

ADVISING HANDBOOK 2014



*FOR
FIRST-YEAR
STUDENTS*

UNIVERSITY OF HARTFORD

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March 2014

Dear Member of the Class of 2018:

Welcome to the University of Hartford!

We are pleased that you have chosen to join us. You made an excellent decision to attend the University of Hartford. We will provide you with a learning environment in which you may experience an intellectual, personal, and social transformation. Over the next few years, you will have an opportunity to learn from many dedicated and skilled faculty and take an impressive array of courses. You will have access to advisors who will provide individual attention and guide your academic planning. In addition to all of the opportunities for intellectual development, we will offer you a wide variety of social, civic, and athletic programs.

How do you start this exciting journey? This booklet will give you an overview of the programs and courses we offer at the University of Hartford. Please take time to read this material before you attend Orientation. We want you to take an active role in your education—ask questions, visit your advisor, and seek out the wide range of support services we provide.

I look forward to seeing you on campus!

Sincerely,



Sharon L. Vasquez

Provost

How to Use This Handbook

The *Advising Handbook for First-Year Students* is designed to allow you to select courses for your first year at the University of Hartford. At Orientation in June or August, you will have an opportunity to sit down with a faculty advisor and review your selections for the fall semester, and to put together a schedule of the days and times for your courses.

The first part of this handbook provides important information about Orientation and other Student Affairs activities. The Student Affairs section is followed by information about advanced placement, honors programs, premedical and pre-law advising, and the All-University Curriculum. The next part of the handbook includes a section for each of the University's schools and colleges that will guide you through the process of course selection. Included in each section are course descriptions for all the courses typically taken by first-year students. If you are in Arts and Sciences; the Barney School; Education, Nursing and Health Professions; Engineering, Technology, and Architecture; the Hartford Art School; or The Hartt School, you will need to look at general education courses offered by the College of Arts and Sciences (pages 14–25) and the All-University Curriculum (pages 9–13). For a complete list of all University course descriptions, see the *University of Hartford Undergraduate Bulletin* at catalog.hartford.edu.

Remember to bring this booklet with you to Orientation.

Student Affairs

The staff members of the Division of Student Affairs welcome you to the University of Hartford. As you review this material, we hope that you become even more excited to join our community of learners.

As a division, we seek to supplement your academic endeavors and support your personal growth throughout your college career. Our division consists of the following offices that provide support and specialized services to you: Vice President of Student Affairs, Career Services, Community Service Center, Student Centers and Activities, Health Services, Residential Life, Connections Health Education and Wellness Center, Counseling and Personal Development, Multicultural Programs, Orientation, Services for Students with Disabilities, Parent Relations, Women's Center, Judicial Affairs, and Campus Ministry.

These offices and dedicated personnel work closely with more than 70 student organizations and Greater Hartford community groups to provide you with diverse educational, social, and cultural experiences; enhance your strengths; and challenge you to new heights. We take pride in the University of Hartford and firmly believe that your success is our success. Please take time to review this information and contact us if we can be of assistance. Congratulations on your acceptance. We look forward to meeting you this fall.

Preview: Summer Orientation

As a participant in one of our summer Orientation programs, you and your parents will experience a firsthand, in-depth look at the University and what it means to be a University of Hartford student. Academic advisement, registration, an introduction to the University community, and opportunities to meet other new students are the main objectives throughout our program.

A confirmation of your Orientation session and a tentative schedule of events have been sent to your email address. Please bring this confirmation with your registration booklet when you arrive for your session. Any requests for changes or additional information should be directed to the Orientation office at 860.768.7003.

Early Adventure

Would you like to come to the University of Hartford a few days sooner than you planned? Would you like to be one of a hundred new students spending three days/two nights at a picturesque and rustic site set beneath towering pines? Would you like to be in a beautiful setting with opportunities for interactions that will challenge and encourage you to respect, trust, and cooperate with other new students? Would you like to canoe, play games, swim, sit around a campfire eating s'mores, and challenge yourself on a climbing tower?

Camp Woodstock, located along the shores of beautiful Black Pond in the Woodstock Valley of Connecticut's northeast corner, will be the site of our presemester program called Early Adventure. You and a hundred other new students will get to share 48 hours off campus before taking a bus back to campus to join all the rest of the new students for the start of the fall Orientation program, Liftoff. If interested, send back the form enclosed in this packet as soon as possible, as space is limited to the first 100 students who respond.

Liftoff: Fall Orientation

Your first few weeks here will be a mixture of excitement, curiosity, and challenges. New classes, new faces and names, a new living environment—it will be an exhilarating experience! Liftoff is the beginning of a yearlong process that facilitates your transition to our University community. Activities, events, presentations, group discussions, and tours will help you become familiar and comfortable with your new campus.

Resident Student Information

In early August, the Office of Residential Life will send a packet of information and a confirmation of room assignments to all students who have signed up for campus housing. If you have any questions concerning housing, please contact Residential Life at 860.768.7792.

Commuter Student Information

The Undergraduate Commuter Association (UCA) represents the interests of all undergraduate commuter students by holding seats on several key University organizations, including the Student Government Association senate. UCA provides an open lounge space in Gengras Student Union (GSU), room 140. This space is our commuter students' "home away from home" and provides them with a mini-computer lab; Playstation/X-Box games; a large, flat-screen TV with DVD/VHS capacity; a refrigerator; a microwave; and comfortable couches and chairs. For more information, visit the lounge or contact the Student Centers and Activities Office (GSU 205) at 860.768.5172.

Student Success Center

The Student Success Center, behind B Complex diagonally across from Hawk Hall, is where you can come to have questions answered and get advice; share concerns or frustrations; arrange for free one-on-one tutoring; get information on clubs and organizations; get connected with programming and leadership opportunities on campus; or just hang out in a friendly and supportive location.

Staff will provide you with the resources and support you need for your successful transition to college, and to ensure an enjoyable and rewarding academic and social experience at the University.

The Student Success Center is a drop-in center, with no appointment needed; or you can call 860.768.7003, send an email to ssc@hartford.edu, or check out the website at uhaweb.hartford.edu/ssc.

Health Information

Connecticut law mandates that all matriculated students enrolled in postsecondary schools who were born after 12.31.56 be protected against measles, mumps, and rubella, and show proof of two doses of measles vaccine to Health Services. One dose of measles vaccine must have been administered on or after your first birthday; the second dose must have been administered on or after 1.11.80. Laboratory evidence of an immune titer is acceptable. Verification of the above must be presented to Health Services in order to register for and attend classes.* For further information, call Health Services at 860.768.4601.

*Immunization forms are enclosed in this mailing. Please have the forms completed and return them prior to the start of classes.

Special Academic Information

Advanced Placement and College Course Work

Any student who has completed college course work while in secondary school should have the official transcript sent directly to the University of Hartford Office of Admission and Student Financial Assistance. Courses will be evaluated and appropriate credit awarded. The University of Hartford also recognizes advanced work completed in secondary school and validated by a satisfactory score on the Advanced Placement Examinations. You should have your CEEB advanced placement official score reports sent directly to the University of Hartford.

Exemption and/or college credit, as listed below, will be granted based on achieving a satisfactory score on the Advanced Placement Examinations. During Orientation in May/June or August, your advisor will help you select courses based on the college-level work you have done. If you have any questions about advanced placement or credit for college course work, please call the transfer evaluators in the Admission office at 860.768.4293.

AP Test	AP Score	UHart Course/Credits
Biology	3, 4, or 5	BIO 110-111 [8 cr]
Chemistry	3, 4, or 5	CH 110-111 [8 cr]
Computer Science A	3	CS 111 [3 cr]
Computer Science A	4 or 5	CS 114 [3 cr]
Eng. Lang. & Comp.	IF 4	RPW 110 [3 cr]
	IF 5	RPW 110-111 [6 cr]
Eng. Lit. & Comp.	IF 4 or 5	ENG 140 [3 cr]
Foreign Language (French, German, Italian, Spanish)	3, 4, or 5	ML 3XX [3 cr]
Gov. & Politics, U.S.	3, 4, or 5	ITA 2XX [3 cr]
History, American	3, 4, or 5	POL 110 [3 cr]
History, European	3, 4, or 5	HIS 130-131 [6 cr]
History, World	3, 4, or 5	HIS 2XX [6 cr]
Math, Calculus AB	3, 4, or 5	HIS 2XX [6 cr]
Math, Calculus BC	3, 4, or 5	M 144 [4 cr]
Physics B	3, 4, or 5	M 144-145 [8 cr]
Psychology	3, 4, or 5	PHY 120 [4 cr]
		PSY 101 [3 cr]

To request an official score report, call 609.771.7300 or 888.225.5427 (888.CALL.4.AP), or email apexams@ets.org.

University Honors Program

Why should you participate in the Honors Program?

The University Honors Program will enrich your education at the University of Hartford. This enrichment will add value to your education at no additional cost. It will be easier to excel in these smaller classes taught by top professors in an interactive seminar format.

Who can take honors courses?

Upon admission, students are invited to participate in the University Honors Program based on their SAT scores and/or exceptional talents. Honors courses are open to all students who qualify academically; you do not have to declare your intention to graduate with honors in order to enroll in an honors course.

What are honors courses?

There are four kinds of honors courses: honors sections of general education and All-University Curriculum (AUC) courses, honors seminars, contract honors courses, and upper-level independent study/research. First-year students usually begin their honors studies by enrolling in honors sections of AUC or general education courses.

What is required in the Honors Program?

The University Honors Program involves 18 credits of academic work. Students who successfully complete the requirements of the program receive the designation "University Honors" on their diplomas. Each college has tailored an honors program to meet the needs of its students. For details about the specific requirements for honors in your college, see the *University of Hartford Undergraduate Bulletin* or go to hartford.edu/academics/honors_program.

If you have specific questions about the Honors Program, contact the honors coordinator of your college:

Barney School of Business: Professor Irina Naoumova,
naoumova@hartford.edu

College of Arts and Sciences: Professor Don Jones,
djones@hartford.edu

College of Education, Nursing and Health Professions:
Professor Peter Oliver, oliver@hartford.edu

College of Engineering, Technology, and Architecture:
Professor Bob Celmer, celmer@hartford.edu

Hartford Art School: Associate Dean Tom Bradley,
tbradley@hartford.edu

The Hartt School: Professors Diana Moller-Marino (theatre),
moller@hartford.edu; Warren Haston (music), haston@hartford.edu; Stephen Pier (dance), pier@hartford.edu

Hillyer College: Professor Michele Troy, mtroy@hartford.edu

Multimedia Web Design and Development:

Professor William Sanders, wsanders@hartford.edu

Study Abroad

Students are encouraged to study abroad during their time at the University of Hartford. An international experience can expand a student's world view, add value to a degree program and enhance future employment opportunities. This kind of unparalleled global exposure is vital to all students no matter what their field.

The University of Hartford offers a variety of opportunities to participate in an international experience. These range from our First-Year London Experience to faculty-led, short-term programs to semester and yearlong affiliate study abroad programs. First-year students are all encouraged to visit the Study Abroad Office early to discuss how study abroad best fits into your degree program.

First-Year London Experience

First-year students are invited to finish their freshman year with the First-Year London Experience. This program offers University of Hartford students who have successfully completed their freshman year the opportunity to participate in a noncredit international experience. Spend one week in May exploring the fascinating city of London, England, with a group of fellow freshmen while forging lasting friendships.

You will go beyond being a tourist as you gain insight into the differences in British and American culture, experience the theatre and arts scene of London, and learn about the many multicultural layers of the city from local experts. This program provides freshmen with an enriching international experience and instills the curiosity, confidence, and know-how to undertake a more extensive study abroad experience later in their college career.

The program takes place on our partner campus, Regent's College, situated in idyllic Regent's Park, a peaceful oasis in the middle of the bustling city. Designed to be affordable and as all-inclusive as possible, the program offers international group airfare, housing, meal plan, travel card, scheduled lectures, tours, and excursions.

The application deadline is March 1. Students are encouraged to apply early as space is limited.

Short-Term, Faculty-Led Programs

The University offers summer, spring break, and winter short-term programs in a variety of disciplines and countries. These programs are led by University faculty and provide an experience that takes students outside of the traditional classroom setting to explore fascinating international topics and cultures. Spend one to three weeks abroad over a semester break with fellow students and earn credit toward graduation. These programs are affordable. They enable students in highly structured programs to study abroad and are great for those unable to commit to full-semester study abroad.

Semester Affiliate Programs

Semester and yearlong programs are available in 40 countries through our affiliate partners. Students can select to take courses in the native language or in English and course work is available in most majors as well as internship and service-learning opportunities. Studying abroad for a semester through one of our affiliate partners enables you to continue paying University of Hartford tuition and to apply your University grants and scholarship, as well as your federal and state financial aid, toward your study abroad.

Who Can Participate?

Students from all colleges can participate in study abroad with the proper planning. A cumulative GPA of 2.5 or higher and sophomore standing are required of any student going abroad.

More Information

For details regarding the many study abroad opportunities available to you, see our study abroad website at hartford.edu/studyabroad. You will find information about how to begin planning your study abroad as well as scholarship and program information. We encourage you to read our study abroad blog, which features stories from fellow University of Hartford students' experiences abroad. Visit us in GSU 328, call 860.768.5100, or email Sarah Reuter, director of international studies, at reuter@hartford.edu, or Susan Carey, assistant director of Study Abroad, at sucarey@hartford.edu.

Premedical Professions Advising Program

Medicine, Dentistry, Osteopathy, Optometry, Podiatry, Veterinary Medicine, Chiropractic, and Pharmacy

Students who choose a path that will lead to a postgraduate medical program must be highly motivated and academically outstanding. Successful admission to medical school or other professional schools requires applicants to do well in the courses associated with their major and in a specific set of courses in biology, chemistry, physics, mathematics, and social sciences.

A special advising program is available to assist students in achieving their professional goals by offering a structured academic program that provides the solid foundation needed for further study in the medical professions. Enrollment in the Premedical Professions Advising program is strongly recommended because it optimizes the chances of successful entrance into a professional school. Students can enter this program in two ways: by demonstrating either outstanding academic performance in secondary school or outstanding performance in the first semester at the University of Hartford. The advising program begins in the second semester of the first year of study.

Students interested in the premedical professions should contact a member of the Premedical Professions Advisory Committee as early as possible for advice in planning their academic program. Requirements of the Premedical Professions Advising program are as follows:

1. Maintain an overall and science grade point average of 3.0 with no grade below a C in required courses.
2. Complete the three premedical professions advising courses: PPS 100, PPS 200, and PPS 300.
3. Complete an approved internship experience.
4. Successfully complete an interview with the Premedical Professions Advisory Committee.

Overall, the advising program is beneficial because it provides the following:

- Mentoring
- Assistance with internship experience
- Assistance with professional speaking, test taking, and writing skills
- Building a portfolio
- Interviewing skills
- Tutoring
- Admission test assessment and review
- Guidance through the application process
- A recommendation letter from the Premedical Professions Advisory Committee

Committee Members

Eric Mahan, Chair, Premedical Professions Advisory Committee;
Associate Professor of Chemistry (Medicine);
mahan@hartford.edu

Joanna Borucinska, Associate Professor of Biology (Veterinary
Medicine), borucinska@hartford.edu

Gerard Buffo, MD, Director of CT and MRI, Department
of Health Sciences

Caryn Christensen, Associate Professor of Psychology

Guy C. Colarulli, Associate Provost and Dean of Undergraduate
Studies (ex officio)

Douglas Dix, Professor of Biology and Medical Technology

Jane Horvath, Associate Professor of Economics

John Leard, Assistant Professor of Physical Therapy

Michael Nowak, Associate Professor of Engineering

Claudia Oakes, Assistant Professor of Health Sciences
(Optometry, Chiropractic, Medicine),
oakes@hartford.edu

Beth Parker, Assistant Professor of Health Sciences

James Shattuck, Associate Professor of Chemistry (Dentistry),
shattuck@hartford.edu

Harry Workman, Professor of Chemistry

It is important to select a major that is of interest and enhances the chances of success while providing satisfactory career alternatives. The basic requirements and the overall goals may be satisfied within a number of different B.A. and B.S. degree programs at the University. For additional information about some majors that may be used in conjunction with premedical professions programs, see the College of Arts and Sciences (A&S); College of Education, Nursing and Health Professions (ENHP); and College of Engineering, Technology, and Architecture sections of this handbook.

Articulations

There are a number of programs available through the University that allow students to complete a B.S. degree and a professional degree in seven years (three years at the University of Hartford and four years at specific professional schools). These programs include the New England College of Optometry, New York Chiropractic College, New York College of Podiatric Medicine, Notre Dame of Maryland University School of Pharmacy, the University of New England College of Osteopathic Medicine, and the University of St. Joseph's School of Pharmacy. Information

about these options may be found in the A&S and ENHP sections of this handbook. The University also has articulations with Ross University School of Medicine, located on the island of Dominica, and Ross University School of Veterinary Medicine, located on the island of St. Kitts. Under these agreements, University of Hartford students who have fulfilled the necessary prerequisites will receive automatic admission to these programs. Additional information about these partnerships may be obtained by contacting the chair of the Premedical Professions Advisory Committee.

Pre-Law Advising Program

The Pre-Law Advising program at the University of Hartford is designed to assist students considering law school as an option. The program structure affords students the opportunity to complete a major of their choice while being part of a learning community program focused on pursuing a career in the law. A student organization, the Pre-Law Society, sponsors social and educational events during the academic year.

Seven pre-law faculty advisors are available to work with students and their academic advisors to select courses of study designed to prepare them for the study of law while satisfying degree requirements for the baccalaureate. The committee also develops (and periodically reviews) a list of recommended courses for students interested in attending law school. The list contains courses that are identified by the committee as ones that develop skills established by the American Bar Association as important for a pre-law curriculum. The skills include analytic and problem-solving skills, critical-reading abilities, writing skills, oral-communication and listening abilities, general research skills, task-organization and management skills, and the values of serving others and promoting justice.

Pre-Law Advisory Committee

Jane Horvath, Chair, Pre-Law Advisory Committee;
Associate Professor of Economics
horvath@hartford.edu

Jilda Aliotta, Associate Professor of Politics and Government
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Mark Blackwell, Associate Professor of English
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Monica Hardesty, Professor of Sociology
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First-Year Interest Groups

First-Year Interest Groups (FIGs) involve coordinated courses that meet general or major University requirements and focus on a particular area of interest. Students share enrollment in two or three courses, depending on the topic. Joining a FIG is appropriate for all students pursuing a baccalaureate degree at the University.

Why Join a FIG?

FIG courses are designed to complement each other in terms of academic content, so that what you learn in one course has relevance for the other. Enrollment within each FIG grouping consists of the same group of students, allowing participants to meet others readily through shared class and study time. Participation in a FIG will help you to get off to a great start at the University of Hartford.

How Do You Register for a FIG?

Discuss FIG registration with your academic advisor. Enrollment is limited and available on a first-come, first-served basis.

Topic FIGs

The following course groupings are available to first-year students interested in coordinated classroom instruction and assignments centered on the topics indicated:

American Studies (HON)

AUCW 212 Discovering America III
HON 182 Rhetoric and Writing I

Forensics

AUCT 125 Forensic Science: Crime Scene–Courtroom
Soc 170 Introduction to Criminal Justice

Law and Politics (Pre-Law)*

PHI 110 Introduction to Philosophy
POL 100 American Government

Math and Science (Pre-Medicine)*

CH 110 College Chemistry
M 140 Precalculus with Trigonometry

Major FIGs

First-year students matriculated in the following majors may participate in the FIG-coordinated classes indicated:

Art

AUCW 180 Western Heritage: The Humanities
FWS 114 Foundation Issues in Artmaking I

Business*

AC 210 Financial Accounting
BAR 110 World of Business
EC 110 Principles of Macroeconomics

Engineering (NSF)**

AUCA 140 Creativity: Dynamics of Artistic Expression
ES 143 Engineering and Design
RPW 110 Rhetoric and Writing I

Health Sciences

CH 114 Principles of Chemistry I—Lab
M 110 Modeling with Elementary Function
HS 140 Introduction to Health Professions
RPW110 Rhetoric and Writing I

Health Sciences/Physical Therapy

PSY 101 Introductory Psychology: Concepts
RPW 110 Rhetoric and Writing I

Hillyer

College Algebra
MAB 110 Mathematical Foundations
MAB 190 March Attack

Government

ASB 110 Academic Strategies
GVB 110 American National Government

Signs, Symbols, Space

ARB 110 Introduction to Fine Arts
ENB 110 English Composition

Stories We Tell

ENB 110 English Composition
HUB 110 Introduction to Language

Music Management

MUM 120 Introduction to Arts Management
RPW 110 Rhetoric and Writing I

Psychology

PHI 110 Introduction to Philosophy
PSY 101 Introductory Psychology: Concepts

*Curriculum development funded by a grant from the Fund for the Improvement of Post-Secondary Education, U.S. Department of Education

**Curriculum development funded by a grant from the National Science Foundation (NSF)

All-University Curriculum

The All-University Curriculum (AUC), the University's nationally recognized interdisciplinary program, is committed to educating students broadly by exposing you to fundamental areas of knowledge and by challenging you to go beyond your chosen specializations. Faculty who developed the curriculum selected classical and traditional knowledge that has value for today. They also identified knowledge in the social sciences, business, engineering, and technology necessary to prepare graduates for the contemporary world. All of these areas of study are integrated in interdisciplinary courses in which you examine in-depth problems, ideas, and issues from multiple perspectives.

All-University Curriculum courses also emphasize the development of essential abilities and skills. These include the ability to speak and write, think, make decisions, take action, and apply knowledge effectively. Values identification, social interaction, and responsibility for civic life are included as essential abilities. Each course emphasizes the development of two or three of these abilities throughout the semester. For example, Western Heritage emphasizes written communication and values identification; Living in the Environment emphasizes oral communication and responsibility for civic life. Written feedback, conferences with instructors, in-class activities, and group assignments encourage students to develop their essential abilities.

In addition, courses in the All-University Curriculum are developed to stimulate active learning. By using creative and interactive teaching styles, the faculty encourage you to take responsibility for learning. The courses are intended to create a challenging and supportive community in which students and faculty join together in shared learning experiences.

All students in baccalaureate programs are required to take at least four All-University Curriculum courses over their four years as part of graduation requirements. Multiple sections of each of the 25 courses in the curriculum are offered each semester. You are required to take one course from four of the five breadth categories, for a minimum of 12 AUC credits. The AUC committee, along with college faculty, determines which category may be waived for majors. Students may take an additional AUC course as an elective. The five breadth categories are as follows:

Living in a Cultural Context: Western Heritage—AUCW

Courses in this category seek to develop a knowledge of Western culture. We live in a blend of constantly changing societies and need to understand both how such societies function and how they were developed. In order to participate effectively as citizens, students need to understand past events and their links to present ones.

Living in a Cultural Context: Other Cultures—AUCC

Courses in this category seek to develop cultural empathy and an ability to project imaginatively into different cultural worlds; and to appreciate the richness, complexity, and importance of other ways of living. This category provides access to a diversity of cultures and to the traditions, values, and practices that inform those cultures.

Living Responsively to the Arts—AUCA

Courses in this category engage the imagination, foster flexible ways of thinking, and provide distinctive ways of understanding human beings and nature. Knowledge of architecture, art, dance, drama, literature, and music opens channels of communication and leads to a realization of the complexities and interrelationships of human society.

Living in a Social Context—AUCS

Courses in this category are designed to provide students with an understanding of themselves and how they relate formally and informally with others in groups, institutions, and political and economic contexts. Courses emphasize human needs and behaviors; group relationships and processes; the evolution and nature of value systems; and techniques for accumulating, widening, and transmitting experience and knowledge to succeeding generations.

Living in a Scientific and Technological World—AUCT

Courses in this category seek to develop a greater awareness of science and technology and their human, social, and political implications. These courses encourage an understanding and application of scientific methods. Students learn to differentiate between science and technology, understand the limitations that are inherent in scientific inquiry, and evaluate the risks and benefits of technological advances.

Course Descriptions

Living in a Cultural Context: Western Heritage

AUCW 160 Mediterranean Studies [3]

This course is designed to provide a broad introduction to the encounters, contacts, and conflicts that shaped the Mediterranean region culturally, politically, and socially. The course focuses on the transmission of artistic, literary, scientific, and religious ideas and systems of thought. The main means of study is through primary texts supplemented with historical, art historical, and cultural criticism. (Written Communication and Values Identification)

AUCW 170/AUCA 170 Discovering Britain [3, 3]

This integrative course in the humanities is designed as an exploration of the British heritage during study abroad. It introduces students to the major literary works, historical and political events, and culture of Britain in selected historical periods. By studying in England, students have opportunities to integrate their study of history, literature, and art with field trips to museums, historical sites, authors' homes, galleries, theaters, castles, and manors. (Written Communication, Critical Thinking, and Values Identification)

AUCW 175/AUCA 175 Landmarks, Legends, and Life of Early Italy [3, 3]

This integrative course in the humanities and art is a quest to uncover the layered cultures of the Italian peninsula. From Italic and Latin settlements to Imperial Rome, from the roots of institutional Christianity to Early Renaissance Florence and High Renaissance Rome, this study trip explores contexts of the Mediterranean heritage. A participatory component (either photographing or drawing buildings) complements tours of historic sites and study of Latin epic, myth, and history. (Written Communication, Critical Thinking, and Values Identification)

AUCW 180 A Western Heritage: The Humanities [3]

This integrative course in the humanities considers the contemporary search for solutions to the age-old problems in gaining understanding of truth, art, and ethics. Central questions of value and meaning are pursued by academic disciplines that came to be called the humanities. The course provides an introduction to these humanities together with their essential components, conventions, and connections. (Oral and Written Communication and Values Identification)

AUCW 185 The Idea of Human Rights [3]

This course approaches human rights from the standpoints of political science, philosophy, literature, and history. The course traces the development of the concept of human rights as a major contribution of Western thought and culture, in order to assess the prospects for human rights in the 21st century. (Written Communication, Critical Thinking, and Responsibility for Civic Life)

AUCW 210 Discovering America I: American Civilization to 1865 [3]

This integrative course deals with American society, culture, and thought during the formative period of 1607–1865. Five topics are considered in depth: (1) the social and economic

development of the southern colonies; (2) the evolution of religious beliefs and institutions; (3) the origins of American politics; (4) industrialization, westward expansion, and American character; and (5) the debate over slavery. (Written Communication and Critical Thinking)

AUCW 211 Discovering America II: American Civilization, 1865–1945 [3]

This integrative course in the humanities investigates American society, culture, and thought, focusing on America's emergence as an industrial nation and a predominantly middle-class culture. Topics: impact of capitalism and technology, immigration and its social consequences, religious sectarianism, civil rights struggles, closing of the western frontier and its surviving popular myth, and emergence of a mass-consumer society. (Written Communication and Critical Thinking)

AUCW 212 Discovering America III: American Civilization, 1945 to Present [3]

This integrative course is an inquiry into American society, culture, and thought in the post–World War II era. The topics chosen for investigation represent many of the most significant themes and issues that have been and continue to be influential in shaping the contours of recent American cultural experience. Reading for this course emphasizes the diverse perspectives of major American writers, historians, and social scientists on such topics as the pursuit of the “American Dream,” racial inequality, and the antiwar movement and its aftermath. (Written Communication and Critical Thinking)

Living in a Cultural Context: Other Cultures

AUCC 110 Hunger: Problems of Scarcity and Choice [3]

This integrative course, combining perspectives in social sciences and health, introduces students to the multiple dimensions of hunger. Various models are used to examine the causes and consequences of, and treatments for, hunger in the Third World and the United States. (Written Communication and Values Identification)

AUCC 120 Literature and Films of Other Cultures [3]

This integrative course combines perspectives in the humanities and social sciences to broaden student awareness of viewpoints and modes of living in other cultures. By studying literature and films produced by people of other cultures, students gain insight into the rich and complex beliefs and practices, lifestyles, and aspirations of diverse nations. (Oral and Written Communication and Values Identification) Film fee.

AUCC 140 Native American Cultures [3]

By combining critical perspectives in anthropology, history, and the humanities, this integrative course seeks to broaden student awareness of the many complex Native American cultures. The topics focus on social, cultural, and political issues that have been central to the lives of Native American people. Readings are from various sources: history, literature, autobiography, anthropology, art history, music history. Students are expected to write critical reports and participate in group art projects and presentations. (Oral and Written Communication and Values Identification) Laboratory fee.

AUCC 150 The Caribbean Mosaic [3]

This integrative course provides an introduction to the complex and diverse Caribbean region, using readings, films, and other cross-cultural experiences. (Oral and Written Communication and Values Identification)

AUCC 160 Literature and Culture of Immigrant Groups in America [3]

An introduction to the literature and culture of four immigrant groups, using film, literature, and cultural analysis. (Oral and Written Communication and Values Identification)

AUCC 210 Cultures and Transnational Corporations [3]

This integrative course is designed to expose students to the interactions between cultures and transnational corporations and the environments in which they operate, with special emphasis on the cultural dimension and its political effects. Topics include conflicts between host and home cultures, as manifested in the history of the transnationals; colonial heritage and cultural imperialism; governmental policies; trade restrictions and incentives; roles and power balance of transnationals and home/host governments; and questions of ethics. (Oral and Written Communication and Critical Thinking)

Living Responsively to the Arts**AUCA 110 Romanticism in the Arts: An Introduction [3]**

This integrative course introduces students to several major works of Western art, literature, and music produced during the late 18th and 19th centuries, and encourages the investigation of the romantic impulse across the spectrum of multiple art forms. (Written Communication and Values Identification)

AUCA 120 The Art and Thought of Classical Greece [3]

This integrative course in the arts and humanities provides students an opportunity to explore the interrelatedness of the arts and philosophic inquiry in classical Greece. The materials to be considered include poetry, epics, dramas, and Platonic dialogues. Some emphasis is given to architecture, music, and the visual arts. (Oral Communication and Values Identification)

AUCA 130 The Italian Renaissance [3]

This integrative course introduces the student to the arts and thought of the Italian Renaissance. The individual's relation to nature, tradition, community, and self is investigated and discussed, as the student surveys a number of landmarks of the art, literature, music, and philosophy of the age. (Oral Communication and Critical Thinking)

AUCA 140 Creativity: The Dynamics of Artistic Expression [3]

This course provides students with a series of 10–12 workshops presented by different artists/instructors in a variety of media, ranging from the graphic arts to photography, writing, the performing arts, music, and other fine arts. The workshops and follow-up discussion sessions expose students to how the imagination is used to create a variety of art forms that communicate the artists' ideas or feelings. Students have an opportunity to hone skills as both creative audience and creative participant in each art form. (Oral and Written Communication, Critical Thinking, and Values Identification) Laboratory fee.

AUCA 150 Ethnic Roots and Urban Arts [3]

This course seeks to broaden students' knowledge of the diversity and richness of the artistic contributions of ethnic groups that have shaped the dynamics of the urban community. Students acquire a knowledge base of selected ethnic arts, including visual arts, music, drama, language and literature, dance, and folkways, as well as their critical, historical, and sociological contexts. Students are exposed to ethnic arts resources in the Greater Hartford area. (Oral and Written Communication and Values Identification). Laboratory Fee.

Living in a Social Context**AUCS 110 Sources of Power [3]**

This integrative course in the social sciences examines human interaction on the interpersonal, group, organizational, and social levels through the study of power and individuals' reactions to power. Students gain insight into individual, social, economic, and political sources of power in relation to contemporary issues and controversies. (Oral and Written Communication and Critical Thinking)

AUCS 120 The Adult Journey: A Search for Meaning [3]

This integrative course in the social sciences is an exploration of the biopsychosocial events that shape the meaning of life at three critical stages: young adulthood, middle age, and old age. Emphasis is given to interactional issues, cultural values, and theories of development that compose the adult journey. (Oral Communication and Social Interaction)

AUCS 130 Understanding the Dynamics and Environment of the World of Business [3]

This integrative course in the social sciences introduces students to the role the American business system plays in our society. The course spans the macroenvironment of business, probes the various disciplines of business administration, and explores selected contemporary issues that are entwined with the economic fortunes of American firms. The course does not fulfill an AUCS requirement for students matriculated in the Barney School of Business. (Oral Communication and Critical Thinking)

AUCS 150 Gender, Identity, and Society [3]

This integrative course examines what we know about being male and female from a variety of perspectives. Biological and psychological dimensions of gender, as well as the social and cultural frameworks of the ways in which a number of societies choose to define sex roles, are considered, along with a look at how men and women in other societies see their own lives. Factual information, fiction, and film are used to discover how our experience is colored by our own ideas about gender and by the pressure society brings to bear on us. Sources of reading and films include anthropology, cultural studies, philosophy, economics, literature, and sociology.

AUCS 160 Leadership: Challenges and Opportunities [3]

This integrative course in the behavioral sciences and humanities examines leadership dynamics from individual, group, organizational, and cultural perspectives. It is designed to foster self-discovery, comprehension of classical and cutting-edge leadership theories, and the ability to evaluate the effectiveness of different leadership styles. (Written Communication and Responsibility for Civic Life)

AUCS 170 Why We Talk: Origins of Human Language [3]

How did modern human language originate? Did it evolve through the processes and mechanisms of natural selection as other complex biological systems have? Or are there alternative explanations?

What might be some ways to approach these questions? Drawing on the knowledge of many disciplines including, but not limited to, anthropology, archaeology, biology, evolutionary theory, history, linguistics, neuroscience, and psychology, this course attempts to make sense of the crucial questions raised as well as the findings of those investigating the origins of language. (Written and Oral Communication and Critical Thinking)

AUCS 210 The Story behind the Story: News across Media Platforms [3]

Why do star athletes' salary negotiations get covered more thoroughly in the news than Supreme Court decisions? Do social media, such as Facebook and Twitter, merely capture and disseminate news and information, or have social media moved into the category of newsmakers? This course stimulates awareness of how news is collected and transmitted, develops critical thinking about issues and events, and broadens the understanding of one's own and others' cultures. The conventions of both traditional and emerging digital news formats are examined in order to provide insight into the "grammar" of news media. Students learn the critical tools of visual and rhetorical analysis; consider the political, economic, and historical contexts in which the media function; and consider the various interest groups that support, consume, and influence the media. This integrative course focuses on the cultural, ethical, political, and social influence and impact of news media. (Written and Oral Communication and Critical Thinking)

AUCS 340 Ethics in the Professions [3]

This integrative course provides a unifying theoretical basis in ethics for the study of ethical decision making in the professions. Case studies in the health professions, business, the media, the arts, and engineering are presented. Students prepare and debate case studies. (Oral and Written Communication, Values Identification, and Critical Thinking)

Living in a Scientific and Technological World**AUCT 115 Issues of Health and Society: Weighing In** [4]

This integrative course in the sciences is a multidisciplinary exploration of one of the more pressing, current issues of health and society: obesity. It reviews basic energy consumption, usage, and storage, as well as the biological, historical, social, psychological, and health issues related to obesity and its treatment. The economic impact of obesity on health care, employment, travel, and the diet and food industries is also examined. Students gain an overall perspective on the impact that body mass has on society. (Written Communication and Civic Responsibility) Laboratory fee.

AUCT 120 Living in the Environment [4]

This integrative course in the sciences is an introduction to basic ecological principles governing the relationship of natural resources to modern society. Selected topics emphasize the importance of the interrelationships between the natural sciences, humanities, and social sciences in the understanding of environmental problems, as

well as possible ways of dealing with them. (Oral Communication and Responsibility for Civic Life) Several off-campus field trips. Laboratory fee.

AUCT 125 Forensic Science: From Crime Scene to Courtroom [4]

This integrative course in the sciences is a multidisciplinary exploration of forensic science as used to prove issues in law enforcement and the American legal system. Basic scientific concepts underlying a variety of types of forensics are explored. Students learn the rules regarding crime scene investigation, introduction of forensic evidence in the court system, and how court challenges affect the administration of justice. (Written Communication, Critical Thinking, and Problem Solving) Laboratory fee.

AUCT 140 Epidemics and AIDS [3–4]

This integrative course in the sciences is a multidisciplinary exploration of plagues, epidemics, and AIDS. It reviews historical, social, political, and scientific views of the current AIDS epidemic. Basic scientific concepts are covered in an effort to allow students to develop an understanding of the disease based on fact. Students develop a personal perspective on AIDS and their role in the epidemic. (Oral and Written Communication and Critical Thinking) Laboratory fee.

AUCT 145 Science in Art [4]

This interdisciplinary course explores the connection between science and fine art, with a specific examination of the role science plays in the creative process. The physics of light and color are studied, as well as how humans use sight to perceive images. The formulation of an artist's materials and their application for the creation of a work of art are explored. The significance of scientific discoveries to developments in art, both past and contemporary, is examined. (Written Communication and Critical Thinking) Laboratory fee.

AUCT 150 Technology as a Human Affair [4]

This course provides an introduction to the interactive relationship between technology and society. Students study technological advancement as social change, not simply to monitor the transformations of our society but also to understand why they occur and what their consequences are. (Critical Thinking, Oral and Written Communication) Laboratory fee.

AUCT 180 Assessing Complementary and Alternative Medicine [4]

An introduction to some of the methodologies of complementary and alternative medicine. Study of a selection of the claimed physiological and chemical bases of these methods together with an introduction to elementary concepts of statistics that can be used to read the research literature and scientifically assess the efficacy of a therapy. An introduction to the economic, sociological, psychological, and political impact of these forms of medicine on the patient and the overall field of medicine. (Oral and Written Communication and Critical Thinking) Laboratory fee.

Schools, Colleges, and Degree Programs

University Studies

Multimedia Web Design and Development (MWD²)

The Multimedia Web Design and Development (MWD²) program is an interdisciplinary undergraduate major leading to a Bachelor of Arts. Areas of study typically include web design principles, management information systems, problem solving and decision making, technical writing, and Internet programming. A series of project-based courses further develops students' skills in multimedia, software development, computer networks, the Internet, and content-creation editing for various information formats, such as hypertext, sound, image, and typography.

The degree is composed of three interrelated parts: general education, the major (core and specialization), and general electives. The general education requirements, while substantially similar to those required for a B.A. in the College of Arts and Sciences, have been specifically selected to support the MWD² major. The major has a core of 37 credits, including four 4-credit courses (MWD 110, MWD 210, MWD 310, and MWD 410) that are problem oriented and project based, using real-world multimedia and web-based problems and projects. Additionally, the major has a specialization requirement of a minimum of 15 credits that allows students to emphasize an area of information technology that meets their interests and career goals. These areas include, but are not limited to, advertising and marketing, media arts, network administration, network management, human-computer interaction, and multimedia production. Students with different career goals are encouraged to work with the MWD² faculty committee to create their own area of specialization. MWD² majors also have 18 credits of general electives that may be used to pursue a second specialization, minor, or other interest.

MWD² First Year

First Semester. *Required courses:* RPW 110 Rhetoric and Writing I (see page 24), DIA 100 Freshman Dialogue, and AUCT 150 Technology as a Human Affair. *Recommended:* PSY 101 Introductory Psychology: Concepts and CMM 115 Improving Communication Skills.

Second Semester. *Required courses:* RPW 111 Rhetoric and Writing II, CS 111 Programming Foundations, DES 221 Type 1 (Image Processing), and MWD 110 Foundations of Web Design and Development. *Recommended:* CMM 110 Introduction to Communication.

Course Descriptions

AUCT 150 Technology as a Human Affair [4]

This course provides an introduction to the interactive relationship between technology and society. Students study technological advancement as social change, not simply to monitor the transformations of our society but also to understand why they occur and what their consequences are. (Critical Thinking and Oral and Written Communication) Laboratory fee.

CS 111 Programming Foundations [3]

An introductory computer programming course designed for students with no prior programming background. Emphasis is placed on problem solving and the translation of solutions into a programming language. Topics include data types, input/output, control structures, loop structures, and program modularity. This course may be used to prepare the student with no prior programming experience for CS 114 or as a one-semester exposure to programming. Prerequisites: (1) Two years of high school algebra with an average grade of at least B and (2) a high school computer course or CS 110. Not open to students who have completed a higher-level CS course. Laboratory fee.

DES 221 Type 1 [3]

An introductory course in visual communication design that focuses on learning the fundamentals of typography, typographic syntax, and semantics. The course aims to increase awareness of how typography is designed and used, and of how it should be appreciated in reference to historical and current cultural influences. Studio procedures incorporate handwork as well as computer-generated explorations. Course work includes studio exercises, projects, reading, writing, and research. Prerequisite: FWS 110.

MWD 110 Foundations of Web Design and Development [4]

Project-based, hands-on course focuses on developing front-end architectures for websites. Students follow a systematic, user-centered model to develop small-/medium-size websites. Particular emphasis is on using appropriate standards-based technologies to separate and implement content, structure, presentations, and behavior of web elements. Students get an introduction to HTML markup, CSS styling (Cascading Style Sheets), and scripting. Laboratory fee.

College of Arts and Sciences

In the College of Arts and Sciences (A&S), you have the opportunity to explore the breadth of the liberal arts and to obtain a thorough knowledge of at least one area of specialization. An A&S degree is divided into three parts: the general education requirements, including the All-University Curriculum; the major(s); and electives, for a total of 120 credits, or approximately 40 courses.

General Education Requirements

The general education requirements include *basic requirements* in English composition and mathematics, and a first-year seminar (FYS); and *distribution requirements* in the arts, humanities, social sciences, and natural sciences, in addition to courses that fulfill college requirements in areas of community/citizenship, diversity, and information technology. You will also take four courses in the All-University Curriculum (see pages 9–12).

General Education Course Options

I. Core Requirements

- First-Year Seminar (1st year, fall)
- RPW 110 (1st year, spring) and RPW 210 (2nd year, fall)
- M 110, M 114, M 116, M 140, or M 144

II. Arts

- One course in art history, cinema, drama, or HLM

III. Humanities

- Three humanities courses in three different disciplines from literature, foreign language, history, or philosophy

IV. Social Sciences

- Two social sciences courses in two different disciplines from economics, politics, psychology, or sociology (Social science majors must select two courses from disciplines outside of the major.)

V. Natural Sciences

- Two 4-credit lab sciences

VI. College Requirements in Community/Citizenship, Diversity, and Information Technology Literacy

- One course in each of the three areas from a list of college-approved courses

Students are also required to take two writing-intensive courses (W courses). One writing-intensive course must be taken in the major.

Faculty Advising

In addition to academic courses, you will register for a 1-credit course called Dialogue (DIA 100). A Dialogue group consists of approximately 12 students and a faculty advisor. In weekly meetings throughout the fall semester, students will be introduced to many of the campus resources and special programs available to them. You will meet with a faculty advisor at Orientation in June or August. The faculty advisor will discuss your preliminary course selections and help you develop a first-semester schedule (days and times) of classes.

Making Course Selections

Before you begin to select courses, please read the course descriptions on pages 17–25 of this handbook. This will give you an idea of the content of first-year courses and will help you make selections. A typical full-time course load consists of 13–18 credits.

Undecided Majors

If you are undecided about a major, the general education requirements should be viewed as an opportunity to explore possible majors by taking courses in the arts, humanities, natural sciences, and social sciences. In addition to the Dialogue program, students should take a first-year seminar, three general education courses (see this page), and an AUC course (see AUC course descriptions on pages 9–12). In selecting general education courses, it is wise to distribute your course selections among the arts, humanities, social sciences, and natural sciences. If you are interested in taking a business course, AUCCS 130 Understanding the Dynamics and Environment of the World of Business may be used as BAR 110 World of Business for students who may transfer to the Barney School of Business. For placement information for modern language courses, see page 21. *You do not have to decide on a major until the second semester of your sophomore year.* So relax and enjoy discovering the many disciplines within the College of Arts and Sciences.

Majors

If you have selected a major, use the guidelines below to identify required courses for your major. A list of first-year seminar courses is on page 17. In selecting general education courses, it is wise to distribute your course selections among the arts, humanities, social sciences, and natural sciences.

Art History

First Semester. ART 210 History of Western Art I (earliest civilizations to Early Renaissance), FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and an AUCW, AUCC, AUCCS, or AUCC course.

Second Semester. ART 211 History of Western Art II, and RPW 110 Rhetoric and Writing I, two general education courses, and an AUCC, AUCW, AUCCS, or AUCC course.

Biology

Bachelor of Arts

First Semester. BIO 122 Biological Science, CH 114 Principles of Chemistry I, M 110 Modeling with Elementary Functions, FYS 100 First-Year Seminar, and DIA 100 Freshman Dialogue.

Second Semester. BIO 123 Biological Science, CH 136 Principles of Chemistry II, and RPW 110 Rhetoric and Writing I, and M114 Everyday Statistics.

Bachelor of Science

First Semester. BIO 122 Biological Science, CH 110 College Chemistry I, M 144 Calculus I, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue.

Second Semester. BIO 123 Biological Science, CH 111 College Chemistry, M 145 Calculus II, and RPW 110 Rhetoric and Writing I, and PPS 100 for premedical students.

Chemistry

Bachelor of Arts

First Semester. CH 110 College Chemistry, M 144 Calculus I, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, and an AUCA, AUCC, AUCW, or AUCC course.

Second Semester. CH 111 College Chemistry, M 145 Calculus II, RPW 110 Rhetoric and Writing I, and an AUCA, AUCC, AUCW, or AUCC course.

Bachelor of Science

First Semester. CH 110 College Chemistry, M 144 Calculus I, CS 111 Programming Foundations, FYS 100 First-Year Seminar, and DIA 100 Freshman Dialogue.

Second Semester. CH 111 College Chemistry, M 145 Calculus II, PHY 112 Calculus-Based Physics I, and RPW 110 Rhetoric and Writing I.

Chemistry-Biology

Bachelor of Science

First Semester. CH 110 College Chemistry, M 144 Calculus I, BIO 122 Biological Science, FYS 100 First-Year Seminar, and DIA 100 Freshman Dialogue.

Second Semester. CH 111 College Chemistry, BIO 123 Biological Science, M 145 Calculus II, RPW 110 Rhetoric and Writing I. (PPS 100 for premedical students)

Cinema (Film)

First Semester. CIN 150 Introduction to Film, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and an AUCC, AUCCS, AUCC, or AUCCW course.

Second Semester. Two from CIN 230 Introduction to Filmmaking, CIN 250 World Cinema, CIN 251W Film History, or CIN 252W Film Analysis; RPW 110 Rhetoric and Writing I; a general education course; and an AUCCS, AUCC, AUCCW, or AUCC course.

Communication

First Semester. CMM 110 Introduction to Communication, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and any AUC course.

Second Semester. CMM 222, CMM 225W, CMM 230, CMM 240, or CMM 260; RPW 110 Rhetoric and Writing I; two general education courses; and any AUC course.

Computer Science

Bachelor of Science and Bachelor of Arts

First Semester. CS 114 Computer Programming I, M 144 Calculus I, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, and an AUCCW, AUCC, AUCA, or AUCCS course.

Second Semester. CS 115 Computer Programming II, M 145 Calculus II, RPW 110 Rhetoric and Writing I, and an AUCA, AUCCW, AUCCS, or AUCC course.

Criminal Justice

First Semester. SOC 170, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and an AUCCW, AUCC, AUCA, or AUCC course.

Second Semester. SOC 110; RPW 110 Rhetoric and Writing I; an AUCCW, AUCC, AUCA, or AUCC course; and two general education courses.

Economics

First Semester. EC 110 Principles of Macroeconomics, M 110 Modeling with Elementary Functions, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, CS 110 or 111, and an AUCCW, AUCA, AUCC, or AUCC course.

Second Semester. EC 211 Principles of Microeconomics, M 112 A Short Course in Calculus, RPW 110 Rhetoric and Writing I, a general education course, and an AUCC, AUCA, AUCC, or AUCCW course.

English

First Semester. FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, three general education courses, and an AUC course.

Second Semester. Three general education courses, RPW 110 Rhetoric and Writing I, and any AUC course.

History

First Semester. HIS 100 Civilization since 1500 or HIS 101 Civilization to 1650, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and any AUC course.

Second Semester. HIS 100 Civilization since 1500 or HIS 101 Civilization to 1650, RPW 110 Rhetoric and Writing I, two general education courses (POL 110 recommended), and any AUC course.

International Studies

First Semester. POL 120 Comparative Politics, or POL 130 International Relations, FYS 100 First-Year Seminar, HIS 100 Civilization since 1500, DIA 100 Freshman Dialogue, Modern Language, and an AUCCW, AUCA, AUCC, or AUCC course.

Second Semester. RPW 110 Rhetoric and Writing I, Modern Language, IS 100W Introduction to International Studies, a general education course, and an AUCC, AUCA, AUCCW, or AUCC course.

Judaic Studies

First Semester. HBR 113 Elementary Conversational Hebrew, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and any AUC course.

Second Semester. JS 215 Introduction to World Religions, JS 228 American-Jewish History, HBR 114 Hebrew Language II, RPW 110 Rhetoric and Writing I, and an AUC course.

Mathematics

Bachelor of Arts

First Semester. M 144 Calculus I, CS 114 Computer Programming I or CS 111 Programming Foundations, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, a general education course, and an AUC course (excluding AUCT).

Second Semester. M 145 Calculus II, RPW 110 Rhetoric and Writing I, two general education courses, and an AUC course (excluding AUCT).

Bachelor of Science

First Semester. M 144 Calculus I, CS 114 Computer Programming I or CS 111 Programming Foundations, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, a general education course, and an AUC course (excluding AUCT).

Second Semester. M 145 Calculus II, PHY 112 Calculus-Based Physics I, RPW 110 Rhetoric and Writing I, and two general education courses.

Secondary Mathematics Education

Bachelor of Arts in Mathematics with Secondary Certification

First Semester. M 144 Calculus I, CS 111 Programming Foundations, EDF 120 Introduction to Education and Human Services, M 114 Everyday Statistics, FYS 100 First-Year Seminar, and DIA 100 Freshman Dialogue.

Second Semester. M 145 Calculus II, SOC 115 Introduction to Social Welfare, EDP 220 Learning and Development, RPW 110 Rhetoric and Writing I, and PSY 101 or PSY 102 Introductory Psychology.

Modern Languages (French, Italian, and Spanish)

First Semester. A modern language course (for placement information, see page 21); FYS 100 First-Year Seminar; DIA 100 Freshman Dialogue; AUCW 180, AUCC 110, or AUCC 210; and two general education courses.

Second Semester. A second semester of a modern language, RPW 110 Rhetoric and Writing I, CS 110, any AUCT course (except AUCT 150), and SOC 130.

Philosophy

First Semester. PHI 110 Introduction to Philosophy, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, modern language, a general education course, and any AUC course.

Second Semester. Any PHI 200-level course, RPW 110 Rhetoric and Writing I, modern language, a general education course, and any AUC course.

Physics

Bachelor of Arts

First Semester. PHY 112 Calculus-Based Physics I, M 144 Calculus I, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, and a general education course.

Second Semester. M 145 Calculus II, PHY 113 Calculus-Based Physics II, RPW 110 Rhetoric and Writing I, and an AUCW, AUCA, AUCC, or AUCC course.

Bachelor of Science

First Semester. PHY 112 Calculus-Based Physics I, CH 110 College Chemistry I, M 144 Calculus I, FYS 100 First-Year Seminar, and DIA 100 Freshman Dialogue.

Second Semester. M 145 Calculus II, PHY 113 Calculus-Based Physics II, CH 111 College Chemistry, and RPW 110 Rhetoric and Writing I.

Politics and Government (Political Science)

First Semester. M 114, POL 110 Power and Politics in America, or POL 120 Comparative Politics, or POL 130 International Relations, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, and an AUCA, AUCC, AUCT, or AUCW course.

Second Semester. POL 200W Politics, RPW 110 Rhetoric and Writing I, two general education courses, and an AUCT, AUCA, AUCC, or AUCW course.

Psychology

First Semester. PSY 101 Introductory Psychology: Concepts, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and an AUC course (excluding AUCC).

Second Semester. PSY 102 Introductory Psychology: Applications, RPW 110 Rhetoric and Writing I, two general education courses, and an AUCC, AUCA, AUCW, or AUCT course.

Sociology

First Semester. SOC 110 Introduction to Sociology, FYS 100 First-Year Seminar, DIA 100 Freshman Dialogue, two general education courses, and an AUC course (excluding AUCC).

Second Semester. RPW 110 Rhetoric and Writing I; SOC 113 Contemporary Social Issues, SOC 115 Introduction to Social Issues, or SOC 130 Cultural Anthropology (or 200 level); two general education courses; and an AUC course (excluding AUCC).

Course Descriptions

DIA 100 Freshman Dialogue [1]

The overall goals of the Dialogue program are to ease students' transition to University life; to strengthen existing support networks and minimize potential problems; to advise students about academic scheduling and curriculum choices and thus encourage a strong liberal education; to introduce students to academic resources on campus, thereby fostering academic growth; to introduce students to social and cultural activities on and off campus; and to develop a supportive atmosphere within the Dialogue group.

FYS 100 First-Year Seminar [3]

The First-Year Seminar is a low-enrollment, introductory-level topics course on a subject or question in the discipline that the professor presents to the class in order to model and instill intellectual passion. Students live in close residential proximity, and assignments are designed so they can study together. Typically, an advanced undergraduate in the professor's discipline acts as preceptor for the students and helps them learn study and writing skills. The classroom format is Socratic: it includes ample time for discussion, sometimes in small groups, and students are required to present their critical thinking orally. This course satisfies a writing-intensive requirement when listed as FYS 100W.

Topics include the following FYS 100 courses: Born This Way? "Nasty, Brutish, and Short"; Controversial Biology; A Math Sampler; Utopian and Dystopian Visions; Four on the Floor: The Roots and Routes of EDM; Televising Trauma: The Holocaust and Genocide on Film; Cell Phones and Facebook: Communication Technology in Our Everyday Lives; Beauty, Body Image, and Feminism; Jobs, Happiness, and You: Work and Self-Identity; Mathematics and the Imagination; Inventing the Past; Love in Literature; Media and Politics; Media Influence on Children; Walking with the Dead; Poker; What Happened to the American Dream?; Climate Alarm: Criticizing Claims, Contemplating Consequences; Crime and the Media; Sex on Television: The Clash of Control and Desire; Real World, 14th-Century Style: Boccaccio's *Decameron*; Digital Literature: Merging the Old with the New.

For course descriptions of First-Year Seminars, see hartford.edu/fys.

Africana Studies

AFS 110 The Study of the Black Experience [3]

An introductory course that explores the nature and scope of African American studies through an examination of the various dimensions of the black experience.

AFS 111 The Black Impact on Western Civilization [3]

This course attempts to evaluate the black contributions—African as well as African American—to the Western world. This course offers an insight into the ancient as well as modern achievements of African and African American peoples.

Biology

BIO 110, 111 General Biology [4, 4]

BIO 110 considers the following topics in a broad, general survey for the nonmajor: the cellular nature and energy requirements of plants and animals, evolution, genetics, species interaction, ecology. BIO 111 emphasizes the relationship between structure and function of all

the systems of the human body. The laboratory is correlated with the lecture. Credit toward a biology major or minor by permission only. Laboratory fee.

BIO 122, 123 Biological Science [4, 4]

An introduction to plant and animal biology that focuses on four specific aspects of evolution: biochemical, physiological, cytological, and ecological; presented during two semesters. Each area is presented through small-group, intensive laboratory units employing modern research techniques. Formal lectures unify laboratory experiences. Prerequisite: Minimum of one year of high school chemistry. Corequisite: Either CH 110 and 111, or CH 114 and 136. Laboratory fee.

BIO 130 Introduction to Environmental Science [4]

This course introduces fundamental principles, concepts, and methodology of environmental science from an interdisciplinary approach. Both local and global environmental issues are explored from ecological, social, economic, and governmental policy perspectives. Students gain an understanding of the basic scientific methods, tools, and techniques needed to understand and analyze environmental issues, including population growth, water quality, air pollution, environmental toxicology, waste management, climate change, biodiversity, renewable energy, and sustainability. A two and one-half-hour laboratory each week is required in addition to the lecture. Students are required to make several field trips to environmental sites, conduct indoor and outdoor experiments, and write a term paper dealing with a current environmental issue. No prerequisite. Laboratory fee.

BIO 212, 213 Human Anatomy and Physiology [4, 4]

A study of human tissues and organ systems. BIO 212: muscular, skeletal, nervous, and endocrine systems; skin and special senses. BIO 213: circulatory, respiratory, digestive, excretory, and reproductive systems; blood and metabolism. Laboratory dissection and physiology experimentation are coordinated with the lecture material. This course is for health science students. Prerequisite or corequisite: CH 114, CH 136, or CH 110-111. Laboratory fee.

Chemistry

CH 106 Chemistry for the World Around Us [4]

An introductory course for the non-science major emphasizing the role of chemistry in environmental and technological problems of concern to society such as air and water pollution, current energy sources and alternatives, nuclear chemistry, household chemicals and pharmaceuticals, plastics and recycling, and food and agriculture. No credit given to students who have received credit for CH 114 or CH 110, and/or CH 111, or equivalent. One two-hour laboratory in addition to lecture. Laboratory fee.

CH 110-111 College Chemistry [4-4]

Basic principles of chemistry, including atomic and molecular theory and structure; the chemical and physical behavior of gases, solids, liquids, and solutions; chemical equations; thermochemistry; chemical equilibrium; acid-base theory; electrochemistry; kinetics; nuclear chemistry; metal complexes; and an introduction to inorganic and organic chemical reactions. Laboratory experiments designed to acquaint students with quantitative measurements

as applied to chemical behavior. For science, engineering, and mathematics majors. One three-hour laboratory in addition to lecture. Prerequisite: Working knowledge of algebra and logarithms. Laboratory fee.

CH 114 Principles of Chemistry I [4]

Chemistry of solids, liquids, gases, and solutions; colligative properties, bonding theory, acids and bases, and chemical equilibria. Designed for students, such as nursing, health science, humanities, and social science majors, who desire or require a one-semester introduction to the principles of inorganic and physical chemistry. May be used to fulfill part of the general education distribution requirements in the natural sciences. The combination of CH 114 and CH 136 constitutes a one-year general survey of the major areas of chemistry. Not intended for majors in biology (B.S.), chemistry, engineering, or physics, or students planning to apply to a professional school in medical sciences (premedical, pre dental, etc.). No credit given to students who have received credit for CH 110 and/or CH 111 or equivalent. One three-hour laboratory in addition to the lecture. Prerequisite: Working knowledge of algebra and logarithms. Laboratory fee.

CH 136 Principles of Chemistry II [4]

The chemistry of carbon compounds, including functional group chemistry, natural products, stereochemistry, and compounds and processes of biochemical importance. Designed for students who desire or require a one-semester introduction to organic chemistry and biochemistry. The combination of CH 114 and CH 136 constitutes a one-year general survey of the major areas of chemistry. (Not intended for majors in biology [B.S.], chemistry, engineering, or physics, or for students planning to apply to a professional school in the medical sciences [premedical, pre dental, etc.]). No credit given to students who have received credit for CH 230 and/or CH 231 or equivalent. One three-hour laboratory in addition to lecture. Prerequisite: CH 114 or equivalent. Laboratory fee.

Cinema

CIN 150/CMM 150 Introduction to Film [3]

Study of cinema as a cultural and artistic form. Emphasis on techniques (camera, editing, color, sound, composition) and styles (realism, expressionism, abstraction). Film fee.

CIN 225 Storytelling for the Screen [3]

A writing workshop focusing on conceptualization, planning, and scripting of various film and video projects. Students write screenplays for a short film and segments of a full-length feature or documentary project. Focus is on the skill of drafting and the specific uses of language for the screen, and on refinement and presentation of ideas into treatment or proposal form.

CIN 230 Introduction to Filmmaking [3]

Introduction to basic principles, techniques, and aesthetics of motion-picture production. The course emphasizes practice with a series of several short-term assignments in the first two-thirds of the semester, and the development of a focused production project in the last third of the semester. Working in small production crews and with the medium of digital video, students gain a practical and theoretical understanding of the basic principles of camera and editing

for motion-picture production. Prerequisite: CIN/CMM 150. Laboratory fee.

CIN 252W Film Analysis [3]

Close study of the formalism of Eisenstein, the realism of Bazin, the auteur theory, and semiotics. Film analysis asks whether a movie is more like a painting, a window on the world, or a mirror for the desires of the audience; it asks whether there is a language of film, whether seeing a film is like dreaming, and what makes for the impression of reality in the cinema. Weekly screenings. Prerequisite: CIN/CMM 150. (Writing-intensive course) Film fee.

Communication

CMM 110 Communication in the Digital Age [3]

The primary goal of the course is to provide students with an overview of the foundations and breadth of the field of communication. A particular focus is placed on the role that technology plays in the major areas of the field—human communication studies, media and journalism, and advertising and public relations. The course also addresses ethical dilemmas in communication such as deception, manipulation, and others. Students are required to engage in critical thinking, analysis, presentation, and application utilizing concepts addressed in the course.

CMM 150/CIN 150 Introduction to Film [3]

Study of cinema as an art form. Emphasis on techniques (editing, color, sound, composition) and styles (realism, expressionism, impressionism, abstraction). Film fee.

CMM 222 Small-Group Communication [3]

Introductory examination of the processes affecting small-group communication. Students study leadership, member roles, and group development. In addition, factors affecting the maintenance function of groups and the outcomes of group experiences are emphasized. Prerequisite: CMM 110.

CMM 225W Interpersonal Communication [3]

Introduces students to major variables affecting the process of communication, including self-awareness, self-concept, perception, language, self-disclosure, nonverbal communication, empathic listening, and defensiveness. Major theories of interpersonal communication are discussed. Prerequisite: CMM 110. (Writing-intensive course)

CMM 230 Organizational Communication [3]

An introductory course that focuses on the pivotal role of communication in linking organizational environments to organizational structure and processes. Also examines how theories of organizations shed light on organizational communication practices and introduces new management perspectives on communication networks and technologies. Prerequisite: CMM 110.

CMM 240 Introduction to Media [3]

Survey of the development, uses, economics, and content of communication media. Traditional mass media (broadcast, film, cable television, print), as well as the more interactive and micromedia (Internet and digital media), are explored.

CMM 260 Communication and Advertising [3]

Study of the theories and practices of advertising with special emphasis on message creation and selection of appropriate media. Historical, economic, social, and psychological aspects of advertising. Practice in applying principles in final term project. Prerequisite: CMM 110 or CMM 240, or permission of instructor.

Computer Science**CS 110 Introduction to Computers [3]**

This course is a broad introduction to the use of computers as tools for creativity, problem solving, communications, and organizing information. Topics include the hardware components of a computer, the fundamentals of operating systems, ethical use of computers, and web creation and information security. Students acquire valuable hands-on skills in four application areas: word processing, spreadsheets, presentation software, and Internet communication software. Previous computer experience is not expected. Not open to students who have completed a higher-level CS course. Laboratory fee.

CS 111 Programming Foundations [3]

An introductory computer programming course designed for students with no prior programming background. Emphasis is placed on problem solving and the translation of solutions into a programming language. Topics include data types, input/output, control structures, loop structures, and program modularity. This course may be used to prepare the student with no prior programming experience for CS 114 or as a one-semester exposure to programming. Prerequisites: (1) Two years of high school algebra with a grade of at least B and (2) a high school computer course or CS 110. Not open to students who have completed a higher-level CS course. Laboratory fee.

CS 114 Fundamentals of Computing I [4]

This is the first course of a two-semester introductory sequence, with laboratory, that covers the fundamentals of algorithmic problem solving. The course emphasizes general programming methodology and concepts common to object-oriented and procedural programming languages: algorithms, top-down structured program design, modularity, efficiency, testing and debugging, and user-friendliness. The object-oriented paradigm is covered, including classes, objects, access control, abstraction, and encapsulation. Other topics include organization and hardware, input and output, subprogram units (methods), fundamental data types, reference types, control structures including conditions and iteration, and arrays. Prerequisite: M 110, M 140, or equivalent. Laboratory fee.

CS 115 Fundamentals of Computing II [4] A second course, with laboratory, that builds upon the algorithmic problem-solving concepts covered in CS 114. The course emphasizes language-independent, object-oriented programming techniques. It focuses on designing classes for code reuse, cohesion, and coupling, polymorphism, inheritance, static and dynamic binding, and other

related concepts. Other topics include exception handling, the software life cycle, recursion, sorting and searching algorithms, and an introduction to data structures. Prerequisite: CS 114 (minimum grade of C). Laboratory fee.

Criminal Justice**SOC 170 Introduction to Criminal Justice [3]**

A survey of the social responses to crime and the major social institutions created to control crime. The course introduces the ideologies of crime and crime control; the determination of rates of crime; the structure, operation, and effectiveness of the major criminal justice agencies; and contemporary issues in crime control. The focus of the course is on the United States, but students are exposed to issues of crime and crime control in other societies.

Drama**DRA 160 Introduction to Theatre [3]**

Study of theatre as a collaborative art form and as a means of expressing values. Attention is centered on various aspects of theatrical art: acting, directing, design, criticism, playwriting, audience involvement. Class work may involve play reading, lectures, discussions, and participation in and attendance at productions.

DRA 164 Stagecraft [3]

Introduction to the basic tools, materials, and skills needed for the execution of scenic and lighting designs. The class is directly involved in student and departmental productions.

DRA 170 Acting I [3]

This course is for beginning-level students who want to develop their acting skills through theatre games, improvisation, scene, and monologue work. Students gain a practical understanding of fundamental concepts of acting technique, including objective, action, given circumstance, and focus. Other topics include body awareness and vocal quality, which help develop skill and self-confidence in public speaking situations. The course culminates in performances of selected scenes and monologues.

Economics**EC 101 Introduction to Economics [3]**

An introduction to the study of economics and its applications to issues such as budget deficit, tax policy, inflation, unemployment, and international trade. The course also applies economics to issues such as health care, poverty, and crime. The course may not be taken for credit by Barney students, A&S economics majors, or political economy majors.

EC 110 Principles of Macroeconomics [3]

This course introduces students to macroeconomic theory relating to the collective economic roles of consumers, businesses, and governments. Topics include national income accounting, unemployment, inflation, the business cycle, fiscal and monetary policy, banking, economic growth, and international trade.

EC 211 Principles of Microeconomics [3]

This is an introductory course in microeconomic theory. Students learn basic principles of economic decision making from the

perspectives of the individual, firm, and industry. Particular attention is given to the market system and how prices and profits coordinate the actions of economic decision makers. Topics include demand and supply, consumer behavior, costs and production, market structure, market failure, regulation, poverty, and income distribution.

English

ENG 140 Introduction to Literature [3]

Focusing on a set of literary readings different with each section of the course, students examine the nature of literary discourse, as well as perennial and contemporary issues, pleasures, and problems raised by the writing and reading of all literary texts. The course equips students to engage a variety of texts subsequently, in and out of courses, in literature and life.

ENG 217 Survey of Postcolonial Writers [3]

Students explore the central themes and concerns of postcolonial literature, including the psychological residue left by imperialism, the suppression and revival of imagination in colonialist/postcolonialist worlds, and the problems and advantages of cultural mixing.

ENG 220-221 Survey of American Literature I and II

[3 credits each]

ENG 220 surveys American literature from the colonial period to the Civil War, while ENG 221 surveys American literature from the Civil War to the present.

ENG 223/AFS 223 Survey of African American Literature [3]

Reading and discussion of selected poetry and prose, with special emphasis on the works of major figures, such as Ralph Ellison, James Baldwin, Toni Morrison, and Alice Walker.

ENG 230-231 Survey of English Literature I and II

[3 credits each]

ENG 230 introduces students to writers of English literature from the Middle Ages through the Renaissance, while ENG 231 surveys English literature from the 18th century to the present.

Environmental Studies

BIO 130 Introduction to Environmental Science [4]

This course introduces fundamental principles, concepts, and methodology of environmental science from an interdisciplinary approach. Both local and global environmental issues are explored from ecological, social, economic, and governmental policy perspectives. Students gain an understanding of the basic scientific methods, tools, and techniques needed to understand and analyze environmental issues, including population growth, water quality, air pollution, environmental toxicology, waste management, climate change, biodiversity, renewable energy, and sustainability. A two and one-half-hour laboratory each week is required in addition to the lecture. Students are required to make several field trips to environmental sites, conduct indoor and outdoor experiments, and write a term paper dealing with a current environmental issue. No prerequisite. Laboratory fee.

ENV 110 Fundamentals of Environmental Studies [4]

This survey course integrates humanistic, social science, and science

perspectives on the environment. In a broad sense the course exposes students to different ways of seeing, constructing, and acting in relationship to the natural environment and its human and animal inhabitants. In the process students are introduced to perspectives on the environment from multiple disciplines. No prerequisite.

Gender Studies

GS 100 Introduction to Gender Studies [3]

This course explores a range of theoretical approaches to the study of gender, laying the foundation for a minor in gender studies. Students examine and critically analyze gender theory and its sources. The course approaches gender as a fundamental category of analysis, with careful attention paid to the intersection of race and class. Its emphasis on theory that is anchored in both the humanities and the social sciences prepares students for subsequent gender studies courses, including those exploring the most recent scholarship coming out of queer theory, masculinity, and sexualities.

History

HIS 100 Civilization since 1500: Making the World Modern [3]

A study of the changing human experience with civilization during the formation of the modern world: the dynamics of economic, intellectual, political, and social modernization, and the dissolution of traditional civilization in the world. This course fulfills a general education requirement.

HIS 101 Civilization to 1650: Unfolding of Traditional Civilization [3]

A study of the unfolding of traditional civilization: the emergence of civilization in the ancient Near East; the definition and development of traditional civilization in Eurasia and elsewhere to 1650, as Europe began history's first modernization. This course fulfills a general education requirement.

HIS 130 The United States to the Civil War Era [3]

The first half of a two-part survey of American life since Columbus arrived in the New World, this course focuses on four principal topics: European colonization of the Americas, the development of the colonies and the road to the American Revolution, the origins and growth of African American slavery, and the coming of the Civil War. The course emphasizes broad themes and the experience of many different groups—farmers, servants, Indians, slaves, women—as well as the achievements of great leaders. Required for history majors. No prerequisite.

HIS 131 The United States since the Civil War Era [3]

The second half of a two-part survey of American life since Columbus arrived in the New World, this course focuses on five principal topics in American history since 1865: the rise of American industry and the development of American labor, world wars and America's growing influence on world affairs, the impact of immigration, the birth and explosive growth of mass culture, the struggles to extend American democracy to excluded groups. The course emphasizes broad themes and the experiences of many different Americans as well as the achievements of great leaders. Required for history majors. No prerequisite.

International Studies

IS 100W Introduction to International Studies [3]

An introductory survey of contemporary forces and issues in global affairs, laying the foundation for the major and minor in international studies. Topics include conflict, governance, economic flows and development, the global commons, and information and culture. Required for IS majors.

Judaic Studies

ARA 110 Elementary Arabic I [3]

This course introduces Modern Standard Arabic (MSA) language and cultures of the Arabic-speaking world. Course includes the five basic skills of listening, speaking, reading, writing, and cultural knowledge.

ARA 111 Elementary Arabic II [3]

This course continues the study of Modern Standard Arabic (MSA) language and cultures of the Arabic-speaking world. Course includes the five basic skills of listening, speaking, reading, writing, and cultural knowledge. Prerequisite: ARA 110.

HBR 113-114 Hebrew Language I and II: Elementary Conversational Hebrew [3-3]

Development of basic language skills, reading, writing, and speaking. The course also covers cultural material of Israel and Jewish civilization.

JS 215/HIS 215/REL 215 Introduction to World Religions [3]

A historical study of major modern religions of the West (Judaism, Christianity, Islam) and East (Hinduism, Buddhism, Taoism, Confucianism, and Shinto). This course also examines (1) the methodologies of religious studies, (2) the characteristics that religions share, and (3) the classic questions that religions address.

JS 228/HIS 228/REL 228 American-Jewish History [3]

The experience of American Jews from the colonial period to the present, with the examination of their social, political, religious, and economic development. Episodes in the Jewish experience include the colonial period, the early republic, the Civil War, the eras of German and East European Jewish immigration to the United States, the Holocaust years, and the post–World War II era. Prerequisite: HIS 100 or HIS 130 or HIS 131.

Mathematics

M 110 Modeling with Elementary Functions [3]

A study of linear, quadratic, cubic, exponential, and logistic equations and their use in modeling real-world phenomena; the graphing of functions; solving equations with one or more variables; and systems of linear equations. The solution of word problems is stressed throughout. This course may serve as preparation for M 112 but not for M 144. Prerequisite: Two years of algebra.

M 112 A Short Course in Calculus [3]

A one-semester introduction to the basic concepts and applications of differential and integral calculus. No credit given to students who have previously received credit for M 144 or its equivalent. Prerequisite: M 110 or its equivalent.

M 114 Everyday Statistics [3]

Designed to introduce basic concepts of probability, random sampling, data organization, measures of central tendency and variability, binomial and normal probability distributions, statistical inference, elements of hypothesis testing, one- and two-sample tests for means and proportions, chi-square tests for tabular data; an introduction to linear regression and correlation. Prerequisite: Two years of algebra.

M 116 Contemporary Mathematics [3]

Designed to introduce the student to a variety of mathematical fields and some of their contemporary applications. Topics selected from logic, set theory, mathematical systems, recursive sequences, probability, statistics, game theory, linear programming, graph theory, computer programming, voting methods, and topology. Prerequisite: Two years of algebra.

M 140 Precalculus with Trigonometry [4]

A study of linear and quadratic equations and inequalities; the Cartesian coordinate system for the plane; and the algebra and graphing of functions, with special emphasis on polynomial, exponential, and logarithmic functions. Definitions and graphs of the trigonometric functions; solutions of triangles; analytic trigonometry, including circular and inverse trigonometric functions. Solutions of word problems are stressed throughout. A programmable graphing calculator is required. The goal is to prepare students for M 144. Prerequisite: Two years of algebra.

M 144 Calculus I [4]

Functions, limits, continuity; differentiation of algebraic, trigonometric, logarithmic, exponential functions; applications of derivatives; and an introduction to integration. Prerequisite: M 140 or equivalent.

M 145 Calculus II [4]

Techniques of integration, indeterminate forms, improper integrals, infinite sequences and series, and separable differential equations. Prerequisite: M 144.

Modern Languages

Students wishing to begin a modern language should select an introductory-level modern language course (for example, FR 110, GER 110, SPA 110, or ITA 110). One year of high school language typically equals one semester of college language. Students with four years of a particular language should select an intermediate level of that language (at the 210 level). During the first week of language classes, instructors will make sure that students are at the correct level.

Arabic

ARA 110 Elementary Arabic I [3]

This course introduces Modern Standard Arabic (MSA) language and cultures of the Arabic-speaking world. Course includes the five basic skills of listening, speaking, reading, writing, and cultural knowledge.

ARA 111 Elementary Arabic II [3]

This course continues the study of Modern Standard Arabic (MSA) language and cultures of the Arabic-speaking world. Course includes the five basic skills of listening, speaking, reading, writing, and cultural knowledge. Prerequisite: ARA 110.

French**FR 110-111 Elementary French I and II [3-3]**

Introduction to French. Intensive training in understanding, speaking, reading, writing, and the use of basic structural patterns. A student who has taken two years of a language in secondary school is normally assigned to the 111 (Elementary II) level, while a student with four years of a language in secondary school is encouraged to enroll in an intermediate course (level 210 or 211).

FR 210-211 Intermediate French I and II [4-4]

Courses focus on conversation and composition, undertaking a systematic review of French grammar in a contextual fashion. These courses develop students' knowledge of cognates and grammatical structures and build vocabulary in order to improve overall proficiency in French. Emphasis is on development of reading and composition strategies through contextual study, using various readings, of the structural patterns of the French language. Appreciation of French culture is developed using a variety of materials drawn from literary texts, current news articles, films, and current news clips. Prerequisite: FR 111 or equivalent.

German**GER 110-111 Elementary German I and II [3-3]**

Introduction to German. Intensive training in understanding, speaking, reading, writing, and the use of basic structural patterns. A student who has taken two years of a language in secondary school is normally assigned to the 111 (Elementary II) level, while a student with four years of a language in secondary school is encouraged to enroll in an intermediate course (level 210 or 211).

GER 210-211 Intermediate German I and II [4-4]

Courses emphasize communicative skills and language competence in a cultural context. The first semester provides a comprehensive review of grammar and oral and written practice based on readings of short, authentic, nonfictional, and cultural/literary texts. The second semester concentrates on readings in literary and nonliterary texts, with audio, video, and Internet materials. Increasingly difficult grammar review sessions focus on aspects of syntax that need continued practice. Classes are conducted in German. Prerequisite: GER 111 or equivalent.

Hebrew**HBR 113-114 Hebrew Language I and II: Elementary Conversational Hebrew [3-3]**

Development of basic language skills, reading, writing, and speaking. This course also covers cultural material of Israel and Jewish civilization.

Italian**ITA 110-111 Elementary Italian I and II [3-3]**

Introduction to Italian. Intensive training in understanding, speaking, reading, writing, and the use of basic structural patterns. A student who has taken two years of a language in secondary school is normally assigned to the 111 (Elementary II) level, while a student with four years of a language in secondary school is encouraged to enroll in an intermediate course (level 210 or 211).

ITA 210-211 Intermediate Italian I and II [4-4]

Courses focus on the development of both oral and written communication in the target language. Grammar is presented through cultural readings on contemporary life in Italy (political and social issues, environmental problems, the media, the educational system, sports, and entertainment) as well as 20th-century short literary texts. Prerequisite: ITA 111 or equivalent.

Spanish**SPA 110-111 Elementary Spanish I and II [3-3]**

Introduction to Spanish. Intensive training in understanding, speaking, reading, writing, and using basic communicative patterns. The course also covers cultural materials of Hispanic communities and societies. A student who has taken two years of a language in secondary school is normally assigned to the 111 (Elementary II) level, while a student with four years of a language in secondary school is encouraged to enroll in an intermediate course (level 210 or 211).

SPA 210-211 Intermediate Spanish I and II [4-4]

An intensive review and continued development of the four skills, with emphasis on reading literary and cultural texts. Prerequisite: SPA 110-111 or equivalent.

Music**HLM 100 Introduction to Music [3]**

Designed primarily for students with no previous formal training of music to prepare a foundation for intelligent and appreciative listening. Elements of musical form and style, with relevant historical background, are presented.

Philosophy**PHI 101 Critical Eras in Philosophy [3]**

This course introduces students to one or two of the major historical periods in philosophy: ancient and medieval, Renaissance, modern (the era of scientific revolution), 19th century, 20th–21st century. The specific topics are announced in the semester *Class Schedule*. In each case the course examines some of the major thinkers of the period and the questions that preoccupied them: for example, the ancients often focused on the “good life”; the medieval, on faith and reason; Renaissance thinkers, on human dignity; the moderns, on sources of knowledge; 19th-century thinkers, on history and political change; 20th century, on evolution and language; 21st century, on complexity.

PHI 102 Ethics and Society [3]

This course introduces students to individual and social ethics. It may present a survey of ethical issues and approaches, or it may concentrate on particular topics, including, but not limited to,

environmental ethics, philosophy of human rights, biomedical ethics, or women and social ethics. The particular focus is announced in the semester *Class Schedule*. Students learn how philosophy is informed by other disciplines and how it is distinct in its approach.

PHI 103 Philosophy and the Arts [3]

An introduction to major philosophical thinkers and ideas as investigated and presented through artistic media, including but not limited to film, literature, and visual art. The course may explore philosophical ideas as presented in several arts, or it may concentrate on a particular art. The specific art(s) to be focused on are announced in the semester *Class Schedule*. Topics include the mind-body relation, varieties of ways of knowing, the nature of reality, various issues in ethics, and the role of art in society.

PHI 110 Introduction to Philosophy [3]

An introduction to philosophical inquiry into the questions that have perennially engaged philosophical thought, through discussion and the writings of philosophers whose thinking illuminates those questions, such as the nature of reality; the limits of human knowledge; and the significance of social, moral, aesthetic, and religious experience.

PHI 120 Practical Reasoning [3]

An introduction to the logical use and analysis of inductive and deductive arguments in English: identifying arguments, discovering their patterns, evaluating their cogency, and detecting fallacious reasoning.

Physics

PHY 101 Mechanics, Heat, and the Body [4]

This course deals with basic physical principles and illustrates their application to the function of various systems of the human body. Emphasis is placed on force, work, temperature, and heat within the context of skeletal/muscular and temperature-regulatory systems. Prerequisite: High school algebra. Laboratory fee.

PHY 102 Electricity and the Body [4]

This course is intended to satisfy the needs of students majoring in allied health programs and students needing a laboratory science course for the general education requirements. The topics include electric charge, current, voltage, capacitance, instruments, circuits, and electromagnetism. Specific examples include nerve conduction and electric shock. Prerequisite: Ability to use algebra on a high school level. Laboratory fee.

PHY 112 Calculus-Based Physics I [4]

This is the first part of a three-semester course in introductory physics intended for students majoring in the physical sciences or in engineering. The subject matter is the study of Newtonian mechanics. Prerequisite: M 144 (may be taken concurrently). Laboratory fee.

PHY 113 Calculus-Based Physics II [4]

This is the second part of the three-semester sequence described in PHY 112. The subject matter includes the study of fluids, heat, mechanical waves, and optics. Prerequisites: PHY 112 and M 144. Laboratory fee.

PHY 120 Algebra-Based Physics I [4]

This is the first semester of a two-semester course in introductory physics intended for students majoring in the life sciences or technology programs, or preparing for professional schools. The topics include Newtonian mechanics, fluid mechanics, and heat. Prerequisites: Two years of algebra, geometry, and trigonometry. Laboratory fee.

PHY 121 Algebra-Based Physics II [4]

This is the sequel to PHY 120. The topics include wave motion, acoustics, optics, electricity, magnetism, physics of the atom, and physics of the nucleus. Prerequisite: PHY 120. Laboratory fee.

Politics and Government

POL 110 Power and Politics in America [3]

This survey course provides the foundation for understanding American government as it exists at the beginning of the 21st century. It deals with the organic background and contemporary reality of our federal republic governed under a written constitution. The established structures of government—Congress, president, bureaucracy, and courts—are studied, together with the less formal political structures, such as public opinion, parties, pressure groups, media, and voting—all of which act to grant our government the authority to act. The policies emerging from the systematic interplay of forces from within the government itself, from the states and the people of the nation, and from other nations of the world are studied and evaluated. This course fulfills a general education requirement.

POL 120 Comparative Politics [3]

Introduction to the tools, major approaches, and goals of comparative political analysis. Consideration of value orientations and biases, and survey of issues of comparative politics, including development (or change), violence, stability, integration.

POL 130 International Relations [3]

This course is a broad introduction and overview to international politics. It provides students with tools for analyzing actors, structures, and processes in international relations while investigating a wide range of issues in contemporary world politics—power, armed conflict, political economy, development, and the global environment.

POL 200W Politics [3]

An introduction to the basic concepts and methods of studying politics. Students are introduced to the broad study of politics by focusing on four areas: power, conflict, justice, and institutions, investigating them through a variety of approaches at the international, national, and local levels. (Writing-intensive course)

Premedical Studies

PPS 100 Premedical Professions Studies I [1]

Students study the health-care team and the role of various professions in health and disease. This problem-oriented course allows students to develop a working understanding of the education requirements and work environment for various medical professions.

Psychology**PSY 101 Introductory Psychology: Concepts [3]**

This course focuses on the basic concepts and methods of psychology. Topics include history; methodology; biological bases of behavior; child, adolescent, and adult development; sensation and perception; states of consciousness; learning; memory; and cognition. (Please note that it is a requirement in PSY 101 that all students participate as subjects in at least one experiment within the department during the semester or discuss with the course instructor an appropriate alternative.)

PSY 102 Introductory Psychology: Applications [3]

This course focuses on the applications of psychology. Topics include intelligence, motivation, emotion, personality, abnormal behavior, psychotherapy, health, and psychology applied to the workplace and society. (Please note that it is a requirement in PSY 102 that all students participate as subjects in at least one experiment within the department during the semester or discuss with the course instructor an appropriate alternative.)

Rhetoric and Professional Writing

RPW 110 is required of all baccalaureate students, and RPW 111 is required of all baccalaureate students except for those in A&S and CETA. A&S students must take RPW 210.

You are exempt from RPW 110 and eligible to enroll in RPW 111 or 210 if you meet one of the following requirements: (1) you have a verbal SAT score of 650 or above, or you earned at least a 4 on the AP English Language exam; or (2) you have been given credit for an equivalent to RPW 110 at another college or university. You are exempt from both RPW 110 and RPW 111 or 210 if (1) you have a verbal SAT score of 700 or above, (2) you have a score of 5 on the AP English Language exam, or (3) you have been granted credit for both an RPW 110 and 111 or 210 equivalent taken at another college or university.

RPW 110 Rhetoric and Writing I [3]

Introduces students to the complex practices of writing, reading, and thinking required in many university courses. Students learn to approach writing as a process of invention, crafting, revising, and editing. The course also emphasizes the rhetorical aspects of writing, such as audience, arrangement, and academic conventions. Students learn to read diverse texts critically by practicing close-reading strategies, such as highlighting, annotating, and double-entry note taking. Students should become more confident and competent at understanding the positions of others as well as asserting their own informed perspectives. Designated sections of the course require additional work on basic skills. This course may not be elected on a Pass/No Pass basis. Laboratory fee.

RPW 111 Rhetoric and Writing II [3]

Emphasizes close reading, analytical writing, and critical thinking that are fundamental for many upper-level courses. Building upon the abilities introduced in RPW 110, critical thinking is taught as students learn to examine multiple perspectives, to analyze an argument, to find and evaluate sources (print and digital), and to present a persuasive viewpoint. As students assert their informed perspectives, they learn to engage with the words and ideas

of others without compromising their academic integrity. A primary goal of the course is for students to learn to participate fully in scholarly discourses and debates. Designated sections of this course require additional work in basic skills. This course may not be elected on a Pass/No Pass basis. Prerequisite: RPW 110. Laboratory fee.

RPW 210 Foundations of Argument [3]

This foundation course in critical thinking allows students to sharpen their abilities to form and present clear, reasoned opinions. Students analyze discourse, texts, and images to comprehend the arguments they are making; identify and evaluate the assumptions, evidence, and rhetorical strategies on which arguments are based; understand the major components of inductive and deductive reasoning; evaluate the relationships between premises and conclusions while recognizing major fallacies; and make reasoned judgments about an argument's validity and potential consequences. No credit for RPW 210 will be given to students who have credit for RPW 111. Prerequisite: RPW 110. Laboratory fee.

Earth and General Sciences**SCI 116 Astronomy [4]**

An introduction to our current understanding of the universe, including topics such as the formation of our solar system, tides, eclipses, the nature of light, birth and death of stars, black holes, and the fate of our sun and universe. Laboratory sessions are of two types: observational experiments dealing with the nighttime sky and quantitative experiments involving the collection and analysis of data. Laboratory fee.

SCI 140 Descriptive Geology [4]

Surface features of the earth, their origin; vulcanism, earthquakes; metamorphoses; mountains, origin, types, and distribution of mineral deposits; Connecticut geology. Two Saturday field trips scheduled. Laboratory fee.

Sociology**SOC 110 Introduction to Sociology [3]**

Surveys main theoretical approaches and problems in the study of social life. Topics include social origins of the self, the basic processes of social interaction, class and stratification, political power, education, organization, and family. Emphasizes continuing interaction between theory and methods in sociology. Required for sociology majors and most advanced sociology courses. (Open to juniors and seniors only by permission of instructor.)

SOC 113 Contemporary Social Issues [3]

Sociological perspective on the tensions, conflicts, and issues that come to be defined as contemporary social problems; presents an analysis of historical, cultural, political background of social conflicts. Several specific issues are discussed in detail along with a critical evaluation of the social policy formulated to solve our most significant social problems.

SOC 115 Introduction to Social Welfare [3]

This course provides a sociological analysis of the current trends in social welfare. The implementation of health, housing, poverty, and aging policies by federal, state, and local agencies is analyzed. Careers in social work and applied sociology are explored.

SOC 130 Cultural Anthropology [3]

Introduction to culture and social institutions through comparative study of nonliterate peoples, early civilizations, and modern societies, with illustrations of the applications of the tools of anthropological analysis to various social structures.

SOC 170 Introduction to Criminal Justice [3]

A survey of the social responses to crime and the major social institutions created to control crime. The course introduces the ideologies of crime and crime control; the determination of rates of crime; the structure, operation, and effectiveness of the major criminal justice agencies; and contemporary issues in crime control. The focus of the course is on the United States, but students are exposed to issues of crime and crime control in other societies.

Barney School of Business

The Barney School of Business, an AACSB International–accredited school, strives to prepare men and women to be leaders and decision makers who are globally aware and socially responsible. Through its curricular and noncurricular activities, graduates become “career ready.” Barney graduates understand the global nature of today’s business, acquire work experience through co-ops or internships, have good communication skills, and are able to use information technology in solving problems.

The world of business is truly global. Money, materials, and people that companies use come from all over the world. The global nature of business, together with the rapid pace of change in today’s world, necessitates the broad understanding that a liberal arts foundation brings (see the first component below). All-University Curriculum (AUC) courses also provide this foundation. Students then take accounting, economics, management, marketing, and finance courses with capstone courses to integrate these disciplines. Business courses are taught in an interactive manner with cases and projects to give students hands-on learning.

The courses Barney students complete are divided into four components:

- general education requirements in arts and sciences
- Barney core courses taken by all business majors
- major courses (seven courses in one discipline of business)
- electives

You will be introduced to business topics in the first-semester course, Bar 110 The World of Business. Thereafter, the themes raised will be elaborated in later courses.

Barney School students take the following:

First Semester*		Credits
BAR 110	World of Business	3
M 110	Modeling with Elementary Functions	3
RPW 110	Rhetoric and Writing I	3
	A&S elective	3
AUC	All-University Curriculum	3
<i>Total credits</i>		<u>15</u>

Second Semester		Credits
RPW 111	Rhetoric and Writing II	3
EC 110	Principles of Macroeconomics	3
QNT 130	Introduction to Quantitative Methods	3
AUC	All-University Curriculum	3
	A&S elective	3
<i>Total credits</i>		<u>15</u>

* First-year students majoring in accounting must take AC 210 Financial Accounting, in lieu of A&S elective in the first semester, and AC 211 Managerial Accounting in lieu of A&S elective in the second semester.

All-University Curriculum

AUCA	Arts
AUCW	Western Heritage
AUCS	Social Sciences
AUCC	Other Cultures

Social Sciences

POL 100	American Government
POL 105	Politics
POL 106	Authority
PSY 101	Intro to Psychology: Concepts
PSY 102	Intro to Psychology: Applications
SOC 110	Intro to Sociology

Humanities

AFS 110	Study of Black Experience
ART 100	Aspects of Art
DRA 160	Intro to Theatre
ENG 140	Intro to Literature
HIS 100	Civilization since 1500
CMM 150	Intro to Film

Course Descriptions

AC 210 Financial Accounting [3]

An introduction to financial accounting fundamentals in today's business world. The basic financial statements are presented: balance sheet, income statement, statement of cash flows, and statement of retained earnings. Students are exposed to the recording, summarization, and presentation of financial information and methods of analyzing financial statements.

AC 211 Managerial Accounting [3]

An overview of managerial accounting principles and practices. Topics include budgeting, cost-volume-profit analysis, short-run decision making, standard costing, cost accounting systems, and the statement of cash flows. Prerequisite: AC 210.

BAR 110 World of Business [3]

This course surveys the world of business. Students are introduced to the economic, cultural, ethical, and societal dimensions of business. Students also learn about the organizational structures and functions of large and small, local and global businesses. Problem-solving and critical-thinking skills are developed through analysis and discussion of cases and current business issues. Team discussions and analyses are used. (Fa)

EC 110 Principles of Macroeconomics [3]

This course introduces students to macroeconomic theory relating to the collective economic roles of consumers, businesses, and governments. Topics include national income accounting, unemployment, inflation, the business cycle, fiscal and monetary policy, banking, economic growth, and international trade. (Fa/Sp/Su)

QNT 130 Introduction to Quantitative Methods for Business [3]

This course equips students with the necessary tools in quantitative methods and their business applications. Topics include applications of marginal analysis, data analysis, probability, univariate and bivariate random variables, applications of expected values, covariance and correlation, and linear models with business applications and decision making. Discussion of case studies and problem solving using Excel and other computer software are included. Prerequisite: M 110. Laboratory fee. (Fa/Sp)

College of Education, Nursing and Health Professions*

The College of Education, Nursing and Health Professions (ENHP) takes a hands-on approach to career-oriented programs in education and the health professions. Service learning and clinical experience are essential components throughout the student's undergraduate degree program, and are required in a number of classes for education and health professions majors. Service-learning experiences and specialization courses that begin during the first semester of the first year help education students determine if their selected major will move them toward the career that is appropriate for them. Practical experiences help give students the confidence they will need in entering the working world after graduation. Course requirements include three components: general education courses (including All-University Curriculum course requirements), specialization or major course requirements, and electives.

Advising

ENHP faculty take pride in the college's advising system. Students work closely with their advisors, who take both an academic and a personal interest in the professional development of each individual. Advising begins in the first semester of the first year through ENHP 140 Freshman Dialogue, a one-credit course designed to meet the needs of first-year students as they transition to college life, or for students in the Health Sciences program, HS 140 and HS 141. Students meet with their advisors one hour per week to explore different aspects of the University, as well as their personal and academic goals and professional competencies. (Following the first semester, health professions students are assigned to a specific faculty advisor within their major.)

Course Selections for First-Semester Students

Most first-semester students register for a total of 13–17 credits if they are health professions majors, or 16 credits if they are education majors. Students with declared, diagnosed, and documented learning disabilities may wish to take the minimum 12 or 13 credits required for full-time status. They are also eligible to take advantage of the services of Learning Plus, an office dedicated specifically to the needs of learning-disabled students. All first-semester students must enroll in ENHP 140 Freshman Dialogue, with the exception of health sciences students, who enroll in HS 140 Introduction to the Health Professions I, as noted on page 28.

* **Nursing**—Nursing is not available as an undergraduate major leading to a bachelor's degree and to licensure as an RN. Nursing offers an advanced program to licensed and practicing registered nurses who wish to obtain a B.S.N. degree. This program is not open to traditional first-year or transfer students but only to those who are already RNs.

Department of Education

Early Childhood Education

Birth through kindergarten or preschool through grade 3

Elementary Education Grades 1 through 6

Integrated Special Education/Elementary Education

Students successfully completing this major and thereafter attaining teaching certification are prepared to teach elementary school, grades 1 through 6; and comprehensive special education, grades kindergarten through 12, covering emotional disturbance, learning disabilities, mental retardation, and physical disabilities.

Secondary Education Grades 7 through 12

Teaching endorsement available in Secondary Education: English.
Teaching endorsement available in Secondary Education: Mathematics through the College of Arts and Sciences (see page 16).

General Education Majors *(For those who have not yet decided on a major within the Department of Education)*

All students select the following courses: Dialogue, Introduction to Education, Rhetoric and Writing I, and an All-University Curriculum course from one of the following categories: AUCA, AUCC, AUCW, or AUCT (see page 9). Students who plan to teach should choose a course from the Discovering America series when taking an AUCW. Students also select two courses from the following: Contemporary Mathematics or Introduction to Modern Mathematics; American Government; Introductory Psychology: Concepts, Introductory Psychology: Applications; and Introduction to Sociology.

Subject-Area Majors and Concentration Areas

All students in the Department of Education who are pursuing an education major leading to teacher certification are required to have a second major outside of the education field, either in another major offered at the University or in an interdisciplinary major, such as the college's state-approved behavioral studies major. This second major requirement is the result of State of Connecticut regulations for certification. The interdisciplinary major option is available to all education majors who wish to teach, with the exception of secondary education English or mathematics majors, whose second major is English or mathematics, respectively.

Behavioral studies combines study in the fields of psychology, sociology, political science, and communication. Students who plan to take the behavioral studies major should take an introductory course in one of these four areas. Students who wish to pursue a second major other than behavioral studies may choose a course recommended for Arts and Sciences majors in their chosen subject-area major. Students who wish to study a foreign language, may choose a modern language course during the first semester.

Secondary education majors graduating from the University of Hartford are eligible to become certified to teach English, as long as they meet all state certification requirements. Secondary English education majors should choose a course from English (refer to page 20). Secondary mathematics majors, refer to Arts and Sciences, page 21.

First-Year Course Sequence by Major

Early Childhood Education Majors

First Semester

RPW 110	Rhetoric and Writing I
EDF 120	Introduction to Education: Schooling and Human Services
ENHP 140	Freshman Dialogue
Two courses from List I (below)	
AUC course	AUCA 110, 140, or 150; AUCC 110, 120, 150, or 210; AUCT; or AUCW 210, 211, 212, or an additional course from List I (below)

Second Semester

RPW 111	Rhetoric and Writing II
AUC course	AUCA, AUCC, AUCT, AUCW (as above)
EDH 120	Psychology of Exceptionalities
PSY 132	Human Development
SAM	Subject-area major course

Elementary Education Majors

First Semester

RPW 110	Rhetoric and Writing I
EDF 120	Introduction to Education: Schooling and Human Services
ENHP 140	Freshman Dialogue
One course from List I (below)	
Additional course from List I or List II (below)	
AUC course	AUCA 110, 140, or 150; AUCC 110, 120, 150, or 210; AUCT; or AUCW 210, 211, 212, or an additional course from List I (below)

Second Semester

RPW 111	Rhetoric and Writing II
AUC course	AUCA, AUCC, AUCT, AUCW (as above)
EDP 220	Learning and Development: Understanding Yourself and Others
SAM	Subject-area major course
PSY 240	Infant and Child Development or additional subject-area major course

Elementary/Special Education Majors

First Semester

RPW 110	Rhetoric and Writing I
EDF 120	Introduction to Education: Schooling and Human Services
ENHP 140	Freshman Dialogue
Two courses from List I (below)	
AUC course	AUCA 110, 140, or 150; AUCC 110, 120, 150, or 210; AUCT; or AUCW 210, 211, 212, or an additional course from List I (below)

Second Semester

RPW 111	Rhetoric and Writing II
AUC course	AUCA, AUCC, AUCT, AUCW (as above)
EDP 220	Learning and Development: Understanding Yourself and Others
PSY 240	Infant and Child Development
SAM	Subject-area major course

Secondary English Education Majors

First Semester

RPW 110	Rhetoric and Writing I
EDF 120	Introduction to Education: Schooling and Human Services
ENHP 140	Freshman Dialogue
ENG 140	Introduction to Literature
One course from List I (below)	
AUC course	AUCA 110, 140, or 150; AUCC 110, 120, 150, or 210; AUCT, or AUCW 210, 211, 212, or an additional course from List I (below)

Second Semester

RPW 111	Rhetoric and Writing II
AUC course	AUCA, AUCC, AUCT, AUCW (as above)
EDP 220	Learning and Development: Understanding Yourself and Others
PSY 242	Adolescent and Emerging Adult Development
ENG course	See English department advisor

List I

CMM 110	Introduction to Communication
HE 112	Modern Health Concepts
M 116	Contemporary Mathematics
M 118	Introduction to Modern Mathematics
M 144	Calculus I
POL 110	Power and Politics in America
PSY 101	Introduction to Psychology: Concepts
PSY 102	Introduction to Psychology: Applications
PSY 240	Infant and Child Development
SOC 110	Introduction to Sociology

List II

For preparation to study in one of the following subject-area majors or to study a modern language, choose a required course from the major guidelines of one of the following: biology, chemistry, modern language, history, or physics. English majors choose ENG 140. Refer to pages 14–24 for information regarding these subject-area majors and courses.

For information about other subject-area majors, call the advising information phone number on page 27.

Department of Health Sciences and Nursing

Health Science (including undecided health professions students)

Health Science Preprofessional Studies

- † Pre-Chiropractic
- † Pre-Dentistry
- † Pre-medical
- † Pre-Optometry
- † Pre-Osteopathic Medicine
- † Pre-Pharmacy
- † Pre-Podiatry

Health Science/Premedical Professions (H.S.)

First Semester

RPW 110	Rhetoric and Writing I
BIO 122	Biological Science I
HS 140	Introduction to the Health Professions I
CH 110	College Chemistry
M 140	Precalculus or M 144 Calculus

Second Semester

RPW 111	Rhetoric and Writing II
BIO 123	Biological Science II
PSY 101	Introduction to Psychology: Concepts
CH 111	College Chemistry II
PPS 100	Premedical Professions Studies I
HS 141	Introduction to the Health Professions II

Radiologic Technology/Diagnostic Imaging

Radiologic Technology (RAD)

First Semester

RPW 110	Rhetoric and Writing I
CH 114	Principles of Chemistry I
HS 140	Introduction to the Health Professions I
M110	Modeling with Elementary Functions Humanities elective

Second Semester

RPW 111	Rhetoric and Writing II
PHY 103	Physics for Radiologic Technology
CMM 115	Improving Communication Skills
HS 141	Introduction to the Health Professions II
BIO 122	Biological Science I

Respiratory Care

The curriculum of the Department of Health Sciences and Nursing includes concepts of biological sciences, math, general chemistry, social sciences, and the humanities.

All professional programs provide, within an interdisciplinary context, the broad background and technical expertise needed to assist in the prevention, diagnosis, and management of illness.

Programs within the Department of Health Sciences and Nursing are accredited through the appropriate nationally recognized agencies and use a wide array of resources to provide the student with outstanding educational and clinical experiences. Each program uses the resources of health care, community, and educational facilities, both in the Greater Hartford region and nationwide. Successful completion of these professional programs qualifies the student to take national certification examinations given by appropriate testing agencies.

Respiratory Care Majors (R.C.)

First Semester

RPW 110	Rhetoric and Writing I
M 114	Everyday Statistics
CH 114	College Chemistry I
HS 140	Introduction to the Health Professions I
BIO 122	Biological Science

Second Semester

RPW 111	Rhetoric and Writing II
M 110	Modeling with Elementary Functions
CH 136	College Chemistry II
PSY 101	Introduction to Psychology: Concepts
HS 141	Introduction to the Health Professions II

Second Semester

RPW 111	Rhetoric and Writing II
CH 111	College Chemistry II
PSY 101	Introduction to Psychology: Concepts
CMM 110	Communication in Digital Age
AUCC	

Department of Rehabilitation Sciences**Combined Bachelor of Science in Health Science/
Doctor of Physical Therapy**

The Department of Rehabilitation Sciences offers a combined Bachelor of Science in Health Science/Doctor of Physical Therapy program. Graduates are prepared to meet the intellectual, social, cultural, and economic challenges of our changing health-care system. This program may be completed in a traditional eight-semester, or four-year, schedule, followed by the three-year professional program called the 4+3 Option. However, for those students who wish to accelerate their undergraduate program, a fast-track option that allows completion of the undergraduate work in three years is available (3+3 Option). This second option requires six academic semesters and two summer sessions to complete all course work.

Health Science: B.S./D.P.T. Track**First Semester**

RPW 110	Rhetoric and Writing I
BIO 122	Biological Science I
ENHP 140	Freshman Dialogue
CH 110	College Chemistry
PSY 101	Introduction to Psychology: Concepts

Second Semester

RPW 111	Rhetoric and Writing II
CH 111	College Chemistry II
M 140	Precalculus with Trigonometry
SOC 110	Introduction to Sociology
PRPT 100	Pre-Physical Therapy Seminar 1

**Combined Bachelor of Science in Health Science/
Master of Science in Prosthetics and Orthotics**

The Department of Rehabilitation Sciences offers a combined Bachelor of Science in Health Science/Master of Science in Prosthetics and Orthotics program. This program is an integrated 3+2, or five-year, format that allows completion of the undergraduate course work, followed by the two-year professional program. Undergraduates complete the B.S.H.S. requirements and combine their fourth year of undergraduate work with the professional phase of the program. This is the only prosthetics and orthotics master's-level program nationwide that can be completed in the 3+2 model.

Health Science: B.S./M.S.P.O. Track**First Semester**

RPW 110	Rhetoric and Writing I
BIO 122	Biological Science
ENHP 140	Freshman Dialogue
CH 110	College Chemistry
CS 110	Introduction to Computers

Course Descriptions**ENHP 140 Dialogue [1]**

Dialogue is provided to entering first-year and transfer students to help them develop a thorough awareness of academic and social opportunities at the University. This course incorporates the advising role of the faculty directly into the curriculum as an integral part of the student's college education.

Biology**BIO 122, 123 Biological Science [5, 5]**

An introduction to plant and animal biology that focuses on four specific aspects of evolution: biochemical, physiological, cytological, and ecological; presented during two semesters. Each area is presented through small-group, intensive laboratory units employing modern research techniques. Formal lectures unify laboratory experiences. Prerequisite: Minimum of one year of high school chemistry. Corequisite: Either CH 110 or 111, or CH 114 or 136. Laboratory fee.

BIO 212, 213 Human Anatomy and Physiology [4, 4]

A study of human tissues and organ systems. BIO 112: muscular, skeletal, nervous, and endocrine systems; skin and special senses. BIO 113: circulatory, respiratory, digestive, excretory, and reproductive systems; blood and metabolism. Laboratory dissection and physiology experimentation are coordinated with the lecture material. This course is for health science students. Prerequisite or corequisite: CH 114, 136, or CH 110-111. Laboratory fee.

Chemistry**CH 110-111 College Chemistry [4-4]**

Basic principles of chemistry, including atomic and molecular theory and structure; the chemical and physical behavior of gases, solids, liquids, and solutions; chemical equations; thermochemistry; chemical equilibrium; acid-base theory; electrochemistry; kinetics; nuclear chemistry; metal complexes; and an introduction to inorganic and organic chemical reactions. Laboratory experiments designed to acquaint students with quantitative measurements as applied to chemical behavior. For science, engineering, and mathematics majors. One three-hour laboratory in addition to lecture. Prerequisite: Working knowledge of algebra and logarithms. Laboratory fee.

CH 114 Principles of Chemistry I [4]

Chemistry of solids, liquids, gases, and solutions; colligative properties, bonding theory, acids and bases, and chemical equilibria. Designed for students, such as nursing, health science, humanities, and social science majors, who desire or require a one-semester introduction to the principles of inorganic and physical chemistry. May be used to fulfill part of the general education distribution requirements in the natural sciences. The combination of CH 114

and CH 236 constitutes a one-year general survey of the major areas of chemistry. (Not intended for majors in natural science, engineering, or pre–health professions programs.) No credit given to students who have received credit for CH 110 and/or CH 111, or equivalent. One three-hour laboratory in addition to the lecture. Prerequisite: Working knowledge of algebra and logarithms. Laboratory fee.

CH 136 Principles of Chemistry II [4]

The chemistry of carbon compounds, including functional group chemistry, natural products, stereochemistry, and compounds and processes of biochemical importance. Designed for students who desire or require a one-semester introduction to organic chemistry and biochemistry. The combination of CH 114 and CH 136 constitutes a one-year general survey of the major areas of chemistry. (Not intended for majors in biology [B.S.], chemistry, engineering, or physics, or for students planning to apply to a professional school in the medical sciences [premedical, pre dental, etc.]) No credit given to students who have received credit for CH 230 and/or CH 231, or equivalent. One three-hour laboratory in addition to lecture. Prerequisite: CH 114 or equivalent. Laboratory fee.

Communication

CMM 115 Improving Communication Skills [3]

Designed to help students develop skill and confidence in two speaking contexts: didactic and public speaking. Course emphasizes self-assessment, adaptation to listeners and situations, organization and support ideas, and effective delivery. (Does not fulfill requirements for the communication major.)

Computer Science

CS 110 Introduction to Computers [3]

Designed for non-science majors, the course emphasizes the computer's capabilities, its limits, and its impact on society. Personal-computer productivity software is used to demonstrate the influence of computers on society. Students are also provided an introduction to the Internet through the use of a web browser and an email facility. Not open to students who have completed a higher-level CS course. Laboratory fee.

Education

EDF 120 Introduction to Education: Schooling and Human Services [3]

This course introduces students to the process of education and development as it occurs in schools and social service agencies. It offers a foundation in reflective practice and in the knowledge, skills, and dispositions that are central to these professions. It also focuses on how schools and human service agencies can work together to address issues of concern in the community. The course includes a community-service learning component of two hours weekly. Laboratory fee.

EDH 120 Psychology of Exceptionalities [3]

An introductory undergraduate course for prospective majors and nonmajors in special education that surveys the various exceptionalities in the population with attention to their etiology, characteristics, contemporary educational practices, and treatment procedures. A fieldwork component is required. (Fa/Sp)

EDP 132/PSY 132 Human Development [3]

Theories and research in human development from infancy through adulthood. Students carry out structured observations and integrate these observations with various theoretical issues. Prerequisite: EDF 120 or permission of department. (Fa/Sp)

EDP 220 Learning and Development: Understanding Yourself and Others [4]

This course examines major milestones in cognitive and social development from infancy through adolescence, as well as the diversity of learning needs and styles. Preservice teachers also develop a better understanding of their current position and style as learners and of the developmental processes that brought them this far. The preservice teachers will be able to demonstrate understanding of basic concepts and the ability to apply them. Prerequisite: PSY 101 or 102.

HE 112 Modern Health Concepts [3]

A conceptual approach to the mental, emotional, social, and physical aspects of personal health in modern living. Emphasis is on knowledge and attitudes necessary to live more effectively.

HS 140 Introduction to the Health Professions I [2]

An introductory course to help first-year students develop an awareness of academic and social opportunities at the University, and to develop an awareness of the health-care system. This course incorporates an overview of health-care career opportunities, current issues within the field of health care, and the advising role of the faculty.

HS 141 Introduction to the Health Professions II [2]

A continuation of HS 140, this course examines additional issues related to the health-care system and to individual career opportunities.

English

Students in Education, Nursing and Health Professions are required to take both RPW 110 (Rhetoric and Writing I) and RPW 111 (Rhetoric and Writing II). You are eligible to enroll in RPW 111 if you meet one of the following requirements: (1) you have a verbal SAT score of 650 or above, or (2) you have been given credit for an equivalent to RPW 110 at another college or university. You are exempt from both RPW 110 and RPW 111 if (1) you have a verbal SAT score of 700 or above, (2) you have a score of 4 or 5 on the Advanced Placement Test in English, or (3) you have been granted credit for both an RPW 110 and 111 equivalent taken at another college or university.

RPW 110 Rhetoric and Writing I [3]

Introduces students to the complex practices of writing, reading, and thinking required in many university courses. Students learn to approach writing as a process of invention, crafting, revising, and editing. The course also emphasizes the rhetorical aspects of writing, such as audience, arrangement, and academic conventions. Students learn to read diverse texts critically by practicing close-reading strategies, such as highlighting, annotating, and double-entry note taking. Students should become more confident and competent at understanding the positions of others as well as asserting their own informed perspectives. Designated sections of the course require additional work on basic skills. This course may not be elected on a Pass/No Pass basis. Laboratory fee.

RPW 111 Rhetoric and Writing II [3]

Emphasizes close reading, analytical writing, and critical thinking that are fundamental for many upper-level courses. Building upon the abilities introduced in RPW 110, critical thinking is taught as students learn to examine multiple perspectives, to analyze an argument, to find and evaluate sources (print and digital), and to present a persuasive viewpoint. As students assert their informed perspectives, they learn to engage with the words and ideas of others without compromising their academic integrity. A primary goal of the course is for students to learn to participate fully in scholarly discourses and debates. Designated sections of this course require additional work in basic skills. This course may not be elected on a Pass/No Pass basis. Prerequisite: RPW 110. Laboratory fee.

ENG 140 Introduction to Literature [3]

Through the study of poetry, prose, fiction, and drama, students learn to read literature intelligently and to develop their skills in writing critically about literature; the works selected may range from classical to contemporary periods. All sections share common goals: students become familiar with the distinct characteristics of each literary genre, literary terminology, and the traditions that lie behind individual works.

Mathematics**M 110 Modeling with Elementary Functions [3]**

A study of linear, quadratic, cubic, exponential, and logistic equations and their use in modeling real-world phenomena; the graphing of functions; solving equations with one or more variables; and systems of linear equations. The solution of word problems is stressed throughout. This course may serve as preparation for M 112. Prerequisite: Two years of algebra.

M 112 A Short Course in Calculus [3]

A one-semester introduction to the basic concepts and applications of differential and integral calculus. For students who wish to satisfy the Arts and Sciences mathematics-science distribution requirements, the Barney School of Business calculus requirement, or the mathematics requirement in the health sciences. No credit given to students who have previously received credit for M 144 or its equivalent. Prerequisite: M 110 or its equivalent.

M 114 Everyday Statistics [3]

Designed to introduce basic concepts of probability, random sampling, data organization, measures of central tendency and variability, binomial and normal probability distributions, statistical inference, elements of hypothesis testing, one- and two-sample tests for means and proportions, chi-square tests for tabular data; an introduction to linear regression and correlation. Prerequisite: Two years of algebra.

M 116 Contemporary Mathematics [3]

Designed to introduce the student to a variety of mathematical fields and some of their contemporary applications. Topics selected from logic, set theory, mathematical systems, probability, statistics, game theory, linear programming, graph theory, computer programming, and topology. Prerequisite: Two years of algebra.

M 118 Introduction to Modern Mathematics [4]

Sets, operations on sets, historical background for numeration, system of natural numbers, number bases, systems of integers, rational numbers, real numbers, metric geometry, modular systems, groups, fields, rings, integral domains, relations, and functions. A two-hour laboratory period per week is included. Note: This course does not satisfy the mathematics portion of the general education requirements in Arts and Sciences. Prerequisite: Two years of algebra or M 010.

M 140 Precalculus with Trigonometry [4]

A study of linear and quadratic equations and inequalities; the Cartesian coordinate system for the plane; and the algebra and graphing of functions, with special emphasis on polynomial, exponential, and logarithmic functions. Definitions and graphs of the trigonometric functions; solutions of triangles; analytic trigonometry, including circular and inverse trigonometric functions. Solutions of word problems are stressed throughout. A programmable graphing calculator is required. The goal is to prepare students for M 144. Prerequisite: Two years of algebra.

M 144 Calculus I [4]

Functions, limits, continuity, differentiation of algebraic and trigonometric functions, applications of derivatives; definite integrals; approximate integration; and applications of the definite integral. Only 1 additional credit given to students who have received credit for M 112. Prerequisites: M 102 and M 110, or equivalent.

Modern Languages

Students wishing to begin a modern language should select an introductory-level modern language course (for example, FR 110, GER 110, SPA 110, or ITA 110). One year of high school language typically equals one semester of college language. Students with two or three years of a particular language should select an intermediate level of that language (at the 210 level). During the first week of language classes, instructors will make sure that students are at the correct level.

Physics

PHY 103 Physics for Radiologic Technology [4]

This is a one-semester course designed to meet the needs of students in the radiologic technology major. Basic principles of mechanics, radioactivity, electricity, and magnetism are covered, with an emphasis on application to the human body and the bases of medical imaging. Prerequisite: High school algebra. Laboratory fee.

Politics

POL 110 Power and Politics in America [3]

This survey course provides the foundation for understanding American government as it exists at the beginning of the 21st century. It deals with the organic background and contemporary reality of our federal republic governed under a written constitution. The established structures of government—Congress, president, bureaucracy, and courts—are studied, together with the less formal political structures, such as public opinion, parties, pressure groups, media, and voting—all of which grant our government the authority to act. The policies emerging from the systematic interplay of forces from within the government itself, from the states and the people of the nation, and from other nations of the world are studied and evaluated. This course fulfills a general education requirement.

Premedical Studies

PPS 100 Premedical Professions Studies I [1]

Students study the health-care team and the role of various professions in health and disease. This problem-oriented course allows students to develop a working understanding of the education requirements and work environment for premedical professions.

Pre-Physical Therapy

PRPT 100 Pre-PT Seminar I [0.5]

This course meets five times during the semester and is meant to guide first-year pre-physical therapy students during their bachelor's in health science course work. Students explore the history of the profession and the physical therapist's role and career paths in health care. Students are introduced to service learning. Minor options available for physical therapy students are discussed. Participation in the Physical Therapy Student Association is expected. Prerequisite: B.S.H.S./D.P.T. major.

Psychology

PSY 101 Introductory Psychology: Concepts [3]

This course focuses on the basic concepts and methods of psychology. Topics include history; methodology; biological bases of behavior; child, adolescent, and adult development; sensation and perception; states of consciousness; learning; memory; and cognition. (Please note that it is a requirement in PSY 101 that all students participate as subjects in at least one experiment within the department during the semester or discuss an appropriate alternative with the course instructor.)

PSY 102 Introductory Psychology: Applications [3]

This course focuses on the applications of psychology. Topics include intelligence, motivation, emotion, personality, abnormal behavior, psychotherapy, health, and psychology applied to the workplace and society. (Please note that it is a requirement in PSY 102 that all students participate as subjects in at least one experiment within the department during the semester or discuss an appropriate alternative with the course instructor.)

PSY 132/EDP 132 Human Development [3]

Theories and research in human development from infancy through adulthood. Students carry out structured observations and integrate these observations with various theoretical issues. (Please note that this course will not fulfill a requirement for the psychology major or minor.)

PSY 240 Infant and Child Development [3]

Child growth and behavior from the prenatal period to puberty are studied. Effects of heredity and environment on the motor, language, social, and emotional development of children. Emphasis on the concept of developing self and its effects on behavior.

PSY 242 Adolescent and Emerging Adult Development [3]

This course focuses on the individual during the period of transition from childhood to adulthood. Includes physical changes, mental growth, changes in emotional reaction, personality development, and the changing nature of social relationships.

Sociology

SOC 110 Introduction to Sociology [3]

Surveys main theoretical approaches and problems in the study of social life. Topics include social origins of the self, the basic processes of social interaction, class and stratification, political power, education, organization, and family. Emphasizes continuing interaction between theory and methods in sociology. Required for sociology majors and most advanced sociology courses.

College of Engineering, Technology, and Architecture

Engineering Students

Engineering students are not required to declare their major until the end of the first year. The first year is identical for all engineering students, except the acoustics and music students. Students who require special consideration with respect to mathematics placement and English as a second language may also be assigned a course schedule different from that illustrated on the work sheet. These students will be informed either in their letter of acceptance or during the academic advising program during Orientation.

Basic Requirements

All first-semester engineering students, except acoustics and music majors, are required to register for the following courses:

ES 101	Engineering Freshman Dialogue
ES 143	Engineering and Design
RPW 110	Rhetoric and Writing I
M 144	Calculus I (if precalculus completed in high school)
ES 220 or ES 115	Graphic Communication Engineering Computer Applications

If you have transfer credits, you may have already satisfied some of these course requirements. You may also have completed some of these courses under special Advanced Placement (AP) programs at your high school (see page 5). See your advisor at Orientation.

All engineering students, with the exception of computer engineering, have the option of choosing ES 115 Engineering Computer Applications or ES 220 Graphic Communication for the first semester. Computer engineering students must take ES 220 Graphic Communication.

All first-year students are required in the first semester to take either an AUC course in the arts (AUCA) or an AUC course in other cultures (AUCC).

Engineering students may not select AUCT courses. The list of AUC courses in each category is on pages 9–12.

Note: Engineering students are required to take a total of six courses (18 credits) in the humanities/social science and AUC areas. The selection of courses must provide both breadth and depth and must not be limited to a selection of unrelated introductory courses. If students choose not to take an AUC course in their first semester, they should start to plan their selection of AUC/humanities/social science courses with their Orientation advisor.

Acoustical Engineering and Music

The required first-semester curriculum for acoustics and music majors is as follows:

ES 143	Engineering and Design
RPW 110	Rhetoric and Writing I
M 144	Calculus I
TH 111	Harmony I*
TH 120	Elementary Ear Training I Private music lesson Performing organization

* Students may be required to take the prerequisite to this course, TH 110 Fundamentals of Music Theory, depending on their audition results. Red Caps will escort students to The Hartt School for scheduling of their private music lessons. At that time, they will either (a) be told of their aural placement test results (for those who auditioned in person) or (b) be administered an aural placement test at that time (for those who mailed an audition tape).

Course Descriptions

ES 101 Engineering Freshman Dialogue [1]

Engineering students meet as a unit weekly throughout the fall semester. Students are introduced to many of the campus resources, academic issues, and special programs available to them. Guest speakers discuss engineering careers and opportunities. Required of all first-year engineering students. (Grading: P/NP)

ES 115 Engineering Computer Applications [3]

The formulation and solution of engineering problems using a computer. The development of structured programs to solve engineering problems using a compiled language. The use of mathematical computer packages to solve engineering problems. Required of all first-year engineering students. Laboratory fee.

ES 143 Engineering and Design [3]

Introduction to the fundamentals of engineering, the engineering profession, and engineering design, with emphasis on guided-design and problem-solving methodologies. Students undertake practice-oriented group design projects. Formal written reports and oral presentations are required. Required of all first-year engineering students.

ES 220 Graphic Communication [2]

Fundamental concepts of graphic communication, with an objective of attaining the ability to visualize and draw in three dimensions. Using freehand sketching and mechanical tools, students are taught geometric construction, orthographics, isometrics, dimensioning, sectioning; no drawing ability required. Required of all engineering students. Open to all University students.

M 144 Calculus I [4]

Functions, limits, continuity, differentiation of algebraic and trigonometric functions, applications of derivatives; definite integrals; approximate integration; and applications of the definite integral. Only 1 additional credit given to students who have received credit for M 112. Prerequisites: M 102 and M 110, or equivalent.

M 145 Calculus II [4]

Techniques of integration, indeterminate forms, improper integrals, infinite sequences and series, and separable differential equations. Prerequisite: M 144.

TH 111 Diatonic Harmony I [2]

The first course in tonal harmony, covering the principles of diatonic harmony. Topics include diatonic chord progression, melody harmonization, and figured bass. Study of examples from the classic and popular music literatures. Three hours weekly. Prerequisite: TH 110 or placement exam.

PHY 112 Calculus-Based Physics I [4]

This is the first part of a three-semester course in introductory physics intended for students majoring in the physical sciences or in engineering. The subject matter is the study of Newtonian mechanics. Prerequisite: M 144 (may be taken concurrently). Laboratory fee.

RPW 110 Rhetoric and Writing I [3]

Introduces students to the complex practices of writing, reading, and thinking required in many university courses. Students learn to approach writing as a process of invention, crafting, revising, and editing. The course also emphasizes the rhetorical aspects of writing, such as audience, arrangement, and academic conventions. Students learn to read diverse texts critically by practicing close-reading strategies, such as highlighting, annotating, and double-entry note taking. Students should become more confident and competent at understanding the positions of others as well as asserting their own informed perspectives. Designated sections of the course require additional work on basic skills. This course may not be elected on a Pass/No Pass basis. Laboratory fee.

HON 182 Honors Section of RPW 110

TH 112 Chromatic Harmony [2]

The second course in tonal harmony, covering the principles of chromatic harmony. Topics include chromatic voice leading, chord progression, melody harmonization, and figured bass. Study of examples from the classic and popular music literatures. Three hours weekly. Prerequisite: TH 111 or placement exam.

TH 120 Elementary Ear Training I [2]

The first course in ear training. Development of sight-singing, dictation, conducting, and improvisation skills using diatonic materials. Kodály method. Three hours weekly.

TH 121 Elementary Ear Training II [2]

The second course in musicianship skills using Kodály materials. Practice in pentatonic and diatonic systems, introduction of triadic practice in singing and recognition of harmonic functions. Further emphasis on vocal intonation and part singing, including chromaticism. Melodic and harmonic dictation using all of the foregoing elements. Three hours weekly. Prerequisite: TH 120 or placement exam.

Engineering Students

First Year in Engineering

<i>First Semester</i>		<i>Credits</i>
M 144	Calculus I	4
ES 143	Engineering and Design	3
ES 220	Graphic Communication or ES 115	2
RPW 110	Rhetoric and Writing I	3
AUCA/C	All-University Curriculum elective	3
ES 101	Engineering Freshman Dialogue	1
<i>Total credits for semester</i>		<u>16</u>

Second Semester

<i>Second Semester</i>		<i>Credits</i>
M 145	Calculus II	4
ES 115	Engineering Computer Applications or ES 220	3
PHY 112	Calculus-Based Physics I	4
AUCA/C	All-University Curriculum elective	3
AUCW 180	All-University Curriculum elective	3
<i>Total credits for semester</i>		<u>17</u>

Acoustical Engineering and Music

First Year in Acoustics and Music

<i>First Semester</i>		<i>Credits</i>
M 144	Calculus I	4
ES 143	Engineering and Design	3
RPW 110	Rhetoric and Writing I	3
TH 111	Diatonic Harmony	2
TH 120	Elementary Ear Training I	2
	Private music lesson	2
	Performing organization	1
ES 101	Engineering Freshman Dialogue	1
<i>Total credits for semester</i>		<u>18</u>

Second Semester

<i>Second Semester</i>		<i>Credits</i>
M 145	Calculus II	4
PHY 112	Calculus-Based Physics I	4
TH 112	Chromatic Harmony	2
TH 121	Elementary Ear Training II	2
	Private music lesson	2
	Performing organization	1
ES 220	Graphic Communication	2
<i>Total credits for semester</i>		<u>17</u>

Engineering Technology Students

The engineering technology programs are distinguished by their emphasis on hands-on learning in modern, well-equipped laboratories and on responsiveness to industrial needs. Students also have the option of being admitted without initially declaring their major. Such students will be guided by a faculty advisor, depending on level of preparation and expressed interest. At an appropriate time, and in accordance with University policy, students will declare their major, based on their experiences while they were undeclared.

Basic Requirements

The programs of study vary in their credit requirements. Baccalaureate degree programs vary from 128 to 130 credits, depending on the discipline. Specific requirements are listed in the University of Hartford *Undergraduate Bulletin*. Students should consult their advisors or the dean's office if they have questions regarding the requirements for a degree.

A.S. or B.S. with Computer Engineering Technology Major

<i>First Semester</i>		<i>Credits</i>
ECT 111	Introduction to Electronics	3
RPW 110	Rhetoric and Writing I	3
ET 111	Introduction to Engineering Technology	1
MTH 112	Precalculus I for Engineering Technology	3
ES 115	Engineering Computer Applications	3
ECT 110	Practical Projects	3
<i>Total credits for semester</i>		<u>16</u>

Second Semester

ECT 121	AC + DC Fundamentals	4
MTH 122	Precalculus II for Engineering Technology	3
PHY 120	Algebra-Based Physics I	4
ECT 122	Introduction to Digital Circuits	4
<i>Total credits for semester</i>		<u>15</u>

A.S. or B.S. with Electronic Engineering Technology Major

<i>First Semester</i>		
ECT 111	Introduction to Electronics	3
ECT 110	Practical Projects	3
RPW 110	Rhetoric and Writing I	1
ET 111	Introduction to Engineering Technology	3
MTH 112	Precalculus I for Engineering Technology	3
ES 115	Engineering Computer Applications	3
<i>Total credits for semester</i>		<u>16</u>

Second Semester

ECT 121	AC + DC Electrical Fundamentals	4
MTH 122	Precal. II for Engr. Techs.	3
PHY 120	Algebra-Based Physics I	4
ECT 122	Introduction to Digital Circuits	4
<i>Total credits for semester</i>		<u>15</u>

B.S. with Architecture Engineering Technology Major

<i>First Semester</i>		<i>Credits</i>
AET 110	Introduction to the Architectural Process	4
AET 155	History of Architecture I	4
RPW 110	Rhetoric and Writing I	3
ET 111	Introduction to Engineering Technology	1
MTH 112	Precalculus I for Engineering Technology	3
<i>Total credits for semester</i>		<u>15</u>

Second Semester

AET 123	Architectural Design I	4
AET 156	History of Architecture II	4
MTH 122	Precalculus II for Engineering Technology	3
PHY 120	Algebra-Based Physics I	4
<i>Total credits for semester</i>		<u>15</u>

B.S. with Audio Engineering Technology Major

<i>First Semester</i>		
AUD 110	Music for Audio Technologists I	2
ECT 111	Introduction to Electronics	3
RPW 110	Rhetoric and Writing I	3
ET 111	Introduction to Engineering Technology	1
MTH 112	Precalculus I for Engineering Technology	3
AUD 122	Recording Principles	3
<i>Total credits for semester</i>		<u>15</u>

Second Semester

AUD 111	Music for Audio Technologists II	2
AUD 161	Modern Recording	3
ECT 121	AC + DC Electrical Fundamentals	4
MTH 122	Precalculus II for Engineering Technology	3
	Humanities/social science elective	2
<i>Total credits for semester</i>		<u>14</u>

B.S. with Mechanical Engineering Technology Major

<i>First Semester</i>		
RPW 110	Rhetoric and Writing I	3
ET 111	Introduction to Engineering Technology	1
MET 116	Manufacturing Processes	4
MTH 112	College Algebra for Technologists	3
	All-University Curriculum	3
<i>Total credits for semester</i>		<u>14</u>

Second Semester

MET 123	Material Science for Engineering Technology lab	2
MTH 122	Precalculus II for Engineering Technology	3
ECT 365	Object-Oriented Programming	3
PHY 120	Algebra-Based Physics I	4
	All-University Curriculum	3
<i>Total credits for semester</i>		<u>15</u>

B.S.E.M.E.T. Bachelor of Science in Electromechanical Engineering Technology Major

<i>First Semester</i>		
ECT 110	Project-Based Learning	3
ECT 111	Introduction to Electronics	4
ET 111	Introduction to Engineering Technology	1
MTH 112	Precalculus I for Engineering Technology	3
RPW 110	Rhetoric and Writing I	3
<i>Total credits for semester</i>		<u>14</u>

Second Semester

ECT 121	AC + DC Electrical Fundamentals	4
ECT 122	Introduction to Digital Circuits	4
ES 220	Graphic Communication	2
MTH 122	Precalculus II for Engineering Technology	3
PHY 120	Algebra-Based Physics I	4
<i>Total credits for semester</i>		<u>17</u>

Students may choose to concentrate in the following areas:

- ♦ Robotics
- ♦ Communication/Networking
- ♦ Mechanical
- ♦ Computer
- ♦ Business/management/entrepreneurship/marketing

Course Descriptions

AET 110 Introduction to the Architectural Process [4]

This course focuses on integrating lectures and studio classes to develop students' understanding of the methods, media, and materials used in the communication of design. Students practice graphic and verbal presentation techniques. Construction techniques in relation to construction documents, including plans, elevations, sections, details, and specifications are presented. Two lecture hours, six lab hours. Laboratory fee.

AET 123 Architectural Design I [4]

An introductory course with an emphasis on the architectural responses to people's basic needs for shelter. At the fundamental level, these needs—physical, psychological, sensual, intellectual, cultural, and aesthetic—are met through physical design. Emphasis is placed on problem solving through studio activity and on relating architectural theory and criticism to the studio. Two lecture hours, six lab hours. Laboratory fee.

AET 155 Ancient through Renaissance Architecture [4]

This course examines the roots of the Western architectural tradition, starting with the prehistoric and primitive developments in Europe and the ancient Near East, and continuing through Egypt, Greece, Rome, Byzantium, and Western Europe through the Renaissance period. An understanding of Ancient, Classical, Medieval, and Renaissance styles is developed through lectures, slides, videos, and sketching. Four lecture hours.

AET 156 19th- and 20th-Century Architecture [4]

This course examines the roots of the contemporary Western architectural tradition, from the early 19th century through the late 20th century. An understanding of Neoclassical, Industrial, Arts and Crafts, Art Nouveau, Art Deco, Modern, Postmodern, and Neomodern styles is developed through lectures, slides, videos, and sketching. Four lecture hours. Prerequisite: AET 155 or permission of instructor or chair.

AUD 110 Music for Audio Technologists I [2]

This course covers basic music theory as needed by audio engineering technologists. The emphasis is on development of listening skills as well as basic performance skills. Besides music theory, students gain an appreciation of classical and contemporary music and its

underlying structure, learn to sight-sing simple musical pieces, and learn to use computer software to manipulate music electronically. Three contact hours.

AUD 111 Music for Audio Technologists II [2]

This course continues the coverage of basic music theory as needed by audio engineering technologists. The emphasis is on development of listening skills as well as basic performance skills. Besides music theory, students gain an appreciation of classical and contemporary music and its underlying structure, learn to sight-sing simple musical pieces, and learn to use computer software to manipulate music electronically. Three contact hours.

AUD 122 Audio Recording Principles [2]

This course introduces first-year students to the use, operation, and maintenance of a modern recording studio. Fundamental concepts found in audio recording are presented along with several projects based in the recording studio. Microphone usage, mixing-board operation, digital tape recording, and the digital audio workstation are investigated.

AUD 161 Modern Recording Techniques for Engineering Technology [3]

Design, setup, use, and management of a modern recording studio. Focus on analog and digital recording techniques. Emphasis on practical studio use with hands-on recording and mixing of live music. Prerequisites: AUD 110 and AUD 122, or permission of instructor.

ECT 110 Practical Projects [3]

Introduction to the fundamentals of electronics and computer engineering technology with emphasis on skills that are needed for the major. Students undertake practice-oriented group lessons in topics such as soldering, printed circuit board and electronic/computers troubleshooting skills. Students are guided to apply the skills they gained from the above lessons to build electronic gadgets, and to use robotic kits to perform specific tasks through team projects. Statistical analysis is covered in this course. Students work on several projects, including a final project in a team setting. Three hours of combined lecture/laboratory. Laboratory fee.

ECT 111 Introduction to Electricity and Electronics for Engineering Technology [4]

Topics include an introduction to the origins of mankind's awareness of electricity and the development of scientific understanding of it in the 19th and 20th centuries; static vs. dynamic, DC vs. AC, power generation/distribution and uses, costs, electrical safety and hazards; common electrical circuits, elementary use of Ohm's law, power and cost considerations; electronics from a block diagram approach: power supplies, amplifiers, oscillators, RF devices, and systems, including radio, television, satellite communication, cellular phone technology, and GPS. Three lecture hours, three lab hours. Prerequisite: MTH 112 (or concurrent). Laboratory fee.

ECT 121 DC and AC Electrical Fundamentals for Engineering Technology [4]

Topics include review of DC circuits; phasors; sinusoids applied to R, L, C series and parallel circuits; DC and AC source conversions and circuit theorems, mesh and nodal analysis; transformers. Three lecture hours, three lab hours. Prerequisites: ECT 111 (minimum grade C-) and MTH 122 (or concurrent). Laboratory fee.

ECT 122 Introduction to Digital Devices for Engineering Technology [4]

This course covers digital logic concepts, including number systems and codes, basic logic gates, programmable logic devices, Boolean algebra and reduction techniques, arithmetic operations and circuits, code converters, multiplexing and demultiplexing, flip-flops and registers, and HDL programming. Laboratory experience includes prototyping, computer simulation, and implementing programmable devices. Three lecture hours, three lab hours. Prerequisite: ECT 111. Laboratory fee.

ECT 365 Object-Oriented Programming for Engineering Technology [3]

This course uses the department-approved programming language (variable). The course focuses on problem solving using structured computer programming functions, such as loops, variables, arrays, and subroutines. Programming assignments are completed both in and outside of class. Two lecture hours, two lab hours. Laboratory fee.

RPW 110 Rhetoric and Writing I [3]

Introduces students to the complex practices of writing, reading, and thinking required in many university courses. Students learn to approach writing as a process of invention, drafting, revising, and editing. The course also emphasizes the rhetorical aspects of writing, such as audience, arrangement, and academic conventions. Students learn to read diverse texts critically by practicing close-reading strategies, such as highlighting, annotating, and double-entry note taking. Students should become more confident and competent at understanding the positions of others as well as asserting their own informed perspectives. Designated sections of the course require additional work on basic skills. This course may not be elected on a Pass/No Pass basis. Laboratory fee.

ES 115 Engineering Computer Applications [3]

The formulation and solution of engineering problems using a computer. The development of structured programs to solve engineering problems using a compiled language. The use of mathematical computer packages to solve engineering problems. Required of all first-year engineering students. Laboratory fee.

ES 220 Graphic Communication [2]

Fundamental concepts of graphic communication with an objective of attaining the ability to visualize and draw in three dimensions. Using mechanical tools and the computer, students are taught geometric construction, orthographics, sectioning, dimensioning, and isometrics. No drawing ability required. Required of all engineering students. Open to all University students. Laboratory fee.

ET 111 Introduction to Engineering Technology [1]

Introduction to both the profession of engineering technology and the skills, attitudes, and techniques needed by engineering technology students. Also explored are opportunities for enhancing the education of engineering technology students. Required of all full-time first-year students. One lecture hour. Pass/No Pass grading.

MET 116 Manufacturing Processes [4]

This course provides a broad background in the various manufacturing processes used in industry. Attention is given to various methods by which semifinished products can be conditioned, analyzed, or synthesized, including the economic advantage and disadvantage of each method. Topics include foundry practices, die casting, extruding, forging, stamping, and polymer processing. Three lecture hours, three lab hours. Laboratory fee.

MET 123 Material Science**for Engineering Technology Laboratory** [2]

Reviews the classification and structure of metals, polymers, glasses, and ceramics. Students investigate the effects of heat treatment on various classes of materials through the use of phase diagrams and time-temperature-transformation curves. Students gain hands-on experience with computer-based data-acquisition systems and strain-gauge application in conjunction with materials testing. Prerequisites: MET 116 and MTH 112. Laboratory fee.

MTH 112 Precalculus I for Engineering Technology [3]

A general review of fundamental algebraic operations, including equations, logarithms, exponential equations, and scientific notation; an introduction to trigonometry, polar and rectangular coordinates, functions, and graphs.

MTH 122 Precalculus II for Engineering Technology [3]

A continuation of MTH 112, including graphic and algebraic solutions of equations, exponents and radicals, vectors and oblique triangles, complex numbers, trigonometric identities, and an introduction to analytical geometry. Prerequisite: MTH 112 (minimum grade of C-) or permission of instructor.

MTH 232 Calculus I for Engineering Technology [3]

Analytical geometry and an introduction to differentiation, including limits, derivatives of rational, trigonometric, logarithmic, and exponential functions with technical applications. Prerequisite: MTH 122 (minimum grade of C-) or permission of instructor.

PHY 120 Algebra-Based Physics I [4]

This is the first semester of a two-semester course in introductory physics intended for students majoring in the life sciences and technology programs, or preparing for professional schools. Topics include Newtonian mechanics, fluid mechanics, and heat. Prerequisites: Two years of algebra, geometry, and trigonometry. Laboratory fee.

RPW 110 Rhetoric and Writing I [3]

Introduces students to the complex practices of writing, reading, and thinking required in many university courses. Students learn to approach writing as a process of invention, drafting, revising, and editing. The course also emphasizes the rhetorical aspects of writing, such as audience, arrangement, and academic conventions. Students learn to read diverse texts critically by practicing close-reading strategies, such as highlighting, annotating, and double-entry note taking. Students should become more confident and competent at understanding the positions of others as well as asserting their own informed perspectives. Designated sections of the course require additional work on basic skills. This course may not be elected on a Pass/No Pass basis. Laboratory fee.

All-University Curriculum (see pages 9–12)

Hartford Art School

The first year of study (often referred to as foundation year) at the Hartford Art School involves a prescribed program of studio instruction. Each student is required to complete successfully a series of courses designed to introduce the artist to a variety of materials, techniques, concepts, and practices necessary for success in the practice of visual art. These foundational courses involve instruction and practical application in the areas of design, color, composition, three-dimensional design, drawing, and contemporary art issues. Through lecture and demonstration, reading and research, studio practice and critical analysis, the student develops technical competencies and conceptual understanding common to all forms of visual artistic expression.

In addition, first-year students participate in academic course work. All art students are expected to take RPW 110 Rhetoric and Writing I and RPW 111 Rhetoric and Writing II to develop writing proficiency. First-year art students also take electives from a variety of art history survey courses (ART 210, 211, 215, or 216; see course descriptions on page 39); or they may choose offerings from the All-University Curriculum (see pages 9–12). Students in the Hartford Art School are required to take one All-University Curriculum course from each of the following categories during their four years of study: AUCW, AUCC, AUCS, and AUCT. Courses in the AUCA category may be taken as electives but do not count toward fulfillment of the All-University Curriculum requirements for art students.

Course Descriptions**FWS 110-111 Foundation 2D Studio I-II [2.5-2.5]**

An introductory, required course for all art students, with an emphasis on traditional and nontraditional, two-dimensional studio techniques, use of materials, tools, and media. Emphasis is placed on problem solving through studio activity and relating theory and criticism to the artmaking activity.

FWS 112-113 Foundation Drawing I-II [2.5-2.5]

A required, introductory course for art students designed to investigate the different modes of drawing, both traditional and nontraditional. The intent of this course is not only to impart technical skills in drawing but also to investigate the nature of drawing as a way of seeing and organizing ideas and perceptions.

FWS 114-115 Issues in Artmaking [2.5-2.5]

A required course for art students that introduces them to current historical and contemporary issues in artmaking. Emphasis is placed on lectures, slide presentations, readings, and writings.

FWS 116-117 Foundation 3D Studio I-II [2.5-2.5]

An introductory, required course for all art students, with an emphasis on traditional and nontraditional, three-dimensional studio techniques, tools, and media. Emphasis is placed on problem solving through studio activity and relating art theory and criticism to the studio.

First Semester		Credits
FWS 110	Two-Dimensional Design	2.5
FWS 112	Drawing	2.5
FWS 114	Issues in Artmaking	2.5
FWS 116	Three-Dimensional Design	2.5
RPW 110	Rhetoric and Writing I	3
ART 210, 211, 215, 216	Art History or AUC	3
<i>Total credits for semester</i>		<u>16</u>

Second Semester		Credits
FWS 111	Two-Dimensional Design	2.5
FWS 113	Drawing	2.5
FWS 115	Issues in Artmaking	2.5
FWS 117	Three-Dimensional Design	2.5
RPW 111	Rhetoric and Writing II	3
ART 210, 211, 215, 216	Art History or AUC	3
<i>Total credits for semester</i>		<u>16</u>

Art History Major

First Semester

ART 210	History of Western Art I (earliest civilizations to Early Renaissance)
FYS 100	First-Year Seminar
DIA 100	Freshman Dialog
Two general education courses	
One AUCW, AUCC, AUCS, or AUCT course	

Second Semester

ART 211	History of Western Art II
RPW 110	Rhetoric and Writing I
Two general education courses	
One AUCW, AUCC, AUCS, or AUCT course	

ART 100 Aspects of Art [3]

An introduction to ways of seeing and discussing art from around the world, including examples of painting, sculpture, prints, photography, architecture, and other historical and contemporary media. Content of the course is at the discretion of the instructor. All sections share the goal of developing and understanding the forms and interpretations of works of art. Students may not register for this course if they have previously taken a college-level art history course. Visual resources fee.

ART 210, 211 History of Western Art I, II [3, 3]

Considers major examples of painting, sculpture, and architecture in their historical and cultural context, and suggests ways of understanding and responding to achievements in the visual arts. First semester, Western art from earliest civilizations through Mannerism; second semester, Western art from the Baroque period to the present day. Each of these courses may fulfill a general education requirement. Visual resources fee.

ART 215 Art across Borders [3]

This course introduces students to artistic traditions that are not bound by a single county or continent. It follows specific artistic traditions in relationship to the global movement of people, ideas, and objects, and considers the role of art in relation to instances of cultural encounter and transcultural interchange. In effect, the course traces the cultural side of globalization and provides students with a methodology for assessing the artistic outcomes of cultural encounters. Visual resources fee.

ART 216 Introduction to Non-Western Art [3]

Considers major examples of a non-Western culture's artistic production in its historical and cultural context, and suggests ways of understanding and responding to achievements in the visual arts. Subjects vary by semester among African art, Mesoamerican art, Asian art, Native American art, and Islamic art. The specific topic is announced in the *Class Schedule*. Visual resources fee.

The Hartt School

The Hartt School offers a wide variety of professional degree programs. Students take the courses listed below by major during the first and second semesters of study.

Private Instrument/Voice Lessons

Individual teacher assignments are made at the beginning of the semester.

Music Theory

Music theory placement is based on an exam given as part of the audition process.

Piano Keyboard Class

Students are assigned to a section appropriate to their ability level during Orientation.

Performing Organization

Students are placed in a performing organization (based on audition) at the beginning of the semester.

Dance Classes

Placements are based on auditions.

Double Majors

In choosing to complete a double major, students must fulfill all course requirements of both programs. Students receive an outline of their double-major requirements to aid them in designing their schedule of classes. Double majors generally take at least five years of study and may be required to take Summerterm and/or Winterterm classes.

Major Areas of Study

Orchestral Instrument

First Semester: Instrumental lesson, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, All-University Curriculum, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, Instrumental Performing Organization

Second Semester: Instrumental lesson, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, All-University Curriculum, MUS 111 Paranov Performance Hour, Instrumental Performing Organization

Guitar

First Semester: Guitar lesson, APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, All-University Curriculum, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, ENS 422 Guitar Ensemble

Second Semester: Guitar lesson, APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, All-University

Curriculum, MUS 111 Paranov Performance Hour, ENS 423 Guitar Ensemble

Piano

First Semester: Piano lesson, ACC 110 Art of Accompanying I, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, All-University Curriculum, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, choral performing organization

Second Semester: Piano lesson, ACC 111 Art of Accompanying II, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, All-University Curriculum, MUS 111 Paranov Performance Hour, choral performing organization

Voice

First Semester: Voice lesson, APC 122 Piano Keyboard Class, DIC 110 English Diction, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, RPW 110 Rhetoric and Writing I, OPR 160 Opera Stagecraft I, choral performing organization, APC 114 Vocal seminar

Second Semester: Voice lesson, APC 123 Piano Keyboard Class, DIC 111 Italian Diction, TH 112 Chromatic Harmony, TH 120 Elementary Ear Training I, MUS 111 Paranov Performance Hour, RPW 111 Rhetoric and Writing II, OPR 161 Opera Stagecraft II, choral performing organization, APC 115 Vocal seminar

Jazz Studies

First Semester: Instrumental/vocal lesson, AFR 131 African American Music 1890–1945, AFR 242 Repertory Building or AFR 150 Vocal Techniques, APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, ENS 402 Jazz Combo Ensemble

Second Semester: Instrumental/vocal lesson, AFR 132 African American Music 1945–Present, AFR 243 Repertory Building, APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, MUS 111 Paranov Performance Hour, ENS 403 Jazz Combo Ensemble

Music Education—Vocal Emphasis (four-year)

First Semester: Vocal lesson, APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training, MED 110 Foundations of Music Education, MEA 104 Technology for Music Educators, RPW 110 Rhetoric and Writing I, MUS 110 Paranov Performance Hour, HLM 020 Information Literacy, choral performing organization, general academic

Second Semester: Vocal lesson, APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, DIC 110 English Diction, MUS 111 Paranov Performance Hour, choral performing organization, general academic

Music Education—Instrumental Emphasis (four-year)

First Semester: Instrumental lesson, APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training, MED 110 Foundations of Music Education, MEA 104 Technology for Music Educators, RPW 110 Rhetoric and Writing I, MUS 110 Paranov Performance Hour, HLM 020 Information Literacy, instrumental performing organization, general academic

Second Semester: Instrumental lesson, APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, MEA 101 Voice Class, MEA 201 Brass Class, MUS 111 Paranov Performance Hour, instrumental performing organization, general academic

Music Theory

First Semester: APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, COM 110 First Course Composition, RPW 110 Rhetoric and Writing I, All-University Curriculum, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, performing organization, TH 475 Music Theory Colloquium

Second Semester: APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, COM 111 First Course Composition, RPW 111 Rhetoric and Writing II, All-University Curriculum, MUS 111 Paranov Performance Hour, performing organization, TH 476 Music Theory Colloquium

Music Composition

First Semester: APC 122 Piano Keyboard Class, COM 110 First Course Composition, TH 111 Diatonic Harmony, RPW 110 Rhetoric and Writing I, TH 120 Elementary Ear Training I, COM 461 Music Technology I, COM 470 Composer's Seminar, MUS 110 Paranov Performance Hour, HLM 020 Information Literacy, performing organization

Second Semester: APC 123 Piano Keyboard Class, COM 111 First Course Composition, TH 112 Chromatic Harmony, RPW 111 Rhetoric and Writing II, TH 121 Elementary Ear Training II, COM 471 Composer's Seminar, All-University Curriculum, MUS 111 Paranov Performance Hour, performing organization

Music History—Performance Practices Emphasis

First Semester: Instrumental/vocal lesson, APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, Language (German or French), All-University Curriculum, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, performing organization

Second Semester: Instrumental/vocal lesson, APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, language (German or French), MUS 111 Paranov Performance Hour, performing organization

Music History—Scholarship and Research Emphasis

First Semester: APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, All-University Curriculum, language (German or French), HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, performing organization

Second Semester: APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing I, All-University Curriculum, language (German or French), MUS 111 Paranov Performance Hour, performing organization

Music Production and Technology

First Semester: Instrumental/vocal lesson, MPT 110 Fundamentals of Music Production, MUM 120 Introduction to Arts Management, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, MTH 112 Precalculus I for Engineering Technology, RPW 110 Rhetoric and Writing I, MUS 110 Paranov Performance Hour, HLM 020 Information Literacy in the Performing Arts, performing organization

Second Semester: Instrumental/vocal lesson, MUM 221 Music Management: For Profit, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, MTH 122 Precalculus II for Engineering Technology, RPW 111 Rhetoric and Writing II, MUS 111 Paranov Performance Hour, performing organization, MPT 210 Practicum in Music Production

Music Management

First Semester: Instrumental/vocal lesson, APC 122 Piano Keyboard Class, MUM 120 Introduction to Arts Management, M 116 Contemporary Math or M114 Everyday Statistics, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, performing organization

Second Semester: Instrumental/vocal lesson, APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, All-University Curriculum, elective, RPW 111 Rhetoric and Writing II, MUS 111 Paranov Performance Hour, performing organization

Performing Arts Management

First Semester: MUM 120 Introduction to Arts Management, RPW 110 Rhetoric and Writing I, EC 110 Macroeconomics, All-University Curriculum, academic elective, HLM 100 Introduction to Music, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour

Second Semester: RPW 111 Rhetoric and Writing II, EC 211 Microeconomics, All-University Curriculum, music history elective, M 116 Contemporary Math or M114 Everyday Statistics, elective, MUS 111 Paranov Performance Hour

Bachelor of Arts in Music

First Semester: APC 122 Piano Keyboard Class, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, All-University Curriculum, PHI 110 Intro to Philosophy, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour

Second Semester: APC 123 Piano Keyboard Class, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, English 140 Introduction to Literature, All-University Curriculum, M 110/116 math elective, MUS 111 Paranov Performance Hour

Dance—Ballet Pedagogy

First Semester: DFA 120 Classical Ballet I, DFA 122 José Limón Technique, DFA 130 Ballet Pedagogy I, DFA 132 Pointe I, DFA 160 Repertory/Performance I, DFA 166 Production Practicum I, TH 130 Music Theory and Ear Training for Dancers I, HLM 020 Information Literacy in the Performing Arts, MUS 110 Paranov Performance Hour, EDP 132 Human Development, RPW 110 Rhetoric and Writing I

Second Semester: DFA 121 Classical Ballet I, DFA 124 Martha Graham Technique I, DFA 131 Ballet Pedagogy II, DFA 133 Pointe I, DFA 150 Improvisation I, DFA 161 Repertory/Performance I, DFA 167 Production Practicum I, DFA 270 Dance Kinesiology I, TH 131 Music Theory and Ear Training for Dancers II, MUS 111 Paranov Performance Hour, RPW 111 Rhetoric and Writing II

Dance—Performance Emphasis

First Semester: DFA 120 Classical Ballet I, DFA 122 José Limón Technique, DFA 130 Ballet Pedagogy I, DFA 132 Pointe I, DFA 160 Repertory/Performance I, DFA 162 Variations/Pas de Deux, DFA 166 Production Practicum I, TH 130 Music Theory and Ear Training for Dancers I, MUS 110 Paranov Performance Hour, RPW 110 Rhetoric and Writing I, HLM 020 Information Literacy in the Performing Arts, mathematics elective

Second Semester: DFA 134 Pilates I, DFA 121 Classical Ballet I, DFA 124 Martha Graham Technique I, DFA 133 Pointe I, DFA 150 Improvisation I, DFA 161 Repertory/Performance I, DFA 163 Variations/Pas de Deux, DFA 167 Production Practicum I, DFA 270 Dance Kinesiology I, TH 131 Music Theory and Ear Training for Dancers II, MUS 111 Paranov Performance Hour, RPW 111 Rhetoric and Writing II

Actor Training

First Semester: HTA 110 Voice I, HTA 120 Movement I, HTA 130 Acting I, HTA 140 Rehearsal/Performance I, All-University Curriculum, RPW 110 Rhetoric and Writing I, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, HTC 104 Music Theatre Chorus, HTS 140 Stagecraft I

Second Semester: HTA 111 Voice II, HTA 121 Movement II, HTA 131 Acting II, HTA 141 Rehearsal/Performance II, All-University Curriculum, RPW 111 Rhetoric and Writing II, MUS 111 Paranov Performance Hour, HTC 105 Music Theatre Chorus, HTS 141 Stagecraft II

Music Theatre

First Semester: Vocal lesson, HTA 110 Voice I, HTA 130 Acting I, HTS 140 Stagecraft, TH 110 Theory Fundamentals, TH 120 Elementary Ear Training I, RPW 110 Rhetoric and Writing I, HLM 020 Information Literacy, MUS 110 Paranov Performance Hour, HTC 104 Music Theatre Chorus, HTD 110 Ballet I

Second Semester: Vocal lesson, HTA 111 Voice II, HTA 131 Acting II, HTS 141 Stagecraft, TH 111 Diatonic Harmony, TH 121 Elementary Ear Training II, RPW 111 Rhetoric and Writing II, MUS 111 Paranov Performance Hour, HTC 105 Music Theatre Chorus, HTD 111 Ballet I

Acoustics and Music

First Semester: Private music lesson, performance organization, RPW 110 Rhetoric and Writing I, TH 111 Diatonic Harmony, TH 120 Elementary Ear Training I, ES 115 Computer Programming, ES 141 Principles of Engineering, M 144 Calculus I

Second Semester: Private music lesson, performing organization, PHY 112 Calculus-Based Physics I, M 145 Calculus II, ES 142 Principles of Design, TH 112 Chromatic Harmony, TH 121 Elementary Ear Training II

Course Descriptions

ACC 110-111 The Art of Accompanying I-II [.5-.5]

Practical approaches to accompanying—sight-reading; instant recognition of rhythms, chords, and basic keyboard patterns. Material drawn from the standard vocal and instrumental literature. One hour weekly.

AFR 131 African American Music 1890–1945 [3]

Starting with an introductory background on the African empires, the slave trade, and colonial American music, the course focuses on social and stylistic developments from ragtime to the Big Band era. Three hours weekly.

AFR 132 African American Music, 1945 to the Present [3]

Contemporary African American music, the be-bop revolution, hard bop, free and modal developments of the 1960s, and various artists and trends to the present. Three hours weekly. Prerequisite: AFR 131.

AFR 150 Vocal Technique [1]

An invigorating vocal workout class for singers. This weekly course provides students with a progressive series of vocal exercises to condition, develop, and strengthen their voices. Aspects of vocal production are practiced, including body alignment, breath management, support, range, balancing vocal registers, vowel formation, tone quality, resonance, intonation, flexibility, coordination, vocal health and maintenance. This course provides invaluable tools for both beginning and advanced singers who wish to improve their overall vocal technique and maintain their vocal health. One hour weekly. Prerequisite: Open to jazz majors or permission of instructor.

AFR 242, 243 Repertory Building [1, 1]

In-depth study of harmony and theory in the jazz idiom. Analysis of standard African American composition. Arranging and composing for large and small ensembles. Two hours weekly. Prerequisite: Permission of instructor.

APC 114-115 Vocal Seminar for Freshmen [.5-.5]

Students develop basic skills in memorization, art-song analysis, musicianship skills, use of the piano, and finding linguistic resources. One hour weekly. Prerequisite: Voice major.

APC 122-123 Piano Keyboard Class [2-2]

A first-level piano course that places equal emphasis on the tactile, visual, and harmonic aspects of keyboard playing. Two hours weekly. Music majors only.

COM 110-111 First Course Composition [3-3]

These courses develop the student's ability and technique in musical composition and explore concepts of musical language and rhythm. Course is open to non-music majors by permission of the department chair. Three hours weekly.

COM 461 Music Technology I [3]

Introduction to traditional and contemporary music notation through the use of Finale. Course work includes the clear notation and copying of excerpts from the published literature as well as student-composed works. Simple, single-line melodies; chamber, choral, percussion, full orchestral, or band scores; as well as the creation of MIDI demonstration recordings and extraction and preparation of parts are covered in depth. Extensive use of computer workstations by students. Laboratory fee.

COM 470, 471 Composers' Seminar [0, 0]

A forum for students to discuss issues related to their compositional activities. Topics include new compositions and contemporary composers, the role of the composer in contemporary society, issues of aesthetics and style, and the workings of professional organizations that support composers (e.g., universities, foundations, performing organizations, licensing organizations, etc.). Students have the opportunity to speak with professional composers who are guests. Composition majors (except doctoral students) are required to enroll every semester.

DFA 120-121 Classical Ballet I [2-2]

The first and second semesters, at the beginning level, of an eight-semester sequence of graded training in classical ballet technique. Prerequisite for DFA 120: Audition or permission of instructor. Prerequisite for DFA 121: DFA 120 or permission of instructor.

DFA 122 José Limón Technique [2]

This course introduces the Limón technique. Preliminary warm-up and center work introduces the movement principles based on the philosophies of Doris Humphrey and José Limón. Locomotive patterns reference their repertory.

DFA 124-125 Martha Graham Technique I [1-1]

The first and second semesters, at the fundamental level, of an eight-semester sequence of graded training in the Martha Graham technique. Prerequisite for DFA 124: Audition or permission of instructor. Prerequisite for DFA 125: DFA 124 or permission of instructor.

DFA 126-127 Contemporary Dance Forms I [1-1]

Introductory-level training in modern dance forms in varying techniques (Cunningham, jazz, Limón, tap, and world dance forms). Prerequisite for DFA 126: Audition or permission of instructor. Prerequisite for DFA 127: DFA 126 or permission of instructor.

DFA 130 Ballet Pedagogy I [2]

The study of a syllabus for dance teaching. Structuring the ballet lesson. Study of correct technical execution of classical ballet vocabulary. Study of Labanotation and ballet vocabulary in a connective manner. Covers materials in preparation for preprofessional study (foundation ballet) and for the beginning of preprofessional study (ballet).

DFA 131 Ballet Pedagogy II [2]

The study of a syllabus for dance teaching. Structuring the ballet lesson. Study of correct technical execution of classical ballet vocabulary. Study of Labanotation and ballet vocabulary in a connective manner. Continued development of exercises and topics begun in Level I. Introduction of more of the ballet vocabulary and its progression from previous material. Beginning of separate work for male dancers and pointe work for females. Prerequisite: DFA 130 or permission of instructor.

DFA 132-133 Pointe I [1-1]

The first and second semesters, at the beginning level, of an eight-semester sequence of graded training in classical ballet pointe technique. Prerequisite for DFA 132: Audition or permission of instructor. Prerequisite for DFA 133: DFA 131 or permission of instructor.

DFA 140 Movement Fundamentals [3]

Where dance begins. Introduction to movement observation and analysis as applied to dance teaching and performing. Based on the work of Rudolph Laban, course work includes relaxation skills, warm-up techniques, body mechanics, and introduction to effort/shape.

DFA 150 Improvisation I [1]

Exploration of the basic elements of dance to develop the students' awareness of their own creative potential and their ability to relate to others through movement. Problem solving through movement. Introduction to contact improvisation.

DFA 160-161 Repertory/Performance I [1-1]

Learning and performing contemporary and classical dance works; and classical, romantic, and neoclassical ballet literature. Study and development of rehearsal skills and techniques, including the roles of choreographer, ballet master, and others involved in the process of preparing concert dance for the stage. Assessment of student performance in the following areas: technical merit, conduct and deportment in theatre, growth in performance qualities, and effort and improvement in all of these areas. Prerequisite for DFA 160: Audition or permission of instructor. Prerequisite for DFA 161: DFA 160 or permission of instructor.

DFA 162 Variations/Pas de Deux I [.5]

Learning and performing solo works and *pas de deux* from the classical, romantic, and neoclassical ballet literature, as well as from varying modern forms.

DFA 166-167 Production Practicum [.5-.5]

Practical experience in major areas of dance production: administration, marketing and publicity, costume and/or lighting design and execution, stage management/crew, audition/rehearsal assistant. Students select areas of concentration in support of department or professional productions.

DFA 270-271 Dance Kinesiology I-II [3-3]

The study of the dancer's instrument—the human body. Structural, biomechanical, and neuromuscular analysis of body systems. Understanding the physical variables involved in dance in order to allow more efficient and effective training, performance, and injury prevention. Prerequisite for DFA 271: DFA 270 or permission of instructor.

DIC 110 IPA/English Diction [.5]

An introduction to the International Phonetic Alphabet and its application in pronunciation, with emphasis on singing in English. Two hours weekly.

DIC 111 Italian Diction [.5]

Application of the International Phonetic Alphabet in pronunciation, as well as conversion of the letters of a word into proper vocal sounds, with emphasis on singing in Italian. Prerequisite: DIC 110 or permission of instructor. Two hours weekly.

ENS 402, 403 Jazz Combo Ensemble [0–1]

Instrumental or vocal.

ENS 422, 423 Guitar Ensemble [0–1]**HLM 020 Information Literacy in the Performing Arts [0]**

Introduction to searching and evaluative techniques necessary for information literacy. Knowledge of general reference materials; subject-specific and primary sources; Internet resources, including FirstSearch, listservs, current search engines, library catalogs, and databases. Successful completion of course required for all undergraduate students.

HLM 100 Introduction to Music [3]

Designed primarily for students with no previous formal training in music, to provide a foundation for intelligent and appreciative listening. Elements of musical form and style, together with necessary historical background.

HTA 110 Voice I [3]

The beginning-level voice class is used to establish a technique and vocabulary for breathing, vocal placement, and the articulation of sounds in standard American speech. Students learn using a studio format with individual tutorials as needed. Two and one-half hours weekly. Prerequisite: Acceptance to Hartt School Theatre Division.

HTA 111 Voice II [3]

This course is a continuation of HTA 110, focusing on the expressive use of the vocal instrument. Singing is included and consists of simple principles of music and the ability to sight-read. Prerequisite: HTA 110.

HTA 120 Movement I [3]

Beginning stage movement for the actor, including physical awareness, flexibility, spatial awareness, body composition, and physical characterization. Study of the Alexander technique is introduced. Prerequisite: Acceptance to the B.F.A. Actor Training program.

HTA 121 Movement II [3]

This class is a continuation of the objectives of HTA 120 and focuses on intensifying the students' awareness of individual physical habits. The following major components are covered: actor's movement and jazz dance. Prerequisite: HTA 120.

HTA 130 Acting I [3]

This beginning acting class establishes a basic approach toward understanding and creating human behavior. Students learn how to motivate action, pursue objectives, confront obstacles, and create subtext. Through exercises and play readings, students study dramatic form and learn the basics of script analysis. A studio format is used. Prerequisite: Acceptance to Hartt School Theatre Division.

HTA 131 Acting II [3]

This class continues the objectives of HTA 130, focusing on space, imagination, characterization, and interaction. The following major components are covered: acting, scene study, and text analysis. Students are expected to present scenes from contemporary material. Prerequisite: HTA 130.

HTA 140 Rehearsal and Performance I [1]

In this beginning course, students develop a basic appreciation of the technical aspects surrounding a performance. Students in the first year of training function as crew and other support staff for the productions of the fourth-year students. This includes the building of sets, locating properties, and other duties related to the front of the house and promotion of the productions. Students hold technical responsibilities for at least one Hartt School presentation or production during the semester. A laboratory format will be used.

HTA 141 Rehearsal and Performance II [1]

This course expands on the objectives of HTA 140, with an emphasis on developing skills in a different area of technical theatre from HTA 140. Such areas include lighting design, property management, set design, set building, etc. A laboratory format is used. Prerequisite: HTA 140.

HTC 104-105 Music Theatre Chorus [1-1]

First-year theatre students put ear training skills into practical use in the execution of musical theatre literature. Emphasis is placed on the development of a strong work ethic and of proper deportment in a professional rehearsal environment.

HTD 110-111 Ballet I [1-1]

Basic ballet movement, technique, vocabulary, musicality, and style are explored and developed through this course. Class includes movement work at the barre, center floor, traveling, and traveling combinations, in adagio and allegro tempi. This course also includes body conditioning with an emphasis on placement and posture. A studio format is used. Prerequisite: Acceptance to The Hartt School Theatre Division, Music Theatre program.

HTS 140-141 Stagecraft [1-2; 1-2]

One semester each: stage makeup techniques. Overview of technical aspects of stagecraft, including sets, lights, and costumes for stage productions. Practical application of techniques. Laboratory fee.

IPO 400/401 Orchestra [1]

Six hours weekly.

IPO 404/405 Symphony Band [1]

Three hours weekly.

IPO 410/411 Capitol Winds [1]

Two hours weekly.

MEA 101 Voice Class [1]

Instruction in voice production. Teaching principles, repertory, and class procedures. One hour weekly.

MEA 104 Technology for Music Educators [1]

Participants develop an understanding of technology (e.g., computers, keyboards, hardware, software, and MIDI [Musical Instrument Digital Interface]) and its practical application. Topics include computer hardware, software (notating, sequencing, digital audio, recording, educational), keyboard controller modules, samplers, CD-ROM, Internet, web, multitrack recording, mixing, CAI, and other applications. Laboratory fee.

MED 110 Foundations of Music Education [2]

This course introduces students to terms and concepts used in an analytical examination of public school education in the United States. Students examine the practical and philosophical issues that characterize the discipline of music education. Laboratory fee.

MED 150 Freshman School Partnership [0]

Students spend two weeks during Winterterm (January break) in an elementary school assisting a music teacher. This experience is to enable students, early in their four-year program, to develop an understanding of what is involved in the many aspects of a career in elementary music teaching. Prerequisite: MED 110. Laboratory fee.

MPT 110 Fundamentals of Music Production [2]

This is an introductory course in the basics of producing and engineering music for music production and technology majors. Beginning with an exploration of basic tools and techniques used in the recording studio, and standard procedures common to professional facilities, the course connects students' musicianship with making technical decisions for the use of technology in capturing a musical performance.

MPT 210 Practicum in Music Production [2]

The MPT practicum is a requirement for all students pursuing the music production and technology degree. Students assist more-advanced students, Hartt recording studio staff, and music production and technology faculty with recording sessions, concert/recital recordings, studio maintenance and repair, and general studio operations. Students who show exceptional ability may be given chief recording engineer status and responsibility on particular projects at the discretion of the instructor and/or studio manager. Prerequisite: MPT 110. This course is available to MPT majors only.

MTH 112 Precalculus I for Engineering Technology [3]

A general review of fundamental algebraic operations, including equations, logarithms, exponential equations, and scientific notation; an introduction to trigonometry, polar and rectangular coordinates, functions, and graphs.

MTH 122 Precalculus II for Engineering Technology [3]

A continuation of MTH 112, including graphic and algebraic solutions of equations, exponents and radicals, vectors and oblique triangles, complex numbers, trigonometric identities, and an introduction to analytical geometry. Prerequisite: MTH 112 (minimum grade of C-) or permission of instructor.

MUM 120 Introduction to Arts Management [3]

An introductory survey of the music management/entertainment industry. Introduction to the general principles of for-profit (recording, retail, artist management) and not-for-profit (symphony orchestra) sectors. Investigation of career opportunities in music management. Three hours weekly.

MUM 221 Music Management: For Profit [3]

This intermediate course focuses on the application of business skills to the fields of music and the performing arts in areas such as the production and distribution of recordings, concert production, tour management, music publishing, copyright law, royalties distribution, and artist management. Three hours weekly. Prerequisite: MUM 120.

MUS 110, 111 Paronov Performance Hour [.5, .5]

Performance observation and general musicianship. One hour weekly. May be repeated for additional credit.

OPR 160 Opera Stagecraft I [1]

In this beginning course, students develop a basic understanding of stagecraft, theatrical makeup, costume application, and stage terminology. Students function as crew and other support staff for both the junior/senior and graduate black-box performances. Various skills that are taught in successive semesters, such as theatre games, body movement, character research, and audition techniques, are introduced at this time. Laboratory format.

OPR 161 Opera Stagecraft II [1]

This course expands upon the content of APR 160. Students function as crew for the mainstage production. The practical application of skills such as theatre games, body movement, character research, and audition techniques is continued. Laboratory format. Prerequisite: OPR 160 or permission of instructor.

TH 110 Fundamentals of Music Theory [2]

A basic course in the rudiments of music for music and non-music students. A preparatory course for TH 111 Harmony I. Topics include scales, intervals, keys, triads, and seventh chords. Study of examples from the classic and popular music literatures. Three hours weekly.

TH 111 Diatonic Harmony I [2]

The first course in tonal harmony, covering the principles of diatonic harmony. Topics include diatonic chord progression, melody harmonization, and figured bass. Study of examples from the classic and popular music literatures. Three hours weekly. Prerequisite: TH 110 or placement exam.

TH 112 Chromatic Harmony [2]

The second course in tonal harmony, covering the principles of chromatic harmony. Topics include chromatic voice leading, chord progression, melody harmonization, and figured bass. Study of examples from the classic and popular music literatures. Three hours weekly. Prerequisite: TH 111 or placement exam.

TH 120 Elementary Ear Training I [2]

The first course in ear training. Development of sight-singing, dictation, conducting, and improvisation skills using diatonic materials. Kodály method. Three hours weekly.

TH 121 Elementary Ear Training II [2]

The second course in musicianship skills using Kodály materials. Practice in pentatonic and diatonic systems; introduction of triadic practice in singing and recognition of harmonic functions. Further emphasis on vocal intonation and part singing, including chromaticism. Melodic and harmonic dictation using all of the foregoing elements. Three hours weekly. Prerequisite: TH 120 or placement exam.

TH 130 Theory and Ear Training for Dancers I [2]

The first course in music theory and ear training for students in the B.F.A. in dance. Instruction in the fundamentals of music theory and sight-singing. Notation of rhythm and pitch. Construction and identification of intervals, scales, and triads. Emphasis on rhythmic-metric patterns used in dance. Three hours weekly.

TH 131 Theory and Ear Training for Dancers II [2]

The second course in music theory and ear training for students in the B.F.A. in dance. Continuation of instruction in the fundamentals of music theory and sight-singing. Notation of rhythm and pitch. Construction and identification of intervals, scales, and triads. Emphasis on rhythmic-metric patterns used in dance. Three hours weekly. Prerequisite: TH 130 or equivalent.

Hillyer College

In their first semester at Hillyer College, students normally take six courses. The general program includes four core courses that all students are required to take and two electives, but schedules may vary with academic concentrations.

First Semester		Credits
ASB 110	Academic Strategies	1
ENB 110	English Composition and Literature	3
MAB 110 or 111	Mathematical Foundation 1 or 2	3
HSB	history course	3
(various)	social science course	3
(various)	humanities course	3

In the second semester, students normally take six courses, including core courses and electives.

Second Semester		Credits
ASB 111	Critical Literacies	2
ENB 111	English Composition and Literature	3
MAB	mathematics course	3
HSB	history course	3
(various)	social science course	3
(various)	humanities course	3

See humanities and social science course descriptions on pages 48–51.

Academic Concentrations

As a Hillyer student, you are a “liberal studies” major. However, to personalize your program of study and begin specializing for a future area of study, you may also select and declare an academic concentration. You then become a liberal studies major with a concentration in that area of study. Academic concentrations have different requirements and will determine many of the electives you will take.

The concentrations are

- ✦ American Studies
- ✦ Business Studies
- ✦ Education Studies
- ✦ Environmental Studies
- ✦ Global Studies
- ✦ Health Science Studies

Selecting Electives

Begin by reading the course descriptions on the following pages. Consider selecting one humanities and one social science elective. Don't be afraid to explore: take an elective in a field you have never studied. Be flexible. Some elective classes may be filled by the time you register in advance. Therefore, you should select two alternative electives, just in case your first choices are not available. Keep in mind that most electives are offered in the spring as well as the fall semester. If you do not get your first choices in the fall semester, you should have an opportunity to take them in the second semester.

Academic Advising

Bring this handbook with you to orientation. At orientation you will meet with a faculty advisor, who will answer any questions you have about the Hillyer curriculum and help you make your final course choices, along with the days and times of your classes. In the fall semester, all first-year students will take an “advising section” for one of your courses. Your instructor for that course will be your academic advisor throughout your Hillyer program. Your advising section will be predesignated for you, and will be identified at orientation.

First Year Interest Groups (FIGs)

In the fall semester, Hillyer College provides exciting opportunities for creative and innovative experiences through FIGs. These consist of paired courses designed to meet your interests, providing the advantage of integrated and overlapping course material, concepts, and themes. You, as a student member, will work with the FIG team of professors to consider connections between the disciplines and, more specifically, the theme running through both course topics and concepts. This helps you explore the material more deeply in each class. Thus, you tend to master the material more readily and effectively, earn higher grades, and make stronger connections with your classmates.

To register for a FIG, follow these easy steps:

1. Discuss your FIG interest with your academic advisor.
2. Make your schedule incorporating the paired courses.
3. Register with your advisor for all the other courses as usual.
4. Ask your advisor to refer you to a department chairperson to complete the FIG registration.

There are limited openings in these courses, so please talk with your academic advisor during your orientation.

Modern Languages

Courses are offered in Arabic, French, German, Hebrew, Italian, and Spanish. For modern language placement information, see page 21. Modern language courses count as humanities electives.

Course Descriptions

Core Courses

ASB 110 Academic Strategies [3]

Emphasis is placed on developing learning strategies in the areas of listening, note taking, textbook reading, and test taking. Also addressed are first-year concerns such as college adjustment, motivation, goal setting, and time management.

ASB 111 Critical Literacies [2]

This course focuses on effective reading in an increasingly complex society. Among the topics covered are context, purpose and function of texts, inference, bias, tone, point of view, opinion, fact, evidence, and argumentation. Emphasis is given to evaluating web-based information. There is a research component that culminates in a paper. Prerequisite: ASB 110.

ENB 110 English Composition and Literature [3]

ENB 110 is designed to develop skills in the writing of clear, accurate prose using various rhetorical modes. Students must pass ENB 110 with a C– or better before ENB 111 may be taken. Some papers require the use of secondary sources.

ENB 111 English Composition and Literature [3]

Students must pass ENB 110 with a C– or better before ENB 111 may be taken. ENB 111 emphasizes writing critical analyses of readings in various literary genres. Some papers require the use of secondary sources. Prerequisite: C– or better in ENB 110.

HSB 115 History of Western Civilization I [3]

This course is a survey of the political, social, cultural, and economic developments of the West from the ancient period through the end of the Middle Ages.

HSB 125 History of Western Civilization II [3]

This course is a survey of the political, social, cultural, and economic developments of the West from the Renaissance to the present.

HSB 135 United States History I: Origins to 1877 [3]

This course is a survey of the first 350 years of American history, with significant emphasis on the dynamics of race, class, and gender in early American society. It examines the European conquest of the New World, the growth of colonial society in British North America, and the period of the nation's founding. The course also discusses the impact of early industrialization, the expansion of slavery, and the growth of sectional tension. The course concludes with a discussion of the Civil War and Reconstruction.

HSB 145 United States History II: 1865 to the Present [3]

This course is a survey of American history from the end of the Civil War to the present. It examines the integration of the South and West into the national economy after the Civil War and the challenges that the second wave of industrialism brought to the nation during the Gilded Age. The problems of urbanization, immigration, unemployment, and class conflict at the turn of the century are studied, as well as the efforts by Populists, Progressives, and New Dealers to find solutions to these problems. The course

places significant emphasis on America's growing role in world affairs during both world wars and the Cold War; the second half of the course focuses particularly on the civil rights movement and the Vietnam War.

HSB 155 Global History I [3]

This course introduces students to the history of global exchange and interaction from 1300 to 1850. Topics include the conquest of the Americas, the Atlantic slave trade, European cultural and economic exchanges with China and India, colonialism and imperialism, and the global integration of finance, trade, and culture. The course examines the way that non-Western peoples have responded to globalization by accommodating, resisting, and transforming the process of Western expansion.

HSB 165 Global History II [3]

A historical survey of globalization from the early 1800s to the present, focusing on different aspects of global exchange, including commerce, warfare, disease, and culture.

MAB 110 Mathematical Foundations I [3]

Development of the real number system, operations with polynomials and rational expressions, solutions of linear and quadratic equations and inequalities, radicals, and exponents. A graphing calculator is required.

MAB 111 Mathematical Foundations II [3]

Topics for this core requirement include graphing in the coordinate plane, functions (exponential, logarithmic, and polynomial), systems of equations, and inequalities. A graphing calculator is required. Prerequisite: C– or higher in MAB 110 or its equivalent, or appropriate placement test score.

MAB 113 Introduction to Finite Math [3]

This course helps students develop and apply quantitative analytic skills and strategies in varied problem-solving situations. Topics may include, but are not limited to, (1) organizing, displaying, and interpreting quantitative information; (2) probability and statistics; (3) mathematical models and problem solving; (4) sets and counting techniques; and (5) mathematical reasoning. Prerequisite: C– or higher in the most recent of either MAB 110 or MAB 111 or equivalent.

MAB 220 Topics in Trigonometry and Introduction to Calculus [3]

Trigonometric topics include definitions and graphs of the trigonometric functions, right triangle and unit circle trigonometry, inverse trigonometric functions, and trigonometric identities. Introductory calculus concepts include functions, limits, continuity, average and instantaneous rates of change, definition of derivative, and derivative as a function. A graphing calculator is required. Successful completion of the 9-credit, three-course sequence, consisting of MAB 111, MAB 220, and MAB 221, is required to prepare the Hillyer student to proceed to an intermediate calculus class, such as M 145 Calculus II, in the College of Arts and Sciences. Completion of MAB 220 alone, following MAB 111, is not sufficient preparation for intermediate calculus. Only open to Hillyer students; not open to students in other colleges at the University of Hartford. Prerequisite: C– or better in MAB 111.

Humanities Electives**ARB 110 Introduction to the Fine Arts [3]**

An introduction to the fine arts through the study of the painting, sculpture, architecture, and minor arts of Egypt, Mesopotamia, Crete, Greece, Rome, Early Christianity, and the Middle Ages.

ARB 111 Introduction to the Fine Arts [3]

Painting, sculpture, architecture, and the minor arts are examined and analyzed according to basic artistic principles and the society from which they emanate. Renaissance, Mannerism, Baroque, Rococo, Neoclassicism, and Romanticism are covered. Laboratory fee.

ARB 112 Introduction to the Fine Arts [3]

Painting, sculpture, architecture, and the minor arts are examined and analyzed according to basic principles and the society from which they emanate. Impressionism, Post-Impressionism, Cubism, Expressionism, and American art in the 20th century are covered. Laboratory fee.

ARB 113 Microcomputer Graphics as Contemporary Art [3]

This course studies the influence of technology on both style and creativity. Ramifications of integrating computing into the creative process are examined, and a variety of computer-generated imagery is considered as an element of modern art history. Prerequisite: ARB 110, ARB 111, or ARB 112; or permission of instructor. Laboratory fee.

ARB 115 Art of Ancient Mesoamerica [3]

An introduction to the ancient American art, archaeology, and inscriptions of Mexico and Central America. Students examine forms and functions of Middle American cultural materials, while looking closely at how these were influenced by indigenous cosmology as well as ecological and socioeconomic factors. Interactive, image-based lectures span 3,000 years of Mesoamerican art and civilization, including the stylistic traditions of the Olmec, Maya, Zapotec, and Aztec. Consideration is given to the impact of 16th-century European contact on Native American culture and artistic forms. Visual resource fee.

CMB 110 Introduction to Communication [3]

This course is an introduction to the field of communication as an academic and professional discipline. The goal is to introduce the student to theory and research in the major areas of the field. The course also introduces the student to communication issues in a variety of contexts, including relationships, groups, the workplace, the new media, and public communication. It will include a brief introduction to the professional fields of advertising, public relations, and journalism and provide opportunities to develop and practice public presentation skills.

HUB 110 Introduction to Language [3]

This course is an introduction to the nature, structure, and history of language. Through readings, lectures, structured exercises, and class discussions, students survey the scientific study of language. Areas covered include sound structure, word structure, sentence structure, language acquisition, language change through time, language in society, and writing systems.

HUB 120 World Archaeology [3]

An introduction to humanities-based archaeology, exploring visual culture and historic processes. This course recounts our collective journey from early hominids to anatomically modern hominids, paying special attention to the development of ancient Old World and New World civilizations. The fine arts are examined in relationship to their wider context as part of larger systems within early societies: economic and subsistence patterns, social stratigraphy, and ritual structures. Focusing on art, architecture, and semiotics, the course surveys the beginnings of complex urban cultures and ceremonial centers in preclassical Europe as well as Africa, Australia, and the Americas before European contact. Visual resource fee.

MUB 110 Music Perspectives [3]

This course provides an approach to perceptive listening and an introduction to musical elements, forms, style periods, composers' styles, and representative works drawn from the whole world of music making. The goal is to stimulate curiosity in, and enrich the appreciation of, what we call a "musical experience." Laboratory fee.

MUB 200 World Music Survey [3]

This is an introductory course to world music and some of the basic issues important for an understanding of music in culture and music as culture, including discussion of major musical cultures throughout the world, with various listening, reading, and writing assignments. Three hours weekly.

MUB 210 Global Pop Music [3]

The globalization of culture has produced a world that has an uninhibited circulation of people, ideas, and things. There is no better place to observe this "grooving together" of cultures than in global pop music. This course examines the forces that enable the movement of music and musicians around the world and that give global music its persuasive power. Topics include music as expressive culture, music production, ethnicity and identity in pop music, music as symbol, cross-cultural collaborations in popular music, and music as a force that transcends sociological, political, and national boundaries.

PHB 110 Introduction to Philosophy [3]

A first course in philosophy that stresses the basic human questions. Major concerns include the task of philosophy, the nature of man, the self, the freedom to choose, the nature of values, and the question of morality. Specific philosophical outlooks are briefly discussed; a more extensive examination is given to the nature of religion, belief in God, and Oriental thought.

PHB 120 Ethics: Contemporary Moral Problems [3]

An introductory course for examination and discussion of contemporary moral problems. Begins with identifying the moral experience and constructing moral situations. The moral problems include truth, suicide, sexual integrity, violence, punishment, and issues in biomedical ethics.

SDB 110 Effective Speech [3]

Selection, organization, and development of ideas for effective delivery in extemporaneous or manuscript form. Course includes preparing transparencies or overhead projector presentations and making videotapes of speeches. Some attention is given to impromptu speeches, discussion, parliamentary procedure, critical evaluating, and oral reading.

SDB 120 Introduction to Theatre [3]

Course planned to develop an understanding and appreciation of dramatic art through the study of the contributions made to it by playwrights, actors, directors, designers, technicians, and theatre builders. Also, the study of some of the major forms and styles of drama, as well as discussion of selected modern plays and dramatic criticism. Course includes some history of the American film and television industry and consideration of the current theatrical job market.

Social Science Electives**ANB 110 Cultural Anthropology [3]**

An exploration of human social organization and diversity. Students study the beliefs and behaviors of a variety of world cultures through religion, kinship, marriage, subsistence, personality, and worldview. Emphasis is given to examining the lifeways of traditional societies, their continuity, and change.

ECB 110-111 Principles of Economics [3]

The operation of modern economic society. Introductory analysis of production, exchanges, prices, distribution, money and banking, public finance, labor, the level of employment, the determinants of national income, and international trade. ECB 110 prerequisite: MAB 111; ECB 111 prerequisite: ECB 110.

GVB 110 American National Government [3]

An introductory overview of the American political process and its governmental structure. Attention is directed toward the principles, structure, and role played by the national government in the American political process.

GVB 120 The American Judicial System: Process and Issues [3]

A survey of the American judicial process, its structure, principles, and functions within the context of the American political process. A topical approach is used, with consideration given to the Constitutional basis of the national judiciary, the dynamics of judicial federalism, and an examination of the court's general role in the national development of civil rights and liberties and due process of law.

GVB 125 Introduction to World Politics [3]

Comparative analysis of domestic and foreign policies of several Western European countries, Russia, and China. Study of social, economic, and political issues of the third world. Examination of selected problems in U.S.-Russian relations, such as arms control, trade, and human rights.

GVB 130 How to Change the World: An Introduction to Social Action [3]

This course introduces students to the strategies necessary to create and advocate for solutions to social, political, and environmental problems. Particular attention is devoted to the role of activists and organizations as forces for social change. The course uses case studies of specific social changes, guest lectures from activists, and student involvement in a social action project to provide students with the insights and skills necessary to become more effective agents for social change.

GVB 140 Current Issues in American Politics [3]

This course focuses on how the American political system deals with major domestic and foreign policy issues. Particular attention is paid to the process through which issues are identified, analyzed, and debated, and policies are implemented and evaluated. Topics to be studied vary, but may include the economy, education, immigration, health care, the environment, terrorism, and foreign policy issues. Prerequisite: GVB 110 or permission of instructor.

GVB 210 Urban Politics [3]

This course addresses issues associated with the governance and politics of urban America, from neighborhood to city council and city hall. Readings and course work provide opportunities to learn about the shape and pattern of local government in the United States and why it has evolved as it has. Special attention is given to topics such as why cities develop; machine politics; the relationship between public and private power; the interplay of race, ethnicity, and class in urban governance; and the political and economic fragmentation of American cities.

PSB 110 General Psychology I [3]

Introduction to psychology as a scientific study of man's behavior, with an emphasis on the interaction of mind and body. A survey of learning, motivation, emotions, and abnormal behavior.

PSB 111 General Psychology II [3]

Personality theory and psychotherapy, perception and consciousness, child development, intelligence and IQ testing, and some aspects of social psychology. Prerequisite PSB 110.

PSB 210 Personality [3]

An examination of factors such as heredity, family, and socio-economic and cultural influences, on personality. Covering the period from the time of Freud to the present, the course considers some of the major theories concerning personality development. Prerequisite PSB 110.

PSB 220 Social Psychology [3]

This course studies the way that the thoughts, feelings, and actions of individuals are influenced by the presence of others, how people interact in groups, and how individual and group differences influence the way people react to their social and physical environment. Topics include prejudice, disliking others, attraction, liking others, aggression, hurting others, altruism, helping others, and conflict and peacemaking. Prerequisite: PSB 111.

PSB 262 Abnormal Psychology [3]

This course is an introduction to abnormal behavior and psychopathology. Topics cover a broad range of disorders, including adjustment disorders, mood disorders, anxiety disorders, developmental disorders, cognitive disorders, substance abuse, and personality disorders. Students learn the method of classifications of disorders with emphasis on the level of dysfunction, an overview of providers, and types of mental health interventions. The role of preventive strategies to promote mental health is discussed. Prerequisite: PSB 110.

SYB 110 Introductory Sociology [3]

Study of the nature of society, culture, and human groups, including a survey of the major social institutions, the social aspects of personality, and the basic processes of social interaction.

SYB 115 Studies in Social Problems [3]

Study of the causes, effects, and social implications of selected social problems. Topics vary according to section and semester (environmental problems; urban/suburban problems; social construction of social problems; wealth, poverty, and inequality; social problems and college campuses). Some sections may include a service-learning requirement. Since subjects vary from semester to semester, this course may be repeated for credit with permission of the department chair. Prerequisite: SYB 110 or permission of instructor.

SYB 130 How to Change the World: An Introduction to Social Action [3]

This course introduces students to the strategies necessary to create and advocate for solutions to social, political, and environmental problems. Particular attention is devoted to the role of activists and organizations as forces for social change. The course uses case studies of specific social changes, guest lectures from activists, and student involvement in a social action project to provide students with the insights and skills necessary to become more effective agents for social change.

SYB 150 Sports and Society [3]

This course examines the relationship between sports and society. Particular attention is paid to sports as a reflection of society, including how sports are organized; technological change; inequalities of race, class, gender, and sexuality; and problems such as drugs and violence. Other important topics are youth sports, collegiate sports, the economic impact of sports, and sports and the media. Prerequisite: SYB 110 or permission of the instructor.

SYB 220 Social Inequalities of Gender and Sexuality [3]

This course examines a variety of ways in which gender and sexuality are sources of social inequality. The course explores how various cultures differ in the meanings they give to gender and sexuality, as well as how societies are structured around these meanings. The course provides an in-depth investigation of inequalities of gender and sexuality in major social institutions—schools, families, politics, and the economy—in the United States. Prerequisite: SYB 110 or permission of instructor.

SYB 230 Sociological Perspectives on the Connecticut River [3]

An exploration of the relationships between human social interaction and the environments surrounding the Connecticut River Watershed. Focus is on archaeological, anthropological, sociopolitical, economic, and ecological perspectives. The goal is to provide students with a contextual understanding of the interactions between components of society and a specific ecosystem. Prerequisite: SYB 110 or permission of the instructor.

SYB 240 Sociology of Immigration [3]

This course provides in-depth examination of the United States as an immigrant society, including both historical patterns and recent trends. Emphasis is placed upon both the immigrant experience and the United States as a host society. Topics include ethnic communities, assimilation, discrimination, mobility, transnationalism and immigrant politics. Special attention is paid to current issues, including anti-immigrant legislation, the status of undocumented residents and the social and economic impact of immigration. Prerequisite: SYB 110 or permission of instructor.

SYB 250 Race, Ethnicity, and Inequality [3]

Race and ethnicity are important as a basis for personal identity, intergroup conflict, and social inequality. This course explores the question of why racial and ethnic inequality has played a dominant role in the development of American society. Topics include ethnicity, race, and identity; race and racism; the historical development of racial inequality; the Civil Rights Movement and other challenges to racial inequality; current racial inequality; segregation; immigration; and current issues. Prerequisite: SYB 110 or permission of instructor.

Statement of Nondiscriminatory Policies

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, the University does not discriminate on the basis of gender in the conduct or operation of its educational programs or activities, including employment therein and admission thereto. The University admits students without regard to race, gender, physical ability, creed, color, age, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It complies with Title VI of the Civil Rights Act of 1964, as amended, and does not discriminate on the basis of race, gender, physical ability, creed, color, age, sexual orientation, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletics and other University-administered programs. The University of Hartford hereby provides notice to its students, employees, applicants, and others that it supports the language and intent of Section 504 of the Rehabilitation Act of 1973 (and regulations issued pursuant thereto), which prohibits discrimination on the basis of disability in its educational programs and activities, including admission and access to the University. The dean of students (Gengras Student Union, 860.768.4260) is the individual designated to coordinate efforts by the University to comply with and carry out requirements under Title IX and Section 504.

Inquiries concerning the application of Title IX, Section 504, and Title VI may be referred to the Regional Director, Office of Civil Rights, U.S. Department of Education, Boston, MA 02109.

All courses and course requirements listed in this handbook are subject to change.

*WE SEE GREATER
STRENGTH IN YOU.*

**UNIVERSITY
OF HARTFORD**

200 Bloomfield Avenue
West Hartford, CT 06117

BARNEY SCHOOL OF BUSINESS

COLLEGE OF ARTS AND SCIENCES

**COLLEGE OF EDUCATION,
NURSING AND HEALTH PROFESSIONS**

**COLLEGE OF ENGINEERING,
TECHNOLOGY, AND ARCHITECTURE**

HARTFORD ART SCHOOL

THE HARTT SCHOOL

HILLYER COLLEGE

UNIVERSITY STUDIES

hartford.edu

**UNIVERSITY
OF HARTFORD**

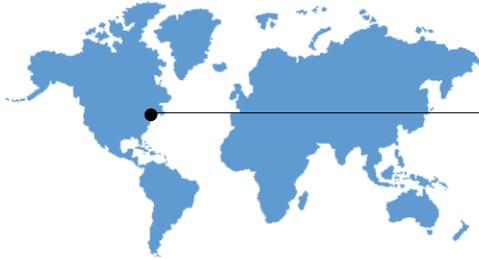
**UNIVERSITY OF HARTFORD
GRADUATE PROGRAMS**

A GUIDE FOR INTERNATIONAL STUDENTS



AN IDEAL LOCATION

From Hartford, Connecticut's capital city, it is an easy train, bus, or car ride to New York City, Boston, beaches, and skiing.



CENTRAL LOCATION

The University of Hartford is located on the eastern edge of the picture-perfect suburban town of West Hartford, adjacent to the city of Hartford, on 340 scenic acres. Its idyllic green campus, nestled within a warm and welcoming New England community, is quintessential New England. Yet the opportunities of the city of Hartford are just down the road, and two of America's great metropolises, Boston and New York City, are just two hours away.

HARTFORD AND THE REGION

Dubbed "New England's Rising Star," Hartford is enjoying a renaissance fueled by the development of its riverfront. With burgeoning retail and residential development, downtown Hartford is poised to become a 24-hour hub of culture, arts, and entertainment.

Within Hartford's borders, one can tour the home of Mark Twain, mingle with 5,000-plus years of art at the Wadsworth Atheneum Museum of Art, and explore history at the oldest state house in the country. The Bushnell Center for Performing Arts and Hartford Stage Company offer traveling Broadway shows and other award-winning theater productions.

The New England Dodge Music Center offers top-name concerts, while the Hartford Civic Center is home to the American Hockey League's Hartford Wolf Pack.

The surrounding Connecticut countryside offers unlimited get-away possibilities, including skiing, hiking, river rafting, fall festivals, and two of the world's largest casino and entertainment complexes.

FOUR SENSATIONAL SEASONS

Our warm spring comes alive with fragrant flowers and blossoming trees. The sunny summer season leads many to area beaches and recreational areas. Autumn is breathtaking with a spectacular display of color throughout the landscape. Winter's beauty is evident with several significant snowfalls each year, creating postcard-like scenery and sending skiers to mountainside retreats.

Average maximum temperatures range from 1 degree Celsius (33 degrees Fahrenheit) in January to 29 degrees Celsius (85 degrees Fahrenheit) in July and August. At night, average minimum temperatures drop to -9 degrees Celsius (16 degrees Fahrenheit) in January and 17 degrees Celsius (62 degrees Fahrenheit) in July.

A MESSAGE FROM THE PRESIDENT

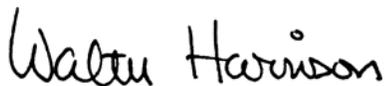
At the University of Hartford, we pride ourselves on being an international university that is large enough to include students from the United States and 64 other countries from around the world. Yet we are small enough to provide individualized attention to all of our students.

I am pleased to say that several national initiatives have begun to increase the number of international students studying in this country. And we at the University of Hartford have adopted initiatives of our own.

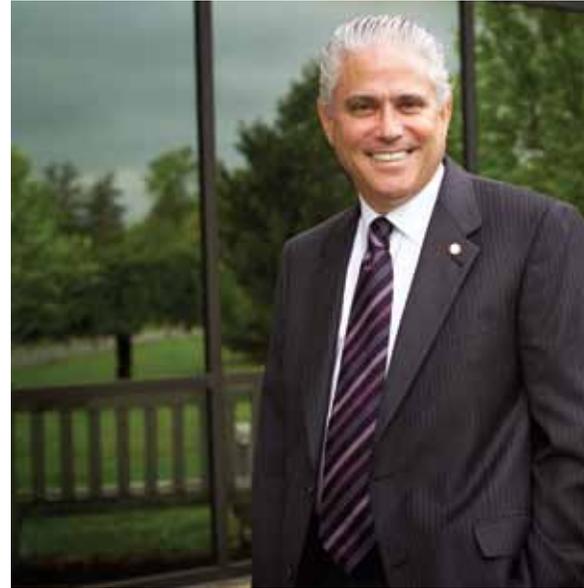
In recent years, we have developed exchanges or partnerships with universities, colleges, and schools in Jordan, Turkey, Germany, and Israel, among other countries. Our study-abroad office is very active, and our faculty offer a variety of fascinating short courses abroad.

Encouraging international education and understanding is an important part of our mission as a university and has been since our founding. It is also a major part of our role as a leading American university.

I look forward to seeing you at the University of Hartford, where you will have the chance to benefit from the rich and varied traditions of a diverse, multicultural community that each year welcomes 1,700 graduate students from all parts of the world.



Walter Harrison
President



WALTER HARRISON
PRESIDENT



BUSINESS

The University of Hartford's internationally acclaimed Barney School of Business—accredited by the Association to Advance Collegiate Schools of Business (AACSB)—prepares students to meet the challenges, and benefit from the opportunities, of the 21st century. The Barney School of Business produces dynamic and decisive business leaders for the rapidly evolving global stage. As a Barney School student, you will be encouraged to interact with businesses based in Hartford—the home of many industries, including insurance, banking, law, health care, high-technology manufacturing, diversified financial services.

A graduate degree from the Barney School is an investment that will pay dividends throughout your career.

Master of Business Administration (MBA)

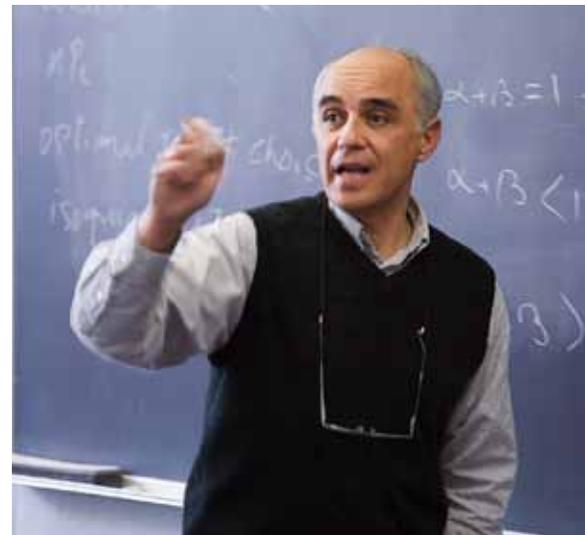
Industries and organizations of all types and sizes seek visionary leaders who can manage the new forces of e-commerce, globalization, corporate mergers, and increased competition. Technical competence alone in a profession is no longer sufficient. The Barney School's Master of Business Administration program prepares future leaders to meet the powerful forces of the emerging business environment, in which a graduate degree has become a prerequisite for advancement.

The Barney School of Business prepares individuals to be leaders and decision-makers who are globally aware and socially responsible by:

- Creating a student - focused learning environment that emphasizes effective, high quality bachelor's and master's level teaching and learning; and
- Engaging in a broad range of scholarly activities to improve the practice of business, enhance and strengthen our teaching and provide intellectual stimulation to our faculty; and
- Maintaining strong relationships with business, not - for- profit and government entities to facilitate their interaction with our students and faculty in a wide variety of activities.

Master of Science in Accounting and Taxation (MSAT)

The Master of Science in Accounting and Taxation program allows you to complete courses at your own pace. The accelerated format affords you the opportunity to earn a master's degree in as few as seven months (or longer if you prefer) after graduating with an undergraduate degree in accounting. Students without an undergraduate degree in accounting may be admitted into the MSAT and complete the undergraduate prerequisite courses as part of their program of study.



Excellence in Engineering and Management (E²M) Dual Degree

Engineering graduate students may take advantage of a rare opportunity at the University of Hartford to earn both a Master of Engineering and a Master of Business Education degree by successfully completing 63 credits of study, 18 fewer credits than if the degrees were pursued separately. Students must be accepted in both programs separately to pursue this degree.

The E2M program is as flexible as it is efficient, with a choice of four different specialties: civil, electrical, environmental, or mechanical engineering.

Cooperation between the University of Hartford's Barney School of Business and the College of Engineering, Technology, and Architecture extends to a third partner as well, the businesses and industry of Greater Hartford. The University's Engineering Applications Center assists local business and industry in applying new techniques, and students become involved through application projects, symposia, and forums.

Features

- Online, on campus or both
- Small classes with individualized attention
- AACSB international accreditation
- State-of-the-art curriculum
- Experienced, full-time faculty
- 51-credit program
- Superior academic support
- A program with global influences and international diversity
- Close ties to the Hartford business community

Requirements

- WES Evaluation www.wes.org of all international transcripts of previous baccalaureate and graduate study
- Two letters of recommendation
- Letter of intent
- Current résumé
- Scores of the Graduate Management Admissions Test (GMAT) or GRE
- TOEFL scores (score requirements are different for MSAT and MBA) or IELTS overall score of 6.5, while scoring at least a 6.0 in each section
- Guarantor's Statement of Financial Support
- Applicants who hold a master's degree or higher from an appropriately accredited institution are exempt from the GMAT.
- Applicants with three or more years of continuous work experience at a Global Fortune 500 company may apply for a waiver from the GMAT. Each request for a GMAT waiver is individually evaluated. The experience based GMAT waiver for international students is not available in the MSAT.
- Apply online at:
https://banweb10.hartford.edu8910/pls/prod/twbkwbis.P_wwwlogin

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@mrothuhart



Barney School: One of America's Best

Here's what our students have to say:

"Our instructors come from very diverse backgrounds with a wide array of previous work experience, which I feel helps create an extremely interesting learning environment."

"The program's emphasis on group-based assignments and practical cases and examples in classes is helpful."

"With about half of the class made up of international students native to foreign countries, the MBA student body is quite diverse, and not just ethnically. Our working backgrounds are so different: engineers, stockbrokers, chemists, a physicist, insurance, business administrators, accountants—oh, boy. You get all of us in a working group (and) it is quite the experience, especially for a class project."

ENGINEERING

The mission of the engineering program of the University of Hartford's College of Engineering, Technology, and Architecture is to keep engineering professionals ahead of the rapidfire changes that continue to alter the world of technology. Recognizing that engineers require a broad, analytical capability and management perspective, the program provides you with continuing opportunities to pursue advanced work in specialized areas of applied design and stresses the development of communication skills that are crucial to a successful career.

Under the guidance of faculty who have impressive educational credentials as well as extensive experience in business and industry, classes are held in state-of-the-art facilities with high-tech laboratories. Students are provided with the tools needed to advance their careers in concentrations such as civil, electrical, environmental, and mechanical engineering.

Students have the opportunity to work on real-life projects through the University of Hartford's Engineering Applications Center. Business and industry make use of the center to apply new technologies to their products and processes through application projects, demonstrations, symposia, and forums in a wide range of critical areas. The University also has a number of openings available for graduate assistantships.

Requirements

- Baccalaureate degree in engineering with a 3.0 grade point average
 - Two letters of recommendation
 - Official transcripts
 - Letter of Intent
 - TOEFL 80 iBT or IELTS of 6.5
 - Guarantor's Statement of Support (international students)
 - Apply online at:
https://banweb10.hartford.edu:8910/pls/prod/bwskalog.P_DisLoginNon
-

30-Credit Programs

Master of Engineering in Electrical and 7 ca di Hf`Yb[]bYf[b]

The focus of this program, in all courses and through an independent study requirement, is on electrical engineering design, system operations, and management. Students may concentrate their studies in electrical power, controls, microelectronics, communications and/or signal processing, and embedded applications. Distinctive features of the program include a VLSI laboratory, a facility for real-time fault diagnostics of power transformers, a laboratory for digital signal-processing simulations, and a new Field Programmable Gate Arrays laboratory.



Master of Engineering in Mechanical Engineering

Providing advanced-level instruction emphasizing engineering practice, this program's curriculum is designed to produce leaders in industry, government, and other professions. Students may choose from the areas of design, manufacturing, biomechanics, acoustics, and mechatronics systems.

Special facilities include a mechatronics laboratory, where research is conducted in the areas of sensors, data acquisition systems, new measurement devices, miniaturized telemetry systems, modeling, and simulation of industrial case studies. A state-of-the-art instructional design laboratory provides facilities for design and simulation projects, as well as multimedia presentations, and offers Web-based educational technology tools. You can conduct your research in our intelligent manufacturing facilities that include CAD/CAM interfacing and supervisory manufacturing and expert systems. The acoustics laboratory is the site of numerous projects involving sound-intensity mapping, sound-absorption tests, machine-noise diagnostics, and acoustic evaluation.

Master of Engineering in Civil and Environmental Engineering

This program stresses applied research for the practicing engineer. Small classes promote interaction with faculty and keep you up to date with the most recent technology. The College's Geographical Information Systems Laboratory, funded by the National Science Foundation, uses computers to store and analyze map information, with applications in city planning, transportation systems, surveying, water resources, and environmental protection programs.

Engineering-MBA dual degree (E²M)

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The E²M program is as flexible as it is efficient, with a choice of four different specialties: civil, electrical, environmental, or mechanical engineering.

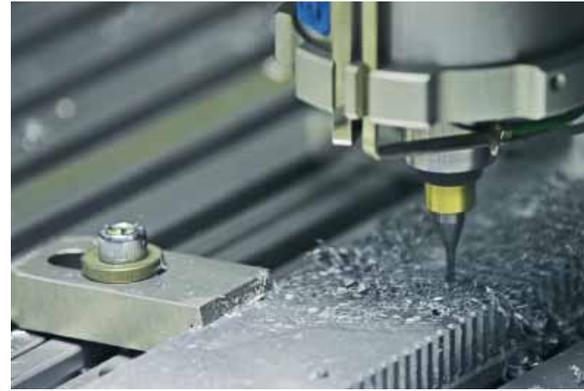
Cooperation between the University of Hartford's Barney School of Business and the College of Engineering, Technology, and Architecture extends to a third partner as well, the businesses and industry of Greater Hartford. The University's Engineering Applications Center assists local business and industry in applying new techniques, and students become involved through application projects, symposia, and forums.

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For more information on our engineering or architecture programs, contact:

cetainfo@hartford.edu or granstran@hartford.edu

www.hartford.edu/ceta/about/default.aspx



ARCHITECTURE

Master of Architecture

Set within a New England city whose architectural heritage includes significant works by I. M. Pei, Cesar Pelli, Robert Venturi, and other architects of note, the University of Hartford's multidisciplinary, 64-credit Master of Architecture (MArch) program balances theoretical, technical, professional, and creative knowledge to prepare students for careers in architecture and related professions. Working closely with faculty in a supportive environment, students are encouraged to customize their education to fit individual interests and career goals. In the design studio, students learn to define a problem, develop and evaluate appropriate solutions, and acquire presentation skills. Through lectures and exercises, they explore the history and theory of architecture and apply these skills in their design work.

visit: <http://www.hartford.edu/ceta/graduate/architecture/default.aspx>

MUSIC

With innovative programs in music, dance, and theatre, The Hartt School is renowned for preparing many of the world's most distinguished creative artists and teachers in the performing arts. Several graduate programs are offered, all led by a highly trained faculty of active, talented performers, educators, composers, and scholars who serve as mentors to their students.

- Master of Music. Areas of concentration include applied music performance, composition, conducting, liturgical music, music history, opera, and theory.
- Master of Music Education. A flexible curriculum allows for specialization in a variety of areas, including conducting, Kodály, pedagogy, technology and research.
- Doctor of Musical Arts. A rigorous program of study that prepares the musician for a career in teaching, performance, or composition.
- Graduate Professional Diploma. An intensive program for students who wish to focus on performance with a minimum of academic requirements.
- Artist Diploma. An intensive program for students with exceptional musical ability who wish to concentrate on performance or composition.

Degrees offered

- Master of Music, with majors in Composition, Conducting, Instrumental Performance with Suzuki Pedagogy emphasis, Music History, Music Theory, Performance, Piano Accompanying, and Piano Performance with Pedagogy emphasis
- Master of Music Education with or without Certification, with emphases in Conducting, Early childhood, Kodály, Pedagogy, Research and Technology
- Doctor of Musical Arts, with major in Composition, Choral Conducting, and Performance
- Doctor of Philosophy in Music education, with majors in Composition, Performance, and Orchestral Conducting
- Graduate Professional Diploma, with majors in Composition and Performance
- Artist Diploma, with majors in Composition, Performance and Orchestral Conducting



COMMUNICATION

Master of Arts in Communication

In today's information age, organizations are demanding a greater return on their communication expenditures as they work to communicate more effectively with their customers, shareholders, and other audiences. To succeed, today's advertising, public-relations, and other professionals must possess communication skills well beyond their areas of specialization.

The University of Hartford Master of Communication offers a broad array of options for study, including a focus on integrated communication. The program offers a blend of courses and seminars in which the social sciences and the humanities play a central role. The flexible course work and research opportunities are designed for students who wish to pursue their scholarly interests in the field of communication generally, and who wish to explore one or more of the following areas: interpersonal communication, mass communication, advertising, public relations, or organizational communication.

Teaching Assistantships are available.

FINE ARTS

The Hartford Art School of the University of Hartford is one of the oldest, most prestigious art schools in America. Its Master of Fine Arts (MFA) program offers advanced students an extended period of concentrated study under the tutelage of faculty mentors and assists young artists in the pursuit of personal vision, technical mastery of their field, and the development of a professional work ethic. Accredited by the National Association of Schools of Art and Design, the school's MFA degree includes concentrations in painting, photography, sculpture, and illustration.

Degrees offered

- Master of Fine Arts in Illustration (limited residency)
- Master of Fine Arts in Photography (international limited residency)

PROSTHETICS AND ORTHOTICS

The Masters of Science in Prosthetics and Orthotics program is the practice of designing, producing, and fitting devices known as prostheses (artificial limbs) for individuals who have partial or total absence of a limb. Orthotics is the practice of designing and fitting devices known as *orthoses* (orthopedic braces) to enhance function and provide care for patients who have disabling conditions of the limbs and spine. This two-year, full-time curriculum will prepare students to meet the intellectual, social, and practical needs of this rapidly evolving field. This program is available to students holding a bachelor's degree in any field.



HELLEN VAN MEEN
MFA PHOTOGRAPHY



EDUCATION

The University of Hartford's masters and doctoral programs in education prepare professionals for service to the community at various levels. At the master's level, students may enter the educational field through teacher preparation programs in Early Childhood or Elementary Education program. They may prepare to be leaders of change in their schools and communities through the Doctoral Program in Educational Leadership which reflects the latest thinking and research on leadership, organizations, and institutional change.

Degrees offered

- Master of Education in Early Childhood Education, Master of Education with Montessori Concentration, Elementary Education, Master of Education with Montessori Concentration
- Doctoral Program in Educational Leadership (EdD)



PSYCHOLOGY

The University's graduate programs in psychology provide students with an atmosphere that fosters active participation in scholarship, practical application, and research, while challenging students to develop a better understanding of themselves and the world in which they live. Master's-level degrees are offered in organizational behavior, clinical practices in psychology, and certification in school psychology. A doctoral program in clinical psychology is also offered.

Degrees offered

- Master of Arts in Clinical Practices in Psychology Program
- Master of Science in Organizational Psychology
- Master of Science in School Psychology
- Post-M.S. Sixth-Year Certification in School Psychology
- Doctoral Program in Clinical Psychology (PsyD)



NEUROSCIENCE

Master of Science in Neuroscience

The University of Hartford's Master of Science in Neuroscience is an interdisciplinary program combining psychology, biology, and other natural sciences. The program offers two options: the thesis option requires a 6-credit thesis and is designed for students who are interested in research positions or who plan to pursue doctoral training in the future; the non-thesis option requires a 3-credit research paper in which a particular applied or clinical interest is integrated with course work. This option is appropriate for students pursuing career advancement in non-research positions.



HELPING YOU SUCCEED

International Center

At the University of Hartford, we understand that, just as our extensive array of graduate-level programs has much to offer international students, so too do international students have much to offer our University community. Just as international students benefit from a diverse student body, our educational community is enriched by the harmonious blending of assorted customs, cultures, languages, and traditions. The University's International Center demonstrates our strong commitment to international education and exchange, trying to help maintain a positive and productive multicultural campus environment. Each year, the International Center assists hundreds of international students, scholars and guests from more than 60 countries to make a comfortable and uncomplicated transition to life in the United States. The International Center will guide you through the many phases of your educational experience at the University. Its caring and knowledgeable staff will help you in areas such as course registration, visa and immigration, meeting other students, area housing options, medical insurance, and travel. Learn more at <http://uhaweb.hartford.edu/intcenter.edu/intcenter>.

Career Services

The University's Office of Career Services provides comprehensive assistance to students in making decisions regarding their careers, related fields of study, work opportunities, and internships. It is important that each student receives timely and appropriate help from the very beginning, including identifying professional outcomes, selecting the right course of study, "testing out" a potential career with an internship or cooperative education opportunity, and finding a job after graduation. Graduate students may take advantage of Career Services' resources free of charge.

English Language Institute

The comprehensive academic curriculum of the University of Hartford's English Language Institute (ELI) helps international students gain mastery of the English language and, in doing so, helps them to meet the academic challenges of our rigorous graduate programs. An innovative program that increases proficiency in English-language comprehension, reading, writing, and speaking, ELI uses the most current textbooks, supplementary materials, and instructional techniques available in the field of language learning. Find out more about the English Language Institute at www.hartford.edu/eli.

University Libraries

The University Libraries consist of the William H. Mortensen Library and the Mildred P. Allen Memorial Library, which focuses on the performing arts. The libraries are open 92 hours per week during the academic year, but the library's Web pages serve as a gateway to information around the clock. Reference librarians are available during most library hours to help students find the information they need for their classes or for their own interests. Librarians will also schedule appointments to help individual students with research projects. Students living far from home can use the LexisNexis Academic database to search for stories published in newspapers from all over the world. A small collection of foreign newspapers and magazines is also available.





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DO YOU HAVE QUESTIONS?

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