courses, as well as an advanced course in Hispanic literature or culture.

Sigma Phi Omega
Sigma Phi Omega, the national academic honor society in gerontology, recognizes the excellence of those who study gerontology/aging. The society seeks to promote scholarship, professionalism, friendship and services to older persons, and to recognize exemplary achievement in gerontology/aging studies and related fields.

Sigma Tau Delta International English Honor Society
Sigma Tau Delta's central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate and professional studies. Our members have the opportunity to be recognized for their outstanding achievements, enrich their education and advance their careers.

School of Business
Beta Alpha Psi
Beta Alpha Psi is an honorary organization for financial information students and professionals. Membership is open to accounting majors and is based on cumulative grade point average and achievement in accounting courses.

Beta Gamma Sigma
Beta Gamma Sigma is the National Business Honor Society. Only schools of business accredited by AACSB International—The Association to Advance Collegiate Schools of Business, may have a chapter of this society. Membership is by invitation only and invitees must be in the top 10 percent of their class.

Financial Management Association International—National Honor Society
The FMA National Honor Society recognizes scholastic achievement of students who have demonstrated superior scholarship. Individuals accepted for membership have the distinction of belonging to the only honorary society that specifically recognizes the achievement of finance majors who demonstrate expertise in finance and financial decision making.

School of Communications
Lambda Pi Eta
Lambda Pi Eta is the National Communication Association's official honor society. Quinnipiac's Tau Delta chapter seeks to recognize, foster and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development; provide an opportunity to discuss and exchange ideas in the field of communication; promote closer relationships between faculty and students; and explore options for graduate education in communication studies.

School of Health Sciences
Alpha Eta Honor Society
Alpha Eta is the national honor society that recognizes scholarship and academic achievement of health professions students.

Pi Theta Epsilon
Pi Theta Epsilon is a national honor society that recognizes outstanding scholarship and service to the occupational therapy profession.

School of Nursing
Sigma Theta Tau International Honor Society of Nursing
Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. This global community of nurses seeks to improve the health of the world's people by increasing the scientific basis of nursing practice. The organization provides leadership and scholarship in practice, education and research. Membership is by invitation to undergraduate and graduate nursing students who demonstrate academic excellence, and to nurse leaders in the community who exhibit exceptional achievement in nursing.

Graduate Honor Societies
College of Arts and Sciences
Phi Sigma Biological Honors Society
Phi Sigma is an organization devoted to the promotion of research and academic excellence in the biological sciences. Graduate students are invited to become members if they are in the top 35 percent of their class and are actively engaged in, or have participated in research at Quinnipiac in an area related to the biological sciences.

School of Business
Beta Gamma Sigma
Beta Gamma Sigma is the National Business Honor Society. Only schools of business that are accredited by AACSB International - The Association to Advance Collegiate Schools of Business, may have a chapter of this society. Membership is by invitation only and invitees must be in the top 20 percent of their class.

School of Health Sciences
Alpha Eta Honor Society
Alpha Eta is the national honor society that recognizes scholarship and academic achievement of health professions students enrolled in undergraduate and graduate programs.

School of Nursing
Sigma Theta Tau International Honor Society of Nursing
Tau Rho is the Quinnipiac University chapter of Sigma Theta Tau International Honor Society of Nursing. This global community of nurses seeks to improve the health of the world's people by increasing the scientific basis of nursing practice. The organization provides leadership and scholarship in practice, education and research. Membership is by invitation to graduate nursing students who demonstrate academic excellence.

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